

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE

MONDAY, APRIL 27, 2020

3:10 – 5:15 PM

ZOOM WEBINAR

AGENDA

I. CALL TO ORDER – Rob Kar, SEC Chair

II. SENATE EXECUTIVE COMMITTEE CHAIR REMARKS – Rob Kar, SEC Chair

III. SEC PROPOSED TIMING MOTION

IV. APPROVAL OF MINUTES – March 9, 2020

V. APPROVAL OF FLOOR PRIVILEGES

Jeff Loewenstein, Associate Dean of Graduate Education, Gies College of Business

– To speak about any EP items concerning the Gies College of Business

VI. PUBLIC COMMENT [3 minutes each]

Cristal Caballero, student, SC.20.24, Report of Actions Taken by the SEC on Behalf of the Senate

VII. CHANCELLOR'S REMARKS – Robert Jones, Chancellor

VIII. QUESTIONS FOR THE CHANCELLOR (*senators only*) [15 minutes]

IX. NEW BUSINESS

SP.20.29	Resolution to Maintain Certain Senate Operations During the COVID-19 Pandemic	University Statutes & Senate Procedures <i>S. Gilmore, Chair</i>	1
----------	---	---	---

X. CONSENT AGENDA

Items are distributed online only at <https://www.senate.illinois.edu/20200427a.asp>

EP.20.126	Critical Film Production Minor	Educational Policy <i>E. Meyer, Chair</i>
EP.20.127	Art Undeclared	Educational Policy <i>E. Meyer, Chair</i>
EP.20.136	Agricultural Leadership, Education, & Communications: Agricultural Communications - Advertising, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.137	Agricultural Leadership, Education, & Communications: Agricultural Communications - Journalism, BS	Educational Policy <i>E. Meyer, Chair</i>

EP.20.141	Art & Design: Design for Responsible Innovation, MFA	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.147	Agricultural Leadership, Education, & Communications: Organizational & Community Leadership, BS	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.153	Business Analytics, MS	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.154	Finance Concentration – Floating	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.163	Proposal to Transfer Administration of Informatics and the Related Academic Programs from the Office of the Vice Chancellor for Academic Affairs and Provost to the School of Information Sciences	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.164	Landscape Architecture, PhD	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.165	Architecture, PhD	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.166	Strategic Brand Communication, MS – Online	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.168	South Asian and Middle Eastern Studies, MA	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.170	Innovation, Leadership & Engineering Entrepreneurship, BS	Educational Policy <i>E. Meyer, Chair</i>	
EP.20.171	Aerospace Engineering, BS	Educational Policy <i>E. Meyer, Chair</i>	
SC.20.23	2020-2021 Senate and Senate Executive Committee (SEC) Meeting Schedule	Senate Executive Committee <i>R. Kar, Chair</i>	
XI.	PROPOSALS (<i>enclosed</i>)		
SP.19.12	Proposed Revisions to the <i>Statutes</i> , Article VIII, Section 4 - Changes in Existing Units	University Statutes & Senate Procedures <i>S. Gilmore, Chair</i>	5
SP.19.14	Proposed Revisions to the <i>Statutes</i> , Article III, Sections 3 and 5, and Article VI –Dean, Director, or Campus Librarian	University Statutes & Senate Procedures <i>S. Gilmore, Chair</i>	9
EP.20.172	Resolution on Online Graduate Programs	Educational Policy <i>E. Meyer, Chair</i>	13

EP.20.144	Management, MS	Educational Policy <i>E. Meyer, Chair</i>	17
EP.20.10	Suspension of Enrollment in Full-time Residential and Part-time MBA Programs	Educational Policy <i>E. Meyer, Chair</i>	33

XII. REPORTS

Attachments to reports are distributed online only at <https://www.senate.illinois.edu/20200427a.asp>

(Verbal)	Report on the Kingfisher	S. Zhou, et al.	
(Verbal)	Update from the Senate Committee on Faculty and Academic Staff Benefits	Faculty and Academic Staff Benefits <i>D. Lange, Chair</i>	
EP.20.161	Discussion to Identify Any Urgent Issues of Educational Policy Arising from COVID-19 Stay-at-Home Orders	Educational Policy <i>E. Meyer, Chair</i>	57
EP.20.162	Report of Administrative Approvals through April 13, 2020	Educational Policy <i>E. Meyer, Chair</i>	61
EC.20.10	2019-2020 Annual Report of the Senate Committee on Elections and Credentials	Elections and Credentials <i>K. Graber, Chair</i>	63
GP.20.11	2019-2020 Annual Report of the Senate Committee on General University Policy	General University Policy <i>N. Burbules, Chair</i>	65
HD.20.13	2019-2020 Annual Report of the Senate Committee on Honorary Degrees	Honorary Degrees <i>M. Wheeler, Chair</i>	69
IT.20.07	2019-2020 Annual Report of the Senate Committee on Information Technology	Information Technology <i>M. Bohlmann, Chair</i>	73
SC.20.24	Report of Actions Taken by the Senate Executive Committee on Behalf of the Senate	Senate Executive Committee <i>R. Kar, Chair</i>	75
SC.20.25	Report on the March 12, 2020 Meeting of the Board of Trustees of the University of Illinois System	M. Bohlmann	81

XIII. COMMITTEE OF THE WHOLE DISCUSSIONS [BEGINS AT 4:30 PM]

Documents related to the policies below are distributed online only at <https://www.senate.illinois.edu/20200427a.asp>

SC.20.18	System-Wide Policy on Intimate Personal Relationships (USC OT-365)	[30 minutes]
SC.20.18	System-Wide Policy on Sexual Misconduct in Prior Employment (USC OT-365)	[20 minutes]

SC.20.19 System-Wide Policy on Integrity in Research and Publication [10 minutes]
(USC OT-366)

XIV. NEW BUSINESS

XV. ADJOURNMENT

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE

MONDAY, MARCH 9, 2020

SPURLOCK MUSEUM – KNIGHT AUDITORIUM

MINUTES

I. CALL TO ORDER

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

II. APPROVAL OF MINUTES

03/09/20-01 The minutes of the February 10, 2020 meeting were approved as distributed.

III. PUBLIC COMMENT

No requests received.

IV. SENATE EXECUTIVE COMMITTEE CHAIR'S REMARKS

Professor Rob Kar (LAW), a faculty senator and Chair of the Senate Executive Committee (SEC), noted that there is a response team working on COVID-19 preparedness.

Chair Kar reminded senators that this is the time of year when the Senate Committee on Committees is working to fill the annual committee vacancies. Be sure to look for emails soliciting your interest in serving on committees.

Chair Kar offered his condolences to the family of long-time Senate member and parliamentarian Ken Anderson who recently passed away. Kar invited current parliamentarian Friedman to speak about Anderson.

Friedman noted that Anderson was not only a mentor, but also a friend and neighbor. Anderson taught Friedman about parliamentary procedure.

V. CHANCELLOR'S REMARKS

Chancellor Jones reported that the COVID-19 Leadership Response Team and some of the Chancellor's Leadership team are working hard to respond in the most effective and best way to keep the campus and community safe while protecting the educational experiences of our students. As the outbreak grows, conferences and events are beginning to be cancelled. This is real and impacting the regular course of business, but the Response Team and campus leaders are responding so business can continue. We are preparing of the likelihood that things will change in a short period of time.

A website, <https://covid19.illinois.edu>, has been created to help disseminate information about COVID-19. Email updates will continue to be sent out to parents, students, faculty, staff, and other stakeholders as the situation changes. Chancellor Jones urged senators to watch for guidelines from the Champaign-Urbana Department

of Public Health (C-UPHD) and the Chancellor's leadership team in order to prepare for what is to come.

Chancellor Jones turned chairmanship of the meeting over to Vice Chancellor for Academic Affairs and Provost Andreas Cangellaris. Cangellaris reported that the University is using a multifaceted response to COVID-19. In January, C-UPHD representative began working with staff at the McKinley Health Center to prepare for when students and others returned to campus from winter break.

Awais Vaid, Epidemiologist for the C-UPHD, is in attendance today to answer questions. Provost Cangellaris also noted that he has been in communication with other Provost's in the Big Ten Academic Alliance (BTAA) and also Association of Public and Land-grant Universities (APLU) colleagues.

Provost Cangellaris stated that study abroad programs and international travel has been impacted. Although it might seem as though not much is happening, there is a great deal of planning occurring behind the scenes. Additional working groups have been created to predict possible impact to operations. The Council of Deans will continue to meet weekly. Facilities and Services employees are being properly trained and equipped to safely do their jobs. Technology Services are testing the capacity of various services to ensure we are prepared. Preparations are also underway should the University be unable to provide in-person instruction on campus. Options are also being developed for international students to attend if they are unable to travel to campus. Arrangements are also being made for international students that are here and unable to return to their home countries due to travel restrictions.

VI. QUESTIONS

Provost Cangellaris responded to a question about VPN (virtual private network) server capacity by noting that Technology Services is testing VPN server capacity and other system capacity such as use of Zoom.

In response to questions regarding cleaning procedures, Robin Kaler, Associate Chancellor for Public Affairs, noted that the frequency of sterilization for labs, disinfecting of classrooms, and cleaning of high touch surfaces have increased. All building service workers will use gloves and additional overnight disinfecting of high touch areas has also begun.

Kevin Pitts, Vice Provost for Undergraduate Education, answered questions about how distance learning would occur. Pitts reported that in some cases, faculty might provide instruction to an empty classroom while a camera records the lecture. Not everything will be able to be replicated; studio courses require face-to-face instructions. Various modalities are being utilized and we are getting creative on how to deliver courses in another way other than face-to-face. At the end of the day, students need to complete their classes and exams or assessments also need to be completed.

Awais Vaid, Epidemiologist for the C-UPHD reminded senators that we have gone through many outbreaks and this is more unknown than in past outbreaks. We want to be proactive instead of reactive. Those over 65 years old are at higher risk. It is important to take care of yourself and others. If you are sick, please stay at home. If not for yourself, for others in the community.

Student Body President Connor Josellis asked how students have been involved in the planning process to move to online course delivery. Cangellaris replied that as plans and contingency plans move forward information will be shared with students.

Questions about travel during spring break were answered with suggestions of caution. Be mindful of where you are traveling to and who you are coming into contact with. Vaid added that although there are no current travel restrictions within the United States, if you travel, be prepared for the possibility of being quarantined there for 14 days. Also avoid as many public places as possible.

VII. CONSENT AGENDA

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

- 03/09/20-02 EP.20.105* Revising Requirements for BS in Industrial Engineering
- 03/09/20-03 EP.20.107* Eliminate the Teaching East Asian Languages concentration within the BALAS in East Asian Languages and Cultures
- 03/09/20-04 EP.20.108* Add Other Language Courses to the Spanish Minor
- 03/09/20-05 EP.20.109* Add Other Language Courses to the Spanish, BALAS
- 03/09/20-06 EP.20.112* Deactivate the International Business Concentration
- 03/09/20-07 EP.20.113* Create an International Business Minor
- 03/09/20-08 EP.20.114* Deactivate the General Management Concentration in Management, BS
- 03/09/20-09 EP.20.115* Phase Down of 1-Year M.ARCH Track
- 03/09/20-10 EP.20.116* New Concentration in Building Performance in the Master of Architecture (M.ARCH) Program
- 03/09/20-11 EP.20.117* New Concentration in Health and Wellbeing in the Master of Architecture (M.ARCH) Program
- 03/09/20-12 EP.20.118* New Concentration in Urbanism in the Master of Architecture (M.ARCH) Program

- 03/09/20-13 EP.20.119* Eliminate the MS in the Teaching of Earth Science, Department of Geology, College of Liberal Arts and Sciences
- 03/09/20-14 EP.20.120* Revise the Master of Science in Community Health
- 03/09/20-15 EP.20.121* Revising EdD Degree Program Course and Exam Requirement
- 03/09/20-16 EP.20.122* Proposal to Relocate the Interdisciplinary Health Studies Major: Interdisciplinary Health Sciences, BS
- 03/09/20-17 EP.20.123* Proposal to Relocate the Interdisciplinary Health Sciences, BS (Health & Aging Concentration)
- 03/09/20-18 EP.20.124* Proposal to Relocate the Interdisciplinary Health Sciences, BS (Health Behavior Change Concentration)
- 03/09/20-19 EP.20.125* Proposal to Relocate the Interdisciplinary Health Sciences, BS (Health Diversity Concentration)
- 03/09/20-20 EP.20.133* Bioengineering, BS: Revising How General Education Requirements are Shown; Revising How Free and Liberal Education Electives are Shown

VIII. PROPOSALS

- 03/09/20-21 HD.20.12* Nomination for Honorary Degree Award
- On behalf of the Senate Committee on Honorary Degrees (HD), Chair Wheeler introduced the nominee, Lewis, and moved approval of the nominee. No discussion.
- 03/09/20-22 By i-clicker and show of hands, Lewis was approved to receive an honorary degree award with 109 in favor, 1 opposed, and 1 abstention.
- 03/09/20-23 SP.19.14* Proposed Revision to the *Constitution*, Article II, Section 1.b; Article III, Section 1; and Article IV, Section 1
- On behalf of the Senate Committee on University Statutes and Senate Procedures (SP), Chair Gilmore introduced SP.19.14 for a first reading. Gilmore added that this proposal states faculty need to be included in the search process for deans and that how faculty are included needs to be part of the college bylaws. As a first reading, no vote was taken.

03/09/20-24 SP.20.19* Revision to the *Bylaws*, Part D.12 – Committee on General University Policy

On behalf of SP, Chair Gilmore introduced and moved approval of proposal SP.20.19. Burbules, as chair of the Senate Committee on General University Policy (GP), added that GP requested and supports the proposed changes.

03/09/20-25 By i-clicker and show of hands, proposal SP.20.19 was approved with 101 in favor, 0 opposed, and 1 abstention. The required two-thirds was achieved.

03/09/20-26 RS.20.02* Resolution on Sexual Harassment Reporting

Graduate student senator Bambenek (GRAD) introduced and moved approval of resolution RS.20.02. The motion was seconded and discussion followed.

Bambenek stressed the importance of reviewing the definition of a mandatory reporter from the perspective of what is best for the victim.

Faculty senator Benson (LIBR) questioned if someone in the Office of University Counsel had been consulted about the resolution. Bambenek indicated that SEC and GP reviewed the resolution.

03/09/20-27 Chair Kar made a motion to amend the resolution as follows.

WHEREAS, the University of Illinois responded to NPR Illinois reporting by instructing all journalists they were mandatory reporters under current system-wide policies, who had to disclose all conversations with victims to University authorities, thus leading to a formal report of sexual misconduct pursuant to institutional and system policies;

The motion was seconded and a short discussion followed.

03/09/20-28 By i-clicker and show of hands, the motion to amend passed with 85 in favor, 5 opposed, and 10 abstentions.

03/09/20-29 Chair Kar made a second motion to amend #1 under the “be it resolved” clause as follows.

1. Explore changing to definition of “responsible employee mandatory reporter” under internal system-wide policies to explicitly exclude all journalists associated with the University or any of its campuses if the journalists are receiving otherwise reportable information for news purposes and/or on condition of anonymity for a possible publication;

The motion was seconded and discussion followed.

- 03/09/20-30 By i-clicker and show of hands, the motion to amend passed with 32 in favor, 31 opposed, and 43 abstentions.
- 03/09/20-31 Chair Kar made a third motion to amend the resolution by inserting a new #2 under the “be it resolved” clause as follows.

2. Consider requiring journalists to protect the safety and well-being of victims of sexual misconduct in these circumstances, without forcing them to make a formal report, by requiring only a reference to a confidential advisor, who can help with supportive measures and any decision to file a formal report; and

The motion was seconded and discussion followed.

- 03/09/20-32 Benson made a motion to refer resolution RS.20.02 to GP. The motion was seconded and discussion followed.

GP Chair Burbules asked for clarity on what directions the Senate is giving GP and exactly what GP should do with the resolution if the motion to refer the resolution to GP is approved. Burbules reminded senators that Bambenek has already met with GP regarding the resolution.

Benson added that the current amendments to the proposal were confusing and difficult to follow. Discussion about the appropriate parliamentary procedure followed.

- 03/09/20-33 A request was made to determine if the required quorum of 100 senators was still present. By i-clicker, a quorum was determined to no longer exist with only 96 senators remaining.
- 03/09/20-34 Chair Kar made a procedural motion to postpone resolution RS.20.02 until the next scheduled Senate meeting.

- 03/09/20-35 By i-clicker and show of hands, resolution RS.20.02 was postponed until the next scheduled Senate meeting with 81 in favor, 0 opposed, and 0 abstentions.

IX. REPORTS FOR INFORMATION

- 03/09/20-36 EP.20.110* Report of Administrative Approvals through February 17, 2020
- 03/09/20-37 EP.20.130* Report of Administrative Approvals through March 2, 2020

X. NEW BUSINESS

No new business.

XI. ADJOURNMENT

The meeting was adjourned at 4:37 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>.



2019-2020 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	3/9/20
Lemoine	Craig	ACES	Agricultural and Consumer Economics	01-1	2021	A
Arends-Kuenning	Mary	ACES	Agricultural and Consumer Economics	01-2	2020	A
Xu	Yilan	ACES	Agricultural and Consumer Economics	01-3	2021	E
Grift	Tony	ACES	Agricultural and Biological Engineering	02-1	2021	X
Gates	Richard	ACES	Agricultural and Biological Engineering	02-2	2020	E
Christianson	Laura	ACES	Crop Sciences	03-1	2021	E
Branham	Bruce	ACES	Crop Sciences	03-3	2020	X
Lipka	Alex	ACES	Crop Sciences	03-4	2020	X
Gaskins	H Rex	ACES	Animal Sciences	04-1	2021	X
Fischer-Brown	Amy	ACES	Animal Sciences	04-2	2020	X
Miller	David	ACES	Animal Sciences	04-3	2020	X
Knox	Robert	ACES	Animal Sciences	04-4	2021	X
Keating	Kari	ACES	Human Development and Family Studies	05-1	2020	A
Smith	Shardé	ACES	Human Development and Family Studies	05-2	2021	X
Bohn	Dawn	ACES	Food Science and Human Nutrition	06-1	2021	E
Lee	Soo-Yeun	ACES	Food Science and Human Nutrition	06-2	2020	X
Takhar	Pawan	ACES	Food Science and Human Nutrition	06-3	2020	E
McSweeney	Kevin	ACES	Natural Resources and Environmental Sciences	07-1	2021	E
Wander	Michelle	ACES	Natural Resources and Environmental Sciences	07-2	2020	E
Welch	Gabriella	ACES	Student	A-01	2020	E
Herman	Mark	ACES	Student	A-02	2020	E
Navickis	Alec	ACES	Student	A-03	2020	X
Chiu	Chung-Yi	AHS	Kinesiology and Community Health	01-1	2020	X
Gothe	Neha	AHS	Kinesiology and Community Health	01-2	2021	A
Graber	Kim	AHS	Kinesiology and Community Health	01-3	2020	E
	VACANT	AHS	Recreation Sport and Tourism	02-1	2020	
	VACANT	AHS	Recreation Sport and Tourism	02-2	2021	
Chambers	Ronny	AHS	Speech and Hearing Science	03-1	2020	A
Monson	Brian	AHS	Speech and Hearing Science	03-2	2021	E
Ahmed	Eleena	AHS	Student	A-01	2020	A
Sears	Shelby	AHS	Student	A-02	2020	A
Garner	Jenny	AP	District 6	01-1	2020	X
Ruud	Collin	AP	District 8	01-2	2020	X
Helgesen	Molly	AP	District 2	01-3	2020	A
Harris	Kelli	AP	District 5	01-4	2021	X
Davis	Mark	AP	District 11	01-5	2021	X
Godwin	Aaron	AP	District 3	01-6	2021	A
Christensen	Sarah	AP	District 9	01-7	2020	E
Lu	Qiyue	AP	District 4	01-8	2020	A
Farber	Brian	AP	District 7	01-9	2020	E
Bievenue	Lisa	AP	District 10	01-10	2020	X
Hepp	John	BUS	Accountancy	01-1	2020	X
Penn	Michael	BUS	Accountancy	01-2	2021	X
Hutchens	Matthew	BUS	Accountancy	01-3	2020	X
Silhan	Peter	BUS	Accountancy	01-4	2021	E
Sougiannis	Theodore	BUS	Accountancy	01-5	2020	A
Peters	Stephen	BUS	Finance	02-1	2021	X
DeBrock	Larry	BUS	Finance	02-2	2020	A
Marcinkowski	Matthew	BUS	Finance	02-3	2021	E
Widdicks	Martin	BUS	Finance	02-4	2020	X
Noel	Hayden	BUS	Business Administration	03-1	2021	A
Liu	Yunchuan (Frank)	BUS	Business Administration	03-2	2021	E
Kindt	John	BUS	Business Administration	03-3	2020	X
Michael	Steve	BUS	Business Administration	03-4	2020	X
Venkatasubramanian	Venkat	BUS	Business Administration	03-5	2021	X
Wright	Margaret	BUS	Business Administration	03-6	2020	E
Lopez	Josue	BUS	Student - Accountancy/Finance	A-01	2020	A
Moolayil	Nishant	BUS	Student - Accountancy/Finance	A-02	2020	A
Raquel	Kayt	BUS	Student - Business Admin/Undeclared	B-01	2020	A

2019-2020 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	3/9/20
Pham	Hilary	BUS	Student - Business Admin/Undeclared	B-02	2020	A
Marshall	Jack	DGS	Student	A-01	2020	A
Willig Friedrich	Keiran	DGS	Student	A-02	2020	X
Gregory	Vada	DGS	Student	A-03	2020	X
Burbules	Nicholas	EDUC	Education Policy Organization Leadership	01-1	2020	X
Span	Christopher	EDUC	Education Policy Organization Leadership	01-2	2020	X
	VACANT	EDUC	Education Policy Organization Leadership	01-3	2021	
Cromley	Jennifer	EDUC	Educational Psychology	02-1	2021	X
Hund-Wantland	Anita	EDUC	Educational Psychology	02-2	2020	A
Hug	Barbara	EDUC	Curriculum and Instruction	03-1	2020	E
Moller	Karla	EDUC	Curriculum and Instruction	03-2	2021	X
Shriner	Jim	EDUC	Special Education	04-1	2020	X
	VACANT	EDUC	Student	A-01	2020	
Hilton	Harry	ENGR	Aerospace Engineering	01-1	2020	X
Prussing	John	ENGR	Aerospace Engineering	01-2	2021	A
Goodman	Matthew	ENGR	Materials Science and Engineering	02-1	2021	E
	VACANT	ENGR	Materials Science and Engineering	02-2	2020	
Al-Qadi	Imad L	ENGR	Civil and Environmental Engineering	03-1	2020	A
Lange	David	ENGR	Civil and Environmental Engineering	03-2	2020	X
Barkan	Christopher	ENGR	Civil and Environmental Engineering	03-3	2021	X
Stark	Timothy	ENGR	Civil and Environmental Engineering	03-4	2021	A
Benekohal	Rahim	ENGR	Civil and Environmental Engineering	03-5	2020	X
Forsyth	David	ENGR	Computer Science	04-1	2021	X
Fagen-Ulmschneider	Wade	ENGR	Computer Science	04-2	2021	X
Warnow	Tandy	ENGR	Computer Science	04-3	2020	E
Challen	Geoffrey	ENGR	Computer Science	04-4	2021	E
Zilles	Craig	ENGR	Computer Science	04-5	2020	X
Marinov	Darko	ENGR	Computer Science	04-6	2020	X
Campbell	Roy	ENGR	Computer Science	04-7	2020	X
Chen	Xu	ENGR	Electrical and Computer Engineering	05-1	2021	A
Dallesasse	John	ENGR	Electrical and Computer Engineering	05-2	2021	X
Gross	George	ENGR	Electrical and Computer Engineering	05-3	2021	A
Haran	Kiruba	ENGR	Electrical and Computer Engineering	05-4	2020	X
Iyer	Ravishankar	ENGR	Electrical and Computer Engineering	05-5	2020	E
Fliflet	Arne	ENGR	Electrical and Computer Engineering	05-6	2020	X
Bhowmik	Ujjal	ENGR	Electrical and Computer Engineering	05-7	2020	E
Jiang	Jing	ENGR	Electrical and Computer Engineering	05-8	2020	E
Dragic	Peter	ENGR	Electrical and Computer Engineering	05-9	2021	X
Wang	Qiong	ENGR	Industrial and Enterprise Systems Engineering	06-1	2021	X
Reis	Henrique	ENGR	Industrial and Enterprise Systems Engineering	06-2	2020	X
Sreenivas	RS	ENGR	Industrial and Enterprise Systems Engineering	06-3	2021	X
Ertekin	Elif	ENGR	Mechanical Science and Engineering	07-1	2021	E
Ewoldt	Randy	ENGR	Mechanical Science and Engineering	07-2	2020	E
Nam	SungWoo	ENGR	Mechanical Science and Engineering	07-3	2020	X
Sinha	Sanjiv	ENGR	Mechanical Science and Engineering	07-4	2021	X
Smith	Kyle	ENGR	Mechanical Science and Engineering	07-5	2021	X
Sofronis	Petros	ENGR	Mechanical Science and Engineering	07-6	2021	X
Di Fulvio	Angela	ENGR	Nuclear, Plasma and Radiological Engineering	08-1	2021	X
Willenbrock	Scott	ENGR	Physics	09-1	2021	X
Gollin	George	ENGR	Physics	09-2	2020	E
Hooberman	Benjamin	ENGR	Physics	09-3	2021	A
Schulte	Elaine	ENGR	Physics	09-4	2021	X
Hughes	Taylor	ENGR	Physics	09-5	2020	X
Underhill	Gregory	ENGR	Bioengineering	10-1	2021	E
Jensen	Karin	ENGR	Bioengineering	10-2	2020	E
Sebastian	Nikhil	ENGR	Student - ECE/CS/Undeclared	A-01	2020	E
Arun	Nikhil	ENGR	Student - ECE/CS/Undeclared	A-02	2020	X
Bainbridge	Cody	ENGR	Student - ECE/CS/Undeclared	A-03	2020	X
Tirmizi	Fawaz	ENGR	Student - ECE/CS/Undeclared	A-04	2020	X

2019-2020 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	3/9/20
Bastian	Jared	ENGR	Student - Mech/Aero/Ag/Bio	B-01	2020	X
Nicholson	Jessica	ENGR	Student - Mech/Aero/Ag/Bio	B-02	2020	X
Jasiak	Maksymilian	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-01	2020	A
Bhamidipati	Akshay Gopalam	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-02	2020	X
	VACANT	FAA	Architecture	01-1	2021	
	VACANT	FAA	Architecture	01-2	2020	
	VACANT	FAA	Architecture	01-3	2020	
Lingscheit	Emmy	FAA	Art and Design	02-1	2021	E
Thomas	Nekita	FAA	Art and Design	02-2	2021	E
Vazquez	Oscar	FAA	Art and Design	02-3	2020	X
Theide	Billie	FAA	Art and Design	02-4	2020	E
Simson	Kirsie	FAA	Dance	03-1	2021	A
Deal	Brian	FAA	Landscape Architecture	04-1	2021	X
Gallo	Donna	FAA	Music	05-1	2021	X
Kruse	Adam	FAA	Music	05-2	2021	X
Peterson	Elizabeth	FAA	Music	05-3	2020	X
McCall	Joyce	FAA	Music	05-4	2021	X
Magee	Gayle	FAA	Music	05-5	2020	X
Dee	John	FAA	Music	05-6	2021	X
Silvers	Michael	FAA	Music	05-7	2020	X
Miraftab	Faranak	FAA	Urban and Regional Planning	06-1	2020	A
Boesche	John	FAA	Theatre	07-1	2021	X
Jenkins	Jeffrey Eric	FAA	Theatre	07-2	2020	X
Ackerman	Christopher	FAA	Student	A-01	2020	E
Griffin	Casey	FAA	Student	A-02	2020	A
Icardo Isasa	Ane	GRAD	Student	A-01	2020	X
Bambenek	John	GRAD	Student	A-02	2020	X
Guruparan	Akil	GRAD	Student	A-03	2020	A
Saez Fajardo	Sara	GRAD	Student	A-04	2020	E
Crane	Ben	GRAD	Student	A-05	2020	E
	VACANT	GRAD	Student	A-06	2020	
	VACANT	GRAD	Student	A-07	2020	
	VACANT	GRAD	Student	A-08	2020	
	VACANT	GRAD	Student	A-09	2020	
	VACANT	GRAD	Student	A-10	2020	
	VACANT	GRAD	Student	A-11	2020	
Clancy	Kathryn	LAS	Anthropology	01-1	2020	X
	VACANT	LAS	Anthropology	01-2	2021	
Mayer	Alexander	LAS	East Asian Languages and Cultures	02-1	2021	E
Kemball	Athol	LAS	Astronomy	03-1	2020	X
O'Dwyer	James	LAS	Plant Biology	04-1	2020	E
Kaufman	Brett	LAS	Classics	05-1	2021	X
Russell	Lindsay	LAS	English	06-1	2021	A
Gilmore	Shawn	LAS	English	06-2	2020	X
Slobodnik	Syd	LAS	English	06-3	2020	X
Morris	David	LAS	English	06-4	2021	X
Basu	Anustup	LAS	English	06-5	2020	A
Hurley	Michael	LAS	English	06-6	2020	E
McVicker	Zachary	LAS	English	06-7	2021	E
Cameron	Sydney	LAS	Entomology	07-1	2020	
Fagyal	Zsuzsanna	LAS	French & Italian	08-1	2020	A
Wilson	David	LAS	Geography & Geographic Information Science	09-1	2020	A
Sanford	Rob	LAS	Geology	10-1	2020	X
Conroy	Jessica	LAS	Geology	10-2	2021	X
Niekerk	Carl Hendrik	LAS	Germanic Languages & Literature	11-1	2021	X
Brennan	James	LAS	History	12-1	2021	A
Mathisen	Ralph	LAS	History	12-2	2021	A
Symes	Carol	LAS	History	12-3	2020	A
Nesbitt	Stephen	LAS	Atmospheric Sciences	00-1	2021	X

2019-2020 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	3/9/20
Franks	Suzanne	LAS	Linguistics	13-1	2020	X
Yan	Xun	LAS	Linguistics	13-2	2020	X
Zalesov	Sergei	LAS	Linguistics	13-3	2021	X
McCarthy	Randy	LAS	Mathematics	14-1	2021	X
Oikhberg	Timur	LAS	Mathematics	14-2	2021	E
Reznick	Bruce	LAS	Mathematics	14-3	2021	X
Ivanov	Sergei	LAS	Mathematics	14-4	2020	X
Junge	Marius	LAS	Mathematics	14-5	2020	X
Rezk	Charles	LAS	Mathematics	14-6	2020	X
	VACANT	LAS	Mathematics	14-7	2021	
Kuzminov	Andrei	LAS	Microbiology	15-1	2021	X
Varden	Helga	LAS	Philosophy	16-1	2021	X
Kemper	Kim Joogsook	LAS	Molecular & Integrative Physiology	17-1	2020	E
Ksiazkiewicz	Aleksander	LAS	Political Science	18-1	2020	E
	VACANT	LAS	Political Science	18-2	2021	
Fisher	Cindy	LAS	Psychology	19-1	2020	E
Barbey	Aron	LAS	Psychology	19-2	2021	A
Derringer	Jamie	LAS	Psychology	19-3	2021	E
Laurent	Heidemarie	LAS	Psychology	19-4	2020	X
Kwapil	Thomas	LAS	Psychology	19-5	2020	X
Cooper	David	LAS	Slavic Languages & Literatures	20-1	2020	X
Leicht	Kevin	LAS	Sociology	21-1	2020	A
Tolliver	Joyce	LAS	Spanish and Portuguese	22-1	2020	E
Jegerski	Jill	LAS	Spanish and Portuguese	22-2	2021	X
Costello	Thomas	LAS	Communication	23-1	2020	X
Cisneros	Josue David	LAS	Communication	23-2	2021	X
	VACANT	LAS	Communication	23-3	2020	
Roseman	Charles	LAS	Evolution, Ecology & Behavior	24-1	2020	X
Gennis	Robert	LAS	Biochemistry	25-1	2021	X
Shen	Mei	LAS	Chemistry	26-1	2021	X
Girolami	Gregory	LAS	Chemistry	26-3	2020	A
Koerner	Michael	LAS	Chemistry	26-4	2020	A
Leckband	Deborah	LAS	Chemical & Biomolecular Engineering	27-1	2020	X
Harley	Brendan	LAS	Chemical & Biomolecular Engineering	27-2	2021	X
Belmont	Andrew	LAS	Cell & Developmental Biology	28-1	2020	A
Culpepper	Steve	LAS	Statistics	29-1	2021	X
Li	Bo	LAS	Statistics	29-2	2020	E
Kinson	Christopher	LAS	Statistics	29-3	2021	X
Perry	Martin	LAS	Economics	30-1	2021	X
Williamson	HF (Bill)	LAS	Economics	30-2	2020	X
Buckley	Bryan	LAS	Economics	30-3	2021	X
McDuffie	Erik	LAS	African American Studies	31-1	2020	A
Nguyen	Mimi	LAS	Gender and Womens Studies	32-1	2021	E
Paik	Angela Naomi	LAS	Asian American Studies	33-1	2021	A
Gilbert	Matthew	LAS	American Indian Studies	34-1	2021	A
Rosas	Gilberto	LAS	Latina/Latino Studies	35-1	2020	X
Rosenstock	Bruce	LAS	Religion	36-1	2020	A
Kaganovsky	Lilya	LAS	Comparative Literature	37-1	2020	X
Fogelman	Charles	LAS	General	38-1	2021	E
Katsnelson	Ian	LAS	Student - Life Sciences	A-01	2020	X
Kosmopoulos	James	LAS	Student - Life Sciences	A-02	2020	X
Namik	Deniz	LAS	Student - Life Sciences	A-03	2020	A
Wong	Brandon	LAS	Student - Humanities	B-01	2020	A
	VACANT	LAS	Student - Humanities	B-02	2020	
	VACANT	LAS	Student - Humanities	B-03	2020	
Sekiguchi	Anna	LAS	Student - Physical Sciences/Math	C-01	2020	A
Thompson	Natalie	LAS	Student - Physical Sciences/Math	C-02	2020	X
Compton	John	LAS	Student - Physical Sciences/Math	C-03	2020	A
Surdykowski	Ethan	LAS	Student - Physical Sciences/Math	C-04	2020	A

2019-2020 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	3/9/20
	VACANT	LAS	Student - Social Sciences	D-01	2020	
Zhou	Susan	LAS	Student - Social Sciences	D-02	2020	A
Finley	Marissa	LAS	Student - Social Sciences	D-03	2020	A
Olowomeye	Victor	LAS	Student - Social Sciences	D-04	2020	X
Alam	Rummana	LAW	Law	01-1	2021	A
Stahl	Catherine	LAW	Law	01-2	2021	E
Braun	Matthew	LAW	Law	01-3	2020	E
Kar	Robin	LAW	Law	01-4	2020	X
Dugard	Claire	LAW	Student Professional	A-01	2020	A
LB Twarog	Emily	LER	School of Labor And Employment Relations	01-1	2021	A
Benton	Richard	LER	School of Labor And Employment Relations	01-2	2020	E
Benson	Sara	LIBR	Library	01-1	2020	X
Maher	William	LIBR	Library	01-2	2021	X
Trei	Kelli	LIBR	Library	01-3	2020	X
Holder	Sara	LIBR	Library	01-4	2021	X
Sotomayor	Antonio	LIBR	Library	01-5	2021	X
Williams	Sarah	LIBR	Library	01-6	2021	X
Clifton	Dionne	MDA	Advertising	01-1	2020	A
Hall	Steve	MDA	Advertising	01-2	2021	X
Meyer	Eric	MDA	Journalism	02-1	2021	X
Valdivia	Angharad	MDA	Media and Cinema Studies	03-1	2021	A
Foster	Madelyn	MDA	Student	A-01	2020	A
Rosencranz	Holly	MED	MED	01-2	2021	E
	VACANT	MED	Student Professional	A-01	2020	
Bonn	Maria	SIS	School of Information Sciences	01-1	2020	E
Bashir	Masooda	SIS	School of Information Sciences	01-2	2021	X
La Barre	Kathryn	SIS	School of Information Sciences	01-3	2021	E
Billiot	Shanondora	SSW	School of Social Work	01-1	2021	E
Larrison	Christopher	SSW	School of Social Work	01-2	2020	X
Munoz-Najar	Julie	SSW	School of Social Work	01-3	2020	X
Rao	Sudarshana	SSW	Student	A-01	2020	A
Inoue	Makoto	VMED	Comparative Biosciences	01-1	2021	X
Mahoney	Megan	VMED	Comparative Biosciences	01-2	2020	X
Barger	Anne	VMED	Veterinary Clinical Medicine	02-1	2021	X
Pieper	Jason	VMED	Veterinary Clinical Medicine	02-2	2021	E
Johnson-Walker	Yvette	VMED	Veterinary Clinical Medicine	02-3	2021	E
Garrett	Laura	VMED	Veterinary Clinical Medicine	02-4	2020	E
Fan	Timothy	VMED	Veterinary Clinical Medicine	02-5	2020	A
Aldridge	Brian	VMED	Veterinary Clinical Medicine	02-6	2020	X
Aldridge	Russhawn	VMED	Veterinary Clinical Medicine	02-7	2021	E
Lau	Gee	VMED	Pathobiology	03-1	2021	A
Zuckermann	Federico	VMED	Pathobiology	03-2	2020	A
Koch	Amber	VMED	Student Professional	A-01	2020	X

133

A absent
E excused
X present
--- vacant

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON UNIVERSITY STATUTES AND SENATE PROCEDURES
(Final; Action)

SP.20.29 Resolution to Maintain Certain Senate Operations During the COVID-19
Pandemic

1 WHEREAS, the COVID-19 global outbreak has resulted in the need for social-distancing to limit
2 the transmission of coronavirus, resulting in significant disruptions and widespread changes to
3 a normal way of life and work;

4

5 WHEREAS, on March 9, 2020, Illinois Governor J.B. Pritzker issued the First Gubernatorial
6 Disaster Proclamation declaring a state of emergency in response to the COVID-19 threat and
7 on April 1 issued the Second Gubernatorial Disaster Proclamation;

8

9 WHEREAS, on March 11, 2020, the World Health Organization declared a COVID-19 pandemic;

10

11 WHEREAS, on March 11, 2020, University of Illinois System President Timothy Killeen
12 announced a broad set of policies in response to the COVID-19 pandemic that, among other
13 things, suspended indefinitely gatherings of fifty or more people at University-sponsored
14 events, but permitted livestream or telecommuting events;

15

16 WHEREAS, on March 16, 2020, Illinois Governor J.B. Pritzker issued Executive Order 2020-07
17 suspending certain provisions of the Open Meetings Act for the duration of the Gubernatorial
18 Disaster Proclamation to allow public bodies to assemble electronically or virtually to conduct
19 their business;

20

21 WHEREAS, any meetings of the Senate of the Urbana-Champaign Campus, or its committees,
22 are governed by both the Illinois Open Meetings Act and the Senate *Constitution, Bylaws, and*
23 *Standing Rules*;

24

25 WHEREAS, the Senate *Constitution, Bylaws, and Standing Rules* do not allow for the conduct of
26 electronic or virtual meeting of the Senate or its committees, and do not provide for remote
27 electronic voting on matters before the Senate;

28

29 WHEREAS, the *Bylaws*, Part D.1.e authorizes the Senate Executive Committee to act on behalf
30 of the Senate on urgent matters during the summer months;

31

32 WHEREAS, the *Bylaws*, Part D.1.e requires the Senate Executive Committee to first consult any
33 senators on campus prior to acting on urgent matters during the summer months and to
34 subsequently report all actions taken during the summer months to the Senate at the first
35 regular meeting of the fall semester;

36

37 WHEREAS, on March 21, 2020, Illinois Governor J.B. Pritzker issued Executive Order No. 2020-
38 10 implementing a statewide “Stay-at-Home” order for all Illinois residents in non-essential
39 occupations until April 7, 2020;

40

41 WHEREAS, on April 1, 2020, Illinois Governor J.B. Pritzker issued Executive Order No. 2020- 18
42 (Second Gubernatorial Disaster Proclamation) extending the statewide “Stay-at-Home” order
43 for all Illinois residents in non-essential occupations until April 30, 2020;

44

45 WHEREAS, the above actions prevent the Senate from conducting its business and fulfilling its
46 shared governance functions in a manner that adheres to the Senate *Constitution, Bylaws*, and
47 *Standing Rules*;

48

49 WHEREAS, it is important for the Senate and its committees to continue to meet to discuss and
50 act on policy, procedural, and curricular changes in response to the COVID-19 pandemic, and in
51 anticipation of resuming normal university operations when possible; and

52

53 WHEREAS, under the Senate *Constitution* Article I, Section 3, the Senate cannot amend its
54 *Bylaws* to allow for electronic meetings and actions until such time as it can gather in person to
55 do so; therefore,

56

57 BE IT RESOLVED, that extraordinary steps are needed to enable the Senate to conduct critical
58 business while “stay-at-home” and “social-distancing” orders remain in effect;

59 BE IT RESOLVED, that to ensure that the Senate can fulfill its duties to share in the governance
60 of the University during the COVID-19 pandemic, and until such time that the Senate can
61 convene in person to conduct meetings, the Senate shall:

62

63 1) Conduct meetings of the Senate and its committees by video and/or audio, subject to
64 the requirements of the Illinois Open Meetings Act as altered by any current or future
65 Executive Order;

66

67 2) Keep written minutes and votes of all video and/or audio meetings, which shall be
68 properly recorded by the Clerk of the Senate and made available in a timely fashion on
69 the Senate website;

70

71 3) Address urgent matters regarding the University response to the COVID-19 pandemic by
72 granting authority to the Senate Executive Committee, consistent with the model of the
73 authority granted to the Senate Executive Committee during the summer months as

74 established in Part D.1.e of the *Bylaws*, including all stipulations to seek the advice of
75 senators and to report all actions to the Senate at the next regular meeting of the
76 Senate;

77

78 4) Address regular matters relating to shared governance of University policies,
79 procedures, and curricula by using the Senate’s standard policies and procedures to
80 propose, deliberate, and formally act using Senate committees to provide specialized
81 input via electronic communication tools to the extent practicable;

82

83 5) Maintain transparency of the conduct of Senate business outside traditional in-person
84 meetings by preserving and making available a written record of any electronic meeting
85 or opinion-gathering effort to gather the perspectives and opinions of the Senate;

86

87 6) Maintain transparency of the conduct of Senate business by distributing regular updates
88 on matters before the Senate and results of Senate actions;

89

90 7) Maintain the right of any senator or senators to introduce a resolution to the Senate
91 during an electronic meeting of the Senate;

92

93 8) Present all items voted upon and passed during electronic meetings of the Senate in the
94 consent agenda for ratification at the first regular, in-person meeting of the Senate,
95 subject to consent agenda procedures; and

96

97 BE IT RESOLVED, that the Senate Committee on University Statutes and Senate Procedures shall
98 develop proposals to maintain normal Senate operations during emergencies or disasters that
99 prevent the Senate from conducting business in person, including proposals that:

100

101 1) Define the circumstances under which a qualifying emergency or disaster event is
102 understood to exist;

103

104 2) Specify the Senate actions that are permitted during an emergency or disaster;

105

106 3) Address any other policy or procedure gaps that do not anticipate emergency- or
107 disaster-related disruptions in the ability of the Senate to fulfill its duties.

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair

George Friedman

Michael Grossman

Samantha Lenocho

William Maher

Jeffrey Stein

Kelli Trei

Brent West

Jessica Mette, *ex officio*

Sharon Reynolds, *ex officio*

Jenny Roether, *ex officio*

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

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

SP.19.12 Proposed Revisions to the *Statutes*, Article VIII, Section 4 – Changes in Existing Units

BACKGROUND

At its April 22, 2019 meeting, the Senate approved a proposed revision to the *Statutes*, Article VIII, Section 4, establishing two tracks for the renaming of academic units (SP.19.12, superseding SP.18.14, had been approved on November 12, 2018). That proposal was transmitted to the Springfield and Chicago Senates for their consideration. The Springfield Senate approved the proposal with no changes; the Chicago Senate approved the proposal, but recommended altering how the new language in Article VIII, Section 4.b be presented and added section titles to Sections 4.a and 4.b (the proposal from UIC is included as an appendix here).

The Committee on University Statues and Senate Procedures (SP) recommends retaining the language previously approved by our Senate, modified only by the title changes recommended by the Chicago Senate, presented in **yellow**. As this is a minor revision, it should only require a single vote.

RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to the *Statutes*, Article VIII, Section 4.

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

PROPOSED REVISIONS TO THE STATUTES, ARTICLE VIII, SECTION 4

1

2 **ARTICLE VIII. CHANGES IN ACADEMIC ~~ORGANIZATION~~ UNITS**

3

4 **Section 4. Changes in ~~the Organization and Naming of~~ Existing Units**

5 **a. Changes in Academic Organization**

6 From time to time, circumstances will favor changes in academic organization such as the
7 termination, separation, transfer, merger, or change in status (e.g., department to school),
8 ~~or renaming~~ of the academic units specified in Section ~~4~~ 3. The procedures for the various
9 changes shall be the same as those specified for formation of such a unit, except that the
10 proposal may originate in the unit(s) or at any higher administrative level. The advice of each
11 unit involved shall be taken and recorded by vote of the faculty by secret written ballot in
12 accordance with the bylaws of that unit. For transfer, merger, separation, and change in
13 status, the procedures shall be those applicable to the type of unit ~~which~~ that would result.

14 Units affected may communicate with the Board of Trustees in accordance with Article XIII,
15 Section 4, of these *Statutes*.

16

17 b. **Renaming**

18 Academic Units specified in Section 3 may be renamed in either of two ways:

19

20 (1) If the renaming is related to a change in academic organization (as in Section 4.a) or
21 changes in a discipline or its terminology (e.g., a shift change from “communications” to
22 “media” or from “commerce” to “business”), the procedures shall be the same as those
23 specified for formation of such a unit, except that the proposal may originate in the unit(s)
24 or at any higher administrative level. The advice of each unit involved shall be taken and
25 recorded by vote of the faculty by secret written ballot in accordance with the bylaws of that
26 unit.

27

28 (2) If the renaming involves only the addition of an eponym (e.g., the name of an alumnus,
29 donor, person, or entity), the proposal may originate in the unit or at any higher
30 administrative level. The advice of the unit to be renamed shall be taken and recorded by
31 vote of the faculty by secret written ballot in accordance with the bylaws of that unit, and
32 the advice by vote of the appropriate senate shall be taken and recorded by a vote of the
33 senate. The senate may specify a committee to provide advice on its behalf under
34 conditions established by the senate. In this case, the committee’s advice, taken and
35 recorded by vote, will be reported to the senate.

UNIVERSITY STATUTES AND SENATE PROCEDURES
Shawn Gilmore, Chair
H. George Friedman
Michael Grossman
Samantha Lench
William Maher
Jeffrey Stein
Kelli Trei
Brent West
Jessica Mette, *ex officio*
Sharon Reynolds, *ex officio*
Jenny Roether, *ex officio*

Appendix A
UIC Senate proposal

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

PROPOSED REVISIONS TO THE STATUTES, ARTICLE VIII, SECTION 4

ARTICLE VIII. CHANGES IN ACADEMIC ~~ORGANIZATION~~ UNITS

Section 4. Changes in ~~the Organization and Naming of~~ Existing Units

a) Changes in Academic Organization

From time to time, circumstances will favor changes in academic organization such as the termination, separation, transfer, merger, or change in status (e.g., department to school), ~~or renaming~~ of the academic units specified in Section ~~4~~ 3. The procedures for the various changes shall be the same as those specified for formation of such a unit, except that the proposal may originate in the unit(s) or at any higher administrative level. The advice of each unit involved shall be taken and recorded by vote of the faculty by secret written ballot in accordance with the bylaws of that unit. For transfer, merger, separation, and change in status, the procedures shall be those applicable to the type of unit ~~which~~ that would result. Units affected may communicate with the Board of Trustees in accordance with Article XIII, Section 4, of these *Statutes*.

b) Renaming

Academic Units specified in Section 3 may be renamed in either of two ways:

- 1) Renaming related to a change in academic organization (as in Section 4.a) or changes in a discipline or its terminology (e.g., a shift change from “communications” to “media” or from “commerce” to “business”).
- 2) Renaming that involves only the addition of an eponym (e.g., the name of an alumnus, donor, person, or entity).

In both cases, the procedures shall be the same as those in Section 4.a) for changes in academic organization of existing units. However, in case 2), the senate may specify a committee to provide advice on its behalf under conditions established by the senate. In this case, the committee’s advice, taken and recorded by a vote, will be reported to the senate.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON UNIVERSITY STATUTES AND SENATE PROCEDURES
(Final; Action)

SP.19.14 Proposed Revisions to the *Statutes*, Article III, Sections 3 and 5, and Article VI –
Dean, Director, or Campus Librarian

BACKGROUND

Currently, the *Statutes* provide for the annual reappointment of college deans, but do not specify a process for the appointment of a new dean, as they do for the appointment of a new chancellor/vice president (Article I, Section 5). The appointment of a new dean should be treated as important as the annual reappointment, because a dean “is the agent of the college faculty for the execution of college educational policy” (*Statutes*, Article III, Section 3a).

Given the importance of this initial appointment, the Senate Committee on University Statutes and Senate Procedures recommends adding an additional layer of faculty participation in the process. On the appointment of a new dean, a committee selected by the faculty of the college would advise the chancellor/vice president as part of the selection process. This procedure would strengthen shared governance and would align with the current procedure for the appointment of a new chancellor/vice president, in which a committee is selected by the Senate to advise the president (*Statutes*, Article I, Section 5).

Similar to that procedure, this proposal does not specify the composition of the search committee or the search process, but instead provides an avenue for selected faculty from the college to participate in the Chancellor’s search process, which typically involves other interested parties.

These proposed changes would formalize the role of the faculty in the appointment of a new dean, provide transparency to avoid potential conflicts of interest, promote diverse representation, and strengthen shared governance in academic and research matters that directly affect faculty.

Additionally, parallel language has been proposed for Article III, Section 5, which governs schools and similar campus units, and to Article VI, which governs the Library.

RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to the *Statutes*, Article III, Sections 3 and 5, and Article VI.

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

PROPOSED REVISIONS TO THE STATUTES, ARTICLE III, SECTIONS 3 AND 5, AND ARTICLE VI

1 **ARTICLE III. CAMPUSES, COLLEGES, AND SIMILAR CAMPUS UNITS**

2 **Section 3. The Dean**

3 b. The dean shall be appointed annually by the Board of Trustees on recommendation by the
4 chancellor/vice president and the president. On the initial appointment of a dean, the
5 chancellor/vice president shall seek the prior advice of a committee that is selected by the
6 faculty of the college in accordance with its bylaws. ~~On the occasion of each recommendation~~
7 reappointment of a dean, the chancellor/vice president shall seek the prior advice of the
8 executive committee of the college ~~concerned~~. The performance of the dean shall be evaluated
9 at least once every five years in a manner to be determined by the ~~college~~ faculty of the
10 college.

11

12 **Section 5. The Dean or Director of a School or Similar Campus Unit**

13 a. In a school or similar campus unit independent of a college, the chief executive officer shall
14 be a dean or director appointed annually by the Board of Trustees on the recommendation of
15 the chancellor/vice president and the president. On the initial appointment of a dean or
16 director, the chancellor/vice president shall seek the prior advice of a committee that is
17 selected by the faculty of the unit in accordance with its bylaws. ~~On the occasion of each~~
18 ~~recommendation~~ reappointment of a dean or director, the chancellor/vice president shall seek
19 the prior advice of the executive committee of the ~~faculty concerned~~ unit. Within the school or
20 similar campus unit, the duties of a director or a dean shall be the same as those of the dean of
21 a college. The performance of the dean or director shall be evaluated at least once every five
22 years in a manner to be determined by the faculty of the unit.

23

24 **ARTICLE VI. THE CAMPUS LIBRARY**

25 e. The campus librarian shall be appointed annually by the Board of Trustees on the
26 recommendation of the chancellor/vice president with the concurrence of the President of the
27 University. On the initial appointment of a campus librarian, the chancellor/vice president shall

28 seek the prior advice of a committee that is selected by the faculty of the campus library in
29 accordance with its bylaws. ~~On the occasion of each such appointment~~ reappointment of a
30 campus librarian, the chancellor/vice president shall seek the prior advice of the library
31 committee of the campus senate and of the library executive committee. The performance of
32 the campus librarian shall be evaluated at least once every five years in a manner to be
33 determined by the faculty of the campus library and the library committee of the campus
34 senate. As part of the evaluation, views shall be solicited from the library committee of the
35 campus senate, from other concerned faculty, and from the entire faculty of the campus
36 library.

37

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair
H. George Friedman
Matthew Goodman
Michael Grossman
Samantha Lench
William Maher
Jeffrey Stein
Kelli Trei
Brent West
Jessica Mette, *ex officio*
Sharon Reynolds, *ex officio*
Jenny Roether, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
SENATE COMMITTEE ON EDUCATIONAL POLICY
(Final; Action)

EP.20.172 Resolution On Online Graduate Programs

WHEREAS the Graduate College has conveyed its desire to secure expedited administrative approval for separate online versions of as-yet unidentified master's degree programs, all with identical course requirements as the already approved residential versions of the same programs, effective for the upcoming fall or spring semesters;

WHEREAS the Senate Executive Committee relayed this matter to the Senate Committee on Educational Policy, which responded by offering to remain in session as long as necessary to consider such requests and by providing, as an aid in the process, an appended list of questions it would request information about before considering any such proposals;

WHEREAS ambiguity exists over whether such proposals, which do not require Board of Trustees approval, require specific approval of the Senate;

WHEREAS administrative approvals are reported to the Senate, which may choose to assert jurisdiction over them, even though doing so in the case of a program that already has begun accepting students might create undue confusion, especially in a time of crisis over the COVID-19 situation;

WHEREAS at least one senator has objected to placing on the Senate's consent agenda a similar proposal that would add an online option to an existing master's degree program;

AND WHEREAS the Committee on Educational Policy does not wish to act on behalf of the Senate without a clear mandate to do so;

BE IT RESOLVED that the Senate authorizes the Committee on Educational Policy to proceed as described in the appended memorandum.

[Alternative Text A]

BE IT RESOLVED that the Senate reaffirms its authority to consider all requests for adding online options to existing degree programs but accepts, as a temporary measure, the policies outlined in the appended memorandum with the proviso that any such programs created in expedited fashion be limited to accept new enrollment for no longer than two years unless specifically reauthorized by the Senate.

[Alternative Text B]

BE IT RESOLVED that the Senate asserts its authority to consider all requests for adding online options to existing degree programs, disapproves of the use of administrative approval in such cases, and calls upon the chancellor to exercise his statutory authority to determine whether college autonomy overrules Senate authority to act on issues of this nature.

Respectfully submitted,

EDUCATIONAL POLICY

Eric Meyer, Chair
Justin Aronoff
Maria Bonn
Isaac Cann
Aaron Godwin
Richard Layton
Steve Michael

Nolan Miller
Linda Moorhouse
Jennifer Pahre
Hilary Pham
David Rivier
Jim Shriner
Craig Zilles

Michel Bellini, *ex officio*
Suzanne Lee, *ex officio*
John Hart, *ex officio*
Daniel Mann, *ex officio*
Kathy Martensen, *ex officio*

MEMORANDUM FROM SENATE COMMITTEE ON EDUCATIONAL POLICY

The Senate Committee on Educational Policy recognizes and appreciates the uncertainty that COVID-19 has created and the resulting desire among some departments to convert existing graduate programs to online delivery as a means of managing this uncertainty.

Emergency measures taken this spring temporarily to transfer all classes at all levels to online delivery represent a herculean effort to continue education in the midst of crisis. However, these steps have been emergency measures only — remote teaching, not true online teaching. As our ongoing experience in remote education has indicated, instructors are learning that existing courses cannot always be moved online without substantial changes, and their acclimation to new delivery means is only beginning.

Even if the same courses are offered online as are offered in a face-to-face setting, converting to online delivery is a significant and complex process and, in many cases, requires structural changes. Many face-to-face activities are not feasible, not suitable, or cost-prohibitive online.

As a matter of general educational policy, the committee believes that before any temporary emergency measure involving remote delivery becomes institutionalized via expedited approval into an online degree program, several key questions must be addressed, as they often are in non-expedited proposals for online degree programs.

To expedite review by the Educational Policy Committee, the committee offers this partial list of topics that should be addressed in any such expedited proposals:

1. What steps are being taken and what commitments are being made to ensure that online delivery supplements rather than replaces face-to-face delivery?
2. Assessment can be one of the most challenging points of designing a course. How will assessment change from what is employed in face-to-face delivery? How will online courses measurably fulfill the designated learning outcomes of the same face-to-face courses?
3. Will online courses contain synchronous activities, asynchronous activities, or a combination? How might this differ from face-to-face courses? What are the pedagogical aims in making any activity changes? Do technological considerations limit the pedagogical choices?
4. Which faculty (tenure-stream, specialized, visiting, adjunct, emeriti, graduate assistants, etc.) will be involved in course design and ongoing instruction? If teaching assistants and other graders are employed, will sufficient numbers be available and will they be required to hold the degree for which they grade? Will instructors of record for online versions of courses have generally the same level of faculty status as do instructors in face-to-face versions of the courses? Similarly, online courses often are appealing because they are easier to scale up. Will the same level of access to faculty members per student be available in each online version of a course as is available in each face-to-face version?

5. When relevant, how will problem-solving in teams and experiential learning be replicated or replaced in online versions of courses, and will faculty continue to play the same role in supervising online work of this nature as they do in face-to-face courses?
6. Many services that support student and instructor success — copyright clearance, assistance for students with disabilities, laboratory facilities, exam proctoring, physical library resources, referrals for academic support, other student support services, etc. — are readily accessible through campus resources for face-to-face courses but are not easily available for online courses. How will these be addressed for online courses?
7. Development of a single online course can require far more time and university resources than does remote delivery of face-to-face courses. How will this challenge be met? What tradeoffs might occur?

It is the Committee on Educational Policy's goal to assist units in expedited consideration of whatever delivery mechanisms the unit believes present the best opportunities for furthering the general educational policies of the university.

To that end, the committee will adopt mechanisms that allow it to participate fully and rapidly in the process of considering any proposals, even after the current semester has ended. This memorandum, identifying some of the likely topics the committee will ask about during its deliberation, is intended to further expedite that process by allowing responses to be inserted into original proposals rather than waiting for questions to be asked.

If we can be of assistance in helping craft a proposal or anticipating what questions might be asked, please contact committee chair Eric Meyer at ekmeyer@illinois.edu.

1PKS5590MS: MANAGEMENT, MS

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1902 Committee Chair (mwolter@illinois.edu; jloew@illinois.edu; dgonzal2@illinois.edu)
3. 1902 Head (cotnes@illinois.edu)
4. KM Grad Committee Chair (jloew@illinois.edu; lorenan@illinois.edu)
5. KM Committee Chair (dyer1@illinois.edu)
6. KM Dean (peecher@illinois.edu; mlschltz@illinois.edu)
7. University Librarian (jpwilkin@illinois.edu)
8. Grad_College (agrindly@illinois.edu; jch@illinois.edu; lowry@illinois.edu)
9. Provost (kmartens@illinois.edu)
10. Senate EPC (bjlehman@illinois.edu)
11. Senate (jtempel@illinois.edu)
12. U Senate Conf (none)
13. Board of Trustees (none)
14. IBHE (none)
15. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

Approval Path

1. Tue, 25 Feb 2020 16:52:36 GMT
Kathy Martensen (kmartens): Approved for U Program Review
2. Tue, 25 Feb 2020 17:26:03 GMT
Jeffrey Loewenstein (jloew): Approved for 1902 Committee Chair
3. Tue, 25 Feb 2020 17:29:33 GMT
Cele Otnes (cotnes): Approved for 1902 Head
4. Tue, 25 Feb 2020 17:47:54 GMT
Jeffrey Loewenstein (jloew): Approved for KM Grad Committee Chair
5. Tue, 25 Feb 2020 17:53:32 GMT
Michael Dyer (dyer1): Approved for KM Committee Chair
6. Tue, 25 Feb 2020 20:17:27 GMT
Mark Peecher (peecher): Approved for KM Dean
7. Tue, 25 Feb 2020 20:30:22 GMT
John Wilkin (jpwilkin): Approved for University Librarian
8. Thu, 05 Mar 2020 21:41:36 GMT
Allison McKinney (agrindly): Approved for Grad_College
9. Fri, 06 Mar 2020 01:35:50 GMT
Kathy Martensen (kmartens): Approved for Provost

Date Submitted: Tue, 25 Feb 2020 16:49:25 GMT

Viewing: 1PKS5590MS : Management, MS

Changes proposed by: Lorena Nicholas

Proposal Type

Proposal Type:

Major (ex. Special Education)

This proposal is for a:

Revision

Proposal Title:

if this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions*

The Department of Business Administration is proposing the following revisions to its existing MS Management program:

- Increase credit hour requirement from 34 to 36.
- Reduce the core classes and increase elective options to allow students optimal flexibility in selecting courses
- Expand the delivery format options to include an online version to align with the on campus version.

This proposal is part of a multi-element change: a proposed new Technology Management Graduate Concentration (Key 963) and a proposed revision to the Business Data Analytics Graduate Concentration (Key 785)

EP Control Number

EP.20.144

Official Program Name

Management, MS

Effective Catalog Term

Fall 2020

Sponsor College

Gies College of Business

Sponsor Department

Business Administration

Sponsor Name

Jeffrey Loewenstein, Associate Dean of Graduate Education

Sponsor Email

jloew@illinois.edu

College Contact

Lorena Nicholas

College Contact Email

lorenan@illinois.edu

Program Description and Justification

Justification for proposal change:

Change from Residential to Residential and Online

Due to the Coronavirus and ongoing Campus discussions about contingency plans for enabling students to enroll in graduate programs, we are proposing to accelerate the addition of an online format to the existing residential format of the MS Management degree program. This is a change we were already intending to make. Specifically, Gies has demonstrated success in delivering on campus and online graduate programs. In the Master of Management space, we see interest from students in both formats. Over the past two years, we have seen exciting growth in interest, applications, and enrollment for the residential program. We are seeing steady interest in residential Master of Management programs at other universities. Most universities enroll a significant number of students in their Master of Management program from their own campus, and we are seeing notable growth from our own. As awareness and relationships across campus build over time, we expect that group to continue to grow. We are also seeing continued strong interest in our management program portfolio as a whole from those coming from off campus. Consequently, we see substantial long-term demand for our residential Master of Management program.

In addition, we are seeing a rise in interest in an online Master of Management. Our online course offerings in our MBA and Accountancy programs have seen strong enrollments and strong student satisfaction. We believe we could see similar benefits from an online Master of Management. Specifically, separate from those who seek a master's degree in management before they launch their careers, there is another set of potential students who have already begun their careers and seek to add a business education through a part-time program. If those individuals have five or more years of work experience, a part-time (residential or online) MBA program is a sensible option. However, if they have less experience, they are unlikely to be admitted to an MBA program. These are the people that Master of Management programs are serving, but there are relatively few online Master of Management programs. We have an opportunity to serve this population. Already, our online MBA program is receiving hundreds of applications from potential students who are working, who seek a part-time, online format for graduate business education, but who are early in their careers and so are a much better fit for an online Master of Management program than the online MBA program.

Consequently, we believe offering the Master of Management in both on campus and online delivery formats is in the best interests of students and the University.

Change total credit hours from 34 to 36

We seek to make a modest increase in the number of credit hours for the degree. We are finding that designing around nine 4-credit-hour courses is helpful. This is a modest change that will ease some coordination burdens and provide a modest encouragement to students to deepen their learning in the program. If students wish to take fewer courses per semester and extend their time on campus to a third semester to complete the degree, we can provide that option for them.

Change the required coursework to increase flexibility

We propose shifting from 30 credit hours of a defined set of core classes plus a project course to 24 credit hours of General Management courses and 12 credit hours of graduate electives. For the General Management courses, we are ensuring students are introduced to the breadth of concerns needed for managing in contemporary organizations by requiring at least two credit hours in each of six specific foundation courses to ensure breadth of study.

We will continue to offer the project course through BADM 588 Business Practice Immersion for students in the residential format. For those in the online format, as we expect them to be employed, a project course is better treated as an optional elective. We offer capstone immersion courses as electives in the iMBA, and similar sections could be provided to online MSM students.

The net change to the curriculum is to maintain every course but one as included or an elective, thus providing students additional flexibility. The one removed course is BADM 501 Introduction to Business, which our experience since launching the MSM program indicates could be addressed through a non-credit intensive orientation instead of a summer course. Not requiring a summer start makes the program accessible to a wider array of students. It also enables incoming students to attain summer internships, which serve them well both in the program and in their career searches.

New General Management Course List:

- ACCY 500 Accounting Measurement and Reporting (Prior core)
- ACCY 503 Managerial Accounting
- FIN 500 Introduction to Finance (Prior core)
- BADM 502 Communicating with Data and Dec. Making (Prior core)
- BADM 508 Leadership and Teams
- BADM 513 Communication Strategy in Business (Prior core)
- BADM 520 Marketing Management (Prior core)
- BADM 544 Strategic Management (Prior core)
- BADM 550 Technology Practicum
- BADM 567 Process Management (Prior core)

BADM 588 Business Practice Immersion

Prior Core To Be Shifted to Elective Options

BADM 509 Managing Organizations

BADM 535 Global Business

BADM 571 Digital Business & IT Strategy

BADM 589 Project Management

Prior Core To Be Removed

BADM 501 Introduction to Business

Corresponding Degree

MS Master of Science

Is this program interdisciplinary?

No

Academic Level

Graduate

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

CIP Code

521399 - Management Sciences and Quantitative Methods, Other.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Admission Requirements

Desired Effective Admissions Term

Fall 2021

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

All applicants are expected to have a minimum grade point average of at least 3.0 (A = 4.00) for the last two years of undergraduate study and a 3.0 for any previous graduate work completed. The applicant must have completed at least one college level quantitative methods class. All applicants whose native language is not English must submit a minimum Test of English as a Foreign Language (TOEFL) score of at least 103 (iBT), 253 (CBT), or 610 (PBT); or minimum International English Language Testing System (IELTS) academic exam scores of 7.5 overall for full-status admission.

Describe how critical academic functions such as admissions and student advising are managed.

The structure is already in place to support on-campus students and online students, with two fully staffed units currently providing these services for Gies graduate students.

Enrollment

Describe how this revision will impact enrollment and degrees awarded.

We anticipate continued growth in the on-campus format and new growth in the online format. This is primarily due to the program's growing relationships and reputation, the increased curricular flexibility, and the generation of new entry points allowing for admitted students to have enhanced opportunities to attain internships and/or employment. The result of the enrollment growth we expect in both formats is an expected growth in degrees awarded.

Estimated Annual Number of Degrees Awarded

What is the matriculation term for this program?

Fall

Delivery Method

Is this program available on campus and online?

Yes

This program is available:

On Campus and Online

Describe the use of this delivery method:

We propose to use two formats to delivery the MS Management program. We propose to offer the courses and support necessary for an on-campus format as well as an online format as means for attaining the degree.

Budget

Are there budgetary implications for this revision?

Yes

Please describe the budgetary implications for this revision, addressing applicable personnel, facilities, technology and supply costs.

The on-campus format and budget should continue on the path of expected growth. Attached is a projected budget for the online format.

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Attach File(s)

Online MSM draft budget AY21 SUMMARYmp.xlsx

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

Faculty/Teaching Loads

The curricular adjustments will have minimal impact on faculty. The credit hour change and online format addition will result in additional faculty course sections in this program, some of which will have larger student-faculty ratios. Recent and planned Department and College hiring, as well as recent and planned reductions in other Department and College needs will allow us to accommodate the growth in course sections. Program revenues will fund added support for larger course sections.

Admissions/Advising/Career Services

Gies College of Business has units dedicated to servicing residential and online graduate programs. The residential unit is overseen by a faculty Associate Dean. It has a Director of Admissions and Recruiting and a Director of Administration, who together supervise the staff teams providing recruiting, admission and student services, including all academic advising and support. The unit is prepared to continue to support the residential format of the program. The online unit is also overseen by a faculty Associate Dean, and it too has staff Directors overseeing teams providing recruiting, admission, academic advising, and student support services. The unit is prepared to support the online format of the program.

Gies Career Services offers a variety of job search assistance to students. Students have a team career advisors and peer career advisors accessible through open "office hour" periods and scheduled appointments. The team offers advice on resume development, cover letters, job search tools, application documents, international resources, and case interviewing. Throughout the academic year, workshops are offered along side subscription resources that can be accessed 24/7. Gies offers numerous resources to engage both domestic and international employers through career fairs, job boards, on campus recruiting activities, corporate visits, and virtual recruiting. Per MBACSEA standards, services are provided to students up until six months after graduation.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There should be no notable impact on the University Library's resources.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Financial Resources

How does the unit intend to financially support this proposal?

The current program is self-supporting. Program funds will be used to develop online versions of the courses where needed and additional admissions, advising, and career services support as needed.

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

No

Will an existing tuition rate be used or continue to be used for this program?

Yes

Is this program requesting self-supporting status?

Yes

If yes, please explain

This program is already designated as self-supporting.

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

Both formats will follow the current program regulations and learning outcome assessment approach currently in use in the residential format as established when the program was initially proposed and launched. The online format will make appropriate adaptations based on guidance from e-learning given the format's distinct opportunities.

The learning outcomes identified for the MS Management program are:

Learning to combine knowledge, problem solving skills, and integrative thinking across areas such as economics, finance, marketing, operations and project management, management and accounting, and international business.

Enhancing development of critical "managerial skills" of leadership, entrepreneurship innovation, teamwork, ethics and communication. A project component of the degree promotes a team orientation as well as integrative thinking across these areas.

Obtaining a sound understanding of management strategy. Students will gain a deep appreciation for using business tools for creative problem solving, decision making and formulating strategy.

Enriching the capacity to learn new business concepts, think critically about management and ethical issues, and respond to new technologies, emerging global changes, and market trends.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs

Side by side comparison.docx

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

Management, MS
 for the degree of Master of Science in Management
 department catalog page: Business Administration
 department website: Business Administration
 department faculty: Gies College of Business Directory
 overview of college admissions & requirements: Gies Graduate Programs Requirements college website: Gies College of Business
 email: grad@business.illinois.edu

The Master of Science in Management is a 36 graduate hour master's program. It is designed to provide a foundation for practitioners leading and managing teams, units, or organizations. It provides a general management foundation and an opportunity to focus on a particular area of specialization.

Tuition and fee waivers are not available for this program.

Degree Requirements

For additional details and requirements, refer to the department's Program Curriculum and the Graduate College Handbook.

Statement for Programs of Study Catalog

The MS in Management requires a minimum of 36 hours. Students are required to take at least 2 credit hours in each of the six courses listed under General Management Foundation Courses (12+ hours). Any remaining credit hours of the 24 credit hour core requirement need to be fulfilled by taking General Management Elective Courses. Students also need 12 credit hours of Graduate General Elective courses, which provide flexibility for individualization. Students with sufficient demonstrated background in one or more general management areas may, with permission of the program, replace General Management Foundation courses with additional General Management Elective or Graduate General Electives.

Code	Title	Hours
Core Courses ¹		30
Project		4
General Management Foundation Courses		12-24
ACCY 503	Managerial Accounting	
FIN 500	Introduction to Finance	
BADM 508	Leadership and Teams	
BADM 520	Marketing Management	
BADM 544	Strategic Management	
BADM 567	Process Management	
General Management Electives		0-12
ACCY 500	Accounting Measurement, Reporting, and Control	
BADM 502	Communicating with Data and Decision Making	
BADM 513	Communication Strategy in Bus	
BADM 550	Technology Practicum	
BADM 588	Business Practice Immersion	
Graduate General Electives - up to 12 hours of general graduate electives as needed to meet the minimum number of hours required.		12
Total Hours		36

Other Requirements

Requirement	Description
Other requirements may overlap	
Minimum 500-level Hours Required Overall	24
Minimum GPA:	2.75

International students with TOEFL scores below 613 (paper-based), 257 (computer-based), or 103 (internet-based), or IELTS score below 7.0, are required to take the English Placement Test (EPT) when they arrive on campus. After taking the EPT, most students are required to take a Business English course sequence. For these students, completion of the ESL course sequence is mandatory but does not count towards the 36 hour degree requirement.

EP Documentation

Attach Rollback/Approval Notices

ep20144_email with sponsor_20200324.pdf

DMI Documentation

Banner/Codebook Name

5590

Program Code:

1PKS5590MS

Degree Code

MS

Program Reviewer Comments

Kathy Martensen (kmartens) (Tue, 25 Feb 2020 15:30:47 GMT):Rollback: 1) Other proposals reference this one as part of a multi-element change, yet that language tying it to those proposals is missing from this title. Please add language indicating the titles and keys of related proposals. 2) Graduate College will need to have the list of General Management Electives referenced here detailed for degree audit purposes. Suggest clarifying now rather than waiting for GC to catch and rollback.

Key: 156

	Year 1	Year 2	Year 3
	AY21	AY22	AY23
Projected Enrollment	500	600	720
Tuition per Student	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
Tuition Revenue	\$ 5,500,000.00	\$ 6,600,000.00	\$ 7,920,000.00
Tuition Revenue after Revenue Share	\$ 3,300,000.00	\$ 3,960,000.00	\$ 4,752,000.00
PROGRAM EXPENSES			
Total Administration	\$ 597,000.00	\$ 672,513.00	\$ 756,067.00
Total Program Activities and Operations	\$ 38,500.00	\$ 52,500.00	\$ 63,000.00
Additional Operational Expenses	\$ 391,750.00	\$ 292,085.00	\$ 192,427.00
Total Expenses	\$ 1,027,250.00	\$ 1,017,098.00	\$ 1,011,494.00
Total Taxable Expenses	\$ 1,027,250.00	\$ 1,017,098.00	\$ 1,011,494.00
Campus Revenue (Expenditure Tax)	\$ 328,720.00	\$ 325,471.36	\$ 323,678.08
Net Revenue to College	\$ 1,944,030.00	\$ 2,617,430.64	\$ 3,416,827.92

Existing Program	Proposed Program
Prior Core, still included	
ACCY 500 Accounting Measurement and Reporting (2-4 hours)	ACCY 500 Accounting Measurement and Reporting (2-4 hours)
FIN 500 Introduction to Finance (2-4 hours)	FIN 500 Introduction to Finance (2-4 hours)
BADM 502 Communicating with Data and Dec. Making (2-4 hours)	BADM 502 Communicating with Data and Dec. Making (2-4 hours)
BADM 513 Communication Strategy in Business (2-4 hours)	BADM 513 Communication Strategy in Business (2-4 hours)
BADM 520 Marketing Management (2-4 hours)	BADM 520 Marketing Management (2-4 hours)
BADM 544 Strategic Management (2-4 hours)	BADM 544 Strategic Management (2-4 hours)
BADM 567 Process Management (2-4 hours)	BADM 567 Process Management (2-4 hours)
Prior Core, now elective options	
BADM 509 Managing Organizations (2-4 hours)	BADM 509 Managing Organizations (2-4 hours)
BADM 535 Global Business (2-4 hours)	BADM 535 Global Business (2-4 hours)
BADM 571 Digital Business & IT Strategy (2-4 hours)	BADM 571 Digital Business & IT Strategy (2-4 hours)
BADM 589 Project Management (2-4 hours)	BADM 589 Project Management (2-4 hours)
Added electives	
	ACCY 503 Managerial Accounting (2-4 hours)
	BADM 508 Leadership and Teams (2-4 hours)
	BADM 550 Technology Practicum (0-4 hours)
	BADM 588 Business Practice Immersion (0-4 hours)
Prior Core To Be Removed	
BADM 501 Introduction to Business	

From: [Martensen, Kathy](#)
To: [Loewenstein, Jeffrey](#); [Lehman, Barbara J](#)
Subject: RE: Senate Ed Pol review of MS in Management
Date: Tuesday, March 24, 2020 1:59:55 PM

Yes – it might not be until tonight when I'm able to get in and make this update to the text to reflect the suggested edits. Barb, is that something you can do? And attach the email for documentation?

From: Loewenstein, Jeffrey <jloew@illinois.edu>
Sent: Tuesday, March 24, 2020 1:50 PM
To: Martensen, Kathy <kmartens@illinois.edu>
Subject: Re: Senate Ed Pol review of MS in Management

Kathy, I assume we can proceed with this, if you're ok with it too.

Thanks for all your work moving things forward. It will make a big difference to how we come out of this.

Best,

Jeff

From: "Zilles, Craig" <zilles@illinois.edu>
Date: Tuesday, March 24, 2020 at 12:55 PM
To: Jeffrey Loewenstein <jloew@illinois.edu>
Cc: "Martensen, Kathy" <kmartens@illinois.edu>, "Lehman, Barbara J" <bjlehman@illinois.edu>, Mark Peecher <peecher@illinois.edu>
Subject: Re: Senate Ed Pol review of MS in Management

Fine with me.

On Mar 24, 2020, at 12:45 PM, Loewenstein, Jeffrey <jloew@illinois.edu> wrote:

Thanks Kathy!

How about:

The MS in Management requires a minimum of 36 hours. Students are required to take at least 2 credit hours in each of the six courses listed under General Management Foundation Courses (12+ hours). Any remaining credit hours of the 24 credit hour core requirement need to be fulfilled by taking General Management Elective Courses. Students also need 12 credit hours of Graduate General Elective courses, which provide flexibility for individualization. Students with sufficient demonstrated background in

one or more general management areas may, with permission of the program, replace General Management Foundation courses with additional General Management Elective or Graduate General Electives.

Best,

Jeff

From: "Martensen, Kathy" <kmartens@illinois.edu>
Date: Tuesday, March 24, 2020 at 10:59 AM
To: Jeffrey Loewenstein <jloew@illinois.edu>
Cc: "Zilles, Craig" <zilles@illinois.edu>, "Lehman, Barbara J" <bjlehman@illinois.edu>, Mark Peecher <peecher@illinois.edu>
Subject: RE: Senate Ed Pol review of MS in Management

Doesn't it figure?! Sorry about that.

Original:

Statement for Programs of Study Catalog

The MS in Management requires a minimum of 36 hours. The program rests on 24 credit hours of general management courses, with students being required to take at least two credit hours in each of six specific foundation courses to ensure breadth of study. Students also need 12 credit hours of elective courses, which provide flexibility for individualization. Students with sufficient demonstrated background in one or more general management areas may, with permission of the program, replace general management courses with additional graduate general electives.

Proposed edits:

Statement for Programs of Study Catalog

The MS in Management requires a minimum of 36 hours. Students are required to take at least 2 credit hours in each of the six courses listed under General Management Foundation Courses (12 hours). The remaining 12 credit hours of the 24 credit hour core requirement can be fulfilled by taking any combination of the 4 credit hour versions of General Management Foundation Courses and courses listed as General Management Electives.

From: Loewenstein, Jeffrey <jloew@illinois.edu>
Sent: Tuesday, March 24, 2020 10:56 AM
To: Martensen, Kathy <kmartens@illinois.edu>
Cc: Zilles, Craig <zilles@illinois.edu>; Lehman, Barbara J <bjlehman@illinois.edu>; Peecher, Mark Everett <peecher@illinois.edu>
Subject: Re: Senate Ed Pol review of MS in Management

Many thanks Kathy (and Craig)!

I think you're referring to changes in the paragraph right under the "Statement for Programs of Study Catalog" heading. If that's correct, I'm sorry, but the PDF seems to cut off the text. Is there a way for you to copy and paste the key changed text into this email chain?

Best,

Jeff

From: "Martensen, Kathy" <kmartens@illinois.edu>
Date: Tuesday, March 24, 2020 at 10:48 AM
To: Jeffrey Loewenstein <jloew@illinois.edu>, Mark Peecher <peecher@illinois.edu>
Cc: "Zilles, Craig" <zilles@illinois.edu>, "Lehman, Barbara J" <bjlehman@illinois.edu>
Subject: Senate Ed Pol review of MS in Management

Dear Jeff and Mark,

I hope this message finds both of you as well as is possible these days. The Senate Educational Policy Committee is reviewing the proposal to revise the MS in Management. There was confusion as to how the distribution of hours between the core and the electives played out. The subcommittee chair, Craig Zilles, has proposed revised wording which is believed to capture the intent in a way that makes it more clear. Rather than rolling it back and forth, I was hoping you can please take a look at those suggested edits and provide your feedback via email. If you feel this isn't an accurate capture, please suggest how you'd like to reword.

The suggested wording change is in the program of study, just above the table, in the first PDF. The second PDF is the original proposal.

Would you please reply all with your thoughts at your earliest opportunity? Craig hopes to bring the proposal to the committee for discussion at its next meeting, which is Monday, March 30.

Thanks!

Best wishes,

Kathy



Proposal to the Senate Educational Policy Committee

TITLE: Proposal to Eliminate by Phase Down Gies MBA Program Codes 10KS9875MBA, 10KS4064MBA

SPONSOR: Jeffrey Loewenstein, Professor of Business Administration and Associate Dean of Graduate Education, Gies College of Business, jloew@illinois.edu.

COLLEGE CONTACT: Jeffrey Loewenstein, Professor of Business Administration and Associate Dean of Graduate Education, Gies College of Business, jloew@illinois.edu.

BRIEF DESCRIPTION: Gies College of Business is proposing to eliminate, by phase down, program codes for some delivery modes used to attain an MBA degree. Over the decades, we have used a range of delivery modes to educate MBA students, starting and stopping them such that we stay innovative and relevant to the market. We are proposing to eliminate two program codes by phase down, with removal after the last students using them finish.

10KS9875MBA: FTMBA, phase down, estimated elimination December 2021

10KS4064MBA: PTMBA, phase down, estimated elimination December 2021

JUSTIFICATION: Gies College of Business spent about 18 months undergoing a faculty-led study of trends in graduate management education and their implications for our MBA program. We have held both formal and informal conversations with faculty, staff, alumni, and students to evaluate the mix of graduate programs that we offer. In reviewing the MBA program, we identified program codes associated with the MBA degree that soon will no longer be in use and so can be eliminated. The decision was the product of a long and robust governance process that included and went beyond what is called for in our College bylaws.

Background. Our decision making concerned our MBA program, which has been offered in a variety of modes over the years. We have used different modes to meet the needs of different kinds of students interested in pursuing an MBA degree. These modes currently include a full-time, residential two-year daytime mode (FTMBA), a part-time, residential two-year evening mode (PMBA), and a part-time, online two-year mode (iMBA). As noted in the academic catalog: “The Gies College of Business offers a degree program leading to the Master of Business Administration (M.B.A.) in 3 delivery modes.”

These different modes have substantial similarities, given that they are all routes to the same degree, as well as differences tailored to the particulars of their circumstances. The most substantial similarities across modes lie in an emphasis on developing students' capabilities to lead and manage organizations through a set of 11 courses delivered to all MBA students. These courses cover core themes of business leadership (strategic leadership and management, managerial economics and business analysis, value chain management, and financial management). These courses come from each faculty area within the college (Finance, Accountancy, Marketing, Strategy-Entrepreneurship-International Business, Organizational Behavior-Business Law, and Information Systems-Operations-Supply Chain-Analytics). These courses are centered around leadership, communication, teamwork, and problem-solving skills as they apply to managing today's companies. Students take all or nearly all their classes within Gies; a small number of FTMBA students choose to take elective courses in other units.

The most notable differences across modes lie in adjustments made for the mode's timing and particular student population. For example, we make considerable time in the FTMBA for action learning projects (e.g., short-term team consulting projects for a company), as these students are on average about 27 years old with about 4 years of work experience. We take much less time in the PMBA and iMBA on action learning projects, as these students are on average about 37 years old, have about a dozen years of work experience, and the vast majority are currently employed. FTMBA students are in residence full time, and so have the potential to take classes and participate in extracurricular activities offered on campus. As a result, the FTMBA program gives them time to do so. PMBA and iMBA students are part-time students, and so they are much less likely to participate in such classes and activities, although a small number can and do. FTMBA and PMBA students can (and in the case of PMBA students all do) take iMBA courses. Sometimes students currently in FTMBA and iMBA assist with classes as graders or course assistants. This typically occurs within the program, but in a few cases FTMBA students have worked on iMBA or PMBA courses. (Programs have great flexibility in obtaining support for their courses.) As these examples illustrate, each MBA program mode (iMBA, PMBA, FTMBA) needs some leeway to adapt to its particulars. Each offers some distinct courses and extracurricular activities, and each has somewhat distinct approaches to meeting its needs.

As a result of the similarities and differences in the different delivery modes for the Gies MBA, as well as bureaucratic needs, the iMBA, PMBA, and FTMBA have unique program codes, emphasize somewhat different information, and take somewhat different approaches. For example, the academic catalog listings for the programs' curricula look more different than similar. Absent deeper information about the content of the courses and the way the programs work, it could give the impression of there being little overlap rather than the actual large similarities just noted. Likewise, the presentation of how the programs assess learning outcomes gives an impression of greater differences than similarities. Yet the more detailed framework developed for the iMBA is largely an elaboration of the framework used by FTMBA and PMBA. As iMBA is more recently developed than FTMBA and PMBA, new practices around assessment were able to be built in from the beginning. Still, working effectively in and through teams, written and oral communication skills, problem solving and analytical skills, as well as leadership and innovation skills to develop and implement solutions have been consistent across the three modes. There is greater emphasis placed on developing initiative in the FTMBA and PMBA, whereas this is less pressing in the iMBA population.

Critically, the rigor of the courses is comparable across program modes. Most faculty involved in the iMBA program teach the same class in the FTMBA, the PMBA, or both. The average GPAs and program completion rates of the various modes are quite similar. The iMBA is more selective than the PMBA and FTMBA. Recent program exit surveys indicate that the iMBA program has notably higher student satisfaction than the FTMBA and PMBA.

Deliberation process. As our college has more than 150 faculty members, we do not have a history of holding all-college faculty meetings to engage in sustained discussion and analysis of complex issues. Instead, we rely on faculty committees for most decisions. Given the importance of the decisions we had to make about our MBA program, we chose to engage in a more involved process.

Our college process began in Spring 2018. A committee of six senior faculty, drawn from each department in the college, reviewed our full portfolio of graduate programs. The committee identified our MBA as being in need of consideration, as the different delivery modes for the degree were experiencing different conditions and likely futures. Three working groups of faculty and staff were charged with analyzing three possibilities for the residential mode (FTMBA) and the evening mode (PMBA): continuing the program mode using its current approach, reinventing the program mode, or suspending the program mode. Our college communicated with the Provost that we were undertaking this review and that all options were under consideration. The committees met regularly in Summer 2018, Fall 2018, and Spring 2019.

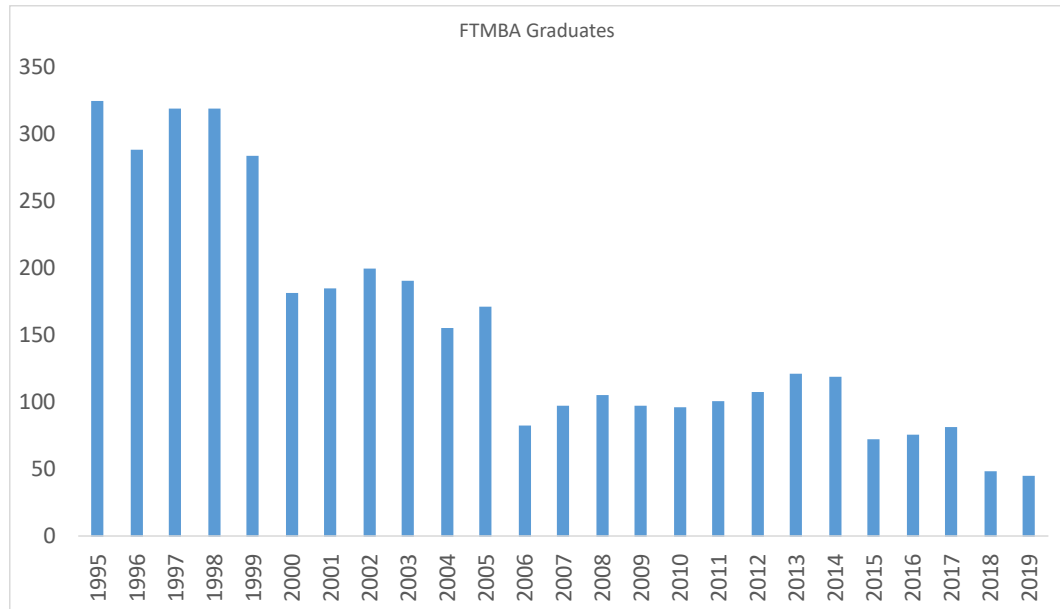
Discussions regarding the FTMBA and PMBA were also held across the college. Over the course of the process, one-on-one conversations took place with most of the faculty teaching in the FTMBA and PMBA programs. The Graduate Program Advisory Committee, the committee most involved in graduate student affairs at the college level, discussed the programs several times in the Fall of 2018 and Spring of 2019. In January and February 2019, meetings were held with the departmental advisory and executive committees of each department in the college as well as with the college's executive committee. In March and April 2019, four town hall meetings were held, open to all college faculty and staff, to discuss the three possibilities for the FTMBA and the PMBA. In April 2019, a meeting was held with the Dean's Business Council, a group of involved alumni. In early May 2019, meetings were held with current FTMBA and PMBA students. All of these discussions preceded and informed our formal decision making.

Taken together, this process resulted in a widely discussed and widely informed analysis of the three possibilities facing the FTMBA and the PMBA. In mid-May, we recognized that our analysis of the options yielded clear guidance regarding a recommended path to suspend the FTMBA and PMBA program modes after the students granted admission for Fall 2019 complete their degrees.

Core information. The conclusion to suspend the FTMBA and the PMBA was based on each one's specific history and opportunity. Still, the changes we see in our own programs are being seen by other colleges across the US. As is widely recognized, graduate business education in the United States has and continues to change dramatically.

The conclusion we reached about the FTMBA is that it is no longer central to the college’s mission. Here at Gies, our undergraduate program is thriving, our specialized M.S. programs are the dominant offering for low-experience students launching their careers, and the online MBA is the dominant offering for experienced professionals looking to advance their careers. We see strong interest from high-quality students for these programs.

In contrast, interest in the FTMBA has dropped dramatically. The numbers of program graduates by year, shown below, has dropped over 80% from its peak, and we have experienced similar trends in the numbers of potential students sending us test scores, completing applications, and enrolling in the program.



Our peak enrollment was 639 students in 1998 (it is a two-year program, so enrollment is about double the number of graduates per year). We are now at 99 students. While 99 students may be substantive for some kinds of programs, it is not for FTMBA programs. The median number of students in the top 50 US FTMBA programs is 314. Significant numbers of students are critical because FTMBA programs offer extensive activities beyond the classroom and cater to students with diverse interests (some focus on marketing, others finance, and so forth). We need to offer about 35 courses a year for the program. We need to run a variety of trips, case competitions, company engagements, and related experiences to provide the program experience students expect. Extensive group work also requires having a sufficient number of students such that they can continue to work intensively with new people over the course of the program. The FTMBA also requires extensive marketing, recruiting, and scholarship offers to attract the quality of candidate we require. As a result, in the last five years as our FTMBA enrollments dropped from 200 to 100 students, our program expenditures stayed steady and scholarships tripled in our efforts to maintain the quality of the student body and improve the program experience. Even so, despite our extensive efforts to improve the FTMBA, its ranking has fallen steadily and is now barely inside the Top 50.

We examined the possibility of investing the resources to try to raise the program's profile and enrollment, and found it not to be worthwhile. Already, the FTMBA is a significant strain on college resources. As a result, the FTMBA is absorbing resources of all kinds that are holding back the college from other pursuits and so hampering the college from being able to deliver on its mission as effectively as it should. While the FTMBA students are active within the college and occasionally elsewhere on campus, our other 4000 residential Gies students are also active on campus, and resources committed to the FTMBA could be redirected to support those other students and thereby support their college and campus contributions. We note in particular the rise of management master's students who are increasingly engaging across campus.

Our experience is part of a broader trend across the US. While FTMBA programs are still central to some colleges, they no longer dominate graduate business education. Nationally, enrollment in FTMBA programs is down approximately 20% from its peak. FTMBA programs now comprise only about 15% of all graduate management programs. The long-term trend, noted in the 2018 GMAC Application Trends Survey Report, is for students to opt for shorter (12-15 month) specialized M.S. programs (now about 45% of graduate management education) or shorter, part-time, or online MBA programs (now about 40% of graduate management education). As a result, the US FTMBA market is widely expected to consolidate. Domestic enrollments are down outside of the top 15 US FTMBA programs. International interest is shrinking for all US FTMBA programs due to the rise of competitive programs in Europe, Canada, and Asia Pacific. The resulting competition for FTMBA students has led to increased spending on scholarships and student services, further reducing the economic viability of these programs. Several universities, Wake Forest and University of Iowa among them, have closed their FTMBA programs. It is expected that many schools will exit this market in the years ahead, with some higher education experts and leaders predicting that more than half of all FTMBA programs worldwide will close within the next decade.

As the FTMBA is no longer a central offering in the college, as our ability to provide a high-quality program attracting high-quality students grew less certain, and as long-term trends imply a continuation rather than a change in trends, we concluded that college resources could be better directed elsewhere.

Turning to the PMBA, it is no longer playing its intended role for the college. Historically, the Illinois PMBA's strategic role was to help local working professionals advance in their careers while remaining in their jobs, thereby supporting organizational leaders in Central Illinois. However, the number of students in Central Illinois looking for a part-time residential mode is shrinking, as online modes become more available. More working professionals in Central Illinois now choose the online mode (iMBA) over the residential mode (PMBA). Thus, the goal of serving working professionals in our region that was central to the launching of the PMBA is being met by another offering.

Interest in the PMBA has dropped. While the enrollment numbers are comparable to what they have been since 2012, to attain those numbers we now enroll students twice a year instead of once and we have nearly doubled program expenditures. The program ranking has dropped outside the top 50. And perhaps of most note, to meet student requests for scheduling flexibility and more elective courses, we have made it a hybrid program by introducing some online courses. In effect, the program is turning into an online mode, and so consolidating the PMBA into our online mode (the iMBA) is sensible.

Larger trends in US graduate business education support this conclusion. PMBA programs thrive in large metropolitan areas. Local population and program enrollments are correlated about $r = .70$. Online programs are growing in popularity as the technology develops, as more working professionals become used to working and learning using technology, and as online MBA programs proliferate.

As the PMBA is no longer the most desired mode for the student population it sought to serve, as the resources required to run it are notable, and as long-term trends imply a continuation rather than a change in trends, we concluded that college resources could be better directed elsewhere.

Gies, like all colleges on campus, takes our land grant mission here at the University of Illinois seriously, and, as the graduate college puts it, we believe we are “charged by our state to enhance the lives of citizens in Illinois, across the nation, and around the world.” The iMBA program is serving over three times the number of Illinois residents as the FTMBA and PMBA. It also enrolls vastly more students across the US and around the world. In total, it serves about 3000 students and exit surveys upon graduation indicate that about 95% are satisfied or very satisfied with the program. As we are just in our fourth year running the program, we have room for further improvement. Already though, the iMBA has made high-quality graduate business education more accessible than we have ever been able to make it, and perhaps more so than it has ever been.

When we proposed to launch the iMBA in Spring 2015, we did so with the intention and expectation of continuing the other modes of our MBA: the Chicago EMBA, PMBA, and FTMBA. However, circumstances have changed in numerous ways over the past four years that no longer made that approach the best way forward for our college. First, in 2016/17, in the midst of a state budget crisis, we concluded that we could no longer afford to provide a large financial subsidy to our small Chicago EMBA, especially in the hyper-competitive and expensive Chicago market in which we were competing against two Top Five business schools (Kellogg and Booth). Continuing to underwrite large losses would have threatened our ability to fulfill our more central obligations. Second, we expected the PMBA and iMBA populations to remain distinct, but they did not. As we noted, the PMBA population is shifting to prefer the iMBA. Third, the changes in the FTMBA market have moved more quickly and strongly than we anticipated. Set against these challenges with the EMBA, PMBA, and FTMBA, we have experienced increased needs in our thriving undergraduate, specialized masters, and iMBA programs.

The iMBA program, together with our suite of high-quality and highly ranked M.S. programs in fields such as Accountancy, Finance, and Technology Management and our world-renowned undergraduate program, allow Gies to provide truly outstanding business education offerings fit to what students are seeking. By redirecting our time, energy, and efforts away from supporting declining FTMBA and PMBA markets, we can increase our investment in growing markets where we have a dominant position that we can leverage to enhance the reputation of the University of Illinois and Gies College of Business.

Decision and implementation process. With this information pulled together in mid-May, we felt that the best way forward for the college was clear. We then determined that the most pressing concern was our ethical obligation to inform incoming students of our plans. We had made offers to attend the FTMBA and PMBA to a set of incoming

students, and we felt it would not be appropriate for them to make a decision about whether to enroll without knowing they would be the last students entering these program modes. We believed we needed to provide them the opportunity to make a decision about whether to enroll in the fall cohort with this information before they finalized their commitments to us and while they could still make alternative arrangements (e.g., accept another school's offer). Final deadlines for accepting offers are typically in May and June. Thus, in mid-May we chose to move quickly out of our concern for incoming students—a speed that was feasible because of the many preceding months of engaging college faculty, staff, alumni, students, and other stakeholders.

We were also mindful that all our communications in April and early May with a large and varied group of people had generated some uncertainty. That uncertainty was understandable. We felt that as we could now resolve it, doing so quickly was preferable.

In mid-May, we engaged in formal committee discussions and secret ballot voting with, following our college's bylaws, the three relevant college committees, the Graduate Program Faculty Advisory Committee, the Gies College Educational Policy Committee, and the Gies College Executive Committee. The first two are, somewhat like the Senate EPC, formed by putting forward proposed lists of faculty members, which are then voted on by the college faculty. The third consists of members who are individually elected by the college faculty. Each committee had been made aware of and had an opportunity to discuss the review of the FTMBA and PMBA earlier in the process. We presented and discussed the proposal to suspend the FTMBA and suspend the PMBA with these Gies College Committees: i) the Graduate Program Faculty Advisory Committee (5/20/19); ii) the Gies College Educational Policy Committee (5/21/19); and iii) the Gies College Executive Committee (5/21/19). All three of these Gies College faculty governance committees, involving a total of 22 faculty members, voted by written ballot to affirm this forward-looking decision. In total, 20 of the 22 members voted in favor, none opposed, and two abstained.

Also in mid-May, we had further communications with campus leaders. We communicated with the dean of the graduate college, the provost, and other senior administrators on campus. All of this was before any announcements were made.

On Friday May 24, we communicated with current students, alumni, faculty, staff, and the broader public. We also provided a notification to the incoming chair of the Senate Educational Policy Committee. Our understanding is that information provided to the Senate EPC is public. Thus our view was that providing notification to Senate EPC needed to be coordinated closely with our public communication efforts. Our intention was to provide notice to all campus affiliated groups (Gies students, alumni, faculty, and staff as well as Senate EPC) before the general public, and for our announcements to be the first notifications our stakeholders received. However, the story leaked a few hours earlier than our announcements were allowed to be distributed.

Starting Monday May 27, we had individual discussions with each student admitted to the FTMBA and PMBA. We worked through their individual situations and reiterated our commitment to deliver the program experience we had promised earlier in the recruiting process. We granted them an extension until July 1 to make their decisions. We shifted responsibilities in the college to increase staff support to these programs at this critical

time, and we have maintained the high level of resource expenditures and program activities consistent with our promises.

Also starting Monday May 27, we began talking with students and units currently involved in a joint degree with the FTMBA. The joint degree option is available for any master's or doctoral degree candidate on campus. Students need to be admitted to each program (e.g., to the law school's JD program and the FTMBA), they need to complete three semesters in a row of the FTMBA program, and then 12 credits of the FTMBA are waived. We have averaged 10 students a year jointly enrolled in the FTMBA and another campus degree program. We communicated with the campus units from which 80% of the students in the joint degree program have been drawn in the last five cohorts (and 100% of those with new students enrolling in Fall 2019): Labor and Employment Relations, Architecture, College of Law, College of Engineering (in particular, Civil Engineering and Mechanical Engineering), and the School of Chemical Sciences. We informed them of the decision. We informed them that we were contacting each student admitted or currently enrolled in a joint degree program with FTMBA. We assured each admitted and enrolled student of our commitment to providing them the experience we promised and the opportunity to complete their MBA degree as they intended.

In the Fall of 2019, we met with each of these units on campus with a significant history of joint degree participation to discuss the specifics of other options for future students. We have heard particular interest in our one-year management program (if their students have relatively little work experience) and in our iMBA program (if they have notable work experience). In addition, we are engaged in discussions about whether and how to adapt the joint degree option to work with the iMBA. If that is a sensible and workable option, we will take the necessary steps to provide it and make it known to these and other units on campus. Letters of acknowledgement from the units are attached.

Since the announcement, which has been covered in an array of local, national, and international publications, we have had extensive opportunities to talk to students, faculty, alumni, peers, and others about our actions. Understandably, some current students and alumni were disappointed. An online petition to reconsider the matter gathered about 1250 signatures, although as the platform is open to the public it is not clear who the signatories were. Our efforts have been focused on current students, alumni, faculty, and peers. In our conversations with a large number of these colleagues, the great majority appreciated the decision and considered it the right thing to do for the college's future. Perhaps of most importance though, in the course of holding conversations with alumni about the decision, nearly all the negative reactions appeared rooted in a desire to express positive feelings about the value of the FTMBA. We were grateful to hear them and agreed. Then, once we conveyed to them the information noted earlier about the FTMBA, PMBA, and iMBA trends as well as changes in the broader US graduate business education market, nearly all alumni understood that we had made a forward-looking decision.

Action steps. The decision-making process results in program codes to phase down and eliminate. No new students will be admitted under these codes. As a result, no new joint degree students will be admitted using the approach linked with the FTMBA program code. The academic catalog will need to be updated to remove information tied to these program codes and the linked joint degree option.

10KS9875MBA: FTMBA
10KS4064MBA: PTMBA

The approximately 200 current students (split about evenly between the two program codes) are currently being offered courses, extracurricular activities, and staff support consistent with what was offered in the recent past and consistent with what we communicated to them upon their admission and enrollment. These commitments will continue through to the students completing the program, which we expect to occur in 2021.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources

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

This decision is financially accretive to the Gies College in the long-run because the FTMBA and PMBA programs both represent a net financial loss for the College. Although the negative financial contribution of these programs is not the primary reason for our decision, we will be better off financially as a result of this decision. Any short-term transition costs will be internally financed by Gies using our cash reserves.

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

This decision will free up resources rather than create new demands. Classes taught only for FTMBA and PMBA will no longer need to be taught. Administrative efforts for these programs will no longer be needed. The freed-up resources will be used to further invest in our M.S. programs, our online iMBA, and our undergraduate program, all of which are expanding.

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

Not applicable.

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

This is a College-wide proposal, endorsed by the Dean and three elected faculty governance committees in the College. No new resources are required and the financial arrangements are positive for the College.

2) Resource Implications

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

This decision will modestly reduce the significant teaching pressure currently on Gies faculty. Our College has, by far, the highest student-faculty ratio on campus, at over 58-to-1. Many of our faculty are teaching on an overload basis in order to staff all of our programs. Suspending these programs, both of which have sub-optimal class sizes, will allow us to reduce the excess burden on our faculty. This will mainly be realized through a reduction in the use of “Teaching-in-Excess” contracts for existing faculty.

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

There is very little overlap of course enrollment between FT MBA, PMBA, and other programs, and thus the impact on other units, if any, will be *de minimis*.

As noted, there is a history of about 10 students a year participating in the FT MBA as part of a joint degree with another campus program. All current and admitted students are unaffected. We have and continue to communicate with units with students in the program and strong histories of having such students. We are working with the Graduate College on alternative strategies for honoring any implicit commitment to existing non-Gies students who may not have yet applied to our MBA program by using the iMBA or one of our existing MS programs as an alternative route to earning a graduate business degree. We are committed to ensuring that any such arrangements are financially neutral for other units on campus. Naturally if a route requires further governance steps, we will proceed accordingly.

- c. Please address the impact on the University Library

Given the small size of these programs, the impact on the University Library is *de minimus*. Indeed, it will slightly reduce the demands on our library system due to having a small decrease in the number of students.

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

This change will reduce the demand on technology and space, allowing us to redirect these resources to other programs.

For new degree programs only: **Not applicable because this is not a new degree program**

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

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?
- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?


DESIRED EFFECTIVE DATE: On Friday, May 24, 2019, we announced our intention to suspend enrollment in these programs subject to university approvals. Our estimate is that the program codes will be no longer in use by December, 2021.

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Standard language that these programs are no longer accepting applications.

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


Signatures:



Unit Representative:

5/23/2019, revised 8/30/2019, revised 2/10/2020

Date:



College Representative:

5/23/2019, revised 8/30/2019, revised 2/10/2020

Date:

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Labor and Employment Relations

Labor and Employment Relations Building, MC-504
504 East Armory Avenue
Champaign, IL 61820-6297



December 10, 2019

Dear Dean Brown,

I am writing to confirm that our unit was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program.

At that time, and in subsequent conversations, we have been assured that Gies would provide the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled in or about to begin the MBA program as joint degree students. Our understanding is that Gies has been delivering on that promise.

Since May, we have had additional conversations with Gies staff to discuss the options available to future students interested in our programs as well as a program at Gies.

We value our history of working together on behalf of Illinois students and look forward to continuing it into the future.

Sincerely,



Fritz Drasgow

Dean and Professor

University of Illinois | School of Labor & Employment Relations

504 East Armory Avenue, MC-504, Champaign, IL 61820

217-333-1481 | fdrasgow@illinois.edu | ler.illinois.edu



COLLEGE OF LAW

504 East Pennsylvania Avenue
Champaign, IL 61820

Vikram David Amar
Dean
Iwan Foundation Professor of Law

December 10, 2019

Dear Dean Brown,

I am writing to confirm that our unit was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program.

At that time, and in subsequent conversations, we have been assured that Gies would provide the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled in or about to begin the MBA program as joint degree students. Our understanding is that Gies has been delivering on that promise.

Since May, we have had additional conversations with Gies staff to discuss the options available to future students interested in our programs as well as a program at Gies.

We value our history of working together on behalf of Illinois students and look forward to continuing it into the future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vikram David Amar', with a long horizontal flourish extending to the right.

Vikram David Amar
Dean
Iwan Foundation Professor of Law

December 10, 2019

Prof. Jeffrey R. Brown
Josef & Margot Lakonishok Professor and Dean
Gies College of Business

Dear Dean Brown,


I am writing to confirm that our unit was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program.

At that time, and in subsequent conversations, we have been assured that Gies would provide the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled in or about to begin the MBA program as joint degree students. Our understanding is that Gies has been delivering on that promise.

Since May, we have had additional conversations with Gies staff to discuss the options available to future students interested in our programs as well as a program at Gies.

We value our history of working together on behalf of Illinois students and look forward to continuing it into the future.

Sincerely,



Rashid Bashir, Ph.D.
Dean College of Engineering
Grainger Distinguished Chair in Engineering
Professor of Bioengineering



SCHOOL OF CHEMICAL SCIENCES

Office of the Director
106 Noyes Laboratory, D-5, MC-712
505 S. Mathews Ave.
Urbana, IL 61801

December 10, 2019

Jeffrey Brown
Dean and Josef and Margot Lakonishok Professor of Business
Gies College of Business Administration
brownjr@illinois.edu

Dear Dean Brown,

I am writing to confirm that our unit was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program.

At that time, and in subsequent conversations, we have been assured that Gies would provide the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled in or about to begin the MBA program as joint degree students. Our understanding is that Gies has been delivering on that promise.

Since May, we have had additional conversations with Gies staff to discuss the options available to future students interested in our programs as well as a program at Gies.

We value our history of working together on behalf of Illinois students and look forward to continuing it into the future.

Sincerely,

Jonathan V. Sweedler
James R. Eiszner Family Endowed Chair in Chemistry
Director, School of Chemical Sciences

Cc: Martin Gruebele, Head of Department of Chemistry
Paul J. A. Kenis, Head of Department of Chemical & Biomolecular Engineering



DEPARTMENT OF CIVIL & ENVIRONMENTAL ENGINEERING

Newmark Civil Engineering Laboratory
205 N. Mathews Ave.
Urbana, IL 61801

December 11, 2019

Dear Dean Brown,

I am writing to confirm that our unit (Department of Civil and Environmental Engineering) was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program. Since that time we have been advising interested CEE graduate students that this joint degree program was not available.

At that time, and through subsequent conversations with our students and Gies faculty/staff, we know that Gies has been providing the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled or about to begin the joint degree program between CEE and MBA.

Since May, we have had additional conversations with Gies faculty and staff to discuss the options available to future students interested in our CEE graduate program in conjunction with existing and new programs that may be offered by Gies.

We look forward to continuing to work together on behalf of Illinois students.

Sincerely,

Jeff Roesler, Ph.D., P.E.
Professor, Department of Civil and Environmental Engineering
CEE Associate Head and Director of Graduate Studies and Research
Associate Director of ATREL (<http://www.ict.illinois.edu/>)

University of Illinois Urbana-Champaign
205 N. Mathews MC-250
Urbana, IL 61801
217-265-0218

COLLEGE OF FINE & APPLIED ARTS

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

January 3, 2020

Dear Dean Brown,

As you know, a small number of our Architecture students over the years have taken advantage of the opportunity to earn a joint-degree in Business while here in our residential professional Masters program in Architecture. In May 2019, you let us know that the Gies College would no longer afford this opportunity, given the planned cessation of a residential full-time MBA program.

Given the low number of our students who have taken advantage of this opportunity, your notice gave us ample time to prepare, so we experienced no negative consequences of this change. We have also greatly appreciated our ongoing collaborations with Gies to ensure our students get access to your faculty's expertise. Our understanding is that no students have experienced gaps through this change, and that Gies remains open to meeting new needs in creative ways.

The door to collaborating with Gies toward our students' best interests always feels open, and we look forward to future collaborations. Thank you for your work in this regard.

Sincerely,



Kevin Hamilton
Dean and Professor

February 14, 2020

Dean Jeffrey Brown
Gies College of Business
University of Illinois at Urbana-Champaign

Dean Brown:

As the University of Illinois Senate considers the Gies College's decision to end the residential MBA and PMBA programs, I write to express the strong and unanimous support of the Dean's Business Council (DBC) for this move. While it is a bold action on the part of the College, more importantly, it is the responsible thing to do.

For many decades, the DBC has served as the primary alumni advisory board to Deans of the Gies College of Business. With approximately fifty members representing alumni from various Gies graduate and undergraduate business programs - including the MBA program - we have always brought a well-informed, independent perspective. The advisory function of the DBC is one of the key responsibilities that makes it distinct from the Gies Business Alumni Association (GBAA), on which I also serve. The GBAA is primarily focused on alumni engagement and while important to the College, it does not advise the College on matters of policy or operations.

As the primary alumni advisory body, the DBC fully supports Gies College of Business' decision to suspend enrollment in the full-time residential and part-time MBA programs. While we recognize change can be difficult, we understand the landscape of higher education and the needs of business professionals are changing rapidly. Business schools must change too or else they risk being paralyzed by inaction. The launch of the iMBA program in 2016 is a perfect example of how change can happen and how business schools must adapt. When the iMBA was proposed, the DBC asked a lot of important and critical questions, but understood the need to change and supported that decision as well. The success of the iMBA highlights the ongoing value of DBC input. We are proud of the series of forward-looking and innovative strategies being pursued by Gies.

We appreciate how leadership at Gies Business, including yourself, were diligent in openly communicating with the DBC regarding changes to the MBA offering. In 2018, your team presented to the DBC their ongoing deliberations regarding your strategy for graduate education. Then in our April 2019 meeting of the DBC, your team came back to the group to solicit and listen to our input about the future of the MBA degree. After hearing the input from the DBC, the group appreciated being consulted again prior to announcing your decision in May 2019. The conference call you held with the executive committee of the DBC allowed the group to ask more questions, after which we voted *unanimously* to support this decision.

We are proud of the College's leadership for taking this bold action in a responsible and transparent manner. We look forward to continuing to support Gies College of Business and the University of Illinois.

Best,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal tail extending to the right.

Cedric D. Thurman
Chair, Dean's Business Council

Moorhouse, Linda

From: Loewenstein, Jeffrey
Sent: Tuesday, February 11, 2020 5:00 PM
To: Moorhouse, Linda
Subject: Re: EP.20.10 revision for upload
Attachments: MBA Joint Degree Request for Letters.docx

Categories: Important

Linda,

In case it's useful to know, the email request that went to unit leaders is below, and the sample letter is attached.

Best,

Jeff

Dear [unit leader],

I am writing to request a letter of acknowledgment that we informed your unit in May 2019 of our decision to suspend enrollment in our on-campus, residential MBA program. A sample letter is attached, although you should feel free to alter it any way you wish.

As background, the Senate Educational Policy Committee (EPC) has requested documentation that we informed units on campus with whom we had joint degree programs of our decision. As a technical matter, our offering of an MBA as a joint degree with other graduate degrees on campus was enabled by a single policy that we put forth many years ago and which applies across the campus, so we do not have any specific agreement with your unit. Nonetheless, in order to be responsive to the EPC request, we are reaching out to the small number of units on campus that have had at least one joint degree student with our MBA in the past six years. Your unit is among those.

To be clear, you need not take a position in this letter on the MBA decision itself. Rather, we are simply asking for a letter acknowledging that we informed you and have been working with your team to treat all existing students fairly and to work through potential future options for other joint degree offerings.

Provost Cangelaris is supportive of this request.

If you could send us a signed letter on your unit's letterhead prior to the holiday break, I would be grateful.

Thank you.

Jeffrey R. Brown
Josef & Margot Lakonishok Professor and Dean
260 Wohlers Hall | 1206 S. Sixth Street
Champaign, IL 61820
217-333-3322 | brownjr@illinois.edu

December 10, 2019

Dear Dean Brown,

I am writing to confirm that our unit was notified in May 2019 that the full-time MBA joint degree program was no longer going to be offered because of the Gies College's decision to stop enrolling students in your residential full-time MBA program.

At that time, and in subsequent conversations, we have been assured that Gies would provide the expected faculty, curriculum, career advising, and experiential learning opportunities for students currently enrolled in or about to begin the MBA program as joint degree students. Our understanding is that Gies has been delivering on that promise.

Since May, we have had additional conversations with Gies staff to discuss the options available to future students interested in our programs as well as a program at Gies.

We value our history of working together on behalf of Illinois students and look forward to continuing it into the future.

Sincerely,

Summary Notes for EP.20.10

The Educational Policy Committee specifically notes that the path of EP 20.10 is highly irregular. Shared governance was notified that the residential and part-time MBA programs were to be discontinued only after public announcements were made by the Gies College of Business in the Spring of 2019. EP was then made aware of an online petition urging reconsideration, which garnered 1,200 signatures. After consideration, in October of 2019, EP voted to request a formal proposal from Gies. A proposal was transmitted, and discussions with Gies ensued. In the course of these discussions, Gies explained that its late spring 2019 announcement was made to ensure transparency and fairness to those students who had applied and been accepted to the programs. The many questions and concerns EP members raised about EP 20.10 have been systematically and carefully answered by Gies. These included inquiries about outreach to stakeholders, and Gies' investigation of additional challenges, including the accommodation of students with disabilities in the online learning program. At the request of EP, Gies revised the original proposal, incorporating documentation from units in the Joint MBA programs and support from business alumni who serve on the Dean's Council in the Gies College of Business. EP specifically notes that the Gies College of Business has made key administrators repeatedly available to respond to questions about this proposal, its genesis, its development, and its substance. Based upon this information, albeit belatedly provided out of standard protocol and procedure, EP is now prepared to address this proposal.

EP notes that, given the media coverage, subsequent actions by the College of Business, and the long delay in the Gies College of Business's responses to this committee, this proposal represents the documentation of studies and decisions made by Gies. Had this proposal been presented in a timely fashion, it could have been appropriately approved without the need for the extraordinary measures that its belated submission required.

The Educational Policy Committee recommends approval of this proposal. We, however, particularly lament the choices that precluded participation of all stakeholders (including a wide representation of current MBA students and program alumni) and lament the lost opportunity to provide a timely review of this proposed program closure and provide input with respect to its transition to an online-only platform.

EP would like to highlight four counsels germane to EP 20.10, which may also pertain to future proposals:

1. The approval of EP 20.10 is not meant to set a precedent for protocol on future program revisions or eliminations. Announcing program changes without involving those in shared governance led to proceedings that were burdensome and difficult for both EP and Gies College of Business. Academic units should strive to adhere to regular procedure in presenting proposals.
2. Colleges are advised that they may seek advice from a subset of EP concerning sensitive changes, such as major program revisions, and should contact the Chair of the Committee should such changes be considered. The Open Meetings Act would permit informal meetings with the EP chair and subcommittee chairs to consider matters that would need to be addressed in a proposal but are deemed too sensitive to discuss publicly. While EP cannot control the agenda deadlines for the Senate and Board of Trustees, it will work on proposals whenever they become available, and not conclude or terminate discussions merely due to timing issues.
3. Those units desiring to eliminate or alter programs should keep the implications of these changes on all affected units and stakeholders in and outside of college in the forefront of discussions. As a public institution, our mandate does not permit deviations from these considerations.
4. The levels of accountability, transparency, and involvement expected of a public university are high. We remind campus units that strict secrecy in decision making is often inappropriate and may be illegal.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
SENATE COMMITTEE ON EDUCATIONAL POLICY
(Final; Action)

EP.20.161 Partial List of Issues and Challenges Arising From COVID-19

This memo attempts to identify some of the issues of general educational policy associated with COVID-19 and the novel coronavirus pandemic. Recommendations offered are more an outline of possibilities than final or comprehensive suggestions. The list is surely incomplete, but actions to address these issues undoubtedly would increase chances of success in our educational mission for both students and faculty members.

1. Faculty and students have engaged in creative and heroic efforts to teach and learn through remote education in spring 2020. Their efforts are to be commended and celebrated. However, it is unrealistic to expect such emergency efforts to yield the same results as normal campus teaching would have. Advanced courses, depending on material taught in spring 2020, may in future semesters become much more challenging than usual because material expected to be covered in basic courses may have been weakened or lost.
 - Faculty dependent upon such material having been covered in prior courses should identify their courses to their units, and extra campus resources — additional teaching assistants, support for extra office hours, creation of tutoring centers, etc. — should be considered and, if created, remain in place for at least two years.
 - Units should make robust, systematic efforts, possibly aided by additional campus funding, to identify and reach out to those whose socioeconomic status or personal circumstances exacerbated difficulties in learning.
2. Remedial work similarly may be required for new undergraduates entering in fall 2020 and beyond. Attenuated standards for advanced placement testing in spring 2020 will surely yield some over-estimation of capabilities by students enrolling in advanced courses. Pass/fail grading employed by many high schools in spring 2020 and difficulties associated with standardized testing may lead to erroneous admissions decisions in 2021 for the class of 2025.
 - Use of campus resources to create special tutorial centers for new undergraduates, supporting and expanding already existing efforts in colleges and departments, should be considered.
3. Allocation of online investments and revenue should be re-examined. Changes in instructional modes this spring and summer, and possibly beyond, surely will affect campus finances. Efforts are under way to develop new programs that might attract additional

enrollment at the graduate level. Such efforts are to be praised. But with these efforts come challenges. Experts warn that emergency measures to institute remote teaching are not the same as deliberate investment in online learning. Moreover, only some types of courses and programs are likely to benefit from expansion online.

- The Center for Innovation in Teaching and Learning should develop a set of best practices for common evaluation of online courses instead of merely perpetuating the status quo of emergency measures adopted this spring.
 - The campus should consider altering its policy on allocation of resources to and distribution of revenue from online courses in recognition of the fact that revenue-raising graduate programs are not available on the same terms to all curricula and disciplines and do not always serve our diverse student body equally.
 - The campus should consider setting aside a portion of any money generated by the addition of new online programs to support development of pedagogically sound online coursework in undergraduate programs, to support other programs that cannot move online without diminished educational outcomes, and to support students, especially underrepresented students and students from less affluent households, who otherwise could find themselves caught behind an aggravated digital divide.
4. Spring 2020 has given all faculty members and students at least some experience in remote teaching and learning in what can be described as a natural experiment. Instructors have created and experimented with different tools and techniques. Students have been the subjects of these experiments.
- Establishment of an ad hoc committee charged to capture “lessons learned” from the experience through grading data, surveys, brown bags, and campus conferences should be considered. The Student Senate might wish to create a parallel committee to capture student experiences, and the two committees could work together to yield suggestions for pedagogical improvements, which then could be reported to the Provost and to the Senate.
5. In a semester of mixed face-to-face and remote teaching, teaching evaluations will lack validity with respect to previous semesters. Administration of ICES online has distinctly different response and measurement properties than face-to-face administration. Instructors also have had different and unique personal challenges in working remotely.
- If ICES is administered for courses taught remotely during the COVID-19 crisis, consideration should be given to making administration completely voluntary on the part of instructors and to not recording scores centrally or including them in promotion and tenure packets for any member of the teaching faculty.

- Alternative measurement tools developed by instructors and departments, possibly with the assistance of CITL, should be considered, but it may be strongly advisable to limit administrators' access to these results to aggregated data not identifiable by instructor.
6. Teaching faculty have shown integrity, creativity, and courage in moving their courses to remote formats. In their creativity, they have created considerable intellectual property in lectures, presentations, media, and the like, using Zoom, Compass, and other technologies. Although university policy on this matter may seem clear, apprehension continues to exist among some regarding ownership of the intellectual property created.
- The campus should consider making a clear statement that instructors own all rights to any teaching materials created during this semester of remote teaching, including materials created with Zoom or other campus technologies; that the use of such materials requires the instructor's permission; that the use of the instructor's visage always will require a personal release; and that such release cannot be obtained as a condition of employment or under threat of sanction.
7. Teaching faculty have used personal technology and personal resources from their homes, at their own expense, for instructional purposes. University property has not been accessible to them. In many cases, if employees use university equipment or services for personal business, they are expected to reimburse the university. Turnabout is fair play.
- The campus should consider awarding a \$1,000 stipend to each instructional faculty member (tenure stream, specialized, adjunct, emeriti, graduate and postdoctoral student, etc.) to compensate for personal expenses incurred during remote teaching. No documentation would be required to receive this stipend.
8. Now that all faculty members have had at least some exposure to the challenges of online teaching via remote learning this spring, each faculty member now has a much clearer idea of what the benefits and drawbacks of online education might be. Online no longer is an unknown to be rejected solely because it has never been experienced.
- The choice of whether a course or instructor translates well into the remote or online format remains a choice of academic freedom of the individual instructor. Strong consideration should be given to creating a procedure whereby instructors, except in extreme emergencies, are free to decline, without consequence, assignments to teach online if they earnestly believe that their course or their pedagogy would suffer.
9. With new delivery modalities, new challenges have emerged for both students and faculty members with disabilities. While experience has provided time for the university to work on needed accommodations in traditional course delivery, remote teaching presents a range of new challenges that are only beginning to be understood.

- Colleges and departments must continue to reach out to students with disabilities (current and incoming, if disclosed) who may need changes to their accommodation plans provided by Disability Resources and Educational Services.
- The Center for Innovation in Teaching and Learning and Office of Access and Equity should coordinate with departments to provide a proactive process for faculty instructors with disabilities to determine reasonable accommodations and adjustments to enable them to perform instructional duties.

Respectfully submitted,

EDUCATIONAL POLICY

Eric Meyer, Chair

Justin Aronoff

Maria Bonn

Isaac Cann

Aaron Godwin

Richard Layton

Steve Michael

Nolan Miller

Linda Moorhouse

Jennifer Pahre

Hilary Pham

David Rivier

Jim Shriner

Craig Zilles

Michel Bellini, *ex officio*

Suzanne Lee, *ex officio*

John Hart, *ex officio*

Daniel Mann, *ex officio*

Kathy Martensen, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON EDUCATIONAL POLICY
(Final; Information)

EP.20.162 Report of Administrative Approvals through April 13, 2020

Senate committees are authorized to act for and in the name of the Senate on minor matters. Below is a listing of the administrative approvals the Senate Committee on Educational Policy approved at its meeting on April 13, 2020. Additional information for each approval is attached.

A. Undergraduate Programs

- 1) BS in Recreation, Sport and Tourism, Tourism Management Concentration** – update the Program of Study listing in the Academic Catalog to accurately reflect the credit hours for one of the concentration-required courses, RST 450, Tourism Planning & Development, which was recently approved for a credit-hour reduction from 4 to 3 hours. There is no change to the total required hours for the major.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON ELECTIONS AND CREDENTIALS
(Final; Information)

EC.20.10 2019-2020 Annual Report of the Senate Committee on Elections and Credentials

This report summarizes the activities of the Senate Committee on Elections and Credentials (EC) during the 2019-2020 academic year. EC met on September 11, 2019, October 2, 2019, November 13, 2019 and December 11, 2019. More detailed information is provided in the minutes of those meetings.

I. ITEMS APPROVED BY SENATE

EC.20.03, Participation of Emeriti in the Senate and Senate Committees

The Senate Committee on Elections and Credentials was charged with examining Recommendation #1 from the Eighth Senate Review Commission Report. The EC concluded that emeriti participation in the Senate and on Senate committees was valuable, provided institutional memory, and should remain unchanged. This item was approved by the Senate on February 10, 2020.

EC.20.05, Review to the *Bylaws*, Part D.9 – Committee on Elections and Credentials

The committee reviewed and made minor changes to its *Bylaws*. Approved by the Senate on February 10, 2020.

II. ITEMS REPORTED TO THE SENATE

EC.20.01, Faculty, Academic Professional and Student Electorate, and Senator Distribution
Report submitted at the Organizational Meeting on April 29, 2019.

EC.20.02, 2019-2020 Urbana-Champaign Senate Membership
Report submitted at the Organizational Meeting on April 29, 2019.

III. ITEMS UNDER CONSIDERATION BY THE COMMITTEE

EC.20.04, Potential Membership Restriction on Elections and Credentials

USSP has had an inquiry about potentially limiting the committee membership of Elections and Credentials to require that members of the committee be sitting senators while they are serving on the committee. Based on a number of factors, such as the difficulty of finding qualified individuals who are interested in serving, and that some members continue their two-year service on the committee during a year in which their term limits have expired, the EC recommended no changes be made to add restrictions to the EC membership.

EC.20.06, Student Election Timeline

There is ongoing discussion related to whether the student election timeline should be changed to better accommodate student needs. Due to the complexity of the issue the current timeline will continue for the 2020 elections but further discussion will continue.

EC.20.07, Student Apportionment

The EC continues to discuss instances where it is not clear in which voting unit some students should reside.

EC.20.08, Carle Illinois College of Medicine Election Unit

The EC continues to discuss whether a Senate seat should be added for faculty and students in the Carle Illinois College of Medicine and how this might impact overall apportionment.

EC.20.09, Center for Translation Studies Election Unit

The EC was asked to determine if the Center for Translation Studies should qualify for a Senate seat based on its current composition.

COMMITTEE NAME

Kim Graber, Chair

Brian Farber

H. George Friedman

Jeffrey Eric Jenkins

Melisa Ilkhan

Billie Theide

Kelli Trei

Susan Zhou

James Hintz, *ex officio*

Kristi Kuntz, *ex officio*

Jenny Roether, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON GENERAL UNIVERSITY POLICY
(Final; Information)

GP.20.11 2019-2020 Annual Report of the Senate Committee on General University Policy

This report summarizes the activities of the Senate Committee on General University Policy (GP) during the 2019-2020 academic year. GP met on September 5, October 10, November 7, December 5, January 30, February 27, April 2, and April 23. More detailed information is provided in the minutes of those meetings.

I. ITEMS REMOVED FROM THE AGENDA

GP.18.04, Senate Statement on Course Materials; Intellectual Property Rights and Professional Responsibility

GP drafted guidelines on faculty IP rights over syllabus content; when and for what purposes they can be collected by units; what syllabus content and/or format can be mandated by units; and even whether faculty can be required to have a syllabus at all. These guidelines are now posted on the Office of the Senate website, the Office of the Provost website, and will be added to the Faculty Policy Guide.

GP.19.03, Resolution to Protect Instructors from Classroom Disruption

In response to a Senate resolution to allow faculty to ban troublesome students from classes, GP proposed an alternative resolution to collect and organize existing policies that allow faculty to regulate their classrooms, and to gather those policies all in one place rather than propose new policies. "Responding to Disruptive or Threatening Student Behavior: A Guide for Faculty and Staff" can be found on the Office of the Provost website (see under Education & Instruction).

GP.19.09, Discussion of Provost Communication #27: Shared Governance for Academic Units

GP provided advice about how to familiarize new unit heads with their shared governance responsibilities, and about how to include a review of unit shared governance practices as part of future program reviews.

GP.20.01, Review of the *Bylaws*, Part D.12 – General University Policy

In response to the Report of the Eighth Senate Review Commission (XSR.19.01), GP examined its charge and composition as provided by the *Bylaws*, Part D.12. GP recommended revisions to more clearly define the committee's scope, including responsibilities referred to GP by the Senate, and codify GP's role of monitoring background checks, multi-year contracts, and the Faculty Policy Guide. GP also recommended the addition of another faculty member to its membership so as to have an odd number of members. A representative from campus Human Resources was also added as an *ex officio*

member. The revisions to the *Bylaws* were approved by the Senate on March 9, 2020 via SP.20.19 (Revision to the *Bylaws*, Part D.12 – Committee on General University Policy).

GP.20.04, Review of the Presiding Officer at Senate Meetings

In response to the Report of the Eighth Senate Review Commission (XSR.19.01), GP discussed the presiding officer at the Senate meetings. GP sent a recommendation to the Senate Committee on University Statutes and Senate Procedures that the chair of the Senate Executive Committee should be the presiding officer at the Senate meetings with the Chancellor (or designee) invited to attend, make an opening statement, and answer questions from senators.

GP.20.05, Review of the Role of the Senate Executive Committee Chair and Committee Chairs

GP proposed guidelines and best practices for the role of chair of Senate committees, including the Senate Executive Committee.

GP.20.06, Policy on Administrative Leave of Faculty

GP reviewed and gave input on the draft Policy on Administrative Leave of Faculty which outlines the details when a temporary, paid administrative leave of a faculty member is necessary during an investigation or allegations of misconduct. Once finalized, the policy will be included in the Campus Administrative Manual (CAM).

GP.20.07, Unit Bylaws Template

Working with the Office of the Provost, GP developed an outline of topics that every department's Bylaws should address. These represent best practices topically; they do not mandate policies for how departments should address those issues.

GP.20.09, Bias Assessment and Response Teams

Justin Brown, Associate Dean of Students, met with GP on February 27, 2020 to discuss the current practices for Bias Assessment and Response Teams (BART).

GP.20.10, Report of the Committee on Faculty Sexual Misconduct

Rob Kar, Chair of the Committee on Faculty Sexual Misconduct, Danielle Morrison, Director of the Title IX Office and the Title IX and Disability Coordinator, and Sharon Reynolds, Assistant Provost for Administrative Affairs, met with GP on January 30, 2020 to discuss and obtain input on the Report of the Committee on Faculty Sexual Misconduct.

II. ITEMS UNDER CONSIDERATION BY THE COMMITTEE

GP.15.01, Statement on Administrative Hiring Practices

GP continues to monitor how these guidelines are implemented by the Office of the Provost. One proposal is to include them as part of Provost Communication #3: Appointments of Faculty, Specialized Faculty, and Academic Professionals.

GP.15.08, Tenure Review

GP continues to monitor how tenure review cases go under two, three, or four levels of review in different units. These issues will be addressed as part of the larger revision to Provost Communication #3 which will come to GP for review.

GP.17.03, Guidelines on Senate Meetings

GP sent advice to the Senate Executive Committee and the Senate Committee on University Statutes and Senate Procedures about issues with the conduct of Senate meetings, and will continue to monitor if any of these proposals come forward for implementation.

GP.18.01, Faculty Policy Guide

The text of this resource was reviewed and updated. This is an annual process.

GP.19.04, Professional Employment Redesign

Stone provided updates throughout the year on the progress of the Professional Employment Redesign.

GP.20.02, Review of Provost Communication #9: Promotion and Tenure

A full review of Provost Communication #9: Promotion and Tenure will be done, and GP will be consulted as part of the review.

GP.20.03, Proposed Revisions to the *Statutes*, Articles IX and X – Administrative Leave

University Counsel is reviewing the *Statutes*, Article IX and X. The suggested revisions will be shared with GP once the review is finished.

GP.20.08, Resolution on Sexual Harassment Reporting

The Senate Executive Committee referred RS.20.02 (Resolution on Sexual Harassment Reporting) to GP for input. John Bambenek, student senator, met with GP on January 30, 2020 to discuss and obtain input on the resolution.

III. ITEMS MONITORED BY THE COMMITTEE

GP.07.04, Multi-Year Contracts Policy and Implementation

GP.09.01, Academy on Capitalism and Limited Government Foundation

GP.13.09, Records and Information Management Communication

GP.16.02, Criminal Background Check Policy

GP.16.05, Specialized Faculty: Multi-Year Contracts and Hiring Trends

GP.19.01, Student Discipline Procedures

GENERAL UNIVERSITY POLICY

Nicholas Burbules, Chair

Fred Johnson Asimwe

Jared Bastian

Maria Bonn

Adel Ibrahim

David Lange

Melissa Madsen

Mike Ward

William Bernhard, *ex officio designee*

Deborah Stone, *ex officio designee*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON HONORARY DEGREES
(Final; Information)

HD.20.13 2019-2020 Annual Report of the Senate Committee on Honorary Degrees

This report summarizes the activities of the Senate Committee on Honorary Degrees (HD) during the 2019-2020 academic year. HD met on September 19, November 5, November 25, January 21, and February 24. More detailed information is provided in the minutes of those meetings.

I. ITEMS APPROVED BY SENATE

HD.20.06, Nominations for Honorary Degree Awards – Delany, Molina, Pandharipande

The nominations for James Delany (HD.20.05), Mario Molina (HD.20.04), and Rahul Pandharipande (HD.20.01) were presented to the Senate and approved on December 9, 2019.

HD.20.01, Nomination by the Departments of Mathematics and Physics

HD considered a nomination for Rahul Pandharipande, Professor of Mathematics at the Swiss Federal Institute of Technology Zurich, by the Departments of Mathematics and Physics. The nomination was approved by the Senate on December 9, 2019 via HD.20.06.

HD.20.04, Nomination by the Division of Nutritional Sciences, Department of Atmospheric Sciences, and College of ACES Office of International Programs

HD considered a nomination for Mario Molina, Professor in the Department of Chemistry and Biochemistry at University of California, by the Division of Nutritional Sciences, Department of Atmospheric Sciences, and College of ACES Office of International Programs. The nomination was approved by the Senate on December 9, 2019 via HD.20.06.

HD.20.05, Nomination by the Department of Animal Sciences, Gies College of Business, and Division of Intercollegiate Athletics

HD considered a nomination for James Delany, Commissioner of the Big Ten Conference, by the Department of Animal Sciences, Gies College of Business, and Division of Intercollegiate Athletics. The nomination was approved by the Senate on December 9, 2019 via HD.20.06.

HD.20.10, Nominations for Honorary Degree Awards – Bunch, Ellis

The nominations for Lonnie Bunch (HD.20.03) and Jill Ellis (HD.20.08) were presented to the Senate and approved on February 10, 2020.

HD.20.03, Nomination by the Department of African American Studies and the Illinois Program for Research in the Humanities

HD considered a nomination for Lonnie Bunch, Secretary of the Smithsonian Institution, by the Department of African American Studies and the Illinois Program for Research in the Humanities. The nomination was approved by the Senate on February 10, 2020 via HD.20.10.

HD.20.08, Nomination by the Department of English

HD considered a nomination for Jill Ellis, Development Director of the United States Soccer Federation, by the Department of English. The nomination was approved by the Senate on February 10, 2020 via HD.20.10.

HD.20.12, Nomination for Honorary Degree Award – Lewis

The nomination for John Lewis (HD.20.11) was presented to the Senate and approved on March 9, 2020.

HD.20.11, Nomination by the College of Education

HD considered a nomination for John Lewis, U.S. Representative, Georgia's 5th Congressional District, by the College of Education. The nomination was approved by the Senate on March 9, 2020 via HD.20.12.

II. ITEMS REMOVED FROM THE AGENDA

HD.20.02, Review of the *Bylaws*, Part D.13 – Committee on Honorary Degrees

Responding to a charge from the Senate Executive Committee, HD reviewed its charge and composition as provided in the *Bylaws*, Part D.13. HD recommended the addition of a designee of the Chancellor as an *ex officio* member. The revision to the *Bylaws* was approved by the Senate on February 10, 2020 via SP.20.21 (Revision to the *Bylaws*, Part D.13 – Committee on Honorary Degrees).

HD.20.07, Nomination by the Department of Chemistry

A nomination for Rudy Marcus, John G. Kirkwood and Arthur A. Noyes Professor of Chemistry at the California Institute of Technology was received from the Department of Chemistry. Dr. Marcus was the recipient of an honorary degree award at the 1997 commencement ceremony so was not eligible for further consideration.

III. ITEMS UNDER CONSIDERATION BY THE COMMITTEE

HD.14.05. Nomination by the College of Media

HD.16.03, Nomination by the Department of Food Science and Human Nutrition

HD.17.02, Nomination by the College of Business

HD.17.03, Nomination by the Department of History

HD.20.09, Nomination by the Department of Mechanical Science and Engineering

HONORARY DEGREES

Matthew Wheeler, Chair

Fred Johnson Asiimwe

Larry Fahnestock

Ane Icardo Isasa

Prasanta Kalita

Susan Koerner

Laura Wilhelm-Barr, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON INFORMATION TECHNOLOGY
(Final; Information)

IT.20.07 2019-2020 Annual Report of the Senate Committee on Information Technology

This report summarizes the activities of the Senate Committee on Information Technology (IT) during the 2019-2020 academic year. IT met on September 23, October 21, November 18, December 16, January 31, February 21, March 6 and April 10. More detailed information is provided in the minutes of those meetings.

I. ITEMS UNDER CONSIDERATION BY THE COMMITTEE

IT.18.02, Research IT Services

Technology Services provided updates on research IT services.

IT.18.03, Qualtrics Licensing

The committee continued to push Technology Services to provide the Qualtrics survey tool as a University-wide service. Technology Services agreed with the principle and is planning to include Qualtrics within the proposed investment into Research IT.

IT.18.04, Two-Factor Authentication (2FA) Initiative and Campus Privacy Issues

Joe Barnes from the Office of Privacy & Information Security offered several updates on new security tools and privacy efforts.

IT.20.01, Review of the *Bylaws*, Part D.14 – Committee on Information Technology

The committee discussed the committee's charge in the *Bylaws* and submitted new language to USSP that included the addition of ex officios from the University Library and NCSA.

IT.20.02, Competition from Multiple Vendors on Small Purchases

Concerns were raised by committee members about the time to complete Small Purchase procurements. University Purchasing shared that while multiple vendor quotes are required, two quotes qualifies.

IT.20.03, Updates from Security & Privacy Officer

Joe Barnes from the Office of Privacy & Information Security presented an update on the \$12.5 million security investment from the University.

IT.20.04, Communications during Outages of Major Campus IT Services

There were questions about communication after the wireless outage that happened after Thanksgiving break. Technology Services is working with the committee on improving communications during major service outages.

IT.20.05, Rokwire and Privacy

The committee discussed privacy concerns about the Rokwire Initiative. The committee presented a resolution that called for the creation of a shared governance committee to provide oversight of privacy practices and standards within the Rokwire Initiative.

IT.20.06, Privacy Policy Structure

The committee discussed shortcomings with the current privacy policy structure at the University and called for the University administration to create a committee charged with reviewing and modernizing these policies.

INFORMATION TECHNOLOGY

Mike Bohlmann, Chair

Nikhil Arun

Roy Campbell

Anita Chan

Jennifer Cromley

Matthew Goodman

Sean Mullen

Ben Nordick

Judith Pintar

Randall Sadler

Jon Toenjes

Michel Bellini, *ex officio*

Kelly Block, *ex officio*

Greg Gulick, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
SENATE EXECUTIVE COMMITTEE
(Final; Action)

SC.20.24 Report of Actions Taken by the Senate Executive Committee on Behalf of the Senate

Allowing Students to Elect CR/NC

Under this proposal, students would have the option to elect credit-no-credit (CR/NC) for any course this semester. This would be handled as it is currently, with two modifications: (1) the deadline to select CR/NC would be extended to May 6 for just this term, and (2) courses selected for CR/NC in which the student earns “CR” in this term could be used for general education and toward fulfillment of major and minor requirements. The SEC’s preliminary assessment was unanimous to recommend that the Senate support this policy change. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed.

The SEC discussed Senate input and—given the overwhelming agreement from all sides—voted unanimously to support this policy change. In addition, based on the comments SEC received and internal deliberations, the SEC voted unanimously to recommend that the Provost consider two additions when implementing this policy change. SEC recommended that the Provost (1) institute a mechanism to advise any students who may want to use this option of possible implications for their academic and/or professional development and (2) make an exception to this expanded policy for any 8-week courses or other courses that students had already completed by the beginning of Spring Break. If this first proposal were implemented with these two additions, SEC believes it would be improved and would have received even more Senate support.

Extending the Drop Deadline

Under the second proposal, the deadline for students to drop a course would be extended until May 6. The SEC’s preliminary assessment was unanimous to recommend that the Senate support this policy change for this semester only. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed.

The SEC discussed Senate input and voted unanimously to support this policy change and to forward you the comments and suggestions SEC received, without commenting on their relative weight or priority. You will find several ideas in the comments relating to, among other things, the need for mechanisms to provide students with advice and possible tuition implications.

Allowing Faculty to Change Courses to P/F

Under a third proposal, faculty members would be given the option to convert individual courses that they are teaching to “pass/fail.” While this proposal would work like the existing

S/U grading option, this option would be in effect only for the current semester. This proposed change responds to the fact that many courses will have to make considerable modifications to assessment and grading. It also attempts to provide faculty with maximum flexibility to accommodate their course and students.

The SEC received initial input on this proposal from the Chair of the Senate Committee on Educational Policy (EP), which raised a series of concerns with the proposal. In part because of these concerns, the SEC's preliminary assessment by 11-0-1 was to recommend that the Senate not endorse this proposal. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed. Per request, we also forwarded an explanation from the Office of the Provost of its original reasons for making the proposal. Those reasons had already been shared with the SEC and EP.

Because the Senate's view of this proposal differed from SEC's initial assessment, the SEC carefully reviewed this input along with the underlying comments we received. Many of the concerns that SEC members and EP members initially expressed with this proposal could be found, in some form, in these comments. In order to capture the Senate's will as best as SEC could under the circumstances, while recognizing both its support for this proposal and the more contentious nature of some aspects of the proposal, the SEC voted unanimously to support this policy change while strongly suggesting that the Office of the Provost consider three modifications. The SEC believes that when implementing any such policy, the Office of the Provost should: (1) allow faculty to employ this option only in special cases when—given the nature of the course itself—fair grading has become demonstrably impossible or impracticable because of the move to online teaching prompted by the COVID-19 pandemic; (2) require a review process of some kind to ensure the policy is used only in these narrow circumstances and only after the overall consequences for students have been appropriately considered in a holistic balancing; and (3) allow an opt-out for students who would prefer a grade in accordance with initial expectations on a syllabus. If this proposal were implemented with these three additions, we believe it would be greatly improved and would have received more Senate and SEC support.

RS.20.03, Resolution on the University's Response to COVID-19

The Resolution as a Whole

When asked about the resolution as a whole, SEC received 178 responses of 256 senators.

85% - I cannot endorse this resolution in its entirety (though I may want to endorse some specific ideas found in it).

13% - I would like to endorse the resolution in its entirety.

2% - I would like to abstain

Specific Possibility of Terminating Spring Term

Senators were also asked by the SEC to give particularized input on the following specific proposal: “Be it resolved, Senate members call for the University to end immediately the Spring 2020 semester and direct instructors to calculate final grades based on the first eight weeks’ assessments or convert to pass/fail, which would allow for seniors in coursework to graduate and apply to professional or graduate programs, with consideration of this extraordinary situation; exceptions can be made for students who need to enroll in 8-week courses in order to graduate in May 2020.” SEC received 178 responses of 256 senators.

59% - I cannot endorse the SEC developing a resolution or communication with content like this in any form.

19% - This is not necessary, given the circumstances and other efforts around campus.

11% - I would endorse the SEC generating a resolution or communication that addresses this topic, with appropriate input and after learning about efforts that are already under way.

5% - I could endorse the SEC developing a resolution or communication with language like this but only with substantive changes (which were explained in comments that were provided to us).

3% - I would like to abstain.

2% - I would endorse the SEC generating a resolution or communication that addresses this topic, with appropriate input and after learning about efforts that are already under way. But I also have some non-substantive suggestions (to be explained in comments that were provided to us).

The Senate Executive Committee (SEC) approved the following proposals on behalf of the Senate on Wednesday, April 15, 2020.

EP.20.111	Update the Management, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.128	Establish a new Fashion concentration within the BASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.129	Establish a new Fashion concentration within the BFASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.131	Establish a new Photography concentration within the BASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>

EP.20.132	Establish a new Photography concentration within the BFASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.135	Agricultural & Consumer Economics, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.138	JP: Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE	Educational Policy <i>E. Meyer, Chair</i>
EP.20.139	Information Management, MS (on campus & online)	Educational Policy <i>E. Meyer, Chair</i>
EP.20.142	Community Health, PhD	Educational Policy <i>E. Meyer, Chair</i>
EP.20.143	Nuclear, Plasma, and Radiological Engineering, PhD	Educational Policy <i>E. Meyer, Chair</i>
EP.20.146	Business Data Analytics Concentration – Floating	Educational Policy <i>E. Meyer, Chair</i>
EP.20.148	Accountancy: Accountancy Analytics, MS (online)	Educational Policy <i>E. Meyer, Chair</i>
EP.20.149	Technology Management Graduate Concentration	Educational Policy <i>E. Meyer, Chair</i>
EP.20.150	Revision of the Curriculum Requirements for the M.S. in Financial Engineering, Department of Industrial & Enterprise Systems Engineering, The Grainger College of Engineering	Educational Policy <i>E. Meyer, Chair</i>
EP.20.151	Agricultural Leadership, Education, & Communications: Agricultural Education, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.152	BS: Agricultural Leadership, Education, & Communications, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.155	Urban Studies & Planning: Social Justice, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.156	Urban Studies & Planning: Global Cities, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.157	Urban Studies & Planning: Policy & Planning, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.158	Urban Studies & Planning: Sustainability, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.159	Urban Studies & Planning, BA	Educational Policy <i>E. Meyer, Chair</i>

SENATE EXECUTIVE COMMITTEE

Rob Kar, Chair
Mike Bohlmann
Brian Brauer
Nicholas Burbules
John Dallesasse
Shawn Gilmore
Kim Graber
Casey Griffin
Ane Icardo Isasa
Eric Meyer
Gay Miller
Chris Span
Joyce Tolliver
Matthew Wheeler
Susan Zhou

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

SC.20.25 Report on the March 12, 2020 Meeting of the Board of Trustees of the University of Illinois System in Urbana

Opening Events

The meeting convened at 8:03am and immediately went into executive session. The normal meeting resumed at 9:51am. Students Connor Stout and Lisa Buhelos from the Lyric Theatre performed the Illinois state song as well as the song “For Good” from the musical Wicked. Their performance was met with a standing ovation.

Chancellor Robert Jones was invited to give the welcoming remarks by Chairman Donald J. Edwards. Chancellor Jones commented first on Urbana’s efforts to manage and mitigate COVID-19 impacts. (Note that this meeting took place the day after the announcement of moving to alternative instruction.) He spoke about the critical nature of maintaining operational continuity of the University during this time. He also spoke about the attractiveness of the Research Park for companies like Genective, a company that just moved its headquarters from France to the Research Park. He shared that Urbana had 8 professors named as fellows to the American Association for the Advancement of Sciences and described the Mellon Foundation’s grants to the Illinois Program for Research in the Humanities, both demonstrations of the research excellence at the University. According to the Illinois Success survey of May 2019 graduates, 93% of them had their first job or were in graduate school within 6 months of graduation with an average starting salary of \$63,515. Of those graduates, 75% of them found their destination within Illinois.

President Tim Killeen described that decisions related to COVID-19 were being driven by science and focused on social distancing. He continued his series of “Empowering Excellence” presentations and discussed the \$5 million gift by Chairman Edwards towards the Discovery Partners Institute. The state has also committed \$500 million to a downtown Chicago building as well as buildings around the state. President Killeen described talent development within the Illinois Innovation Network (IIN) that aims to reach 10,000 students, teachers, and other participants. The 15 hubs in the IIN each have their own priorities and local needs that they address. While the effort is by the whole state, the University of Illinois system is the lead. The goal is for a \$19 billion impact on the state over the next ten years. The plans forecast 48,000 new economy jobs over the next 10 years and 9,500 jobs every year by FY29.

CFO Avijit Ghosh shared that the Rebuild Illinois Appropriation provided \$815.1 million for capital projects at the three Universities. Funds were released on February 12, 2020, and have funded Urbana projects such as Altgeld Hall renovations, the Data Science Collaborative remodel of Illini Hall, and Research Park expansion. The Campus Instructional Facility at the corner of Wright and Springfield is the largest expansion of classroom space in many years. Before this capital investment from the state, most projects have been self-funded by the University through bonds, donors, capital reserves, and operating funds.

Professors Aria Razfar and Rob Karr presented from the University Senates Conference on “Enhancing Teaching Across the University of Illinois System.” The Urbana Center for Innovation in Teaching & Learning is well ahead of efforts at Chicago and Springfield. They spoke of innovations such as the CS+X majors that combine computer science with other disciplines such as anthropology, advertising, chemistry, and animal sciences. The iMBA program in the Gies College of Business is growing and expanding.

Public Comments

Four students made public comment. While three asked the University to divest from all fossil fuel companies, one student asked the University to invest in bird-safe glass in building construction to reduce the number of bird strikes on buildings.

Votes Conducted

All of the agenda items were approved. These topics were among the noteworthy items and items relevant to Urbana. Details can be found at the Board of Trustees website:

<http://www.trustees.uillinois.edu/trustees/agenda/March-12-2020/>

- Resolution honoring Chairman Donald J. Edwards for his substantial donation to the University, a first in the history of the Board of Trustees
- Establish the Bachelor of Science in Plant Biotechnology, College of Agricultural, Consumer and Environmental Sciences, Urbana
- Establish the Master of Science in Mental Health Counseling, College of Education and the Graduate College, Urbana
- Approve Student Health Insurance Rates for Urbana and Chicago Universities, Academic Year 2020-2021
- Revise University of Illinois System Investment Policy Statement
- Rename the Engineering Instructional Facility, Urbana
- Rename the William L. Everitt Laboratory of Electrical and Computer Engineering, Urbana
- Approve Design for Susan and Clint Atkins Baseball Training Center and the Softball Training Center; Approve Name of the Softball Training Center, Division of Intercollegiate Athletics, Urbana

Final Items

President Killeen honored Chairman Edwards as per the resolution that was passed. President Killeen congratulated Vice President for Economic Development and Innovation Ed Seidel on being announced as the next President of the University of Wyoming. President Killeen described policies on faculty-student relationships as well as sexual misconduct background checks that he expected to be ready for approval in May. He shared that the University has raised \$2.5 billion in its current fundraising campaign. He also repeated that all decisions related to COVID-19 pandemic would continue to be science-based.

Chairman Edwards thanked the Chancellors and the Provosts for their pandemic mitigation plans: “With everything facing us, we need the University of Illinois to lead.”

The next meeting of the Board of Trustees will be Thursday, May 21st, in Springfield. The Board will return to Urbana for a retreat on July 22nd with a meeting the following day.

Submitted,
Mike Bohlmann

