

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE

MONDAY, APRIL 26, 2021

3:10 – 5:15 PM

ZOOM WEBINAR

AGENDA

- I. **CALL TO ORDER** – Rob Kar, SEC Chair
- II. **APPROVAL OF MINUTES** – April 5, 2021
- III. **PUBLIC COMMENT** (*no more than 3 minutes each*)
- IV. **APPROVAL OF FLOOR PRIVILEGES**
- V. **SENATE EXECUTIVE COMMITTEE CHAIR REMARKS** – Rob Kar, SEC Chair
- VI. **CHANCELLOR’S REMARKS** – Robert Jones, Chancellor
- VII. **QUESTIONS** (*senators only; no more than 2 minutes each*)

VIII. CONSENT AGENDA

Items are distributed online only at <https://www.senate.illinois.edu/20210426a.asp>

EP.21.102	Materials Science & Engineering, BS and Materials Science & Engineering, MS: -- The Department wishes to eliminate the program	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.103	Library & Information Science: Digital Libraries, CAS -- Eliminate the Digital Libraries (CAS-DL) Concentration within The Certificate of Advanced Study	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.104	Computer Science + Education, BS -- Proposal to Establish the Bachelor of Science in Computer Science + Education within the Department of Curriculum and Instruction in the College of Education	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.105	Computing Fundamentals, CERT -- Establish a Campus Graduate Certificate in Computer Science	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.106	Community Health, BS & Epidemiology, MPH -- Establish the Joint Program in Community Health, BS & Epidemiology, MPH	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.107	Interdisciplinary Health Sciences, BS & Epidemiology, MPH -- Establish the Joint Program in Interdisciplinary Health Sciences, BS & Epidemiology, MPH	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.108	Kinesiology, BS & Epidemiology, MPH -- Establish the Joint Program in Kinesiology, BS & Epidemiology, MPH	Educational Policy <i>L. Moorhouse, Chair</i>

EP.21.109	Electrical Engineering, BS and Electrical & Computer Engineering, MEng -- Phase Down/Elimination of the BS-MEng Joint Program in Electrical Engineering, BS and Electrical & Computer Engineering, MEng	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.110	Computer Engineering, BS and Electrical & Computer Engineering, MEng -- Phase Down/Elimination of the BS-MEng Joint Program in Computer Engineering, BS and Electrical & Computer Engineering, MEng	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.111	Request and Report to Suspend Admission to a Degree, Major, Concentration, or Minor - Suspension of Admission to Joint Degree Program - JD/MS in Chemistry	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.112	Health Administration, MHA -- Revise the Degree Associated with the Health Administration Major	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.113	Astronomy + Data Science, BSLAS -- Establish the BSLAS in Astronomy + Data Science in the Department of Astronomy within the College of Liberal Arts & Sciences	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.114	Astrophysics, BSLAS -- Establish Bachelor of Science in Liberal Arts & Sciences in Astrophysics in the Department of Astronomy within the College of Liberal Arts & Sciences	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.116	MHA - Master of Health Administration -- Establish a New Degree, the Master's in Health Administration	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.117	Resolution Formally Recognizing University Efforts and Accomplishments during the COVID-19 Pandemic	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.122	Library & Information Science, MS (on campus & online) -- Update to reflect the new course numbers as of Fall 2020	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.124	Accountancy + Data Science, BS: -- A proposal to create an Accountancy plus Data Science degree program ("ACCY+DS Degree") as part of the University-wide "X+DS Degree" initiative	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.125	CyberGIS and Geospatial Data Science, MS: -- Establish a Master of Science degree in CyberGIS and Geospatial Data Science non-thesis - online within the Department of Geography and Geographic Information Sciences in the College of Liberal Arts & Sciences	Educational Policy <i>L. Moorhouse, Chair</i>
EP.21.126	Finance + Data Science, BS: -- A proposal to create a Finance plus Data Science degree program ("FIN+DS Degree") as part of the University-wide "X+DS Degree" initiative	Educational Policy <i>L. Moorhouse, Chair</i>

EP.21.127	Predictive Analytics and Risk Management, MS: -- Creation of a Master of Science degree in Predictive Analytics and Risk Management and corresponding concentrations within the Department of Mathematics in the College of Liberal Arts & Sciences	Educational Policy <i>L. Moorhouse, Chair</i>	
EP.21.128	Predictive Analytics and Risk Management: Enterprise Risk Management, MS -- Creation of Enterprise Risk Management Concentration within the MS in Predictive Analytics and Risk Management	Educational Policy <i>L. Moorhouse, Chair</i>	
EP.21.129	Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS -- Creation of Financial and Insurance Analytics concentration within the MS in Predictive Analytics and Risk Management	Educational Policy <i>L. Moorhouse, Chair</i>	
EP.21.130	Information Sciences + Data Sciences, BS -- Establish the Bachelor of Science in Information Sciences + Data Sciences (IS + DS)	Educational Policy <i>L. Moorhouse, Chair</i>	
SC.21.10	2021-2022 Senate and Senate Executive Committee (SEC) Meeting Schedule	Senate Executive Committee <i>R. Kar, Chair</i>	
IX.	PROPOSALS (enclosed)		
EC.21.05	Revision to the <i>Election Rules for the Academic Professional Electorate</i> , Section 5 – Conducting Elections	Elections & Credentials <i>K. Graber, Chair</i>	1
X.	COMMITTEE OF THE WHOLE DISCUSSIONS (enclosed)		
SP.21.10	Revision to the <i>Bylaws</i> , Part D.1.c - Senate Executive Committee, Membership [10 minutes]	University Statutes & Senate Procedures <i>S. Gilmore, Chair</i>	3
SP.21.11	Revision to the <i>Bylaws</i> , Part A.1 - Meetings (Speaker of the Senate) [10 minutes]	University Statutes & Senate Procedures <i>S. Gilmore, Chair</i>	7
XI.	REPORTS FOR INFORMATION (enclosed)		
	<i>Attachments to reports are distributed online only at https://www.senate.illinois.edu/20210426a.asp</i>		
(Verbal)	Report on the Sustainability General Education Requirement [5 minutes]	<i>Ahmad, Braslavsky, Nicholson, Yun</i>	---

EP.21.072	Classroom Materials Costs Task Force Report	Educational Policy <i>L. Moorhouse, Chair</i>	9
EP.21.101	Report of Administrative Approvals through April 12, 2021	Educational Policy <i>L. Moorhouse, Chair</i>	35
EP.21.115	Report of Administrative Approvals through April 12, 2021	Educational Policy <i>L. Moorhouse, Chair</i>	37
EP.21.123	Summary of Graduate College Policy Changes for Academic Year 2021-2022	Educational Policy <i>L. Moorhouse, Chair</i>	41
EP.21.131	Report of Administrative Approvals through April 19, 2021	Educational Policy <i>L. Moorhouse, Chair</i>	59
EP.21.132	Academic Standing Planning Meeting (April 7, 2021)	Educational Policy <i>L. Moorhouse, Chair</i>	61

XII. NEW BUSINESS

XIII. ADJOURNMENT

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE

MONDAY, APRIL 5, 2021

ZOOM WEBINAR

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 Senate Executive Committee (SEC) Chair Rob Kar (LAW) presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

II. APPROVAL OF MINUTES

04/05/21-01 Without objection, the minutes of the March 8, 2021 meetings were approved as distributed.

III. PUBLIC COMMENT

No requests received.

IV. APPROVAL OF FLOOR PRIVILEGES

04/05/21-02 Without objection, the following floor privileges were granted by unanimous consent.

RS.21.03

David Chasco (Chair, Library Consultation Working Group)

Lynne Thomas (Head, Rare Book & Manuscript Library)

David Ward (Head, Undergraduate Library)

V. SENATE EXECUTIVE COMMITTEE CHAIR'S REMARKS

Chair Kar noted that Massmails for Senate committee vacancies were sent last week. Please consider serving.

On behalf of the Senate Committee on Faculty and Academic Staff Benefits (FB), Kar noted that there is a fundraiser for the Faculty/Staff Emergency Fund which kicks off in mid-April. On behalf of FB Chair David Lange, Kar encouraged supporting this Fund.

Kar encouraged everyone to be cognizant of mental health needs as the end of this challenging semester approaches. Please continue to be compassionate, thoughtful, and flexible.

VI. CHANCELLOR'S REMARKS

Chancellor Robert Jones highlighted a number of developments of the last few weeks. Jones thanked everyone for the continued efforts to keep the COVID-19 positivity rates very low. Please remain vigilant to continue with testing and safety protocols.

Jones happily announced that the Champaign-Urbana Public Health District (CUPHD) has announced that the COVID-19 vaccine is available for individuals 16 years of age or older

who live or work in Champaign County. This means that all University of Illinois Urbana-Champaign faculty, staff, and students are now eligible for the vaccine.

The University is in the process of awarding \$16 million in emergency relief to students. Awards are \$700-\$1200 for undergraduate students and awards from \$500-\$1000 are available for graduate students. These funds can be used for various costs incurred due to hardships created by the pandemic. An emergency modification to the summer automatic fee waiver policy will include partial coverage of summer health insurance fees and full coverage of health service fees.

The University is getting closer to being able to announce the rapid saliva-based testing availability to family and household members. There will be special lines for family and household members at State Farm Center.

A COVID-19 briefing on budget and financing was held last week. The briefing series included an overview of the financial condition of the University, and to provide context for some of the assumptions and conditions we know are going to shape our budgetary situation for next year and beyond.

Course catalogs for the fall semester went live this morning. Returning students will be able to begin registering for classes on April 19. The vast majority of classes will be offered in-person. Lecture courses that are 200 students or more will remain online or in hybrid format.

VII. QUESTIONS

No questions.

VIII. CONSENT AGENDA

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

- 04/05/21-03 EP.21.074* Computer Science Minor -- A revision of the Computer Science Minor, necessitated by a general revision of the Computer Science introductory course sequence
- 04/05/21-04 EP.21.075* Computer Science, BS -- Revision of the BS in Computer Science (Grainger College of Engineering) program, centered on a modification of the introductory course sequence
- 04/05/21-05 EP.21.076* Computer Science + Education: Learning Sciences, BS -- Proposal to Establish the Learning Sciences concentration for the Bachelor of Science in Computer Science + Education within the College of Education

- 04/05/21-06 EP.21.077* Engineering Technology and Management for Agricultural Systems, BS -- A BS Revision to the Technical Systems Management major to Engineering Technology and Management for Agricultural Systems and the addition of four concentrations
- 04/05/21-07 EP.21.078* Engineering Technology & Management for Agricultural Systems: Agricultural Production & Processing -- Establish the Agricultural Production and Processing concentration under the Engineering Technology & Management for Agricultural Systems, BS
- 04/05/21-08 EP.21.079* Engineering Technology & Management for Agricultural Systems: Construction Management, BS -- To establish the Construction Management concentration under the Engineering Technology & Management for Agricultural Systems, BS
- 04/05/21-09 EP.21.080* Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS -- To establish the Digital & Precision Agriculture concentration under the Engineering Technology & Management, BS
- 04/05/21-10 EP.21.081* Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS -- To establish the Energy and the Environment concentration under the Engineering Technology & Management for Agricultural Systems, BS
- 04/05/21-11 EP.21.082* Journalism, BS -- A revision to the BS changing required hours in the major and eliminating some required courses outside the major
- 04/05/21-12 EP.21.083* Accounting Data Analytics, CERT (online) -- Establish the Campus Graduate Certificate in Accounting Data Analytics
- 04/05/21-13 EP.21.084* Digital Marketing, CERT (online) -- Establish the Campus Graduate Certificate in Digital Marketing
- 04/05/21-14 EP.21.085* Entrepreneurship and Strategic Innovation, CERT (online) -- Establish the Campus Graduate Certificate in Entrepreneurship and Strategic Innovation
- 04/05/21-15 EP.21.086* Financial Management, CERT (online) -- Establish the Campus Graduate Certificate in Financial Management
- 04/05/21-16 EP.21.087* Global Challenges in Business, CERT (online) -- Establish the Campus Graduate Certificate in Global Challenges in Business
- 04/05/21-17 EP.21.088* Managerial Economics and Business Analysis, CERT (online) -- Establish the Campus Graduate Certificate in Managerial Economics and Business Analysis

- 04/05/21-18 EP.21.089* Strategic Leadership and Management, CERT (online) -- Establish the Campus Graduate Certificate in Strategic Leadership and Management
- 04/05/21-19 EP.21.090* Value Chain Management, CERT (online) -- Establish the Campus Graduate Certificate in Value Chain Management
- 04/05/21-20 EP.21.091* Revision to the 2023-2024 Academic Calendar
- 04/05/21-21 EP.21.092* 2028-2029 Academic Calendar
- 04/05/21-22 EP.21.093* 2029-2030 Academic Calendar
- 04/05/21-23 EP.21.094* Middle Grades Education, CERT: -- Establish the Campus Graduate Certificate in Middle Grades Education in the Department of Curriculum and Instruction
- 04/05/21-24 EP.21.096* Health Administration Minor, UG -- Establish an Undergraduate Minor in Health Administration
- 04/05/21-25 EP.21.097* Public Health Minor, UG -- Establish an Undergraduate Minor in Public Health
- 04/05/21-26 EP.21.098* Environmental Geology, MS -- Establish a non-thesis Master of Science degree in Environmental Geology in the Department of Geology within the College of Liberal Arts and Sciences

IX. PROPOSALS

- 04/05/21-27 SP.21.04* Proposed Revision to the *Constitution*, Article VI, Section 7
- On behalf of the Senate Committee on University Statutes and Senate Procedures (SP), Chair Gilmore introduced SP.21.04 for a second reading, and then moved approval. This proposal clarifies the role of the Presiding Officer of the Senate. No discussion.
- 04/05/21-28 Through the online voting system Poll Everywhere, proposal SP.21.04 was approved with 120 in favor, 0 opposed, and 3 abstentions.
- 04/05/21-29 SP.21.03* Revision to the *Bylaws*, Part D.20 – Committee on University Student Life
- On behalf of SP, Chair Gilmore introduced and moved approval of SP.21.03. This proposal is in response to the Eighth Senate Review Commission Report requesting all Senate committees review their charge in the *Bylaws*. No discussion.
- 04/05/21-30 Through the online voting system Poll Everywhere, proposal SP.21.03 was approved with 135 in favor, 1 opposed, and 2 abstentions.

04/05/21-31 SP.21.07* Revision to the *Bylaws*, Part D.12 – Committee on General University Policy

On behalf of SP, Chair Gilmore introduced and moved approval of SP.21.07. This proposal codifies the Senate Committee on General University Policy's practice of providing feedback on substantive revisions to the Provost's Communications. No discussion.

04/05/21-32 Through the online voting system Poll Everywhere, proposal SP.21.07 was approved with 134 in favor, 0 opposed, and 2 abstentions.

04/05/21-33 SP.21.08* Revision to the *Bylaws*, Part F.3 – Military Education Council

On behalf of SP, Chair Gilmore introduced and moved approval of SP.21.08. This proposal changes the requirement that three faculty members must be senators to one faculty member must be a senator.

04/05/21-34 Through the online voting system Poll Everywhere, proposal SP.21.08 was approved with 134 in favor, 0 opposed, and 2 abstentions.

04/05/21-35 RS.21.03* Resolution Regarding the Proposed Library Renovations

On behalf of the sponsors of RS.21.03, faculty senator Mathisen (LAS) moved approval of RS.21.03. The motion was seconded, and a robust discussion followed. Several senators spoke in support of the resolution.

Chair of the Senate Committee on the Library (LB), Pia Hunter, gave remarks on behalf of LB in addition to the written response* that was distributed prior to the meeting. Hunter included a timeline for the resolution development and the unusual process that the resolution followed. LB generally did not support the resolution.

Chair of the Library Consultation Working Group David Chasco and Dean of Libraries John Wilkin also gave remarks in response to the resolution in addition to their written response* that was distributed prior to the meeting. Both Chasco and Wilkin did not support the resolution.

David Ward (Head, Undergraduate Library) and Lynne Thomas (Head, Rare Book & Manuscript Library) both spoke about the importance of moving forward with the Library renovation and expansion project.

04/05/21-36 Faculty senator Richards (AHS) made a motion to close debate. The motion was seconded, and a vote taken.

- 04/05/21-37 Through the online voting system Poll Everywhere, the motion to close debate was approved with 107 in favor, 17 opposed, and 4 abstentions.
- 04/05/21-38 Through the online voting system Poll Everywhere, proposal RS.21.03 failed with 40 in favor, 76 opposed, and 14 abstentions.

X. REPORTS FOR INFORMATION

- 04/05/21-39 EP.21.073* Report of Administrative Approvals thorough March 15, 2021
- 04/05/21-40 EP.21.099* Report of Administrative Approvals thorough March 22, 2021
- 04/05/21-41 EP.21.100* Report of Administrative Approvals thorough March 29, 2021

XI. NEW BUSINESS

No new business.

XII. ADJOURNMENT

The meeting was adjourned at 4:57 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>.

REFERENCE IN MINUTES

First Name	Last Name	04/05/21- 28	04/05/21- 30	04/05/21- 32	04/05/21- 34	04/05/21- 37	04/05/21- 38
Rummana	Alam	yes	yes			yes	no
Pierre	Albin	yes	yes	yes	yes	yes	no
Russhawn	Aldridge	yes	yes	yes	yes		
Cody	Bainbridge					yes	yes
Amanda	Bales	yes	yes	yes	yes	yes	no
Anne	Barger	yes	yes	yes	yes	yes	no
John	Barnard	yes	yes	yes	yes	yes	yes
Lynn	Barnett					no	no
Mattox	Beckman	yes	yes	yes	yes	yes	no
Ander	Beristain	yes	yes	yes	yes	yes	yes
Akshay	Bhamidipati	yes	yes	yes	yes		
John	Boesche		yes	yes	yes		no
Dawn	Bohn	yes	yes	yes	yes	yes	abstain
Joe	Bradley		yes	yes	yes	no	yes
Tyeese	Braslavsky	yes	yes	yes	yes	yes	no
James	Brennan	yes	yes	yes	yes	no	yes
Quinn	Brewster			yes	yes		
Bryan	Buckley	yes	yes	yes	yes	yes	abstain
Sydney	Cameron	yes	yes	yes	yes	no	yes
Xu	Chen	yes	no	yes	yes		
Kent	Choquette		yes	yes	yes	yes	no
Peter	Christensen		yes	yes	yes	yes	no
Laura	Christianson	yes	yes	yes	yes	yes	no
Josue	Cisneros	yes	yes	yes	yes	yes	abstain
David	Cooper		yes	yes	yes	yes	yes
JENNIFER	CROMLEY	yes	yes	yes	yes	yes	no
Steve	Culpepper	abstain	yes	abstain		no	no
JOHN	DALLESASSE	yes	yes	yes	yes	yes	no
Juanmahel	Davila	yes	yes	yes	yes	yes	no
Mark	Davis	yes	yes	yes		yes	no
John	Dee	yes	yes	yes	yes		
Eda	Derhemi	yes	yes		yes	no	yes
Jaime	Derringer	yes	yes	yes	yes	yes	no
Angela	Di Fulvio	yes	yes	yes	yes		
James	Drackley	yes	yes	yes	yes	yes	no
Peter	Dragic	yes	yes	yes	yes	yes	no
John	Dudek	yes		yes	yes		
Iwan	Duursma	yes	yes	yes	yes	yes	no
Elif	Ertekin	yes	yes	yes	yes	yes	no
Wade	Fagen-Ulmschneider	yes	yes	yes	yes	yes	no
Brian	Farber	yes		yes	yes	yes	no
Georgios	Fellouris		yes	yes	yes	yes	no
Amy	Fischer-Brown	yes	yes	yes	yes	yes	no

REFERENCE IN MINUTES

		04/05/21-	04/05/21-	04/05/21-	04/05/21-	04/05/21-	04/05/21-
First Name	Last Name	28	30	32	34	37	38
Cynthia	Fisher	yes	yes	yes	yes	abstain	abstain
Mitch	Fisher	yes	yes	yes	yes	yes	no
Abigael	Fogarty	yes	yes	yes	yes	yes	yes
Charles	Fogelman	yes	yes	yes	abstain	yes	yes
David	Forsyth	yes	yes		yes	yes	no
Donna	Gallo	yes	yes	yes	yes	yes	no
Jenny	Garner	yes	yes	yes	yes	yes	yes
Rachel	Garthe	yes	yes	yes	yes	yes	yes
Rex	Gaskins	yes	yes	yes	yes	yes	no
Jack	Goncalo		yes	yes	yes		
Matt	Goodman		yes	yes	yes		
Neha	Gothe	yes	yes	yes	yes	no	no
Kim	Graber	yes	yes	yes	yes	yes	no
Mutha	Gunasekera	yes	yes	yes	yes	yes	abstain
Akil	Guruparan					no	yes
Rudolf	Haken		yes	yes	yes	yes	no
Steven	Hall	yes	yes		yes	yes	no
Kiruba	Haran		yes	yes	yes	yes	no
Kelli	Harris	yes	yes	yes	yes	yes	no
Jingrui	He	yes	yes	yes	yes		no
Mark	Herman		yes				
Sara	Holder	yes	yes	yes	yes	yes	no
Matthew	Hutchens	yes	yes	yes	yes	yes	no
Cindy	Ingold		yes	yes	yes	yes	no
Makoto	Inoue	yes	yes	yes	yes	yes	no
Jill	Jegerski	yes	yes	yes	yes	yes	yes
Jeffrey Eric	Jenkins	yes	yes	yes	yes	yes	yes
Yvette	Johnson-Walker	yes	yes	yes	yes		
Dana	Kiku	yes	yes	yes		yes	abstain
Prasanta	Kalita	yes	yes	yes	yes	yes	no
Brett	Kaufman	yes	yes	yes	yes	yes	yes
Ari	Kelo	yes	yes	yes	yes	yes	yes
Robert	Knox	yes	yes	yes	yes	yes	no
Susan	Koerner	yes	yes	yes	yes	no	abstain
Adam	Kruse	yes	yes	yes	yes	yes	no
Aleksander	Ksiazkiewicz	yes	yes	yes	yes	no	no
Andrei	Kuzminov	yes	yes	yes	yes		
Thomas	Kwapil	yes	yes	yes	yes	yes	no
Kathryn	La Barre	yes	yes	yes	yes	no	yes
David	Lange	yes	yes	yes	yes	yes	no
Michelle	Layser			yes	yes	yes	no
William	Maher		yes	yes	yes	no	yes
Ralph	Mathisen	yes	yes	yes	yes	yes	yes

REFERENCE IN MINUTES

First Name	Last Name	04/05/21- 28	04/05/21- 30	04/05/21- 32	04/05/21- 34	04/05/21- 37	04/05/21- 38
Alexander	Mayer		yes	yes	yes		
Joyce	McCall	yes	yes	yes	yes	yes	no
Randy	McCarthy	yes	yes	yes	yes	yes	yes
Karen	McLaughlin	yes	yes	yes	yes	yes	no
Kevin	McSweeney		yes	yes	yes	yes	no
Zachariah	McVicker	yes	yes	yes	yes	yes	yes
Anthony	Messina	yes	yes	yes	yes		
ERIC	MEYER	yes	yes				no
John	Meyers	yes	yes	yes	yes	yes	yes
Karla	Moller		abstain	yes	yes	yes	no
Brian	Monson	yes	yes	yes	yes	no	yes
DAVID	MORRIS	yes	yes	yes	yes	yes	yes
John	Murphy	yes	yes	yes	yes	yes	yes
SungWoo	Nam	yes	yes	yes	yes	yes	no
Stephen	Nesbitt					yes	no
Fiona	Ngo	yes	yes	yes	yes	yes	yes
Jessica	Nicholson	yes	yes	yes	yes	yes	yes
Carl	Niekerk	yes	yes	yes	yes	yes	yes
David	O'Brien	yes	yes	yes	yes	yes	yes
Timur	Oikhberg						abstain
Sanjay	Parhi		yes	yes	yes		
Madhusudan	Parthasarathy					abstain	abstain
Michael	Penn	yes	yes	yes	yes	abstain	no
Simon	Restubog	yes	yes	yes	yes	yes	no
Bruce	Reznick	yes	yes	yes	yes	no	yes
Kevin	Richards	yes	yes	yes	yes	yes	no
Dean	Riechers	yes	yes	yes	yes	yes	yes
David	Rivier	yes	yes	yes	yes	yes	no
Charles	Roseman	yes	yes	yes	yes	yes	no
Bruce	Rosenstock	yes	yes	yes	yes	yes	yes
Collin	Ruud	yes		yes	yes	yes	no
Vishal	Sachdev	yes	yes				
Lili	Sahakyan		yes	yes	yes	yes	no
Christopher	Schmitz	yes	yes	yes	yes	yes	no
William	Schneider	yes	yes	yes	yes	yes	no
Elaine	Schulte	yes	yes	yes	yes	yes	no
Mei	Shen	yes		yes	yes	no	yes
Yue	Shen	yes	yes	yes	yes	yes	
James	Shriner	yes			yes	yes	yes
Vivek	Shyamasundar	yes	yes	yes	yes	yes	yes
Sanjiv	Sinha	yes	yes	yes	yes		
Sharde	Smith	yes	yes	yes	yes	yes	abstain
Antonio	Sotomayor	yes	yes	yes	yes	yes	no

REFERENCE IN MINUTES

First Name	Last Name	04/05/21- 28	04/05/21- 30	04/05/21- 32	04/05/21- 34	04/05/21- 37	04/05/21- 38
Ramavarapu	Sreenivas	abstain	abstain	abstain	abstain		
Catherine	Stahl	yes	yes	yes	yes		
Matthew	Stasiewicz	yes	yes	yes	yes	yes	no
Mark	Steinberg	yes	yes	yes	yes	yes	yes
Dan	Steward	yes	yes	yes	yes	yes	yes
Yan	Tang	yes	yes	yes	yes	yes	abstain
Nicole	Turner	yes	yes	yes	yes	yes	abstain
Helga	Varden					yes	no
Venkatasubramanian	Venkateswaran	yes	yes	yes	yes	abstain	no
Kate	Wegmann	yes	yes	yes	yes	yes	no
Karen	Wickett	yes	yes	yes	yes	no	yes
Sarah	Williams	yes	yes	yes	yes	yes	no
Tiffani	Williams	yes	yes	yes	yes	yes	no
Steven	Witt	yes	yes	yes	yes	yes	abstain
David	Woon	yes	yes	yes	yes	yes	no
Yilan	Xu	yes	yes	yes	yes	yes	abstain
Wendy	Yang	yes	yes	yes	yes	yes	no
Anthony	Yannarell	yes	yes	yes	yes	yes	no
Dustin	Yocum	yes	yes	yes	yes	yes	
Dana	Yun	abstain	yes	yes			
Nicolas	Zalewski		yes	yes	yes	yes	yes
Weiping	Zhang		yes	yes	yes	no	no
CRAIG	ZILLES	yes	yes			yes	no
	YES	120	135	134	134	107	40
	NO	0	1	0	0	17	76
	ABSTAIN	3	2	2	2	4	14

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Lemoine	Craig	ACES	Agricultural and Consumer Economics	01-1	2021	A
Christensen	Peter	ACES	Agricultural and Consumer Economics	01-2	2022	X
Xu	Yilan	ACES	Agricultural and Consumer Economics	01-3	2021	X
Grift	Tony	ACES	Agricultural and Biological Engineering	02-1	2021	A
Kalita	Prasanta	ACES	Agricultural and Biological Engineering	02-2	2022	X
Christianson	Laura	ACES	Crop Sciences	03-1	2021	X
Jamann	Tiffany	ACES	Crop Sciences	03-3	2022	A
Riechers	Dean	ACES	Crop Sciences	03-4	2022	X
Gaskins	H Rex	ACES	Animal Sciences	04-1	2021	X
Fischer	Amy	ACES	Animal Sciences	04-2	2022	X
Drackley	James	ACES	Animal Sciences	04-3	2022	X
Knox	Robert	ACES	Animal Sciences	04-4	2021	X
Koerner	Susan Silverberg	ACES	Human Development and Family Studies	05-1	2022	X
Smith	Shardé	ACES	Human Development and Family Studies	05-2	2021	X
Bohn	Dawn	ACES	Food Science and Human Nutrition	06-1	2021	X
Chen	Hong	ACES	Food Science and Human Nutrition	06-2	2022	E
Stasiewicz	Matthew	ACES	Food Science and Human Nutrition	06-3	2022	X
McSweeney	Kevin	ACES	Natural Resources and Environmental Sciences	07-1	2021	X
Yannarell	Anthony	ACES	Natural Resources and Environmental Sciences	07-2	2022	X
Welch	Gabriella	ACES	Student	A-01	2021	X
Swanson	Tyler	ACES	Student	A-02	2021	A
Herman	Mark	ACES	Student	A-03	2021	X
Graber	Kim	AHS	Kinesiology and Community Health	01-1	2022	X
Gothe	Neha	AHS	Kinesiology and Community Health	01-2	2021	X
Richards	K. Andrew	AHS	Kinesiology and Community Health	01-3	2022	X
Strauser	David	AHS	Kinesiology and Community Health	01-4	2021	A
Barnett-Morris	Lynn	AHS	Recreation Sport and Tourism	02-1	2022	X
	VACANT	AHS	Recreation Sport and Tourism	02-2	2021	---
Chambers	Ronald	AHS	Speech and Hearing Science	03-1	2022	X
Monson	Brian	AHS	Speech and Hearing Science	03-2	2021	X
Ahmad	Creen	AHS	Student	A-01	2021	A
Van Wagner	Michael	AHS	Student	A-02	2021	A
Garner	Jenny	AP	District 6	01-1	2022	X
Ruud	Collin	AP	District 8	01-2	2022	X
Helgeson	Molly	AP	District 2	01-3	2022	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
Turner	Nicole	AP	District 9	01-7	2021	X
Yocum	Dustin	AP	District 4	01-8	2022	X
Farber	Brian	AP	District 7	01-09	2021	X
McLaughlin	Karen	AP	District 10	01-10	2022	X
Alt	Amanda	BUS	Accountancy	01-1	2022	A
Penn	Michael	BUS	Accountancy	01-2	2021	X
Fisher	Mitchell	BUS	Accountancy	01-3	2022	X
Silhan	Peter	BUS	Accountancy	01-4	2021	X
Hutchens	Matthew	BUS	Accountancy	01-5	2022	X
Holder	Charles	BUS	Accountancy	01-6	2021	A
Peters	Stephen	BUS	Finance	02-1	2021	A
Clark-Joseph	Adam	BUS	Finance	02-2	2022	X
Marcinkowski	Matthew	BUS	Finance	02-3	2021	X

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Kiku	Dana	BUS	Finance	02-4	2022	X
Noel	Hayden	BUS	Business Administration	03-1	2021	A
Liu	Yunchuan (Frank)	BUS	Business Administration	03-2	2021	E
Parthasarathy	Ray	BUS	Business Administration	03-3	2022	A
Sachdev	Vishal	BUS	Business Administration	03-4	2022	X
Venkatasubramanian	Venkat	BUS	Business Administration	03-5	2021	X
Goncalo	Jack	BUS	Business Administration	03-6	2022	X
Freeman	Harrison	BUS	Student - Accountancy/Finance	A-01	2021	A
		BUS	Student - Accountancy/Finance	A-02	2021	---
	VACANT	BUS	Student - Business Admin/Undeclared	B-01	2021	---
	VACANT	BUS	Student - Business Admin/Undeclared	B-02	2021	---
O' Maley	Tia	DGS	Student	A-01	2021	A
	VACANT	DGS	Student	A-02	2021	---
	VACANT	DGS	Student	A-03	2021	---
	VACANT	EDUC	Education Policy Organization Leadership	01-1	2022	---
	VACANT	EDUC	Education Policy Organization Leadership	01-2	2022	---
	VACANT	EDUC	Education Policy Organization Leadership	01-3	2021	---
Cromley	Jennifer	EDUC	Educational Psychology	02-1	2021	X
	VACANT	EDUC	Educational Psychology	02-2	2022	---
MacGregor	Nancy	EDUC	Curriculum and Instruction	03-1	2022	A
Moller	Karla	EDUC	Curriculum and Instruction	03-2	2021	X
Shriner	Jim	EDUC	Special Education	04-1	2022	X
	VACANT	EDUC	Student	A-01	2021	---
Hilton	Harry	ENGR	Aerospace Engineering	01-1	2022	X
Prussing	John	ENGR	Aerospace Engineering	01-2	2021	A
	VACANT	ENGR	Aerospace Engineering	01-3	2022	---
Goodman	Matthew	ENGR	Materials Science and Engineering	02-1	2021	X
	VACANT	ENGR	Materials Science and Engineering	02-2	2022	---
Elbanna	Ahmed	ENGR	Civil and Environmental Engineering	03-1	2022	A
Lange	David	ENGR	Civil and Environmental Engineering	03-2	2022	X
Barkan	Christopher	ENGR	Civil and Environmental Engineering	03-3	2021	A
Stark	Timothy	ENGR	Civil and Environmental Engineering	03-4	2021	A
Tutumluer	Erol	ENGR	Civil and Environmental Engineering	03-5	2022	E
Forsyth	David	ENGR	Computer Science	04-1	2021	X
Fagen-Ulmschneider	Wade	ENGR	Computer Science	04-2	2021	X
Zilles	Craig	ENGR	Computer Science	04-3	2022	X
Challen	Geoffrey	ENGR	Computer Science	04-4	2021	X
Beckman	A. Mattox	ENGR	Computer Science	04-5	2022	X
Williams	Tiffani	ENGR	Computer Science	04-6	2022	X
Parthasarathy	Madhusudan	ENGR	Computer Science	04-7	2022	X
Chen	Xu	ENGR	Electrical and Computer Engineering	05-1	2021	X
Dallesasse	John	ENGR	Electrical and Computer Engineering	05-2	2021	X
Gross	George	ENGR	Electrical and Computer Engineering	05-3	2021	X
Choquette	Kent	ENGR	Electrical and Computer Engineering	05-4	2022	X
Banerjee	Arijit	ENGR	Electrical and Computer Engineering	05-5	2022	E
Haran	Kiruba	ENGR	Electrical and Computer Engineering	05-6	2022	A
Ravaioli	Umberto	ENGR	Electrical and Computer Engineering	05-7	2022	A
Schmitz	Christopher	ENGR	Electrical and Computer Engineering	05-8	2022	X
Dragic	Peter	ENGR	Electrical and Computer Engineering	05-9	2021	X
Ilie	Raluca	ENGR	Electrical and Computer Engineering	05-10	2021	A
Wang	Qiong	ENGR	Industrial and Enterprise Systems Engineering	06-1	2021	A

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Reis	Henrique	ENGR	Industrial and Enterprise Systems Engineering	06-2	2022	X
Sreenivas	Ramavarapu	ENGR	Industrial and Enterprise Systems Engineering	06-3	2021	X
Ertekin	Elif	ENGR	Mechanical Science and Engineering	07-1	2021	X
Brewster	M. Quinn	ENGR	Mechanical Science and Engineering	07-2	2022	X
Nam	SungWoo	ENGR	Mechanical Science and Engineering	07-3	2022	X
Sinha	Sanjiv	ENGR	Mechanical Science and Engineering	07-4	2021	X
Smith	Kyle	ENGR	Mechanical Science and Engineering	07-5	2021	E
Sofronis	Petros	ENGR	Mechanical Science and Engineering	07-6	2021	A
Di Fulvio	Angela	ENGR	Nuclear, Plasma and Radiological Engineering	08-1	2021	X
Willenbrock	Scott	ENGR	Physics	09-1	2021	A
	VACANT	ENGR	Physics	09-2	2022	---
Hooberman	Benjamin	ENGR	Physics	09-3	2021	A
Schulte	Elaine	ENGR	Physics	09-4	2021	X
	VACANT	ENGR	Physics	09-5	2022	---
Underhill	Gregory	ENGR	Bioengineering	10-1	2021	E
Bradley	Joseph	ENGR	Bioengineering	10-2	2022	X
Ahmad	Yousuf	ENGR	Student - ECE/CS/Undeclared	A-01	2021	A
Tirmizi	Fawaz	ENGR	Student - ECE/CS/Undeclared	A-02	2021	A
Bainbridge	Cody	ENGR	Student - ECE/CS/Undeclared	A-03	2021	X
Bhamidipati	Akshay	ENGR	Student - ECE/CS/Undeclared	A-04	2021	X
Nicholson	Jessica	ENGR	Student - Mech/Aero/Ag/Bio	B-01	2021	X
	VACANT	ENGR	Student - Mech/Aero/Ag/Bio	B-02	2021	---
Yun	Dana	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-01	2021	X
Jansen	Jack	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-02	2021	A
	VACANT	FAA	Architecture	01-1	2021	---
	VACANT	FAA	Architecture	01-2	2022	---
	VACANT	FAA	Architecture	01-3	2022	---
Lingscheit	Emmy	FAA	Art and Design	02-1	2021	A
Thomas	Nekita	FAA	Art and Design	02-2	2021	A
Batten	Luke	FAA	Art and Design	02-3	2022	A
O'Brien	David	FAA	Art and Design	02-4	2022	X
Sethi	Suresh	FAA	Art and Design	02-5	2022	X
Simson	Kirsie	FAA	Dance	03-1	2021	A
Deal	Brian	FAA	Landscape Architecture	04-1	2021	A
Gallo	Donna	FAA	Music	05-1	2021	X
Kruse	Adam	FAA	Music	05-2	2021	A
Messina	Anthony	FAA	Music	05-3	2022	X
McCall	Joyce	FAA	Music	05-4	2021	X
Nichols	Jeananne	FAA	Music	05-5	2022	A
Dee	John	FAA	Music	05-6	2021	X
Haken	Rudolf	FAA	Music	05-7	2022	X
Salo	Ken	FAA	Urban and Regional Planning	06-1	2022	A
Boesche	John	FAA	Theatre	07-1	2021	X
Jenkins	Jeffrey	FAA	Theatre	07-2	2022	X
Kelo	Ari	FAA	Student	A-01	2021	X
	VACANT	FAA	Student	A-02	2021	---
Ackerman-Avila	Christopher	GRAD	Student	A-01	2021	A
Beristain	Ander	GRAD	Student	A-02	2021	X
Crane	Ben	GRAD	Student	A-03	2021	A
Fogarty	Abigael	GRAD	Student	A-04	2021	X
Saez Fajardo	Sara	GRAD	Student	A-05	2021	E

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Guruparan	Akil	GRAD	Student	A-06	2021	X
Zalewski	Nick	GRAD	Student	A-07	2021	X
Shyamasundar	Vivek	GRAD	Student	A-08	2021	X
	VACANT	GRAD	Student	A-09	2021	---
	VACANT	GRAD	Student	A-10	2021	---
	VACANT	GRAD	Student	A-11	2021	---
Desmond	Jane	LAS	Anthropology	01-1	2022	X
	VACANT	LAS	Anthropology	01-2	2021	---
Mayer	Alexander	LAS	East Asian Languages and Cultures	02-1	2021	X
Shen	Yue	LAS	Astronomy	03-1	2022	X
Yang	Wendy	LAS	Plant Biology	04-1	2022	X
Kaufman	Brett	LAS	Classics	05-1	2021	X
Russell	Lindsay	LAS	English	06-1	2021	A
Hechler	Bill	LAS	English	06-2	2022	A
John	Dudek	LAS	English	06-3	2022	A
Morris	David	LAS	English	06-4	2021	X
Basu	Anustup	LAS	English	06-5	2022	A
Bales	Amanda	LAS	English	06-6	2022	X
McVicker	Zachary	LAS	English	06-7	2021	X
Cameron	Sydney	LAS	Entomology	07-1	2022	A
Derhemi	Eda	LAS	French & Italian	08-1	2022	X
Wilson	David	LAS	Geography & Geographic Information Science	09-1	2022	A
Sanford	Robert	LAS	Geology	10-1	2022	E
Conroy	Jessica	LAS	Geology	10-2	2021	E
Niekerk	Carl Hendrik	LAS	Germanic Languages & Literature	11-1	2021	X
Brennan	James	LAS	History	12-1	2021	X
Mathisen	Ralph	LAS	History	12-2	2021	X
Steinberg	Mark	LAS	History	12-3	2022	X
Nesbitt	Stephen	LAS	Atmospheric Sciences	00-1	2021	X
Sadler	Randall	LAS	Linguistics	13-1	2022	X
Tang	Yan	LAS	Linguistics	13-2	2022	X
Zalesov	Sergei	LAS	Linguistics	13-3	2021	A
McCarthy	Randy	LAS	Mathematics	14-1	2021	X
Oikhberg	Timur	LAS	Mathematics	14-2	2021	X
Reznick	Bruce	LAS	Mathematics	14-3	2021	X
Albin	Pierre	LAS	Mathematics	14-4	2022	X
DeVille	Lee	LAS	Mathematics	14-5	2022	X
Duursma	Iwan	LAS	Mathematics	14-6	2022	X
Francis	George	LAS	Mathematics	14-7	2021	X
Kuzminov	Andrei	LAS	Microbiology	15-1	2021	X
Varden	Helga	LAS	Philosophy	16-1	2021	X
	VACANT	LAS	Molecular & Integrative Physiology	17-1	2022	---
Ksiazkiewicz	Aleksander	LAS	Political Science	18-1	2022	X
	VACANT	LAS	Political Science	18-2	2021	---
Fisher	Cindy	LAS	Psychology	19-1	2022	X
Barbey	Aron	LAS	Psychology	19-2	2021	A
Derringer	Jamie	LAS	Psychology	19-3	2021	X
Kwapil	Tom	LAS	Psychology	19-4	2022	X
Sahakyan	Lili	LAS	Psychology	19-5	2022	X
Cooper	David	LAS	Slavic Languages & Literatures	20-1	2022	X
Steward	Daniel	LAS	Sociology	21-1	2022	X

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Jegerski	Jill	LAS	Spanish and Portuguese	22-2	2021	X
Murphy	John	LAS	Communication	23-1	2022	X
Cisneros	Josue David	LAS	Communication	23-2	2021	X
	VACANT	LAS	Communication	23-3	2022	---
Roseman	Charles	LAS	Evolution, Ecology and Behavior	24-1	2022	X
Gennis	Robert	LAS	Biochemistry	25-1	2021	A
Shen	Mei	LAS	Chemistry	26-1	2021	X
Woon	David	LAS	Chemistry	26-3	2022	X
Gunasekera	Mutha	LAS	Chemistry	26-4	2022	X
Kong	Hyunjoon	LAS	Chemical & Biomolecular Engineering	27-1	2022	A
Harley	Brendan	LAS	Chemical & Biomolecular Engineering	27-2	2021	A
Belmont	Andrew	LAS	Cell & Developmental Biology	28-1	2022	A
Rivier	David	LAS	Cell & Developmental Biology	28-2	2021	X
Culpepper	Steve	LAS	Statistics	29-1	2021	X
Kinson	Christopher	LAS	Statistics	29-2	2021	A
Fellouris	Georgios	LAS	Statistics	29-3	2022	X
Perry	Martin	LAS	Economics	30-1	2021	A
	VACANT	LAS	Economics	30-2	2022	---
Buckley	Bryan	LAS	Economics	30-3	2021	X
Meyers	John	LAS	African American Studies	31-1	2022	X
Byrd	Jodi	LAS	Gender and Womens Studies	32-1	2021	E
Ngo	Fiona	LAS	Asian American Studies	33-1	2021	X
Gilbert	Matthew	LAS	American Indian Studies	34-1	2021	A
Romero	Rolando	LAS	Latina/Latino Studies	35-1	2022	A
Rosenstock	Bruce	LAS	Religion	36-1	2022	X
Barnard	John	LAS	Comparative Literature	37-1	2022	X
	VACANT	LAS	Comparative Literature	37-1	2022	---
Fogelman	Charles	LAS	General	38-1	2021	X
	VACANT	LAS	Student - Life Sciences	A-01	2021	---
Namik	Aynur	LAS	Student - Life Sciences	A-02	2021	A
Hernandez	Jay	LAS	Student - Life Sciences	A-03	2021	A
Ayala	Arnoldo	LAS	Student - Humanities	B-01	2021	A
Esparza	Nataly	LAS	Student - Humanities	B-02	2021	A
Love	Dimitri	LAS	Student - Humanities	B-03	2021	A
Parhi	Sanjay	LAS	Student - Physical Sciences/Math	C-01	2021	X
Sun	Abe	LAS	Student - Physical Sciences/Math	C-02	2021	A
	VACANT	LAS	Student - Physical Sciences/Math	C-03	2021	---
	VACANT	LAS	Student - Physical Sciences/Math	C-04	2021	---
Xiao	Alissa	LAS	Student - Social Sciences	D-01	2021	A
Sinnokrot	Sofia	LAS	Student - Social Sciences	D-02	2021	A
Braslavsky	Tyeese	LAS	Student - Social Sciences	D-03	2021	X
Memon	Hamza	LAS	Student - Social Sciences	D-04	2021	A
Alam	Rummana	LAW	Law	01-1	2021	X
Stahl	Catherine	LAW	Law	01-2	2021	X
Kar	Robin	LAW	Law	01-3	2022	X
Layser	Michelle	LAW	Law	01-4	2022	X
	Vacant	LAW	Student Professional	A-01	2021	---
LB Twarog	Emily	LER	School of Labor And Employment Relations	01-1	2021	A
Restubog	Simon	LER	School of Labor And Employment Relations	01-2	2022	A
Ingold	Cindy	LIBR	Library	01-1	2022	X
Maher	William	LIBR	Library	01-2	2021	X

2020-2021 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/5/21
Witt	Steve	LIBR	Library	01-3	2022	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
	VACANT	MDA	Advertising	01-1	2022	---
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	X
Gregory	Vada	MDA	Student	A-01	2021	A
Rosencranz	Holly	MED	MED	01-2	2021	A
	Vacant	MED	Student Professional	A-01	2021	---
He	Jingrui	SIS	School of Information Sciences	01-1	2022	X
Bashir	Masooda	SIS	School of Information Sciences	01-2	2021	X
La Barre	Kathryn	SIS	School of Information Sciences	01-3	2021	X
Wickett	Karen	SIS	School of Information Sciences	01-4	2022	X
Wegmann	Kate	SSW	School of Social Work	01-1	2021	X
Garthe	Rachel	SSW	School of Social Work	01-2	2022	X
Schneider	William	SSW	School of Social Work	01-3	2022	X
Rao	Sudarshana	SSW	Student	A-01	2021	A
Inoue	Makoto	VMED	Comparative Biosciences	01-1	2021	X
Davila	Juanmahel	VMED	Comparative Biosciences	01-2	2022	X
Barger	Anne	VMED	Veterinary Clinical Medicine	02-1	2021	X
Jason	Pieper	VMED	Veterinary Clinical Medicine	02-2	2021	A
Johnson-Walker	Yvette	VMED	Veterinary Clinical Medicine	02-3	2021	X
	VACANT	VMED	Veterinary Clinical Medicine	02-4	2022	---
	VACANT	VMED	Veterinary Clinical Medicine	02-5	2022	---
	VACANT	VMED	Veterinary Clinical Medicine	02-6	2022	---
Aldridge	Russhawn	VMED	Veterinary Clinical Medicine	02-7	2021	X
Lau	Gee	VMED	Pathobiology	03-1	2021	A
Zhang	Weiping	VMED	Pathobiology	03-2	2022	X
	Vacant	VMED	Student Professional	A-01	2021	---

164

--- vacant
A absent
E excused
X present

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

EC.21.05 Revision to the *Election Rules for the Academic Professional Electorate*, Section 5
– Conducting Elections

BACKGROUND

This revision proposes to increase from two to three the number of nominees that may appear on a final ballot for election of academic professionals to the Senate. It is rare that more than three nominations are received for a voting unit, so this will reduce the number of times a second ballot is required. This will make the process more efficient, and reduce confusion by both candidates and the electorate caused by two ballots in close proximity with only one fewer candidate. The revision also eliminates the need for a second ballot in the event that a nominee receives a majority of the votes cast on a preliminary ballot. This would allow the Council of Academic Professionals (CAP) to more efficiently complete the election process by requiring a runoff election only when there are four or more nominees.

RECOMMENDATION

The Senate Committee on Elections and Credentials recommends the approval of the following revisions to the *Election Rules for the Academic Professional Electorate*. Text to be deleted is ~~struck through~~ and text to be added is underlined.

REVISION TO THE *ELECTION RULES FOR THE ACADEMIC PROFESSIONAL ELECTORATE*, SECTION 5 – Conducting Elections

1 **5. Conducting Elections**

2 5.1 CAP is responsible for conducting the election of academic professionals to the Senate. The
3 academic professional elections shall be completed no fewer than three weeks prior to the
4 organizational meeting of the Senate.

5 5.2 *Nominating Period*. The nominating period shall be 7 consecutive calendar days in length.

6 All nominations must include willingness to serve and a 150 words or fewer statement of
7 interest and experience. Nominations must be submitted to CAP during the designated
8 nominating period. Self-nominations are allowed.

9 5.3 *Election Period*. CAP shall prepare ballots for each voting unit with the names of all those
10 nominated and willing to serve, along with the nominee’s title, name of the nominee’s
11 home unit, and the statement of interest and experience. Names shall appear in random
12 order on each ballot.

13 a. *Automatic Election*. If only one academic professional is nominated for a voting unit,
14 an election need not be held as there is only one seat per voting unit. The sole
15 nominee may be declared automatically elected.

16 b. If a nominee receives a majority of the votes cast in a voting unit, that nominee shall
17 be deemed elected. If there are three nominees and no nominee receives a
18 majority, the nominee receiving the highest number of votes shall be deemed
19 elected. If the number of those nominated and willing to serve exceeds ~~two~~ three
20 for any voting unit and no nominee receives a majority, a preliminary ballot shall be
21 used to reduce the number of nominees to two for each voting unit. If a tie exists
22 among those eligible for the last position, all the tied names shall appear on the final
23 election ballot. On the final ballot, the nominee receiving the highest number of
24 votes shall be deemed elected.

25 5.4 The election shall be held on 7 consecutive calendar days.

26 ~~5.5 The nominees receiving the highest numbers of votes shall be deemed elected.~~

27 5.6~~5~~ Ties shall be resolved by a coin flip or drawing of lots by CAP.

28 5.7~~6~~ CAP is responsible for notifying the winning nominees as soon as possible after the
29 certification of the election results.

ELECTIONS AND CREDENTIALS

Kim Graber, Chair

Brian Farber

George Friedman

Jeffrey Eric Jenkins

Melisa Ilkhan

Cindy Ingold

Judith Race

Billie Theide

James Hintz, *ex officio*

Kristi Kuntz, *ex officio*

Melani McCoy, *ex officio*

Jenny Roether, *ex officio*

Brent West, *ex officio*

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON UNIVERSITY STATUTES AND SENATE PROCEDURES
(Committee of the Whole Discussion)

SP.21.10 Committee of the Whole Discussion Regarding a Potential Revision to the *Bylaws*, Part D.1.c – Senate Executive Committee, Membership

BACKGROUND

Responding to the Report of the Eighth Senate Review Commission (XSR.19.01), the Senate Executive Committee (SEC) examined its charge and composition as provided in the *Bylaws*, Part D.1. During its deliberations, the SEC considered its membership, duties, eligibility restrictions on the SEC Chair and Vice-Chair positions, and language regarding *ex officio* representatives. SEC did not ultimately propose any changes to its membership, but did recommend to the Committee on University Statutes and Senate Procedures (SP) proposed language about the SEC Chair and Vice-Chair and the *ex officio* representatives.

SP presented a version of these changes as SP.20.06 at the July 13, 2020 Senate meeting. SP.20.06 was returned to committee, modified, and passed by the Senate on September 21, 2020. SP also presented SP.21.01 to reinstate some text that had been inadvertently struck by a floor amendment to SP.20.06; SP.21.01 was passed by the Senate on November 16, 2020.

During the Senate’s deliberations on SP.20.06, it was noted that the Senate would benefit from a Committee of the Whole discussion on the membership of the SEC to gather Senate input about whether SP should pursue any changes to the membership of the SEC, as provided in the *Bylaws*, Part D.1.c.1:

- a. a Chair and a Vice-Chair, elected by and from the membership of the Senate, and who shall be the presiding officers of the Senate Executive Committee,
- b. the Chair of the Committee on Committees,
- c. the Chair of the Committee on Educational Policy,
- d. the Chair of the Committee on General University Policy,
- e. the Chair of the Committee on Information Technology,
- f. the Chair of the Committee on University Statutes and Senate Procedures,
- g. three members elected by the Senate from a slate consisting of all remaining committee chairs willing to serve, with a runoff among the five candidates receiving the most votes (if there are more than five candidates), and additional candidates if tied for fifth place,
- h. three student members, including at least one undergraduate and at least one graduate or professional student, all of whom shall be elected by and from the student senators,

- i. one of the Senate's representatives to the University Senates Conference, elected by the Senate at its organizational meeting; nominees shall be those members of the Committee on University Senates Conference who consent to serve if elected; a majority of votes shall be required to elect on the first ballot; if a majority vote is not reached on the first ballot, a runoff election shall be held between the two nominees who received the highest number of votes, and including all of those tied with the highest or second highest number of votes; a plurality of the votes cast shall be required to elect on the second ballot,
- j. the campus faculty member of the Faculty Advisory Council to the Board of Higher Education *ex officio* with vote,
- k. the Chair of the committee which performs the statutory function of the Professional Advisory Committee or the Chair's designee *ex officio* with vote, and
- l. the Chancellor or the Chancellor's designee (*ex officio*).

Note that the current *Bylaws* specify that 6 committee chairs have designated seats on the SEC, with 3 more elected from a pool composed of the chairs of the 13 remaining committees:

- | | |
|------------------------------------|---------------------------------------|
| • Academic Freedom and Tenure | • Faculty and Academic Staff Benefits |
| • Admissions | • Honorary Degrees |
| • Budget | • Library |
| • Campus Operations | • Public Engagement and Outreach |
| • Conference on Conduct Governance | • Student Discipline |
| • Elections and Credentials | • University Student Life |
| • Diversity, Equity, and Inclusion | |

This arrangement means that 10 committees are not represented on SEC.

RECOMMENDATION

- 1 SP welcomes input on options A-C below, as well as input on the following questions:
- 2 • Is the overall size and range of voting members on the SEC satisfying? Should it be
- 3 composed in some other way?
- 4 • Are the committee chairs that currently have designated seats on the SEC (listed in
- 5 D.1.c.1.b-f) those that the Senate would like to see maintained?
- 6 • Currently, the Senate elects three committee chairs (D.1.c.1.g) from those whose chairs
- 7 do not automatically have designated seats. Is this number sufficient? Could it be
- 8 lessened to include more designated seats for chairs?
- 9 • Are there other concerns about the composition of the SEC or suggestions for revisions
- 10 to Part D.1.c.1?

11

12 SP could pursue one of the following options:

13 A. Propose no additional changes to the Bylaws, Part D.1.c.1

14 B. Propose modifications to the list of seats allotted to specific committee chairs (D.1.c.1.b-
15 f) and/or modify the pool of the remaining chairs (D.1.c.1.g)

16 C. Explore a restructuring of the SEC's membership, including removing the emphasis on
17 specific committee chairs.

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair

Terri Ciofalo

H. George Friedman

Michael Grossman

William Maher

Owen Skelding

Joyce Tolliver

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
(Committee of the Whole Discussion)

SP.21.11 Committee of the Whole Discussion Regarding a Potential Revision to the
Bylaws, Part A.1 – Meetings

BACKGROUND

Responding to Recommendation #3 of the Report of the Eighth Senate Review Commission (XSR.19.01), both the Senate Committee on University Statutes and Senate Procedures (SP) and the Committee on General University Policy (GP) discussed the most appropriate person to preside over Senate meetings. Both committees determined that the Senate Executive Committee (SEC) Chair or the Chair's designee should serve as the presiding officer of Senate meetings. SP presented this revision to the *Bylaws*, Part A as SP.20.17, which was passed by the Senate at its November 16, 2020 meeting.

The *Bylaws*, Part A.1 now read:

The Chair of the Senate Executive Committee or the Chair's designee shall preside at Senate meetings. The Chancellor or the Chancellor's designee shall be invited to give remarks and respond to questions from senators, unless the Senate Executive Committee has provided otherwise.

During its deliberations, SP considered an additional possible option for the presiding officer of the Senate: an elected Speaker of the Senate. The Eighth Senate Review Commission noted a Speaker as a potential option, but SP determined that moving to a Speaker model would require some time and attention to the Senate's governing documents. Further, as was noted during the discussion of SP.20.17, a governance model that included a Speaker of the Senate and a SEC Chair might lead to complications unless well-defined.

SP would like the input of the Senate about its interest in the potential creation of such a position, including how such a Speaker might be defined within the Senate's governance structures.

RECOMMENDATION

- 1 SP welcomes input on Options A and B below and the following questions:
- 2 • Would you like to see a Speaker of the Senate, whose charge would likely be limited to
- 3 presiding over Senate meetings?

- 4 • What should be the relationship between a Speaker of the Senate and a SEC Chair?
5 • Are there potential problems or concerns with creating such a Speaker position?
6 Do you have any suggestions for a title other than Speaker of the Senate?
7

8 SP could pursue one of two options:

- 9 A. Propose no changes to the *Bylaws*, Part A.1, which would keep the SEC Chair in place as
10 the presiding officer of the Senate.
11 B. Explore the creation of a Speaker of the Senate, including identifying changes that might
12 be needed in the Senate’s governance documents and complications that may require
13 further Senate input.

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair
Terri Ciofalo
H. George Friedman
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Sharon Reynolds, *ex officio*
Jenny Roether, *ex officio*

Classroom Materials Costs Task Force Report

JUNE 2020

Sara Benson and Brian Farber, co-chairs
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

In February 2019, the University of Illinois Urbana-Champaign Senate passed Senate Resolution RS.19.06, “Resolution in Support of Academic Affordability.” The resolution calls for “the University’s constituent colleges and departments to implement all appropriate measures that would reduce the classroom material costs for students.” The resolution “encourages the Provost to create a task force on the issue of rising classroom materials cost, focusing on developing, detailing, and implementing specific objectives...” In response to this resolution, the Office of the Provost constituted a Classroom Materials Costs Task Force (task force) in October 2019.

This report summarizes the findings of the task force between October 2019 and May 2020. The task force consists of the following members:

- Sara Benson (Assistant Professor, University Library), co-chair
- Brian Farber (Student Affairs), co-chair
- Milind Basole (Center for Innovation in Teaching and Learning)
- Eden Brewer (Undergraduate student member)
- Chung-Yi Chiu (Associate Professor, Department of Kinesiology and Community Health)
- Ann Fredricksen (Disability Resources & Educational Services)
- Lori Holmes (Illini Union)
- Josh Heuman (Teaching Assistant Professor, College of Media)
- Tod Petrie (University Bookstore)
- Sihah Reza (Undergraduate student member)
- Rebecca Salzman (Illini Union)
- Shelby Sears (Undergraduate student member)

The task force considered various types of course materials, which can be broadly categorized as **textbooks, Ebooks, eText, and Open Educational Resources (OER)**. “Textbooks” refers to both print and electronic materials used by students at the University in their courses. “Ebooks” refers to electronic books (which may also include textbooks) available through multiple platforms for the library to license or for students to license through the Bookstore. “eText” refers to the electronic textbooks (and, when available, print editions) produced by the Center for Innovation in Teaching and Learning and available specifically to University of Illinois students at a lower price than commercially available textbooks. “Open Educational Resources” (OER) refers to cost-free openly licensed textbooks and other supporting materials available to students in both print and electronic formats through many different locations, including repositories such as OpenStax, SUNY Open Textbooks, and MERLOTx.

EXECUTIVE SUMMARY

The task force report makes a series of recommendations (in no particular order) necessary to bring about sustained institutional change in lowering the cost of course materials.

- **Institutional Priority.** Department chairs can identify Affordability Champions for institutional awards. If the Affordability Champion designation could be included in the Awards or Teaching section of the Dossier for promotion and tenure purposes, it would give the incentive more weight by faculty.
- **Faculty Awareness.** All faculty should be expected to know the real costs that students pay for their recommended and required course materials. Instructors would benefit from a simple list of key dos and don'ts (e.g., the perils of a customized textbook, the benefits of early adoption, etc.), from guidelines for reducing course materials costs, and directions toward available resources/alternatives.
- **Financial Incentives.** A grant program to provide faculty financial incentives to adopt or create free or dramatically less expensive classroom materials has proven very successful with aspirational peers. This centralized campus resource would require hiring a coordinator to administer and promote the grants, between the Provost, the Library and CITL.
- **Faculty Training.** Orientation and training on less expensive course materials must be the responsibility of an office with regular seminars and individualized assistance. The Library and CITL in collaboration with the Illini Union Bookstore seem like natural homes for this effort to focus training and serve as a resource for Affordability Champions, but institutional financial resources are necessary to institutionalize this priority.
- **Student Awareness.** "Course Explorer", a [site](#) maintained by the Registrar's office, should include course material information to guide student choices during registration.
- **Book Order Forms.** The sooner that faculty are identified for their teaching assignments, know the materials they will adopt, and communicate that information to the bookstore, the greater the likelihood that the Illini Union Bookstore can find inexpensive options in the marketplace to meet faculty and student needs.
- **Illini Union Bookstore Services.** We must raise faculty awareness of bookstore services like online ordering with free pickup, customized course pack assistance, Amazon partnership and immediate access email-delivered digital codes. The bookstore needs direct access to faculty, as currently they work with book coordinators from each department and not all services are communicated clearly.

I. Landscape at the University of Illinois at Urbana Champaign

A. *Survey Data—Defining the Problem*

Data collected from students at the Urbana campus in 2019 indicated that 80% of students skipped buying either a textbook or an access code.¹ While student spending on required course materials averaged \$150 per semester,² over 30% of students reported spending over \$300 per semester on textbooks alone.³ The difficulties of affording textbooks was further demonstrated at an Open Access Week Library event where students responded to the white board question, “How would free, open textbooks help you?” Many students stated that they were not able to afford their textbooks or had to resort to piracy. One commenter noted that free and open materials “would create incentive for me to actually get the textbook.”⁴ Others expressed financial fears and food insecurities: “[I] wouldn’t have to guess if I can make rent,” “so I wouldn’t starve,F” and “could eat food.”⁵ Students noted frustrations with access codes that are unnecessarily restrictive, requirements to subscribe to multiple services, and being forced to pay to submit their homework assignments.

One possibility for reducing costs lies in open educational resources (OER), a central focus of this task force and parallel initiatives in peer institutions across the country. Preliminary findings from a 2019 Ithaka S+R survey with a 434 response rate from faculty indicated that 81% of faculty at the Urbana campus are interested in adopting more OER for their courses.⁶ Roughly half of the respondents indicated that they had either created or used OER for their courses with response rates of 167 for open textbooks, 181 for open course modules, and 187 for open video lectures. This is bolstered by findings from OpenStax (an OER repository) in 2017 indicating that University of Illinois at Urbana Champaign faculty members have saved students \$1.38 million per year by adopting nine OER textbooks including AP Micro Economics, Chemistry, and Astronomy.⁷ The OpenStax data reveal the dramatic impact OER adoption has on student savings.

¹ E-Mail U.S. PIRG Initial Data from Student Survey Conducted in Fall, 2019 at University of Illinois at Urbana-Champaign, Appendix C.

² “How much did you spend on required course materials?” with a response rate of 225. Data from Student Watch Fall 2017 at the University of Illinois at Urbana-Champaign, Box Folder Document (4).

³ U.S. PIRG Initial Data, Appendix C.

⁴ The Student Watch Fall 2017 Survey found that 20% of students at the Urbana campus did not purchase a textbook due to the cost. Data from Student Watch Fall 2017, Box Folder Document (4).

⁵ These comments align with a 2018 survey by Cengage finding that 43% of students saved money by skipping meals to afford course materials. “Today’s Learner: Student Views 2018,” *Morning Consult*, Cengage, 2018. <https://news.cengage.com/wp-content/uploads/2018/07/CengageMC-Affordability-Survey-letter.pdf>.

⁶ Ithaka S+R Faculty Survey 2019. University of Illinois at Urbana-Champaign, 2019. https://www.library.illinois.edu/staff/wp-content/uploads/sites/24/2019/04/PUBLIC_University-of-Illinois-at-Urbana-Champaign-Faculty-Survey-Report-of-Findings.pdf.

⁷ OpenStax Data Analysis from University of Illinois at Urbana Champaign (includes the raw data from OpenStax on textbook adoption by institution covering yearly students, savings, and the year of adoption), Box Folder Document (1).

While the data shows strong support for OER among both faculty and students, the preliminary findings of the 2019 Ithaka S+R survey showed a need for greater institutional support. Only 31% of faculty members agreed with the statement “My institution offers excellent training and support for using open educational resources,” while nearly half the participants indicated that it was difficult for them to locate OER for their teaching. At 37%, a significant number of faculty members expressed interest in creating or publishing their own open educational resources, but the university does not currently have a system for recognizing or rewarding faculty for taking time to integrate these resources into their curriculum.⁸ These results indicate a need for training and assistance in locating, developing, managing, and sustaining OER alongside faculty incentives for its creation, adoption, and updates.

B. Illinois Student Government Resolution

On March 11, 2020, the Illinois Student Government (ISG) voted unanimously to pass ISG Resolution RES.03.76 “Course Registration Transparency” which can be found in Appendix A of this report. The resolution calls for academic and financial transparency, which includes accurate information on Banner about course descriptions and course materials, clear distinctions between required and recommended course materials, and guidance on the acceptability of more affordable formats or editions of course materials. The resolution urges that Banner include out-of-pocket expenses for all course materials, all of which would help students make informed choices. The Illinois student body is clearly concerned about the cost of course materials and is demanding we take aggressive action to provide choice and affordability.

C. Urbana Campus Efforts to Reduce Course Material Cost

1. University Library

The University of Illinois at Urbana Champaign Library (library) is one of the largest public university libraries in the world. The library is largely funded by state and tuition revenue as well as the Library IT student fee and supports the needs of the entire campus research community, including the student population.

Subject specialists in the library have a great deal of discretion over which titles they purchase, and many librarians will purchase a copy of an expensive textbook adopted by a teaching faculty member for students to use. This is rarely an optimal solution, however, as the number of students requesting the textbook is greater than the availability of the book. Moreover, textbooks are so quickly outdated that they do not, generally, serve to build the sort of long-term research collection that the library strives to develop. In 2005, the library, in collaboration with the Illini Union Bookstore, completed a study to explore an option to automatically place on reserve those books designated as required for courses.⁹ The study found that the cost to the library in terms of resources and staff is too great to make a book reserve solution optimal. The study also

⁸ Ithaka S+R Faculty Survey 2019.

⁹ Laskowski, Mary S. 2007. “The Textbook Problem: Investigating One Possible Solution.” *Library Collections, Acquisitions, & Technical Services* 31 (3/4): 161-70. Doi: 10.1016/j.lcats.2007.09.001.

concluded that due to (1) faculty lapse in providing book needs to the bookstore in a timely fashion, (2) recurring placement of books on reserve taking items out of circulation, and (3) the low use of said reserve titles, the library should discontinue the service. The study noted that the library electronic reserves program was a more optimal way for faculty to engage with the library to save students money. However, over time, the library purchased more book and journal backfiles and more content became available already in digital form. Therefore, the e-reserve program was eventually discontinued in 2017, largely due to duplication of content readily available directly to students online through library purchases.

Over the last decade, the shift from print to electronic sales led to significant changes in both library procurement practices and the marketing and sales of textbooks. Many publishers produce and distribute Ebooks (often, although not exclusively, marketed and sold as different items). Ebooks are often sold either individually (i.e., individual titles through a third-party vendor such as YBP) or in packages (i.e., the annual output of a publisher such as Springer). In cases where titles are sold individually, publishers either (1) hold back on electronic distribution of titles to libraries of that are likely to realize widespread sales or course adoption, or (2) only issue those titles with digital rights management (DRM) that limits use to single simultaneous users. In the former situation, the library could not purchase these titles for broader campus use. And, in the latter, the library heard complaints from faculty and students frustrated by the limited numbers of users simultaneously permitted. Over the last decade, the library has gradually moved away from acquiring titles that limit the number of simultaneous users. That notwithstanding, the Ebooks that the library purchases are used as heavily as printed textbooks.

In the case of Ebooks, publishers are similarly savvy, employing sophisticated DRM software in Ebooks that are generally sold. This limits reuse and maximizes sales for publishers. Ideally, the campus could purchase Ebooks for classes where the book is available in that format. Particularly where the Ebook does not include a limiting license (only allowing a certain number of students to check out the book at a given time), this solution could even allow students to forgo purchasing an expensive textbook. Some publishers have been experimenting with such models. However, publishers generally require that a campus license their entire textbook output for the campus, a model that is both financially challenging and raises concerns about academic freedom in textbook adoption. For example, Wiley proposed a one-year pilot for this campus in 2007 that covered sixteen courses for the annual cost of \$250,000.

The Scholarly Communication and Publishing Unit of the library has recently begun work on publishing a paywall-free educational book for an adjunct professor with the School of Information Science. The book will be published using PressBooks and will be available to students nationwide. The unit is also engaged in a pilot Open Educational Modules program, funded at \$19,173.38 by the Library, which will take place in the summer of 2021 with the goal of converting a multi-section large enrollment course using a traditional textbook to a course with zero material costs.

2. *Illini Union Bookstore*

The Illini Union Bookstore (bookstore) is one of the largest independent college bookstores in the country. It serves as a clearinghouse for course material information for the university so

students can make informed decisions on where to obtain them. As part of the Illini Union, the bookstore is self-funded and receives no student fees for operations. Proceeds after covering operating expenses are used to fund student events and activities of the Illini Union.

The bookstore collects course material information from faculty through departmental book coordinators. Early due dates for coordinators allow the bookstore to search for a variety of material formats that are affordable and promote student choice. However, getting all faculty and coordinators to provide all needed information for all courses in a timely way is a perennial problem. Book information is posted on the bookstore website and shared with the library to obtain copies of the books, if they desire. The bookstore website has a price comparison tool which allows students to make informed decisions based on format and cost. By pursuing various cost-reduction strategies, over the past 5 years the bookstore has saved students millions of dollars over new hardback books.

Specific savings tools include:

- sourcing as many used titles as possible
- offering textbook rentals
- offering a variety of formats (e.g., print [bound and loose-leaf], eText, eBooks, access codes)
- buying back used course materials

A trend in collegiate retailing is Inclusive Access where publishers bill all students with a flat fee and provide all required materials to students. This allows publishers to reduce their prices, and also for bookstores to decrease their margin. Most of the course materials are delivered digitally which increases savings due to reduced printing and shipping/handling costs. Inclusive Access is considered a student success initiative because course materials are usually available a week or more before classes, so all students have all materials before classes begin. Our bookstore has been unable to pursue Inclusive Access because it does require the ability to bill directly to student accounts which is prohibited by university policy and Illinois state law. The bookstore hopes to introduce a hybrid approach where all registered students in a course would get free access to the digital text before classes start and then a digital paywall would open a couple of weeks into the term allowing students to purchase for continued access. This hybrid approach would be a savings for students, however not as much as a full Inclusive Access program. The bookstore is searching for a faculty member who would be willing to test this hybrid approach.

3. *eText@Illinois*

eText (<https://etext.illinois.edu>) is a browser-based, multimedia-capable, fully accessible platform to deliver original, instructor-developed course content and previously published textbooks in a cost-efficient manner. Built to take advantage of class roster cohorts, eText allows for two-way communication between students and instructors (both typed and freehand) as well as embedded assessments and practice problems linked from learning management systems on campus. Device neutral, eText uses an HTML5-based flexible page layout that serves as an intuitive, rich interface for both instructors and students. Thanks to rigorously enforced semantic

markup, a comprehensive commitment to accessibility, eText is one of the most truly ADA Section 508 compliant and universally accessible means of delivering electronic course content in the world. In fact, the National Federation of the Blind (NFB) at its 2014 annual convention “highly commended” eText@Illinois for its efforts to make electronic book content highly accessible.

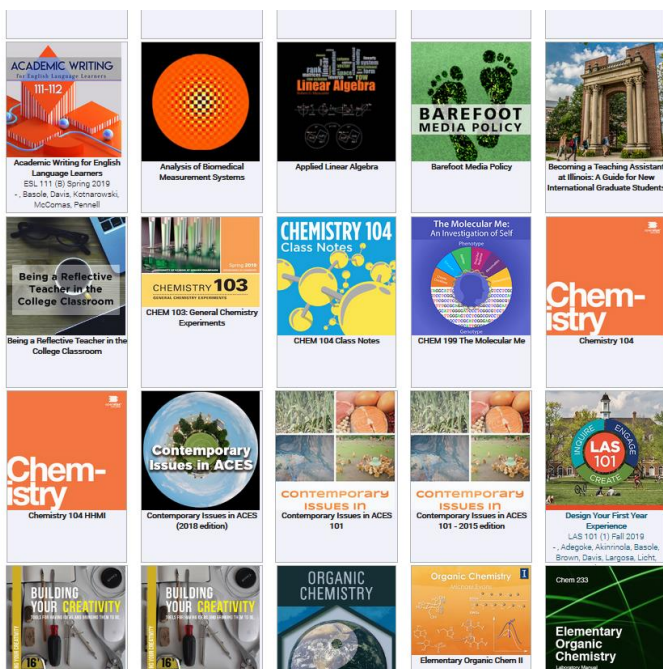


Figure 1: eText@Illinois sample offerings

Due to its unique features and flexibility, myriad courses in all colleges as well as orientation courses (ACES 101 and LAS 101) have chosen eText as vehicle of choice for delivering course content. eText has over 50 unique offerings and has served more than 36,000 unique textbooks to Illinois students since inception. More books are being added each semester.

eText includes the following features:

- Lower costs (students save 50–75% over mainstream published textbooks)¹⁰
- Multimedia-enriched to accommodate multiple learning styles
- Feature-rich and device-agnostic interface
- Two-way communication between instructors and students
- Built-in interactive self-check engagements to bolster retention
- Ability to embed Learning Management System (Moodle and Compass2g)-based assessments in situ.
- Read-aloud, spoken math, and other adaptations to assist with learning disabilities and dyslexia; new features are under constant development; for even greater accessibility, with a goal of universal accessibility. Universal design is not only an institutional value but a legal necessity¹¹

¹⁰ eText@Illinois strives to keep cost of textbooks to students as low as possible. It is important to note most revenue collected from sales of eTexts flows back to the course/instructor’s home Department and is used to enhance teaching and learning.

¹¹ List of accessibility lawsuits against Higher Ed institutions, <https://www.d.umn.edu/~lcarlson/atteam/lawsuits.html> accessed on 1/30/2019

Exhibit 1: Cost savings realized by using eText@Illinois service in AY19-20

Book Title	eText Cost to Students	Alt Book Cost	Differential (plus tax)	Quantity sold	Dollars Saved
RHET 105: I Write: A Writing Guide for the Undergraduate Rhetoric Program at the University of Illinois eText (SECOND EDITION)	\$ 26.99	\$ 49.99	\$ 28.00	2194	\$ 61,430
LAS 101: Design Your First Year Experience eText	\$ 14.99	\$ 35.00	\$ 23.51	1464	\$ 34,419
CHEM 233: Elementary Organic Chemistry Laboratory Manual eText	\$ 12.79	\$ 35.00	\$ 25.71	744	\$ 19,128
ASTR 100 ONL: Introduction to Astronomy eText	\$ 24.97	\$ 59.99	\$ 41.02	426	\$ 17,474
MACS 101 Intro to Media Studies 2018 Edition eText	\$ 33.55	\$ 65.00	\$ 37.95	329	\$ 12,486
ESL 115: Academic Writing for English Language Learners eText	\$ 34.98	\$ 65.00	\$ 36.52	222	\$ 8,107
ESL 111-112: Academic Writing for English Language Learners eText	\$ 41.80	\$ 65.00	\$ 29.70	252	\$ 7,484
Becoming a Teaching Assistant at Illinois: A Guide for New International Graduate Students eText	\$ -	\$ 9.99	\$ 10.99	571	\$ 6,275
ASTR 330: Extraterrestrial Life eText (2018 edition)	\$ 24.97	\$ 59.99	\$ 41.02	53	\$ 2,174
LAS 102: Transfer Advantage eText	\$ -	\$ 35.00	\$ 38.50	42	\$ 1,617
PS 224: Politics and Policy in the Greater Yellowstone Area eText	\$ 24.97	\$ 65.00	\$ 46.53	17	\$ 791
ITAL 103: Intermediate Italian I eText	\$ -	\$ 30.00	\$ 33.00	22	\$ 726
ITAL 104: Intermediate Italian II eText	\$ -	\$ 30.00	\$ 33.00	19	\$ 627
ESL 112: Academic Writing for English Language Learners eText	\$ 34.98	\$ 65.00	\$ 36.52	13	\$ 475
Using Research to Develop Media Policies eText	\$ 11.00	\$ 27.00	\$ 18.70	9	\$ 168
HORT 344: Planting for Biodiversity and Aesthetics eText	\$ 19.80	\$ 25.00	\$ 7.70	14	\$ 108
ASTR 499: Telescope Manual eText	\$ 27.50	\$ 40.00	\$ 16.50	4	\$ 66
Spanish 141 eText Workbook	\$ -	\$ 24.99	\$ 27.49	2	\$ 55
IS 451: A Person-centered Guide to Demystifying Technology eText	\$ -	\$ -	\$ -	5	\$ -
LAS 291 and LAS 292: Global Perspectives for Study Abroad eText (2020 edition)	\$ -	\$ -	\$ -	814	\$ -
MACS 351: Barefoot Media Policy eText	\$ -	\$ -	\$ -	9	\$ -
Sustainability: A Comprehensive Foundation eText	\$ -	\$ -	\$ -	3	\$ -
Total				7228	\$ 173,610

Notes

- eTexts purchased on WebStore are tax free. 10% tax rate is applied to alternate book cost.
- Computation accounts for sales data until 1/28/2020.
- Cost of alternate textbooks estimated based on researching online vendors such as VitalSource and Amazon Kindle.

eText is a service of the Center for Innovation in Teaching & Learning (CITL). Over the past few semesters CITL has been actively working on recruiting Illinois faculty who teach large enrollment courses to create eText based material (original and/or adapted from existing OER) for Illinois specific courses. To incentivize faculty, CITL provides for a 1-semester course release or an equivalent stipend or SIE appointments. To counter enticements offered by publishers, CITL also provides additional support in terms of instructional design and classroom material development, in addition to assistance in creating CITL-sponsored eText. Not only are eTexts low-cost and entirely relevant to the courses taught, but they also create a recurring revenue stream for the department. Departments have used revenue generated from eText sales to fund teaching assistants and other pedagogical needs.

II. Individuals Consulted by the Task Force

The Task Force sought advice and input from professors in four different categories: a professor using a traditional textbook (Dr. Bryan Buckley), a professor using an OER (Dr. Jose Andino), a professor using an eText (Dr. Kristi McDuffie), and finally a professor who has created her own OER (Professor Jasmine Roberts). A summary of our conversation with each of the consultants is included below.

A. Dr. Bryan Buckley, Teaching Assistant Professor, Economics

Professor Bryan Buckley has been a teaching associate professor in the department of Economics at the University of Illinois at Urbana Champaign since 2014. Upon starting his position, he was approached by many publishing companies as he was seen as “a big sales opportunity.” His course, Economics 302, had over 400 students registered for the Spring 2020 semester and has over 700 seats available for Fall 2020.

In 2014, Pearson publishing company provided pre-made stock course supplement material available to Professor Buckley with the commitment of using a Pearson text, which appealed to him as a newly hired faculty member. Pearson has helped him create a custom version of a traditional textbook, which they promised would be \$30 cheaper for students. However, custom textbooks are actually often more expensive for students in the long run; in this case, the demand for Buckley’s custom book in subsequent semesters will exceed the supply, forcing many of next semester’s students to buy a new custom book (without the possibility of buying a used general edition). Professor Buckley has concerns about changing his course textbook because it would require major revisions to other course materials, such as daily lecture slides. Professor Buckley is aware of OER and he has considered changing to it. He described time issues as a barrier for him and for other faculty. He thinks he and other faculty would consider adopting OER if there were incentives available, such as a financial reward or recognition from his department or the campus, or a teaching reduction for developing and migrating to OER for courses.

B. Dr. Jose Andino Martinez, Lecturer, Chemistry

Dr. Andino joined the teaching faculty for the department of General Chemistry at the University of Illinois at Urbana Champaign in 2014. One of his courses, Chemistry 104, currently has over 400 students registered for the Spring 2020 semester. In this course, he uses an online textbook

through OpenStax, which is free for students. Dr. Andino agrees that expensive textbooks are a burden to his students. The OpenStax book meets his needs in delivering quality content and he is motivated to continue to use it, partially because it is a free resource and because it provides sufficient knowledge and information to his students. He also appreciated that errors in the textbook could be corrected mid-semester, as they were discovered by reviewers and students. When asked about recognition for professors who make the effort to mitigate course material costs, he said he places more value into helping students lower their financial burden in education. Interestingly, Dr. Andino was not aware that the OpenStax General Chemistry book is ADA accessible to all students, including those using adaptive technology.

C. Dr. Kristi McDuffie, Interim Director of Rhetoric

Dr. McDuffie discussed the process of creating and using an accessible eText with the Center for Innovative Teaching and Learning (CITL) for beginning Rhetoric courses. The Undergraduate Rhetoric Program at the University of Illinois at Urbana Champaign serves over 3,500 students per year in earning the Composition 1 graduation requirement. In her role as writing program administrator, Dr. McDuffie leads a team of Rhetoric program staff and over seventy writing teachers each semester, including approximately twenty new graduate teaching assistants a year. The department wrote the eText because it was the best fit for their teaching purposes and was cheaper for students. Other textbooks contained information that was unnecessary to the Illinois course design. It took approximately eight months to write the first version of the book; the authors were compensated with small stipends (around \$200). The book is \$26.99 and includes both the print and electronic formats. Of the purchase price, \$10.00 goes back to the Rhetoric department. For cost comparison, Northern Illinois University charges \$70.00 for their department-created book and the department only keeps about \$1.00 per book. Western Illinois University charges about 2.5 times as much as Illinois for their rhetoric text, but all proceeds go to the external publisher.

The Illinois eText is revised annually and includes student model essays from prior years as well. Annually, Rhetoric 105 is taught in nearly 90 sections to over 3,500 students with 15–25 new instructors teaching the material. With such a large program, it is helpful for the eText to provide consistent material across sections that remains stable from one year to the next. Dr. McDuffie said she was unclear whether Rhetoric's experience could serve as a model for other departments. It works well for them with their multi-section class with the same content to have one cohesive textbook. Dr. McDuffie said that it can be difficult to separate student satisfaction with the course from their satisfaction with the eText (and both can vary), but the department is very happy with their book.

One final note is that e-Text is great for accessibility and ADA compliance, allowing all students, including those with disabilities, equal access to course material at the time of purchase.

D. Professor Jasmine Roberts, Lecturer, The Ohio State University

Jasmine Roberts is a lecturer in the School of Communication at Ohio State University, where she has been teaching since 2012. She teaches upper level undergraduate courses and is the

author of *Writing for Strategic Communication Industries*, a free, openly licensed textbook she uses for her own classes that has accessible download options.

Professor Roberts decided to write her own textbook because there was an incentive program through the Affordable Learning Exchange, a cooperative campus endeavor through the Undergraduate Student Government, the University Libraries, the Office of Distance Learning and eLearning, the Office of Academic Affairs, and the University Institute for Teaching and Learning. She used her \$7,500 grant to pay herself, an editor, and peer reviewers.

Through her OER, Professor Roberts can keep content fresh and include diverse viewpoints, including those of her students. If a student has a wonderful example in a homework assignment, she will offer to include it (with proper author attribution) in her textbook. Her textbook has been used by other professors nationally and internationally and some have adapted it to fit their own local cultural landscape.

Professor Roberts is an OER advocate because she believes that students should not be charged for expensive textbooks in addition to all of the other costs of attending college. She worries that students will have to choose between purchasing a textbook and purchasing groceries. Her students report they enjoy her textbook because it includes links to YouTube videos that explain concepts and because it is more modern and relevant to their daily lives. And, of course, they are happy to avoid the cost of paying for a textbook as well.

III. Independent Research Conducted by Task Force Members

Three task force members conducted the same simple survey of their units (the College of Applied Health Sciences, the School of Information Science, and the College of Media) in December 2019 and March 2020. A summary of the survey results is included below.

A. College of Applied Health Sciences

In December 2019, all 65 faculty members in AHS were invited to take the survey about the knowledge and attitude about OER. We received 43 complete surveys for a response rate of 66.15%.

1. “Do you know what open education resources are for your teaching/classroom materials?” Among 43 responses, 11 answered yes (25.6%).
2. “Did you know that OER reduces students’ study cost?” Fourteen answered yes (32.6%).
3. “Would you be willing to use OER for your class if you knew how to use them?” Forty-two answered yes (97.7%).
4. “Would you be interested in learning more about OER?” Forty-one answered yes (95.3%).

B. The School of Information Science

In March 2020, all 46 faculty members at the School of Information Science were invited to take the survey about the knowledge and attitude about OER. We received 16 complete surveys for a response rate of 34.78%.

1. “Do you know what open education resources are for your teaching/classroom materials?” Among 16 responses, 11 answered yes (68.75%).
2. “Did you know that OER reduces students’ study cost?” Fifteen answered yes (93.75%).

3. “*Would you be willing to use OER for your class if you knew how to use them?*” Sixteen answered yes (100%).
4. “*Would you be interested in learning more about OER?*” Thirteen answered yes (81.25%).

C. The College of Media

In March 2020, all 50 faculty members in the College of Media were invited to take the survey about the knowledge and attitude about OER. We received 17 complete surveys for a response rate of 34%.

1. “*Do you know what open education resources are for your teaching/classroom materials?*” Among 17 responses, 7 answered yes (41.2%).
2. “*Did you know that OER reduces students’ study cost?*” Eleven answered yes (22%).
3. “*Would you be willing to use OER for your class if you knew how to use them?*” Seventeen answered yes (100%).
4. “*Would you be interested in learning more about OER?*” Fifteen answered yes (88.2%).

IV. Conclusion and Recommendations

The task force makes the following recommendations for consideration following our study of the issues. They are presented in no particular order. We wish to emphasize that solutions to lowering classroom materials costs must be multi-pronged and constantly updated, as the landscape of the textbook field changes rapidly and there are strong economic motivators for private industry to find creative ways to capture student consumers.

1. **Institutional Priority.** If lowering classroom material costs is to gain any traction at Illinois, it must be seen as an institutional priority at the highest levels of the administration and include a financial commitment to address it. The Provost and Council of Deans should require reports of material expenses for each department and unit and create strategic goals to lower those expenses to students. The appointment of compensated “Affordability Champions” in each unit can create energy and knowledge about how teaching faculty can lower course material costs. Campus, college and unit level recognition of faculty who make substantial efforts to lower student expenses in their course can impact cultural change. We learned that faculty members respond quickly to messages from their department chair. As such, it would be advantageous to train department chairs and have those faculty leaders report progress from their units back to the Provost. Department chairs can also identify Affordability Champions for institutional awards. Similarly, if the Affordability Champion designation could be included in the Awards or Teaching section of the Dossier for promotion and tenure purposes, it would give the incentive more weight by faculty.
2. **Faculty Awareness.** All faculty must know the real costs students pay for their recommended and required course materials. The task force found that many faculty are unaware of these costs and may be more inclined to find ways to save students money if they did. Instructors might benefit from a simple list of key dos and don’ts (e.g., the long-term perils of a customized textbook, the benefits of early adoption in acquiring lower cost options, etc.), guidelines for reducing course materials costs, and directions

toward lower-cost resources/alternatives. Increasing awareness of available low-cost accessible alternatives to traditional textbooks would yield significant savings to students. This initiative could be a combined effort of the Office of the Provost and the bookstore.

- 3. Financial Incentives.** A grant program to provide faculty financial incentives to adopt or create free or dramatically less expensive classroom materials has proven very successful with aspirational peers. Grants need not be large but could provide just enough incentive to those faculty needing a nudge. Emphasis should be placed on general education courses with multiple sections and large enrollments. This centralized campus resource would require hiring a coordinator to administer and promote the grants, between the Provost, the Library and CITL.
- 4. Faculty Training.** Many faculty are interested in adopting less expensive materials but may be confused about terms of e-materials from publishers or educational resources. Also, some faculty members do not know how to create or retrieve OER, or how CITL can assist in developing low-cost accessible eText. New faculty are targeted by textbook companies with enticing offers about how they can make an instructor's job simple with slide decks, quiz and test banks, and instructional guides. Illinois will need to meet or exceed that heat and intensity with new faculty about the less expensive options and support available to them before they arrive on campus. Specifically, it may seem advantageous to both the faculty member and students to "customize" a textbook; however, it actually increases costs to students by not allowing them to purchase used versions of the textbook. Orientation and training on less expensive course materials must be the responsibility of an office with regular seminars and individualized assistance. The Library and CITL in collaboration with the Bookstore seem like natural homes for this effort to focus training and serve as a resource for Affordability Champions, but institutional financial resources will be needed to institutionalize this priority.
- 5. Student Awareness.** Faculty should post all course material costs in the Banner system to promote consumer awareness at registration. Faculty should be encouraged to post course syllabi at least a week before the start of the term to give students time to shop for needed course materials. Similarly, the Illinois Student Government passed a resolution requiring textbook and course material costs to be listed on the Registrar's website near course registration information. This could be accomplished by linking from the Registrar's website to the Illini Union Bookstore page with course material information.
- 6. Book Order Forms.** The sooner that faculty are identified for their teaching assignments, know the materials they will adopt, and communicate that information to the bookstore, the greater the likelihood that the Illini Union Bookstore can find less expensive options in the marketplace to meet faculty and student needs. This also allows time for accessible alternatives to be created so all students can have access to their course material at the start of the semester. More used materials are available in April than August. Delays represent a real cost to the consumer, and any artificial bureaucratic

delays should be eliminated. The Illini Union Bookstore should prepare simple illustrations about how textbook costs rise significantly the later the form is submitted.

- 7. Illini Union Bookstore Services.** We must raise faculty awareness of bookstore services like online ordering with free pickup, customized course pack assistance, Amazon partnership and immediate access email-delivered digital codes. The bookstore needs direct access to faculty, as currently they work with book coordinators from each department and not all services are communicated clearly. Options include, but are not limited to, departmental meetings, coordinated faculty webinars, and direct email to all faculty.

INFORMATION ABOUT SUPPORTING MATERIALS:

The Appendices attached to this document include:

Appendix A—The Illinois Student Government Resolution requiring textbook and course material costs to be listed on the Registrar’s website near course registration information;

Appendix B—Data collected regarding course material cost surveys and efforts at our sister University of Illinois campuses; and

Appendix C—E-mail message from U.S. PIRG of student survey conducted at the University of Illinois at Urbana-Champaign in the fall of 2019. The release of the full report has been delayed and the task force did not wish to further delay the release of our report.

A box folder with additional information related to this report is available with the following additional information: (1) OpenStax Data Analysis from University of Illinois at Urbana Champaign (includes the raw data from OpenStax on textbook adoption by institution covering yearly students, savings, and the year of adoption); (3) University of Illinois, Chicago, Student Opinion Survey on Textbook Affordability; (4) Student Watch Data from the University of Illinois at Urbana Champaign in fall 2017; (5) Fixing the Broken Textbook Market from PIRG; and (6) University of Illinois UC Textbook Survey Data (university specific data as a subset of the report referenced in (5) above). The folder is available at <https://uofi.app.box.com/folder/114741699768>

APPENDIX A:
Illinois Student Government Resolution

The Illinois Student Government voted 36-0-0 on the resolution below from its own Committee on Academic Affairs.

1 **RES.03.76**
2 **March 1st, 2020**

SENATE OF THE ILLINOIS STUDENT GOVERNMENT
3RD ASSEMBLY

3
4
5

Course Registration Transparency

6 Passed out of the Committee on Academic Affairs with a recommendation to pass 7-0-1.

7

8 **AUTHOR(S):** Committee on Academic Affairs, Senator Sihah Reza, Dave Stevens

9 **SPONSOR(S):** Senator Sihah Reza, Senator Alexis Perezchica, Senator Alec Navickis, Senator
Chris

10 Ackerman, Senator Nikhil Arun, Senator James Kosmopoulos, Senator
Sudarshana Rao,

11 Senator Jessica Nicholson, Senator Arnaldo Ayala, Senator Casey Griffin, Senator
Cody

12 Bainbridge

13 **ENDORSEMENT(S):**

14

15 **WHEREAS,** University of Illinois students must individually enroll in courses each semester;
and

16

17 **WHEREAS,** students primarily must use the Banner Registration system to register for
courses; and

18

19 **WHEREAS,** accurate and current sources of information about the content and availability of
courses

20 are not consistently available from other sources; and

21

22 **WHEREAS,** students are each responsible for ensuring that they take the appropriate
courses in order

23 to meet academic requirements and pursue their individual goals; and

24

25 **WHEREAS,** many courses in the Banner Registration System lack clear and thorough
descriptions,

26 making it difficult for students to make informed decisions as to which courses are best
27 for them; and

28

29 **WHEREAS,** many courses at the University of Illinois require students to make significant
out-of

30 pocket expenditures in excess of published tuition and fees for materials, subscriptions,
31 and other items; and
32
33 **WHEREAS**, materials, subscriptions, and other items required for a course are usually
selected by the
34 professor who teaches it and/or the course director; and
35
36 **WHEREAS**, the approximate, if not exact, cost of such materials, subscriptions, and other
items
37 required for each course at the University of Illinois is generally known in advance by the
38 professor who teaches it or by other faculty members and/or administrators in the same
39 school or department; and
40
41 **WHEREAS**, information as to such costs is not generally made available to students at the
time of
42 course registration, and is only communicated to them once the semester has begun,
43 preventing students from anticipating and effectively budgeting in advance for such costs;
44 and
45
46 **WHEREAS**, despite the university's ten-day drop period, in many cases the beginning of a
semester
47 may be too late for students to select alternative courses (due, for example, to courses
48 being full, or to scheduling issues which are too complicated to deconflict once classes
49 have begun); and
50
51 **WHEREAS**, many materials, subscriptions, and other items that are described in course
syllabi or by
52 professors as 'required' are not actually essential for successful fulfillment of course
53 requirements; and
54
55 **WHEREAS**, it is not evident that the content, descriptions, requirements, materials, and
other aspects
56 of the vast majority of courses at the University of Illinois are ordinarily altered
57 significantly from one semester to the next; and
58
59 **WHEREAS**, students changing courses once the semester has already begun is inefficient and
60 presents difficulties not only for them, but also for faculty and administrators and
61 potentially for other students in the dropped and added courses; and
62
63 **WHEREAS**, information sufficient to significantly mitigate, if not entirely rectify, the above-
stated
64 difficulties (including but not limited to course content and descriptions, required
65 materials and their cost, and the distinctions between similar courses) is known to
66 University staff, administrators, advisors, and faculty members collectively; and

67

68 **WHEREAS**, students at the University of Illinois each pay tens of thousands of dollars to attend, often

69 incurring significant personal debt, and invest years of their lives at the University and in
70 the University Community; and

71

72 **WHEREAS**, students often experience significant difficulty, uncertainty, disadvantage, and potential

73 loss of opportunity and benefit due to the above-stated difficulties and lack of timely and
74 consistent access to information; and

75

76 **WHEREAS**, the University expends significant amounts of money and person-hours each semester in

77 order to facilitate the process of students dropping courses and selecting different ones;
78

79 **LET IT BE RESOLVED**, that the University of Illinois should act to ensure that each course entry in the

80 Banner Registration System is complete and in particular that each entry features

81 a description of the course and its content that is informative, correct,

82 distinguishes the course from other courses, and enables students to make
83 informed choices; and

84

85 **LET IT BE RESOLVED**, that the University of Illinois should act to formally define the term 'required',

86 with regard to course materials, as indicating that the exact item being so

87 described is unequivocally and absolutely essential to successful course

88 completion; and not merely useful or recommended; and

89

90 **LET IT BE RESOLVED**, that the University of Illinois should act to ensure that materials, subscriptions,

91 and other items to be used during courses are not described as 'required' if they

92 do not meet the above definition; and

93

94 **LET IT BE RESOLVED**, that any materials, subscriptions, or other items which are not required are

95 accurately described (for example as 'recommended', 'strongly recommended',

96 'optional', 'needed for extra credit', etc.) and that it be clearly stated whether

97 similar items, used copies, older editions, or alternate formats, et cetera are

98 acceptable; and

99 **LET IT BE RESOLVED**, that the University of Illinois should ensure that each course entry in the Banner

100 Registration System includes the best available information as to the cost of

101 materials, subscriptions, or other items and that this information be categorized

102 (i.e. 'cost of required materials', 'cost of recommended materials', etc.); and

103

104 **LET IT BE RESOLVED**, that the University of Illinois should establish a university-wide policy that all

105 students have a right to be reimbursed by the university for the entire cost of any
106 material, subscription, or other item purchased for a course which is inaccurately
107 described as being required; and

108

109 **LET IT BE RESOLVED**, that the University of Illinois should require that information as to changes in

110 course content and/or to materials, subscriptions, and other items required for
111 courses and as to the cost of the same be furnished by faculty or other responsible
112 personnel sufficiently in advance that students have access to this information
113 when registering for courses; and

114

115 **LET IT BE RESOLVED**, that the University of Illinois should establish a university-wide policy that all

116 students have a right not to be penalized academically in any way (including but
117 not limited to loss of points or course credit) for not obtaining required materials,
118 subscriptions, or other items for a course which were not disclosed as being
119 required for the course at the time of registration, or which cost \$50 or more and
120 for which no cost information or significantly inaccurate cost information was
121 provided at the time of registration; and

122

123 **LET IT BE RESOLVED**, that the University of Illinois should establish a university-wide policy that

124 students who would be unable to complete a course or who would be
125 disadvantaged in a course due to not obtaining required materials, subscriptions,
126 or other items which were not disclosed as being required or which cost
127 significantly more than was disclosed at the time of registration shall have the
128 right to purchase such items using their student account and to be afforded a
129 minimum of one full semester per \$300 to pay for them and not to have
130 graduation, diplomas, transcripts, or other documentation or benefits withheld
131 as a result of such debt; and

132

133 **LET IT BE RESOLVED**, that it is the judgment of both the Committee on Academic Affairs and the Senate

134 that for an internationally-renowned Tier-One research university which is the
135 flagship institution of higher learning in the State of Illinois, a top 60 school for
136 computer science, a top 10 school in computer engineering and which has a 2020
137 operating budget of over three billion dollars; to suggest that it is not feasible for
138 it to maintain complete, useful, and up-to-date course information on its
139 registration website ought not to be regarded as remotely acceptable; and

140

141 **LET IT BE RESOLVED**, That the Senate requests the President direct the Executive to take any action

142 necessary and proper to carry out the provisions of this resolution including

143 putting it on the floor of the UC Senate.

¹<https://www.usnews.com/education/best-global-universities/search?country=united-states&subject=computer-science&page=2>

²<https://www.usnews.com/best-colleges/university-of-illinois-urbanachampaign-1775/overall-rankings>

³<https://www.obfs.uillinois.edu/common/pages/DisplayFile.aspx?itemId=1293594> - Pages 2 & 13

APPENDIX B:
University of Illinois Sister Universities

University of Illinois Chicago

1. Survey Data

At the University of Illinois at Chicago, student spending is even higher than at the Urbana campus, with 58% of students spending over \$300 on textbooks according to a student opinion survey on textbook affordability. The most expensive courses cited by students were the Natural Sciences (Biology, Chemistry, Physics) at 42%, followed by the Social Sciences (Economics, Political Science, Psychology, Sociology) at 18%.¹² Data from the 2019 Faculty Watch survey at the University of Illinois at Chicago indicates that the majority of the time, the required materials for courses are in fact necessary to pass the class and complete the homework, beginning the first week of class.¹³ While the burden for textbook costs on students remains high, OER awareness and adoption at the Chicago campus is considerably lower. OpenStax data from 2017 indicates an adoption of only two e-textbooks, Conceptual Biology and Biology, for a total savings of \$28,000 per year to students who would otherwise have purchased a traditional textbook. Data from the 2019 Faculty Watch survey indicates a slightly higher adoption of materials from PubMed and other sources, however there does not appear to be widespread adoption of OER.¹⁴ This is partly explained by a general lack of awareness indicated in the Faculty Watch survey. With a 118 response rate, 35% of faculty said they were not aware of OER with another 25% stating that while they were aware, they did not know much about it.¹⁵ When asked why they were not currently using OER, 41% of faculty responded that it was because they “did not know enough about OERs.”¹⁶

Overwhelmingly, faculty indicated a need for more instruction on finding and using OER including finding content they want, need, and can trust; understanding rules and laws; and personalizing content for their own needs. Though majority of faculty placed priority on textbook affordability, many did not know where to start or what to do (37%) or thought their efforts might not make a difference (9%). More support for OER could play a significant role in reducing financial barriers to receiving an education at the Chicago campus.

2. Open Educational Resources Initiative

In response to survey findings, the Chicago Provost began funding the review, adoption and creation of OER in 2018 at an amount of \$20,000 per year through the University Library. The “Faculty OER Incentive Program” funds reviews of OER textbooks in the Open Textbook Library (at \$200 per review); faculty adoption of OER textbooks (at \$500 per faculty member or multi-course teams at \$1,000); and faculty modification/creation of OER textbooks at \$2,000 per

¹² Ryan Chiu and Sun Choi, Student Opinion Survey: Textbook Affordability, Student Survey conducted at University of Illinois at Chicago in 2016. Box Folder Document (2).

¹³ 2019 Faculty Watch Survey University of Illinois at Chicago. Box Folder Document (3)..

¹⁴ Ibid.

¹⁵ Ibid. In response to Q32, “How familiar are you with open educational resources (OER)?

¹⁶ Ibid.

course. The information relating to the Chicago Campus OER program is available at <https://researchguides.uic.edu/opentextbooks/incentiveprogram>.

University of Illinois Springfield

In the spring of 2018, the Springfield campus began an OER Fellows program for faculty. The initiative seeks to reduce or eliminate textbooks costs by increasing adoption and use of OERs. This one-year program supported faculty in evaluating OER materials, receiving training in OER creation tools, mentoring support and assistance for presentation and publication, travel support to discuss their OER adoption, and a \$2,500 stipend after the OER materials have been adopted in their two designated courses. Eight faculty members have been awarded the fellowship to date, adopting OER for classes in Business, Accounting, Biology, and more.¹⁷

¹⁷ “Open Educational Resources (OER) Fellows Program,” University of Illinois Springfield, Accessed 9 December 2019, <https://www.uis.edu/colrs/teaching/colrs-open-educational-resources-oer-fellows-program-for-individual-faculty/>.

APPENDIX C:
E-Mail U.S. PIRG Initial Data from Student Survey Conducted in Fall, 2019 at University of Illinois at Urbana-Champaign

From: **Cailyn Nagle** <cnagle@pirg.org>
Date: Tue, Oct 15, 2019 at 6:44 PM
Subject: Survey Progress Report
To: ISG President <ISG-President@illinois.edu>

Total So far: 224

Year:

Freshman 34%

Sophomore 26%

Junior 18%

Senior 19%

Major:

STEM: 103

Humanities/Social Science: 64

Pre Professional: 27

Other:26

Interesting finding so far: Over 30% of students spent over \$300 this semester on textbooks alone, with 14 students spending over \$500. 80% of students report skipping buying either a book or an access code.

Some short answer responses:

-"Access Codes have become ridiculously expensive to the point of being unnecessary especially when a student is forced to pay for access to their homework. Also, most of the time, we pay for textbooks that are almost never used in class or out of class for that matter."

-"Although I haven't spent much on textbooks, it is because I have been able to get PDFs from friends. I really hate doing this, as it is against my moral code. The people who worked hard to create the textbook should gain credit. However, this was the only way I could get the material without having to compromise my budget significantly. The cost of textbooks force me to go against my morals. Although I know I can borrow the textbooks I need from Grainger, they only allow rentals of two hours and I am not always able to go when I want to study. Not having a physical copy of the book with me has definitely hurt my potential to do as well as I can in my classes."

-"I'm a military veteran and for various reasons don't have a lot of savings and I've had to pull money out of savings making my account balance negative due to textbook costs associated with online access codes."

-"Why do we need so many different things from so many different publishers. I have subscriptions to a bunch of them. It's hella expensive"

Notes:

Y'all really killed it! We have everything we need for the survey!

When we release the report I'll be able to send you the raw numbers from your school so you can do your own numbers crunch and compare how y'all fair in comparison to schools of a similar size nationally.

Some things I noticed off the bat- more students from U of Illinois are openly talking about pirating books which I think is interesting. This may be because of the number of STEM students means maybe they're more tech literate and comfortable with navigating that "marketplace."

It also seems like access codes in particular are on a lot of students concerns.

Follow up:

I'd love to find some time to talk about what your next steps are to bring down textbook and course materials costs. I have time Tuesday-Thursday next week. Let me know if there's a time in there that work for y'all.

Best,

Cailyn Nagle

[U.S. PIRG](#)

Affordable Textbooks Campaign Director

(678)787-2805

3435 Wilshire Blvd Suite Suite #385

Los Angeles CA, 90010

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

EP.21.101 Report of Administrative Approvals through April 12, 2021

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 12, 2021. Additional information for each approval is attached.

A. Undergraduate Programs

- 1) **Food Science Concentration in the BS in Food Science & Human Nutrition** – revise the IB 100, Biology in Today’s World (3 hours) or IBE 105, Environmental Biology (3 hours) requirement to accurately reflect these courses are each 3 credit hours. The Program of Study listing erroneously indicated this was a 4-5 hour requirement. Update the list of Food Science Concentration Required Courses to accurately reflect the credit hours for FSHN 466, which was approved for a credit revision to 4 hours effective Spring 2020. In the list of Food-Science related courses of which students are to select 9 hours, update the renumber of the Food Service Sanitation course, which was changed from FSHN 349 to FSHN 249 (1 hour); add FSHN 425, Food Marketing (3 hours) and FSHN 480, Basic Toxicology (3 hours), and remove FSHN 423, Advances in Foods & Nutrition (2 hours). There is no change to the total hours required for the concentration or for the degree.
- 2) **Dietetics Concentration in the BS in Food Science & Human Nutrition** – in the list of Dietetics Concentration Requirements, update the renumber of the Food Service Sanitation course, which was changed from FSHN 349 to FSHN 249 (1 hour), and add FSHN 459, Nutrition Focused Physical Assessment (2 hours). In the list of Dietetics Concentration Electives from which students are to select 2-4 hours, remove CHLH 210, Community Health Organizations (2 hours), and add TSM 311, Humanity in the Food Web (3 hours). There is no change to the total hours required for the concentration or for the degree.

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

EP.21.115 Report of Administrative Approvals through April 12, 2021

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 12, 2021. Additional information for each approval is attached.

A. Undergraduate Programs

- 1) Civil Engineering, BS** – revise the: 1) required orientation course, replacing CEE 195, About Civil Engineering (1 hour) with CEE 190, Project Based Introduction to CEE (4 hours) and 2) Advanced Composition general education requirement, replacing BTW 261, Principles Bus Comm (3 hours) with CEE 300, Behavior of Materials (4 hours). Update the Areas of Study list to add CEE 360, Structural Engineering (3 hours), CEE 412, High-Speed Rail Engineering (3 or 4 hours), CEE 435, Public Health Engineering (3 or 4 hours), CEE 473, Wind Effects on Structures (4 hours), and CEE 484, Applied Soil Mechanics (3 or 4 hours) and remove CEE 480, Foundation Engineering (3 hours), CEE 498, Special Topics: Sections WE (1 to 4 hours), and TAM 427, Mechanics of Polymers (3 hours). The credit hours under orientation and professional development changes from 1 to 4 and for advanced composition from 3 to 4. CEE 300 is already a required course in the curriculum, so this keeps the overall hours required for the degree at 128.
- 2) Engineering Mechanics, BS** – in the list of Foundational Mathematics and Science courses, replace MATH 415, Applied Linear Algebra (3 hours) with MATH 257, Linear Algebra with Computational Applications (3 hours). In the list of Secondary Field Option Electives from which students choose 12 hours, replace TAM 499, Senior Thesis (3 hours) with TAM 497, Independent Study (1 to 3 hours). Add MSE 455, Macromolecular Solids (3 hours) and remove MATH 423, Differential Geometry (3 or 4 hours), MATH 447, Real Variables (3 or 4 hours), MATH 482, Linear Programming (3 or 4 hours), MATH 484, Nonlinear Programming (3 or 4 hours), MATH 489, Dynamics & Differential Eqns (3 or 4 hours), MATH 490, Advanced Topics in Mathematics (1 to 4 hours), STAT 400, Statistics and Probability I (4 hours), STAT 410, Statistics and Probability II (3 or 4 hours), and TAM 427, Mechanics of Polymers (3 hours). There is no change to the total hours required for the degree.
- 3) Mechanical Engineering, BS** -- in the list of Foundational Mathematics and Science courses, replace MATH 415, Applied Linear Algebra (3 hours) with MATH 257, Linear Algebra with Computational Applications (3 hours). In the list of technical electives from which students choose 6 hours, remove AE 427, Mechanics of Polymers (3 hours), CEE 480, Foundation Engineering (3 hours), MSE 454, Mechanics of Polymers (3 hours) and add SE 400, Engineering Law (3 or 4 hours). Add a footnote indicating CS 124, Introduction to Computer Science I (3 hours) can be substituted for CS 125, Introduction to Computer Science (4 hours). There is no change to the total hours required for the degree.
- 4) Computer Science + Animal Sciences, BS** – in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2

hours). In the list of Computer Science Core courses, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” In the list of Basic Animal Sciences Courses from which students are to choose three, remove ANSC 510, Science of Animal Well-Being (1.5 hours), which was deactivated effective Fall 2020. There is no change to the total hours required for the degree.

- 5) **Computer Science + Crop Science, BS** – in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours), MATH 415, Applied Linear Algebra (3 or 4 hours), or MATH 416, Abstract Linear Algebra (3 or 4 hours). In the list of Computer Science Core courses, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); and add CS 222, Software Design Lab (1 hour). In the list of Crop Sciences Core Courses from which students are to choose 14 hours, remove CPSC 226, Introduction to Weed Science (3 hours), CPSC 270, Applied Entomology (3 hours), and PLPA 204, Introductory Plant Pathology (3) and add CPSC 212, Introduction to Plant Protection (4 hours). There is no change to the total hours required for the degree.
- 6) **Computer Science + Anthropology, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” In the list of Required Foundation Courses of which students are to select four, add ANTH 110, Humanizing Science (3 hours). In the list of Electives of which students are to select 6-9 hours from a list, remove ANTH 362, Body, Personhood, and Culture (3 hours). There is no change to the total hours required for the degree.
- 7) **Computer Science + Astronomy, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.
- 8) **Computer Science + Geography & Geographic Information Science, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework,

replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” In the list of Two additional GIS courses from which students are to select 6 hours, add GEOG 407, Foundations of CyberGIS & Geospatial Data Science. There is no change to the total hours required for the degree.

- 9) **Computer Science + Chemistry, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.
- 10) **Computer Science + Advertising, BS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.
- 11) **Computer Science + Statistics, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours) and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” In the list of courses from which students are to select 3-4 hours to fulfill the Probability and Statistics Foundation requirement, add STAT 107, Data Science Discovery (3 hours), remove CS 361, Probability & Statistics for Computer Science (3 hours); MATH 347, Fundamental Mathematics (3 hours); MATH 441, Differential Equations (3 or 4 hours); MATH 444, Elementary Real Analysis (3 or 4 hours); MATH 447, Real Variables (3 or 4 hours); and STAT 305, Statistics Programming Methods (3 hours). Add a choose-from list called Statistical Application Electives from which students are to choose one course/3 hours with the following courses in that list: STAT 431, Applied Bayesian Analysis (3 or 4 hours); STAT 432, Basics of Statistical Learning (3 or 4 hours); and STAT 434, Survival Analysis (3 or 4 hours). Remove

STAT 420, Methods of Applied Statistics (3 or 4 hours), from the list. There is no change to the total hours required for the degree.

- 12) Computer Science + Mathematics, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours); replace CS 457, Numerical Methods II (3 hours) with CS 450, Numerical Analysis (3 or 4 hours); and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” In the GROUP II list from which students select at least six 400-level mathematics and computer science courses, including one from each group, add MATH 413, Intro to Combinatorics (3 or 4 hours) and MATH 427, Honors Abstract Algebra (3 hours). In the GROUP IV list, add MATH 424, Honors Real Analysis (3 hours). In the GROUP V list, remove CS 481, Advanced Topics in Stochastic Processes & Applications (3 or 4 hours) and CS 482, Simulation (3 or 4 hours). There is no change to the total hours required for the degree.
- 13) Computer Science + Economics, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours); and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.
- 14) Computer Science + Philosophy, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours); and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.

Summary of Graduate College policy changes for AY 21-22

Revision to the English Proficiency Policy

Approved by the Graduate College Executive Committee September 9, 2020

This revision provides clarification around expectations for domestic and international students regarding meeting English proficiency requirements for admission. Specifically, the policy clarifies that domestic applicants would be exempted from submitting TOEFL or IELTS scores, but may be required to take an English Placement Test upon arrival to campus if they:

- who have lived, been educated, or worked professionally primarily outside of the United States* or another approved [country](#); or
- who have U.S. permanent resident, asylee or refugee status and have lived in the United States for less than two years from the first term of enrollment.

**If their educational or professional work experience has primarily been within Guam, Puerto Rico, or the Northern Mariana Islands, they will be required to take the EPT.*

Additionally, this revision provides clarification around the exemption requirements.

Revision to the Format of Doctoral Examinations

Approved by the Graduate College Executive Committee January 21, 2021

This policy revision would permit fully in-person, hybrid and fully online examinations to take place without any special permission from the Graduate College. The program, committee and student would identify the appropriate examination mode.

Establish a Graduate College policy for Academic Forgiveness

Approved by the Graduate College Executive Committee January 21, 2021

This policy would allow re-entering graduate students who are returning with a cumulative GPA well below their department required minimum, the opportunity to work with their programs to identify courses that will satisfy degree requirements as well as create a path forward for success to return and finish a graduate program.

Who is Eligible?

Graduate students who are returning after a minimum of two years (6 terms) and who have a cumulative graduate level GPA significantly below the required minimum for their program.

What is the process?

1. As part of the Graduate College re-entry petition, students will work with their program to propose which courses previously taken will count toward degree completion and which will be set aside. The Graduate College will document these as a part of the re-entry process. Courses that are set aside will not be included in the computation of GPA for graduation purposes.
2. Students will be limited to requesting prior coursework for up to two-thirds of the required hours for the degree to count towards degree completion. Students will be required to complete the remainder of the credit hours after re-entry to the program.

3. The list of courses identified in the re-entry petition, plus the courses taken upon re-entry will be used to calculate the student's GPA for graduation purposes. The combination of these hours must meet the program's required minimum GPA to be eligible for graduation. All courses taken and grades earned in the Graduate College will remain on the student's transcript.
4. The prior coursework requested to count towards the degree are subject to the time limit policy and it will be up to the student's program to determine if those courses are still applicable for the degree.
5. Students are eligible for the academic forgiveness policy once during their enrollment in the Graduate College.

Revision to the Leave of Absence Policy

Approved by the Graduate College Executive Committee April 1, 2021

The revisions to the Leave of Absence Policy include the following changes:

1. Removing the "types of leave" to simplify the policy.
2. Updated language on academic standing.
3. Creating some flexibility in the language around the timing of when the leave is requested. Addition of language that additional terms beyond the initial two terms of leave may be requested by petition.
4. Builds in automatic extensions of time to prelim and time to degree in the approved leave of absence process.
5. Builds in an automatic re-entry approval to streamline the return process for students.

Existing	Proposed
<p data-bbox="107 142 888 212">English Proficiency Requirements for Admission of International Applicants</p> <p data-bbox="107 792 915 930">All degree-seeking applicants whose native language is not English are required to submit the results of the TOEFL or IELTS as evidence of English proficiency. Official scores are required to be submitted directly from TOEFL/ETS or IELTS.</p> <p data-bbox="107 971 936 1146">Minimum Scores for English Proficiency Requirements for Admission are available on the Graduate College website. Students not meeting the minimum score for admission may be admitted on Limited Status. Please note that admission minimums are not equivalent to minimums required for holding a Teaching Assistant Appointment.</p>	<p data-bbox="961 142 1545 175">English Proficiency Requirements for Admission</p> <p data-bbox="961 220 1318 248">DOMESTIC APPLICANTS</p> <p data-bbox="961 256 1927 464">All domestic applicants are exempt from taking the TOEFL or IELTS for admission. However, some domestic applicants may be admitted on limited status and be required to take the English as a Second Language Placement Test (EPT) prior to enrolling at Illinois. Success in your Illinois graduate program depends upon your ability to converse in, write and understand English. The EPT may be required of domestic applicants:</p> <ul data-bbox="1014 472 1980 605" style="list-style-type: none"> • who have lived, been educated, or worked professionally primarily outside of the United States* or another approved country; or • who have U.S. permanent resident, asylee or refugee status and have lived in the United States for less than two years from the first term of enrollment. <p data-bbox="961 646 1980 711"><i>*If your educational or professional work experience has primarily been within Guam, Puerto Rico, or the Northern Mariana Islands, you will be required to take the EPT.</i></p> <p data-bbox="961 751 1419 779">INTERNATIONAL APPLICANTS</p> <p data-bbox="961 787 1980 1027">All international degree-seeking applicants are required to submit the results of the TOEFL or IELTS as evidence of English proficiency unless they qualify for an exemption. Official scores are required to be submitted directly from TOEFL/ETS or IELTS. Minimum Scores for English Proficiency Requirements for Admission are available on the Graduate College website. Students not meeting the minimum score for admission may be admitted on Limited Status and be required to take the English as a Second Language Placement Test (EPT) prior to enrolling at Illinois.</p>

Graduate applicants may be exempt from providing a TOEFL or IELTS score if one of the following criteria is met:

- Completion of at least two years of post-secondary full-time study, as defined by the home institution, in a country where English is the primary language and at an institution where English is the primary medium of instruction, within five years of the proposed term of initial enrollment.
- Completion of at least two years of professional work experience in a country where English is the primary language within five years of the proposed term of initial enrollment.
- Completion of a post-secondary degree in a country where English is the primary language and at an institution where English is the primary language of instruction, within five years of the proposed term of initial enrollment.

IMPORTANT: Please note that this exemption is for admission purposes only. This may not necessarily provide an exemption for international teaching assistants. For more information, please see the [English Proficiency Requirement for International Teaching Assistants](#).

Please [click here](#) for a list of countries that qualify for an exemption from the admissions requirement.

ENGLISH PROFICIENCY REQUIREMENT EXEMPTIONS

Applicants who meet one of the following criteria are exempt from submitting a TOEFL or IELTS exam and from taking the English as a Second Language Placement Test (EPT) prior to enrolling at Illinois:

- Completion of at least two years of post-secondary full-time study, as defined by the home institution, in an approved [country](#) where English is the primary language and at an institution where English is the primary medium of instruction, within five years of the proposed term of initial enrollment.
- Completion of at least two years of professional work experience in an approved [country](#) where English is the primary language within five years of the proposed term of initial enrollment.
- Completion of a post-secondary degree in an approved [country](#) where English is the primary language and at an institution where English is the primary language of instruction, within five years of the proposed term of initial enrollment.

APPROVED COUNTRIES WITH ENGLISH AS THE PRIMARY LANGUAGE

Illinois Graduate Admissions recognizes the following countries as having English as the primary language: Australia, Bahamas, Barbados, Belize, Botswana, Cameroon-Anglophone, Canada(excluding the Quebec Province), Dominica, Fiji, Gambia, Ghana, Granada, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, Malta, Malawi, Mauritius, New Zealand, Nigeria, Papua New Guinea, Philippines, Samoa, Scotland, Sierra Leone, Singapore, South Africa, St. Kitts, Swaziland, Tanzania, Trinidad & Tobago, Uganda, United Kingdom, United States*, Zambia, and Zimbabwe.

**If your educational or professional work experience has primarily been within Guam, Puerto Rico, or the Northern Mariana Islands, you will be required to take the EPT.*

ENGLISH PROFICIENCY FOR TEACHING ASSISTANTS

Please note that all English proficiency requirements and exemptions listed above are for admission purposes only. Admissions minimums are not equivalent to minimums required for holding a teaching assistantship; and not all exemptions apply for those holding a teaching assistantship. For more information, please see the [English Proficiency Requirement for Graduate Teaching Assistants](#).

Proposal to the Graduate College Executive Committee for New/Revised Graduate College Policy

PROPOSAL TITLE: Establish a Graduate College policy for Academic Forgiveness

SPONSOR: Allison McKinney, Assistant Dean, Academic Affairs, Graduate College

BRIEF DESCRIPTION: This proposal seeks to establish an Academic Forgiveness policy for graduate students. The basis for this policy is to establish parameters and process by which students who have endured significant challenges while enrolled in a graduate program, to successfully graduate.

BACKGROUND: Current Graduate College policy states, “Campus policy requires a student to maintain a minimum cumulative graduate GPA of 2.75 and a semester GPA of 2.75 in order to continue in an advanced degree program, **and to have a cumulative graduate GPA of at least 2.75 to graduate.**”

The Graduate College only recently revised the academic standing policy to monitor semester GPA, which now allows for an earlier intervention should a student be experiencing challenges. Prior to that change, students who were underperforming in their courses may not have been “flagged” until their cumulative GPA dipped below their department minimum. In some of those scenarios, the damage to their cumulative GPA was so severe that it would become extremely difficult and lengthy for the student to recover.

Some programs and students attempt to address previous semesters of poor academic performance through petition processes or questions about grade replacements. We have received petitions from students who wish to retroactively drop courses or entire semesters in which they underperformed as an attempt to address previous semesters after the fact, often years after the fact in order to graduate. These cases are considered very seriously and it is important that the institution protects the integrity of student academic records. For transcripts, this means reflecting accurately the courses the students were enrolled in and the grades they earned for a given semester. This policy would allow us to graduate students with valid exceptions/reasons without necessarily altering the transcript by withdrawing from past terms or dropping past courses.

It should also be noted that there is not a grade replacement policy at the graduate level. If a student fails a course and retakes that course, both grade results are factored into the student’s cumulative GPA.

Finally, as further background, our campus does have a campus level medical withdrawal policy, which addresses options for students who have experienced a documented medical interference in their academic pursuits to withdraw from a current semester or apply for a retroactive withdrawal on the basis of medical reasons from a previous semester. A withdrawal would result in the removal of all courses in a given term. This does not provide a good option for someone who has no documented medical circumstance, who performed well in one class but could not successfully complete a full-time academic load, or who may be returning after quite some time and medical documentation is not available.

JUSTIFICATION: We propose to establish a policy for Academic Forgiveness for graduate students. This policy would allow re-entering graduate students under certain circumstances the opportunity to work with their programs to identify courses that will satisfy degree requirements as well as create a path forward for success to return and finish a graduate program.

Who is Eligible?

Graduate students who are returning after a minimum of two years (6 terms) and who have a cumulative **graduate level GPA significantly below the required minimum for their program.**

What is the process?

1. As part of the Graduate College re-entry petition, students will work with their program to propose which courses previously taken will count toward degree completion and which will be set aside. The Graduate College will document these as a part of the re-entry process. Courses that are set aside will not be included in the computation of GPA for graduation purposes.
2. Students will be limited to requesting prior coursework for up to two-thirds of the required hours for the degree to count towards degree completion. Students will be required to complete the remainder of the credit hours after re-entry to the program.
3. The list of courses identified in the re-entry petition, plus the courses taken upon re-entry will be used to calculate the student's GPA for graduation purposes. The combination of these hours must meet the program's required minimum GPA to be eligible for graduation. All courses taken and grades earned in the Graduate College will remain on the student's transcript.
4. The prior coursework requested to count towards the degree are subject to the time limit policy and it will be up to the student's program to determine if those courses are still applicable for the degree.
5. Students are eligible for the academic forgiveness policy once during their enrollment in the Graduate College.

BUDGETARY AND STAFF IMPLICATIONS: *None*

DESIRED EFFECTIVE DATE: *Fall 2021*

NEW/REVISED POLICY STATEMENT:

Graduate College Handbook (page 24)

<https://grad.illinois.edu/sites/grad.illinois.edu/files/pdfs/handbook.pdf>

GPA Computation

The graduate GPA includes all hours and grades for all courses taken while enrolled as a graduate student. The GPA component of academic status is calculated at the end of each semester. At the point of calculation, graduate students must have a cumulative graduate GPA at or above their department's minimum and must have a semester GPA of at least 2.75 to be in good standing.

Academic Forgiveness

Students who are applying for re-entry to the Graduate College and who are returning after at least two years with a GPA significantly below their department minimum may petition the Graduate College for Academic Forgiveness. If granted, the student's GPA for graduation will be calculated based on previously taken coursework as identified in the re-entry process and the courses taken upon return. All courses will remain on the student's transcript.

CLEARANCES: *(Clearances should include signatures and dates of approval.)*

Graduate College Unit Representative:

Date:

Graduate College Dean:

Date:

ADDITIONAL APPROVALS: *(If necessary. Clearances should include signatures and dates of approval.)*

Provost Representative:

Date:

Additional Representative:

Date:

Proposal to the Graduate College Executive Committee

Remote Doctoral Exams

1/15/2021

PROPOSAL: Revise policy on remote doctoral examinations

CONTACT: Associate Dean Alexis Thompson, 300-3983, athmpsn1@illinois.edu

BACKGROUND: The current policy requires that the student, a committee chair and at least one additional voting member be physically present in the examination room on campus. In extraordinary circumstances, a student can petition to participate remotely.

Since March 2020, the Graduate College has allowed fully remote examinations because of the pandemic. In light of the experience during the pandemic, we are proposing a permanent change to the policy.

JUSTIFICATION: With developments in technology and proficiency gained during the pandemic, video conferencing has become a widely used and successful format for meetings. In consulting with faculty, colleges and students about the option for remote examinations, we have found strong support for continuing to have this option after the pandemic is over.

While there is interest in returning to in-person examinations, faculty and students identified that the option for remote examinations provided more opportunities to include external members, especially from other countries, ease of scheduling and reduction of financial and travel burdens.

This policy change would permit fully in-person, hybrid and fully online examinations to take place without any special permission from the Graduate College. The program, committee and student would identify the appropriate examination mode.

With the expansion of remote defenses, the policy language around the public nature of the defense is being revised to clarify the intent to include our academic community.

COMMUNICATION PLAN: Graduate programs and students will be notified by email and the Graduate College handbook will be updated to reflect the change with the start of next academic year.

DESIRED EFFECTIVE DATE: August 2021 (the pandemic-related exception to the policy would stay in place until then)

REVISED POLICY STATEMENT:

6.5 Doctoral Committees and Examinations

(Sections skipped)

Remote participation. Synchronous remote participation of the student or committee member(s) is permitted on preliminary and final examination committees under the following conditions:

- Technology must allow all participants to communicate throughout the examination and to access all materials presented. Video technology is encouraged for remote committee members and required for a student participating remotely.
- ~~The chair (or co-chair) and at least one additional voting member must be physically present in the examination room on campus.~~ The chair (or co-chair) is responsible for coordinating the use of any technology, for recessing the examination if technical problems prevent full participation, and for making arrangements to resume the examination promptly.
- ~~In extraordinary circumstances, the student can petition to participate remotely. Approval must be received from all members of the committee. The Graduate College strongly encourages the student to participate in person.~~
- ~~Students in fully online doctoral programs can participate remotely without a petition.~~

(Additional sections skipped)

Format and Results of a Final Examination (Defense)

Format

- The examination consists of an ~~public~~, oral examination **open to the academic community of the University** followed by a ~~private closed-door~~ deliberation of the committee. The student is informed of the result immediately following the deliberation.
- All voting members of the committee must participate for the entire duration of the final examination the deliberation, and determination of the result.
- Students must adhere to departmental procedures or requirements. These procedures and requirements must be clearly communicated to all students in advance of the exam.
- For final examination committees, the student's dissertation adviser (i.e., director of research) need not be the chair of the committee. Co-directors of research are acceptable.
- For final examination committees, committee members should be chosen for their expertise in the student's research area but may also be chosen to give diversity in viewpoint, methodology, or academic discipline. The faculty of a department may establish procedures or requirements for introducing diversity in the membership of the final examination committee (e.g., by including members from more than one sub-discipline within the department, from other departments, or from other institutions).
- No audio or video recording of the examination or deliberation may be made without the express permission of the student and all members of the committee.

Proposal to the Graduate College Executive Committee Leave of Absence Policy

3/26/2021

PROPOSAL: Revise policy on leave of absence

CONTACT: Associate Dean Alexis Thompson, 300-3983, athmps1@illinois.edu

BACKGROUND: The leave of absence policy provides students an option to take a semester or two away with a clear path for resuming the program. In reviewing how this policy has been used and the questions that have arisen, we are recommending some changes to make the process more clear for students and departments, add benefits for using the policy, and simplify the process for a student to return.

JUSTIFICATION: The current policy has options for both an academic progress leave of absence and a personal academic leave of absence. The academic progress leave of absence option is only possible when the student will not be using any University of Illinois resources or faculty time. One use case would be for a student who was taking time away in order to enroll at another institution to develop language skills not available here. It would not typically be appropriate for a student in the dissertation phase because of the role of an Illinois faculty adviser in advising on their work. In practice, we very rarely see this option used, and it is a source of significant confusion. The revised policy has a single option for “academic leave of absence” without distinction as to the reasons for the leave.

The current policy has very firm limits around the number and timing of requests. Currently, only two semesters of leave are permitted. We recommend adding language to indicate that students may petition for additional terms based on extenuating circumstances. Additionally, the current policy requires that the paperwork be submitted prior to the first day of the semester. A student who may be navigating a challenging situation may need some flexibility around the timing of the request. The recommended language changes “must” to “should” to allow for some flexibility while clarifying that the leave of absence policy is only for situations in which the student has not registered and withdrawn for the term. (Other options are available for students who many need to leave mid-semester.)

We also recommend that as part of a leave of absence, the student’s time to degree be extended by the number of terms of the leave. This addition to the policy would help support students who take leaves by adjusting their expected times to degree accordingly.

To help smooth the re-entry process, we recommend that as part of the leave paperwork, the student and department will indicate the re-entry term. This can be processed at the time of the leave request, removing the need for a petition for re-entry at the time that the student plans to restart the program.

Finally, we have added some subheadings and reorganized the section to make the policy easier to navigate and understand. Because of the extent of the revisions, the current and proposed policy language are presented separately below.

COMMUNICATION PLAN: Graduate programs and students will be notified by email and the Graduate College handbook will be updated to reflect the change with the start of next academic year.

DESIRED EFFECTIVE DATE: August 2021

REVISED POLICY STATEMENT:

2.5 Academic Leave of Absence

Academic Leaves of Absence

An academic leave of absence provides an opportunity for a student to not enroll for one or more semesters. An academic leave of absence may be used for a variety of reasons, including but not limited to, health reasons, personal reasons, active military service, or dependent or family care responsibilities. Students who are on an approved academic leave of absence are not expected to make progress on the degree. In addition, students on academic leaves of absence should not expect that faculty will provide feedback on academic work, including proposals or drafts of theses.

Enrolled students who need to take time away after the semester has begun are not eligible for academic leaves of absence. Students should consult with their program on academic and registration options and human resources regarding employment leave options.

Graduate students in degree-seeking programs are eligible for a total of two terms (fall and/or spring semesters) of academic leave. Students must document their request for a leave and meet the eligibility requirements. Students who anticipate not being enrolled for one or more terms, (fall or spring semesters, not summer), for whatever reason should meet with their program adviser before the first day of classes of their period of non-enrollment to request an academic leave of absence.

Academic Standing

Student status does not change during the period of an approved leave of absence. The student's academic standing that was in place when the leave began will be in place for the approved re-entry term.

Timing and Limits

All academic leaves should be requested before the term begins and cannot be approved for a term in which the student had registered and withdrawn. An academic leave of absence cannot be requested for a previous term.

Students are eligible for a two terms of academic leaves of absence (spring or fall semesters) during a student's degree program. These terms may be consecutive or approved individually. In exceptional circumstances a student may, upon submitting a petition, receive approval for additional academic leave after exhausting the two initial terms.

When an enrolled student withdraws from the current term, this term will not be counted towards an academic leave of absence.

Degree Time Limits

An approved academic leave of absence extends the Graduate College time limits for completion of the preliminary examination and the time to degree by the number of approved leave terms (up to a maximum of two terms).

If the student's time to degree will have expired by the start of their academic leave, then they will need to petition for a time extension when requesting the academic leave of absence.

Summer-only Graduate Programs

Students who are enrolled in summer only programs must apply for a leave of absence before taking a summer term off. Students in summer only programs are eligible for two summer terms of leave.

Reentry after Leave of Absence

At the time their leave of absence is approved, students will be approved to re-enter the same graduate program for the designated term following their leave.

Procedures to Request a Leave of Absence

Requests for a leave of absence should be approved by the student's academic department prior to the first day of classes. To request a formal academic leave the student should complete the Request for Academic Leave of Absence form before the first day of classes of the term of non-enrollment.

Absent Without Leave Policy

Degree seeking graduate students are required to request a formal academic leave of absence before not being enrolled for one or more terms, (fall / spring, not summer). Students in summer-only programs are required to request a formal academic leave of absence before taking a summer term off from their enrollment. There are potentially negative consequences for failing to request an academic leave of absence. Students who do not enroll and do not meet with the program and document their status with an approved academic leave of absence before a period of non-enrollment are considered absent without leave. A program may put an advising hold on a student who is absent without leave. A student who is absent without leave may be prevented from reenrolling, may have additional degree requirements to complete if allowed to return, or may be subject to new degree requirements.

EXISTING POLICY STATEMENT:

2.5 Academic Leave of Absence

Academic Leaves of Absence

Graduate students in degree-seeking programs are entitled to a total of two terms (fall and / or spring semesters) of academic leave of the types described below, in the course of a single degree program. Students must document their request for a leave and meet the eligibility requirements. Students who anticipate not being enrolled for one or more terms, (fall or spring semesters, not summer), for whatever reason must meet with their program adviser before the first day of classes of their period of non-enrollment to apply for and receive approval for an academic leave of absence. Students who are enrolled in summer only programs must apply for a leave of absence before taking a summer term off. There are two categories of academic leaves of absence:

Personal academic leave of absence may be requested for a variety of reasons, including but not limited to leave for health reasons, for personal reasons, for active military service, or to take care of dependents or family members. Students who are on an approved personal academic leave of absence use the leave for personal reasons and not to make progress on the

degree. In addition, students on personal academic leaves of absence should not expect that faculty will provide feedback on academic work, including proposals or drafts of theses.

Academic progress leaves of absence may be requested for instances of academic activity, such as study abroad when the student registers at another institution, or fieldwork when the student is not using university resources including faculty time, or receiving financial support paid through the university. Students who are on an approved academic progress leave of absence do use the leave to make progress toward completion of the degree, but must not use campus resources. Expectations of progress to be made during the leave should be documented in the student's academic file.

Academic Standing

Student status does not change during the period of an approved leave of absence. The student's academic standing that was in place at the time of the leave is not changed at the time of return as long as the conditions of the approved leave are met.

Timing and Limits

All academic leaves must be requested before the term begins. An academic leave of absence cannot be requested retroactively, cannot be used to return to good standing, and cannot be used to extend the time to degree. The maximum allowed academic leaves of absence is two terms (spring or fall or two summer terms for summer-only programs) during a student's degree program. These terms may be consecutive terms or terms approved individually. In cases where an enrolled student must leave the university after the first day of classes, the student must withdraw from the current term. In these cases it may or may not be appropriate to request an academic leave of absence for the following semester.

The Graduate College policy on time to degree applies and must be addressed in the record of the approved leave. If by requesting a leave, the student is going to go beyond the degree program's approved time to degree during the leave, then the student also needs to request a time extension for the degree through the Graduate College petition process at the time of the request for academic leave.

Procedures to Request a Leave of Absence

Requests for a leave of absence must be approved by the student's academic department prior to the first day of classes. To request a formal academic leave the student must complete the following before the first day of classes of the term of non-enrollment:

- Complete and follow instructions on the Request for Academic Leave of Absence form, and
- If necessary, complete a petition to request an extension of time to degree.

Absent Without Leave Policy

Degree seeking graduate students are required to request a formal academic leave of absence before not being enrolled for one or more terms, (fall / spring, not summer). Students in summer-only programs are required to request a formal academic leave of absence before taking a summer term off from their enrollment. There are potentially negative consequences for failing to request an academic leave of absence. Students who do not enroll and do not meet with the program and document their status with an approved academic leave of absence before a period of non-enrollment are considered absent without leave. A program may put an advising hold on a student who is absent without leave. A student who is absent without leave may be prevented from reenrolling, may have additional degree requirements to complete if allowed to return, or may be subject to new degree requirements.

Proposed	Existing
<p data-bbox="201 233 583 261">2.5 Academic Leave of Absence</p> <p data-bbox="201 305 552 332">Academic Leaves of Absence</p> <p data-bbox="201 376 1035 690">An academic leave of absence provides an opportunity for a student to not enroll for one or more semesters. An academic leave of absence may be used for a variety of reasons, including but not limited to, health reasons, personal reasons, active military service, or dependent or family care responsibilities. Students who are on an approved academic leave of absence are not expected to make progress on the degree. In addition, students on academic leaves of absence should not expect that faculty will provide feedback on academic work, including proposals or drafts of theses.</p> <p data-bbox="201 695 1035 831">Enrolled students who need to take time away after the semester has begun are not eligible for academic leaves of absence. Students should consult with their program on academic and registration options and human resources regarding employment leave options.</p> <p data-bbox="201 836 1035 1117">Graduate students in degree-seeking programs are eligible for a total of two terms (fall and/or spring semesters) of academic leave. Students must document their request for a leave and meet the eligibility requirements. Students who anticipate not being enrolled for one or more terms, (fall or spring semesters, not summer), for whatever reason should meet with their program adviser before the first day of classes of their period of non-enrollment to request an academic leave of absence.</p>	<p data-bbox="1056 233 1438 261">2.5 Academic Leave of Absence</p> <p data-bbox="1056 305 1407 332">Academic Leaves of Absence</p> <p data-bbox="1056 376 1885 797">Graduate students in degree-seeking programs are entitled to a total of two terms (fall and / or spring semesters) of academic leave of the types described below, in the course of a single degree program. Students must document their request for a leave and meet the eligibility requirements. Students who anticipate not being enrolled for one or more terms, (fall or spring semesters, not summer), for whatever reason must meet with their program adviser before the first day of classes of their period of non-enrollment to apply for and receive approval for an academic leave of absence. Students who are enrolled in summer only programs must apply for a leave of absence before taking a summer term off. There are two categories of academic leaves of absence:</p> <p data-bbox="1150 836 1896 1187">Personal academic leave of absence may be requested for a variety of reasons, including but not limited to leave for health reasons, for personal reasons, for active military service, or to take care of dependents or family members. Students who are on an approved personal academic leave of absence use the leave for personal reasons and not to make progress on the degree. In addition, students on personal academic leaves of absence should not expect that faculty will provide feedback on academic work, including proposals or drafts of theses.</p> <p data-bbox="1150 1226 1896 1401">Academic progress leaves of absence may be requested for instances of academic activity, such as study abroad when the student registers at another institution, or fieldwork when the student is not using university resources including faculty time, or receiving financial support paid through the</p>

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

EP.21.131 Report of Administrative Approvals through April 19, 2021

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 19, 2021. Additional information for each approval is attached.

A. Undergraduate Programs

- 1) **Computer Science + Linguistics, BSLAS** -- in keeping with the Computer Science, BS, revisions approved as EP.21.075, revise the Mathematical Foundations list to include MATH 257, Linear Algebra with Computational Applications (3 hours) as an “or” choice with MATH 225, Introductory Matrix Theory (2 hours). In the list of Required Computer Science Coursework, replace CS 125, Introduction to Computer Science (4 hours) and CS 126, Software Design Studio (3 hours) with CS 124, Introduction to Computer Science I (3 hours) and CS 128, Introduction to Computer Science II (3 hours); add CS 222, Software Design Lab (1 hour); replace CS 241, System Programming (4 hours) with CS 240, Introduction to Computer Systems (3 hours); and update the description of the two 400-level CS courses to select from “Any two 400-level CS courses except CS 491” to “Any two 400-level CS courses above CS 403 except CS 421 and CS 491.” There is no change to the total hours required for the degree.
- 2) **Chemistry, BS** – in the Core Chemistry list, which requires 37 total hours, replace CHEM 152, College Success in Chemistry (1 hours) with CHEM 150, First Semester Success in Chemistry (1 hour), and update the number of elective hours from 29 to 30. There is no change to the total hours required for the degree.

B. Graduate Programs

- 1) **Crop Sciences, MS** – in the Thesis Option, remove the presentation requirement for CPSC 598, Seminar (4 hours), clarify that the 20 hours of 500-level electives are to include at least 4 hours of graded coursework at the 500-level other than CPSC 599 and are to be chosen in consultation with the faculty advisor. In the Non-Thesis Option, remove the presentation requirement for CPSC 598, Seminar (0-4 hours). Revise the electives requirement from 30 hours to a range of 27-31 hours (which would vary depending on the number of hours of credit CPSC 598 is taken for), clarifying that these 500-level electives are to include at least 4 hours of graded coursework at the 500-level and are to be chosen in consultation with the faculty advisor. From the “Other Requirements” table, remove the 5 hour minimum hours to be taken within the unit. The total number of hours required for the degree is unchanged.
- 2) **Crop Sciences, PhD** – in the list of requirements for both those entering with an approved master’s degree and those entering with an approved bachelor’s degree, update the Thesis Research listing to remove PLPA 599, as this course is no longer offered. There is no change to the total hours required.

- 3) **Bioinformatics, MS** – in the list of Biology electives from which students are to choose one course/4 hours, add CPSC 554, Quantitative Genetics and Genomics (3 hours). There is no change to the total hours required for the degree.
- 4) **Joint Program: African Studies, MA and Library and Information Science, MS** – in both the Thesis and Non-Thesis Options, remove IS 501, Reference and Information Services (4 hours) and IS 502, Libraries, Information and Society (2 or 4 hours) and add IS 505, Information Organization and Access (4 hours), and IS 510, Libraries, Information and Society (4 hours). There is no change to the total hours required for the degree.
- 5) **Joint Program: History, MA and Library and Information Science, MS** -- remove IS 501, Reference and Information Services (4 hours) and IS 502, Libraries, Information and Society (2 or 4 hours) and add IS 505, Information Organization and Access (4 hours), and IS 510, Libraries, Information and Society (4 hours). There is no change to the total hours required for the degree.
- 6) **Joint Program: Russian, East European, & Eurasian Studies, MA and Library and Information Science, MS** -- remove IS 501, Reference and Information Services (4 hours) and IS 502, Libraries, Information and Society (2 or 4 hours) and add IS 505, Information Organization and Access (4 hours), and IS 510, Libraries, Information and Society (4 hours). There is no change to the total hours required for the degree.

The Senate Committee on Educational Policy considers the information in EP.21.132 (Report Academic Standing Planning Meeting, April 7, 2021) regarding the impact of academic policy modifications due to the COVID-19 pandemic to be timely and informative. The Committee strongly suggests the Senate view the findings.

Academic Standing Planning Meeting

April 7, 2021

In attendance: Gretchen Adams, AHS; Anna Ball, ACES; Jan Carter-Black, SSW; Katie Clark, MDIA; Mary Edwards, FAA; Zelda Gardner, FAA; Barbara Hancin-Bhatt, LAS; Meghan Hazen, Office of the Registrar; Rod Hoewing, Office of the Registrar; Kevin Jackson, Gies; Kristi Kuntz, OVCAA & Provost; Jonathan Makela, Grainger; Dan Mann, OVCAA & Provost; Kathy Martensen, OVCAA & Provost; Allison McKinney, Grad College; Melissa Newell, iSchool; Cory Ohms, ACES; Kathy Ryan, EDUC; Bob Steltman, LAS; Cory Thoss, Gies; Dan Turner, Grainger; Ashley Whitley, Office of the Registrar

Concerns:

- We'll need to educate students/communicate clearly what the policies really are along with what to expect for the fall.
- Are we carefully considering policies we might want to change longer-term rather than sticking with the status quo, e.g., the drop deadline? Need to do this thru an equity and access lens.
- Some students are already asking about underloads for fall (e.g., think about international students), what will the impact be on fin aid/will there be any flexibility?
- Students who "missed out" on the opportunity to study abroad are making plans to do this in the semester before they'd graduate. Meghan noted this will cause issues for degree certification.

What would be helpful?

- Comparison data for advising purposes, not to make academic standing decisions (holds, sequential courses), seeing what the grades were before they switched to PZ/NZ.
- Rod can run the "C- and lower" report, this can likely be available the week of June 11 to share with colleges, who can reach back out to students.
- Convert the Fs to NZs earlier – this is for undergrads only.
- Make a connection to find out which students receive veterans benefits to try to be proactive about the impact choosing PZ/NZ might have. After checking w/ OSFA, they cannot share a list; however, they did send the email included as a second attachment here to this population of students. I've asked if it is possible to send a follow up closer to end of semester specifically warning them about the "sweep" of Fs to NZs for undergrads and encouraging them to connect with their college office if they wish to reverse this.

What was beneficial the past couple of semesters?

- Rod's reports that were sent this time – will be sent again.

- iSchool held info sessions about the process, what to expect, then Melissa had one-on-one appointments with those students who wanted to address individual concerns.
- Gies had discussions about what really are our policies? Where is this documented? What are we looking for in petitions, does that make sense?
- LAS did extra communication, constant contact type model, around policies, mid-term grades, outreach specifically to students with NCs. Will continue this practice.
- LAS notes in using chat feature, 2-3 p.m., especially Mondays, highest traffic.

Supporting communication across academic units, to students:

- PZ/NZ form will be in the same place on OR's website where the CR/NC form was with a link in the main resources site. This version of the form will be much clearer for students/more user-friendly. OR will send the links to college contacts when this is ready, asking colleges to get the word out to students.
- Add a listing on the Changing Majors page of which programs are going to require letter grades. As of today:

Will accept PZ (Pass-COVID) for ICT:

ACES¹
AHS
EDUC
FAA
Gies²
Grainger²
MDIA
Pre-Engineering (PREP)²

Will accept but letter grades recommended:

iSchool
LAS³

¹the major in Agricultural and Consumer Economics requires ACE 100 or ECON 102 and at least one of the two Quantitative Reasoning I courses for letter grades; PZs will not be accepted. The majors in Computer Science + Animal Science and in Computer Science + Crop Sciences will require letter grades in the required courses listed on the changing majors site.

²while PZs will be accepted, letter grades that demonstrate strong performance will be looked upon favorably.

³letter grade will be required when a specific course with a specific grade is required for transfer.

Examples of ICT messaging sent out via ADVIS-L:

Thinking about PZ/NZ for Spring 2021?

Potential Impact on Changing Majors for The Grainger College of Engineering

The election of the PZ/NZ grade mode for Spring 2021 does not eliminate the possibility of ICT/IDT to majors in The Grainger College of Engineering. However, it may negatively impact a student's ability to successfully transfer. When reviewing applications, we rely on obtaining as much information as possible about a student's potential for success in the program, including overall GPA and earned grades in prerequisite and technical courses.

Students interested in an ICT/IDT to majors in Grainger Engineering are advised to take the following into account before electing PZ/NZ for courses (especially prerequisite and technical courses) taken in Spring 2021:

- The PZ/NZ grade mode removes information about how well students performed in Spring 2021 courses.
- Earned grades of "As" and "Bs" will be viewed more positively than grades of "PZ" for courses taken in Spring 2021, given "PZ" will be awarded for all grades between "D-" and "A+."
- Grainger Engineering will not accommodate any method of grade reporting other than the student's official grade history.
- Go to <https://go.grainger.illinois.edu/SP2021> for additional PZ/NZ considerations.

Revised March 30, 2021

Gies College of Business ICT and PZ/NZ credit

For Gies ICT admission consideration, applicants should consider the following:

- Spring 2021 college credit that is earned through "PZ" will be viewed similarly to credit earned through other avenues (AP or IB test scores, proficiency exams, etc.)
- The College will continue to use a holistic approach to admission application review, using the factors as noted on the [Gies ICT information page](#).
- The admission review committee looks at individual coursework and corresponding grades or credit as presented, not GPA specifically. "PZ" may allow for students to receive a high overall GPA for the semester; however, GPAs are not a primary factor in the admission review process.
- While applicants will not be penalized for choosing "PZ", earned letter grades that demonstrate strong performance (i.e., As and Bs) will be looked upon favorably and could help strengthen a student's application.
- Students will want to consider if an earned letter grade demonstrates stronger competency than "PZ", given that a D- grade is all that is needed to earn PZ credit for Spring 2021. Applicants are strongly encouraged to talk with their academic advisor prior to making a final decision about the PZ/NZ option for course credit this spring.

