AGENDA
Senate of the Urbana-Champaign Campus
March 7, 2016
3:10 – 5:15 pm
ILLINI UNION – ILLINI ROOM A

I.   **Call to Order** – Interim Vice Chancellor for Academic Affairs and Provost Edward Feser

II. **Approval of Minutes** – February 8, 2016

III. **Senate Executive Committee Report** – Chair Gay Miller

IV. **Chancellor's Remarks** – Interim Vice Chancellor for Academic Affairs and Provost Edward Feser

V.   **Questions/Discussion**

VI. **Consent Agenda**
     Consent Agenda items are only distributed via http://www.senate.illinois.edu/20160307a.asp. If any senator wishes to move an item from the Consent Agenda to Proposals and have copies at the meeting, they must notify the Senate Office at least two business days before the meeting.

EP.16.37	Proposal to Establish an Undergraduate Minor in Global Markets and Society, College of Liberal Arts and Sciences	Educational Policy *(B. Francis, Chair)*
EP.16.41	Proposal to Revise the Clinical Concentrations in the Master of Social Work Program, School of Social Work	Educational Policy *(B. Francis, Chair)*
EP.16.44	Proposal to Rename the General Engineering Degree to Systems Engineering and Design	Educational Policy *(B. Francis, Chair)*
EP.16.48	Proposal to Establish or Modify an Undergraduate Minor in Public Relations (PR) offered by the Charles H. Sandage Department of Advertising, College of Media	Educational Policy *(B. Francis, Chair)*
EP.16.52	Proposal to Establish a Undergraduate Minor in Creative Writing, College of Liberal Arts and Sciences	Educational Policy *(B. Francis, Chair)*
EP.16.53	Proposal to Discontinue the Minor in the Teaching of Mathematics, Grades 6-8, in the Department of Mathematics, College of Liberal Arts & Sciences	Educational Policy *(B. Francis, Chair)*
EP.16.59	Proposal to Revise the Bachelor of Science (BS) in Kinesiology Curriculum in the Department of Kinesiology and Community Health (KCH), AHS	Educational Policy *(B. Francis, Chair)*
EP.16.60	Proposal to Revise the Mathematics and Computer Science BSLAS in the College of LAS	Educational Policy *(B. Francis, Chair)*
EP.16.61	Proposal to Revise the Statistics and Computer Science BSLAS in the College of LAS	Educational Policy *(B. Francis, Chair)*

VII. **Proposals (enclosed)**

CC.16.10	Nominations to the Athletic Board	Committee on Committees *(P. Kalita)*	1

VIII. University Strategic Plan Discussion

IX.   Committee of the Whole Discussion

X.   Reports for Information (enclosed)

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

XII.   Adjournment

MINUTES
Senate of the Urbana-Champaign Campus
February 8, 2016
Minutes

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:12 pm in Foellinger Auditorium with Interim Chancellor Barbara Wilson presiding and Professor Emeritus H. George Friedman, Jr. and Lecturer Sara Benson serving as Parliamentarians.

Approval of Minutes
02/08/16-01   The minutes from December 7, 2015 were approved as distributed.

Senate Executive Committee Report
Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC), reported that the budget continues to be a topic of discussion and concern. The President will continue to be actively engaged with the legislature on the budget impasse. Students are now more aware of the lack of funding, particularly for MAP (Monetary Award Program) grants, and are engaged in assisting the campus to share concern with the legislature. Miller was appreciative of the student support.

Application numbers are up overall for the Urbana campus by 11% for fall 2016. Questions have been raised over the economic downturn in China and if it will influence student attendance or housing on the Urbana campus.

Chair Miller discussed what it means to be a leader or team member on this campus. At times we are leaders and at times we are followers. Leaders are individuals working with others to create positive change. There are four key elements that followers need from leaders: trust, compassion, stability, and hope. We should work with leaders to ensure these key elements are provided.

Chair Miller also noted that senators will be receiving information about serving on Senate committees soon.

02/08/16-02   Tellers for the meeting were faculty senators Prasanta Kalita (ACES) and Rolando Romero (LAS), and student senator Calvin Lear (GRAD).

Chancellor's Remarks
Interim Chancellor Barbara Wilson stated that the state continues to be at a standstill in regards to a budget. President Killeen continues to talk to the legislature about the importance of higher education in our state and is planning to propose a three year compact. The compact would provide a more stable budget for three years instead of going through the budget process on a yearly basis. President Killeen has been working on the compact with the Illinois caucus. Wilson encouraged senators to advocate the importance of higher education.

Wilson invited Interim Vice Chancellor for Academic Affairs and Provost Edward Feser to comment further on the budget process. Feser commented that normally a current budget for FY16 budget would be in place and work would begin on a FY17 budget. The budget plan this year will encompass the short-term and long-term budget plan. The 3%, 5%, and 7 % reduction exercises are a short-term solution. There also must be a plan to proactively think about how the campus needs to adjust over the long-term with continued reduced state support. The reduction percentages are not across the board reductions. Everyone is asked to plan in this manner, but action is not being taken at the time. This approach is to give everyone time to develop a plan.

This year the CBATF (Campus Budget Advisory Task Force) has been formed and CBOC (Campus Budget Oversight Committee) will not be constituted. A modified budget process will be used for this year and the CBATF has been asked to make recommendations on changes to the budget model and process. Budget Sessions are also planned in March. Additional information will be

distributed to the campus when dates and times are confirmed for the Budget Sessions. Wilson thanked Feser for the additional budget information.

Wilson reported that Notice of Admissions letters were recently sent to applicants. Applications have now passed 37,000 including an increase in Latino/a and African American applications. A lot of hard work has been done on recruitment and increased recruitment efforts will continue.

Wilson shared that the search for the College of Medicine Dean is underway and anticipates that a dean will be named by summer. The curriculum committee is hard at work along with a chief planner in order to meet the goal of admitting the first class of students in 2018.

Wilson thanked Matthew Wheeler for chairing the Athletic Director search committee. The committee is making great progress and attention has been attracted from some really good candidates.

The search for a Vice Chancellor for Diversity will begin soon. This position was previously held by Menah Pratt-Clarke. Wilson continues to meet with students to discuss diversity issues and inclusion in a more expansive way.

Questions/Discussion
Faculty senator Weech (LISC) requested the Senate be more actively involved in the budget process. Wilson noted that there is Senate representation on the CBATF. Feser added that once a draft budget plan has been created, the next step would be meeting with the Dean's Budget Committee. There will be several groups reviewing and commenting on the proposed budget plan. Feser stated that the Senate and SEC will continue to be informed about the budget process.

Student senator Mosely (GRAD) asked for more detailed information on underrepresented student applicants and the majors those students were applying to. Wilson replied that the requested data was available, but did not have that level of detailed data on-hand at today's meeting.

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

02/08/16-03   EP.16.38* Proposal to Revise the Bachelor of Fine Arts in Dance (BFA in Dance)

02/08/16-04   EP.16.40* Proposal to Revise the Undergraduate Minor in Art and Design, College of Fine and Applied Arts

02/08/16-05   EP.16.43* Proposal to Revise the Teacher Education Minor in Secondary School Teaching in the College of Education

02/08/16-06   EP.16.45* Proposal to Establish a Graduate Concentration in Computational Science and Engineering

02/08/16-07   EP.16.47* Proposal to Revise the Requirements for the Master of Music Education Degree

02/08/16-08   EP.16.49* Proposal to Revise the Computer Science B.S. Degree in the College of Engineering

Proposals
02/08/16-09   CC.16.09* Nomination to the State Universities Retirement System Members Advisory Committee (SURSMAC)

As Chair and on behalf of the Senate Committee on Committees, Kalita moved approval of Professor Emeritus John Kindt to serve on SURSMAC. There were no nominations from the floor and nominations were declared closed.

02/08/16-10   By voice, Professor Emeritus Kindt was approved as a SURSMAC representative.

02/08/16-11   SP.16.04* Student Electorate Apportionment and the Election Procedures

As Chair and on behalf of the Senate Committee on University Statutes and Senate Procedures (USSP), Maher introduced and moved approval of the student apportionment plan in proposal SP.16.04. Maher noted that the Senate is tasked with regularly reviewing the apportionment of senators. No discussion followed.

02/08/16-12   By voice, the motion to adopt proposal SP.16.04 was approved.

02/08/16-13   SP.16.07* Recommendations in Response to Proposed Revisions to the Non-Discrimination Statement

As Chair and on behalf of the USSP, Maher introduced proposal SP.16.07. Maher noted that Proposal 1 is offered for final approval at today's meeting.

02/08/16-14   By voice, the motion to adopt Proposal 1 of SP.16.07 was approved.

USSP Chair Maher introduced Proposal 2 and noted Proposal 2 is offered for a first reading at today's meeting with a second reading and final approval at the March 7, 2016 Senate meeting. The floor was opened for discussion.

USSP Chair Maher was asked to describe the process for proposing additional amendments to the Nondiscrimination Statement (NDS). USSP Chair Maher responded that all *Statutes* changes require two readings. As long as changes made to the proposal after the first reading are not of a substantive nature, the proposed amendment to the Statutes can be acted upon at its second reading during the subsequent Senate meeting.

Faculty senator Oberdeck (LAS) requested criminal background checks also be added to the NDS. The USSP will take the advice of the Senate into consideration when preparing the proposal for a second reading.

Current Benefits Issues
John Kindt, Chair of Faculty and Academic Staff Benefits, reminded those present that employees can contact representatives, but University resources cannot be used in support of any political activities and any political activities must not interfere with employment obligations to the University.

Kindt noted the following resources for additional information on employee and retiree benefits and pension issues: the State University Annuitants Association website http://suaa.org, the State University Retirement System website http://surs.com, and Nessie https://nessie.uihr.uillinois.edu/cf/index.cfm.

Illinois Senate Bill 2043 is currently being considered by the legislature. SB 2043 would provide funding for universities, community colleges, and grants for low-income students.

Form 1095c showing employer-provided health insurance is not currently required to file taxes.

Reports
02/08/16-15   EP.16.50* EPC Administrative Approvals through January 25, 2016

New Business
None.

Adjournment
The meeting was adjourned at 4:00 pm.

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

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

CC.16.10   Nominations to the Athletic Board

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

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

James D Anderson	EDUC	2017
Kathryn Clancy	LAS	2018
Kelly Bost	ACES	2019
Adrienne Dixson	*EDUC*	*2016*
Michael LeRoy	LER	2018
Michael Raycraft	AHS	2019
Thomas Ulen	LAW	2017

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

Nominations
The following faculty are nominated to fill one faculty position for a four-year term expiring in 2020. The two (2) candidates receiving the highest number of votes will be forwarded to the Chancellor for selection of one faculty member to fill the faculty vacancy.

Matthew Allender	VMED
Antonio Sotomayor	LIBR
Arlette Ingram Willis	EDUC

COMMITTEE ON COMMITTEES
Prasanta Kalita, Chair
Tim Flanagin
George Gross
Randy McCarthy
Lisa Monda-Amaya
Nancy O'Brien
Marissa Roberson
Jenny Roether, *ex officio*

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

FACULTY NOMINEES

ALLENDER, Matthew (VMED)

I am a 2000 graduate of the U of I with a BS in Ecology, Ethology, And Evolution. I went on to complete a DVM in 2004, MS in 2006, and PhD in 2012 all from the U of I. I was the resident veterinarian at the Knoxville Zoo and University of Tennessee from 2009-2012 and became board certified in Zoo and Wildlife Medicine in 2011 from the American College of Zoological Medicine. I am currently an Assistant Professor in the Department of Veterinary Clinical Medicine where I teach, perform research, and provide clinical service.

SOTOMAYOR, Antonio (LIBR)

Antonio Sotomayor is Assistant Professor, Historian, and Librarian of Latin American and Caribbean Studies at the University Library at the University of Illinois at Urbana-Champaign, with faculty appointments in the Departments of Spanish and Portuguese, Recreation, Sport, and Tourism, and a faculty affiliate at the Center for Latin American and Caribbean Studies. His book, The Sovereign Colony: Olympic Sport, National Identity, and International Politics in Puerto Rico (Lincoln: University of Nebraska Press, 2016), studies the political process of Puerto Rico's entry into the Olympic movement. His work also appears in journals such as Caribbean Studies, CENTRO Journal (Puerto Rican Studies), and Journal of Sport History. He is currently working on a study of religion, sport, and imperialism through the YMCA in Cuba and Puerto Rico, and an anthology on Latin American Olympic Movement.

WILLIS, Arlette (EDUC)

Arlette Ingram Willis, Ph. D., is a full professor at the University of Illinois (1991 -); Fulbright Scholar (2014); University Scholar (2000); University Distinguished Teacher/Scholar (2002-2003); Campus Awardee for Excellence in Guiding Undergraduate Research (2001); and a Fellow in the Center on Democracy in a Multiracial Society (2004), Committee on Institutional Cooperation, Academic Leadership Program, Center for Advanced Study (1997-1998). She has won numerous scholarship and teaching awards in the College of Education and served on University and College of Education committees, e.g., Campus Budget Oversight, NCAA Athletics Certification, College Executive, and CI Faculty Advisory. Willis' professional service includes, Co-Editorships and the presidency of the Literacy Research Association (2014-2015) and the National Conference on Research in Language and Literacy (2008-2009). Willis is married to a former Illinois assistant football coach, the current Director of Sports Facilities, and she has two sons (Lenny and Jacob) who played football for Illinois.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures

SP.16.07   Amendment to the *Statutes*: Nondiscrimination Statement

BACKGROUND
In October 2015, Vice President for Academic Affairs Christophe Pierre forwarded several revisions to the "University of Illinois Nondiscrimination Statement" (NDS) to the University Senates' Conference (USC) for advice prior to the November 2015 meeting of the Board of Trustees. The USC forwarded these revisions to the Chairs of each Senate for action. The Senate Committee on University Statutes and Senate Procedures (USSP) began consideration of the revisions at its October 22 meeting.

Upon consideration, the USSP came to two – possibly conflicting – conclusions:
1. That the revisions to include "genetic information", "order of protection", "pregnancy", and "sex" are noncontroversial. In fact, revisions to include "genetic information" and "sex" received prior approval from the Senate during the 2014-2015 *Statutes* amendment process.
2. That the NDS is not simply a separable aspirational statement or a preamble, but a fundamental part of the *Statutes*, and requires the same amendment process as the articles which it precedes. This point was particularly troubling to the USSP, because revisions to Article IX, Section 1 ("Criteria for Employment and Promotion") during the 2014-2015 *Statutes* amendment process were made with the understanding that the NDS, to which nondiscrimination clauses were moved, received the same weight and protections as any other section of the document.

The *Statutes* specify two possible procedures for their amendment. The one most often utilized is found in Article XIII, Section 8a ("Initiation by a Senate"). The other is found in Article XIII, Section 8b ("Initiation by the Board of Trustees"). Neither of these procedures has been followed in this case.

Rather than embark on legislative journeys to move the NDS into the articles proper or to withdraw this Senate's advice on pending revisions to Article IX, the USSP has chosen to recommend a two-pronged approach: stating the Senate's position on the issue; and beginning the Article XIII, Section 8a sanctioned process to propose amendments to the *Statutes*.

Since the February 8, 2016 meeting of the Senate, at which Proposal 2 below was given a first reading and discussed, several suggestions have been made for additions to the list of conditions in the NDS. USSP has considered these suggestions, and has decided to recommend that the Senate adopt the text of the NDS unchanged from the presentation of February 8 (Proposal 2 below).

The suggestions made include the following:
- That "sexual orientation including gender identity" be replaced by "sexual orientation, gender identity, gender expression".
- Add "judicial status".
- Add "family responsibility".
- Add "criminal conviction in matters unrelated to University operations".

USSP finds that the phrases "gender expression", "judicial status", and "family responsibility" are undefined legal phrases, and their inclusion would make the NDS ambiguous and subject to a variety of interpretations.

USSP finds that the phrase "criminal conviction in matters unrelated to University operations" is covered by applicable Illinois state law and Federal guidelines.

RECOMMENDATIONS

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following proposals, with text to be added underscored and text to be deleted indicated by strikeout (e.g., ~~sample text for deletion~~).

Proposal 1 – Statement of Position

This proposal was presented and approved at the 8 February 2016 meeting of the Senate.

1 It is the position of the Senate of the Urbana-Champaign Campus that the "University of Illinois
2 Nondiscrimination Statement" (NDS) is a fully official and binding portion of the *University Statutes*,
3 regardless of its placement within the *Statutes*. Any suggestion or process to the contrary is damaging
4 to the legitimacy of the *Statutes*, of the NDS, and of the Senates' authority to propose and advise on
5 amendments to those *Statutes*. This Senate objects to attempts to revise the NDS outside the set
6 amendment processes for the *Statutes* and urges our colleagues in the Senates of the Chicago and
7 Springfield Campuses and on the Board of Trustees to join us in this position.

Proposal 2 – Amendment to the *Statutes*, Nondiscrimination Statement, Paragraph 2

This proposal was offered for first reading at the 8 February 2016 meeting of the Senate, with

second reading and final approval at the 7 March 2016 meeting.

8   The University of Illinois will not engage in discrimination or harassment against any person because
9   of race, color, religion, sex, national origin, ancestry, age, order of protection, marital status, genetic
10 information, political affiliation, disability, pregnancy, sexual orientation including gender identity,
11 unfavorable discharge from the military or status as a protected veteran and will comply with all
12 federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and
13 regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment
14 in the University programs and activities.

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UNIVERSITY STATUTES AND SENATE PROCEDURES
William Maher, Chair
H. George Friedman
Shawn Gordon
Wendy Harris
Calvin Lear
Anna-Maria Marshall
Mark Roszkowski
Gisela Sin
Sandy Jones, *Ex officio (designee)*
Marilyn Marshall, *Observer*
Jenny Roether*, Ex officio*

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![Illinois logo] **ILLINOIS**
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a Bachelor of Science in Innovation, Leadership and Engineering Entrepreneurship (BS in ILEE) degree in the College of Engineering.

SPONSOR: Andrew C. Singer, Professor of Electrical and Computer Engineering; Director, Technology Entrepreneur Center; Special Assistant to the Dean for Innovation and Entrepreneurship. 217-244-9263, acsinger@illinois.edu.

COLLEGE CONTACT: Kevin Pitts, Associate Dean for Undergraduate Programs and Professor of Physics, College of Engineering, 217-333-3946, kpitts@illinois.edu.

BRIEF DESCRIPTION: The College of Engineering proposes a Bachelor of Science in Innovation, Leadership and Engineering Entrepreneurship (BS in ILEE) degree. The degree program is intended for engineering students to better understand the innovative processes involved in identifying problems and creating, developing, and leading efforts to provide engineering solutions. The curriculum is based on a sound disciplinary engineering technical core with additional aspects of problem identification and innovation, and complex multidisciplinary engineering project management and leadership.

PROGRAM DETAILS:

- The BS in ILEE highlights will include:
  - a required 1 credit hour *Introduction to ILEE* course.
  - a set of required technical core courses (44 hours), which includes 30 hours from ILEE technical core courses and 14 hours from one additional department within the College of Engineering ("department of concentration"), see Appendix B.
  - a technical elective set of courses for all students in the major (27 hours), which includes 19 hours from ILEE approved technical elective courses and 8 hours from the COE department of concentration approved technical courses, see Appendix C.
  - a required set of project-based experiential credits (4 to 16 hours), approved, supervised and coordinated by a University faculty member (details below), similar to other programs on campus, such as Formula One projects in the MechSE Department in the College of Engineering, and to the manner in which independent study projects are supervised in the College of Engineering.

- Core faculty of the ILEE program, current TEC instructors, and adjunct professors with relevant industry experience will teach courses in the BS in ILEE (see below for more details).
- The administration of the BS in ILEE will be housed within the TEC administrative offices in the College of Engineering, currently located in both the Coordinated Science Laboratory and Grainger Library. Students working on the BS in ILEE degree will have access to the Grainger Engineering Library Innovation space (Appendix D), the new campus-wide Design Center building (under design), and existing College of Engineering build and maker spaces.

LOGISTICS:

- The BS in ILEE degree is a standalone BS degree. However, in the initial phase (at least the first two years), its enrollment will be restricted to students concurrently enrolled (in good standing, defined by the department) in another disciplinary degree program within the College of Engineering (including Chemical Engineering). For students admitted during this initial phase, admission into the BS in ILEE degree program will therefore be as a second, or dual degree. This selective admission is similar to other honors-type programs on campus. The home department of their primary degree will (most likely) correspond to their department of concentration in the BS in ILEE degree.
- During this initial phase, students may apply to the BS in ILEE degree program anytime after their first semester of their freshman year in a disciplinary degree program in the College of Engineering.
- During this initial phase, students must be enrolled, and remain in good standing, in a College of Engineering (including Chemical Engineering) degree program to be admitted to and remain in the BS in ILEE degree. The ILEE Curriculum Coordinator will check the status of the admitted students on a semester basis.
- The College of Engineering administrative staff will handle the application process during the initial phase (at least the first two years of the degree program).
- During this initial phase, students who are accepted into the BS in ILEE degree program must submit proper documentation for official declaration of dual degree status to the College of Engineering Undergraduate Admissions Office.
- During this initial phase, students will be advised by both staff academic advisor(s) from the BS in ILEE degree program as well as staff academic advisors in their home departments.

JUSTIFICATION:

1. **Why do we need this new degree?** The demand for courses related to innovation, leadership, and Engineering Entrepreneurship has grown significantly

over the past 10 years, both on our campus and other universities across the country. The Technology Entrepreneur Center (TEC) in the College of Engineering has been in operation since 2000 and has seen strong, steady participation levels over the last 15 years and in the past 5 years has seen participation levels in its courses and activities double. Currently, engineering students interested in taking leadership, innovation, and Engineering Entrepreneurship courses must fit them into their academic schedules as free electives, with essentially no recognition by our college or our campus. On average, 1,000 students take TEC courses each year. Further, students who are involved in innovative research projects, including those that develop into technology startup companies, often work on these projects in their spare time, rather than as a central activity within their existing curricula. These students are often some of the most passionate, successful students, whose stories are celebrated throughout our College, Campus, and even receive national attention. Examples of such students include Patrick Walsh of Green Light Planet, Scott Daigle and Marissa Siebel of IntelliWheels, and Supriya Hobbs and Jana Eaves of Miss Possible. As an institution, we have taken great pride in these students, celebrating them on our news media, in commencement addresses, and across our alumni publications, yet we have relegated their deepest passions to satellite/extra-curricular activities, outside of the existing curricula at Illinois. We envision that students would be able to work with faculty members within the College and receive not only guidance and mentorship, but also course credit for such activities using a project-based credit-bearing course model that has worked well within Mechanical Engineering (more detail is provided in the 5th question below) as well as across our College through independent study and undergraduate research projects. With a BS in ILEE degree in place, not only would the courses have the full faith and credibility of a College of Engineering disciplinary degree program, but students could also apply these project-based course credits to a bachelor's degree. As mentioned previously and elsewhere in the BS in ILEE degree proposal, many of the students who come through the College of Engineering already commit the time associated with such a degree; but to date, the University and the College of Engineering has neither formally recognized, nor rewarded these students for their achievements through a degree program. Regardless of whether or not students who participate in these courses end up completing all of the requirements of the BS in ILEE degree program, formalizing these courses as part of a unique degree program at Illinois adds credibility and stature to the courses and programs that the students undertake, while placing these activities squarely within the heart of the disciplinary experiences of students in the College of Engineering.

Moreover, with such a degree program in place, there would be a more clear and formal way in which to organize faculty involvement and supervision of students actively engaged in project-based research, many of which emanate from the courses and programs already run through the TEC. Additionally, the structure of a degree program within the College would enable a more formal and rigorous means for student supervision, mentoring and tracking.

2. **How is this degree different from other degrees/offerings on campus and other universities?** The proposed degree structure is neither unique nor without precedent. It is modeled after the successful Engineering Public Policy (EPP) degree program at Carnegie Mellon University (EPP undergraduate BS degree), which is offered with each of the five traditional engineering departments, along with their Computer Science Department on campus. This program has a 20-year history and is widely accepted as a successful addition to their College of Engineering offerings. Currently, we are not aware of any other BS degrees that focus on innovation and leadership in Engineering Entrepreneurship in the nation; and as such, Illinois has a unique opportunity to be a leader in this type of undergraduate education.

There are three other examples of non-departmental degrees held on our campus at Illinois: Major in Agriculture, Leadership and Science Ed (ACES); Bachelors of Science in Health (AHS); LAS Independent Plan of Study (IPS). While there are opportunities for Engineering students to acquire leadership, innovation, and Engineering Entrepreneurship skills, there is no similar degree program like the BS in ILEE degree on campus that offers formal, transcriptable leadership and innovation skills for engineering students.

As global leaders in research, innovation and engineering education, our goal is to establish a program that other engineering colleges will aspire to. Our tremendous strengths in these areas make Illinois the ideal school to lead the development of a new program. As the focus of secondary education continues to change, we feel strongly that we can help define the new directions for engineering and technology. It is clear that our students are the best globally in their technical education; this new program will provide motivated students with the opportunity to gain, build, and grow innovation and leadership skills to prepare them to become leaders in many fields. We will consider adding a campus minor to the program once it is established.

3. **Is this degree academically rigorous enough?** Yes. The BS in ILEE degree inherits the academic rigor of the College of Engineering's disciplinary bachelor's degrees, as the core requirements of the ILEE degree include a concentration in a disciplinary degree program within the College of Engineering. As a stand-alone degree, the BS in ILEE degree has the same structure, technical depth, and breadth of the existing COE departmental BS degrees and satisfies all of the requirements of a standalone degree in the department of concentration. The innovation, leadership, and faculty-supervised experiential learning components of the ILEE degree provide the students with the solid academic foundation to take what they have learned in their primary engineering discipline and either bring it to market through a new venture or within an existing entity.

4. **Will students be willing to stay on campus an extra semester or two, and pay tuition, to complete the degree?** As a standalone degree, this question is not relevant. However, during the initial phase, in which the BS in ILEE degree will be offered as a dual-degree for currently enrolled students, the experience over the past 15 years in the TEC is that, on average, 1,000 students have taken TEC courses and fit them into their rigorous academic schedules, many graduating on time, or willing to spend an additional semester or year to incorporate these into their overall academic program. Students enrolled in the TEC courses have rarely complained that existing TEC courses were a burden, either in time or financially. However, students have noted that if the TEC courses were part of an existing degree structure, they would have been able to take more of them. Additionally, many College of Engineering students come to Illinois with two or more semesters of advanced credit, which would make such a degree program achievable without additional years of tuition. Many of the students who have taken advantage of the College of Engineering's TEC course and program offerings not only would satisfy the proposed ILEE degree requirements in addition to the degree requirements of their home department, but also have historically graduated within 4 years.

Three years ago, we started a data-tracking course enrollment project, collecting the data that was available for courses where TEC held the Instructional Units.

Of the data that we have:
2,796 took TEC courses*
588 (~21%) took 2 or more TEC courses
234 (~8%) took 3 or more TEC courses
121 (~4%) took 4 or more TEC courses

*Note: The data doesn't reflect non-TEC listed innovation, leadership, and Engineering Entrepreneurship courses that are often taken, in conjunction with TEC courses, to obtain a TEC certificate. Students are seeking a degree that explicitly allows them to build, improve upon, and challenge their engineering innovation and leadership skills in Engineering at Illinois. That the College of Engineering would place its confidence in the ILEE curriculum gives an enhanced credibility to the courses and experiences of the students involved, regardless of whether or not they complete the full degree. For the proposed BS in ILEE degree, students who take some, but not all of the requirements for the ILEE degree could readily fall back to the existing TEC certificates or the Leadership Center's Leadership Certificate. However, at the present time, these undergraduate certificates are not transcriptable. As such, the BS in ILEE degree would allow a student to have transcriptable documentation of putting significant effort to engineering innovation and leadership during their residential campus experience at Illinois.

5. **How will you evaluate and give credit for the project-based courses?** It is anticipated that students in the BS in ILEE program will complete 4 to 16 hours of project-based credit (outside of the typical classroom structure). Each semester, a student could earn up to four credit hours per faculty member of such project-

based credits. The following strategy will be used for these project-based credits: The student would identify a project of interest and meet with a faculty member to discuss the project. If they agree to move forward with obtaining course credit for the project, the student or faculty member would contact the ILEE Curriculum Coordinator. The student and faculty member would complete a Memorandum of Agreement (MOA), a contractual agreement between the student and faculty member regarding the metrics and criteria for evaluation of the student, based on an agreed-upon set of deliverables, the number of hours to be spent on average each week, the meeting frequency and duration, and the number of credits for the course. The MOA would be emailed to the ILEE Curriculum Coordinator, who would review it for completeness and submit it to an ILEE clinical faculty member to approve the scope and content of the project for consistency and uniformity with other programs in the College. Once the appropriate approvals are in place, the student would register for the appropriate course.

Both midway and at the end of the semester, the ILEE Curriculum Coordinator would obtain a brief report on the student's progress towards the agreed upon commitment (from the signed MOA) between the faculty member and student and note it in the student file. At the end of the semester, the faculty member would evaluate the work completed and deliverables submitted vs. the agreed upon scope by assigning the appropriate grade and credit to the student. Further, due to the project-based nature of the course, students are able to repeat the course up to four times, if agreed upon by the instructor and the ILEE Curriculum Coordinator. This course would count toward the project-based, experiential learning credit requirement (Appendices B, C).

An example of this is TE/ENG 498 Breakthrough Innovation Teams course that is being offered during the current (Fall 2015) semester. Professor Mani Golparvar-Fard was selected as a Faculty Entrepreneurial Fellow (housed within the Technology Entrepreneur Center [TEC]) to work on "flying superintendents." An MOA was completed between the students and Professor Goldparvar-Fard and the rest of the steps outlined above were followed. 24 students successfully enrolled in Professor Golparvar-Fard's course and completed the course for Fall 2015. As a side note, many have re-enrolled for this course to continue the project for Spring 2016.

The mechanism outlined above is not unique. There are several Departments within the College of Engineering that offer courses for project-based learning activities. For example, Professor Michael Philpott in Mechanical Sciences and Engineering works with students who able to obtain credit for project-based activities in the ME 199 and ME 491 courses (for example, the Formula SAE section). These courses are structured such that students work within a team, submit papers in regards to their planned and completed activities/skills, and attend consistent meetings with team leaders and the faculty supervisor throughout the semester. While some students choose to only join the Formula SAE club as an extracurricular activity, Professor Philpott noted that at least 50% choose to take the course for credit (either for free or technical electives). We envision the same occurring by students enrolled in the BS in ILEE degree

program, whereby some students may still wish to work on extracurricular activities without credit but many students would take advantage of the option to get credit for such work.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources
   a. **How does the unit intend to financially support this proposal?** 95% of the program will be supported from tuition dollars (Instructional Units and online course revenue) and the remainder will be funded by gifts. The College of Engineering has committed to raise funds for some of the experiential, project-based programming and associated courses, with a current target of $10M. Currently, three donors have made major gifts, with others anticipated in the future.
   b. **How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?** There is a commitment from the College of Engineering to increase the FTE headcount as needed for both a curriculum coordinator/advisor and for clinical faculty members needed to launch the BS in ILEE. These additional resources, combined with existing Technology Entrepreneur Center staff, courses, and resources will provide sufficient capacity to launch the BS in ILEE degree program. Initially, the existing TEC courses, as well as others that have been identified within the College of Engineering (Appendices B,C), will be offered to students. The current College of Engineering instructors, TEC instructors, and core faculty will instruct the courses and provide mentorship/guidance to students. As additional resources from alumni and corporate contributions become available, the unit can scale capacity as needed. The College has committed to provide an additional five clinical faculty as the program evolves to help grow these activities beyond TEC's current capabilities when necessary.
   c. **Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.** The unit is looking to involve alumni for endowments (see (a) above). Presently, there are no additional resources being sought from campus.
   d. **Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.** Letter from College of Engineering provided (Appendix E).

2) Resource Implications
   a. **Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.** The impact will be small, as the majority of these courses already exist and are supported by the existing TEC instructors (Appendix G). As described above in 1(b), the BS in ILEE degree program can launch with current resources with one additional clinical faculty member and the 1/2 FTE current curriculum coordinator/advisor. As the program scales, the TEC has a commitment from the College of Engineering for four additional clinical

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faculty positions as needed. The Core Faculty of the BS in ILEE degree will also consist of several faculty members from across the College of Engineering that will help create additional ILEE courses and supervise students taking the project-based, experiential courses. At scale, it is expected that there will be 5 clinical faculty, 5 – 10 Core Faculty (from across the College, with teaching buyout provided by the College of Engineering), and 5 – 10 adjunct faculty at any given time teaching courses within the BS in ILEE degree program.

b. **Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.** The impact on other units will be negligible, as these courses already exist, either through the Technology Entrepreneur Center or through the home unit. Students participating in the BS in ILEE degree as a dual-degree must be enrolled within their home department already, so no additional impact is anticipated and there will be no increase in the student cohort in the College of Engineering, or any department therein. Meetings were held with the College of Engineering Departments in the Fall of 2014 and any impacts and concerns on course enrollment were discussed and addressed. After the meetings, the proposed BS in ILEE degree was approved in April 2015 by the College of Engineering Executive Committee, which includes representation from each of the COE departments (see Appendix F).

c. **Please address the impact on the University Library.** The Grainger Engineering Library will be used for innovation space (see Appendix D). No additional resources will be needed from the University Library.

d. **Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)** There is sufficient administrative space available within the current TEC location in CSL. The build/fabrication design and collaborative spaces for ILEE students is an active area of discussion and action within the College of Engineering and campus wide. In addition to the Grainger Engineering Library space, which has dedicated space specifically for ILEE student projects, there is a campus wide committee planning and designing the Illinois 150 building, a campus-wide collaborative space for undergraduate student projects. ILEE students will also leverage a network of design and build spaces that currently exist across the departments within the College of Engineering.

For new degree programs only:

3) **Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.**
The teaching, research and service missions of the university are common to the existing departments within the College of Engineering. As the students participating in the BS in ILEE degree program are already enrolled in these activities, their reflection of the University's mission, focus and current priorities are directly incorporated. The fourth mission of our institution, economic development, is one

that is often less emphasized within the existing departments of the College. By creation of the BS in ILEE degree program, this mission is placed central to the core of the College, enabling students, faculty, and alumni to become innovative engineering leaders to develop new, innovative technologies, lead their development and application and creating new ventures.

We must be bold and address our needs the Illinois way, leading the nation in the integration of a BS in ILEE degree program in the College of Engineering. Such a structure would put a stake in the ground showing our intent to make ILEE a priority in Engineering education at Illinois. Moreover, such a profound demonstration would help to make Illinois a destination university for students, faculty, and others seeking to engage an innovative engineering college.

4) **Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?** With over 1,000 students in Technology Entrepreneurship Center (TEC) courses and over 4,000 participants taking part in TEC's other activities on an annual basis, there is a need on the Illinois campus for a BS degree that encourages innovation and leadership in Engineering Entrepreneurship. While many students will continue to participate in such activities on an extracurricular basis, Illinois can be a national leader for awarding credit for such project-based, experiential activities and thus making it transcriptable. As stated above, many of the current TEC students and alumni have given positive feedback regarding the TEC courses and programs. The feedback received is that students want formal, transcriptable credit and a degree for the innovation and leadership courses and programs in which they are participating. Further an ILEE degree could be a unique recruiting tool for potential students to not only increase overall enrollment, but to also increase the quality of incoming and outgoing students. For example, admission and other University and College of Engineering staff/faculty can tell potential incoming freshman about the unique opportunity to get credit for building and honing their engineering innovation and leadership skill set while at Illinois. As mentioned above (Justification Section, #4), there is a strong demand for these courses. Many students that take engineering innovation and leadership courses tend to not just take one course, but rather take several courses. While the enrollment is already significant considering the fact that only a non-transcriptable certificate is offered in return, we anticipate that the demand will significantly increase once a degree is offered. We are not aware of any other university offering a Bachelors degree of this kind.

The job outlook for the students participating in this degree is strong. They will leave the University of Illinois with a traditional engineering degree along with an additional set of skills. A recent article by Forbes using data from Payscale.com indicated that 47% of Millennials worked for companies with less than 100 employees (http://www.payscale.com/gen-y-education). Students graduating with a BS in ILEE will have a set of skills that will enable them to be valuable contributors

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within these small companies, launch their own ventures, as well as to be innovative and entrepreneurial leaders within both small and large organizations, as well as in research laboratories and academic institutions. By having a BS in ILEE degree, a student's resume and transcript will show an employer (and perhaps serve as a starting discussion point) the commitment and drive that a student has towards being an innovative engineering leader. Students with the ILEE degree will have access to the Engineering Career services to help them with job placement upon graduation.

5) **If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?** Not applicable

DESIRED EFFECTIVE DATE: Fall 2016

STATEMENT FOR PROGRAMS OF STUDY CATALOG: Appendix A

CLEARANCES:

Signatures:

See attached email of Jan. 26, 2016; 9:12a.m.
Unit Representative: Date:

See attached email of Jan. 25, 2016; 5:11pm.
College Representative: Date:

Graduate College Representative: Date:

Council on Teacher Education Representative: Date:

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Appendix A:
Statement for the Programs of Study Catalog
For the Degree of Bachelor of Science in Innovation, Leadership and Engineering Entrepreneurship

The Technology Entrepreneur Center offers studies leading to the Bachelor of Science in Innovation, Leadership and Engineering Entrepreneurship (ILEE). The BS in ILEE degree is intended for College of Engineering students to better understand the innovative processes involved in identifying problems and creating, developing, and leading efforts to provide their engineering solutions. The curriculum is based on a sound disciplinary engineering technical core with additional aspects of problem identification and innovation, and complex multidisciplinary engineering project management and leadership.

Overview of Curricular Requirements
The curriculum requires 128 hours for graduation and is organized as shown below.

Orientation and Professional Development
These courses introduce the opportunities and resources your college, department, and curriculum can offer you as you work to achieve your career goals. They also provide the skills to work effectively and successfully in the engineering profession.

Hours	Requirements
1	TE 298 - ILEE Introduction Course
0	COE Department of Concentration introduction course
0	ENG 100—Engineering Orientation[1]
1	**Total**

1. External transfer students take ENG 300—Engrg Transfer Orientation instead.

Foundational Mathematics and Science
These courses stress the basic mathematical and scientific principles upon which the engineering discipline is based.

Hours	Requirements
3	Chem 102 - General Chem I
1	Chem 103 – General Chem Lab I
4	MATH 221—Calculus I[1]
3	MATH 231—Calculus II
4	MATH 241—Calculus III
3	MATH 285 – Intro Differential Equations
4	PHYS 211—University Physics: Mechanics
4	PHYS 212—University Physics: Elec & Mag
26	**Total**

1. MATH 220—Calculus may be substituted, with four of the five credit hours applying toward the degree. MATH 220 is appropriate for students with no background in calculus.

Innovation, Leadership and Engineering Entrepreneurship Technical Core
These courses stress fundamental concepts that comprise the common intellectual understanding of innovation and leadership in Engineering Entrepreneurship.

Hours	Requirements
2	TE 250 – High-Tech Ventures: From Idea to Enterprise
4	TE 298/398 – Breakthrough Innovation Teams (TE 401)[1]
3	ENG 298 – User Oriented Collaborative Design
4	TE 333 – Creativity, Innovation and Vision
1	TE 360 – Lectures in Engineering Entrepreneurship
3	GE 361 – Emotional Intelligence
3	TE 398 – Legal Issues in Engineering Entrepreneurship (TE 450)[1]
2	TE 398 – Innovation and Engineering Design
3	TE 461 – Technology Entrepreneurship
3	GE 462 – Leading Sustainable Change
2	TE 466 – High-Tech Venture Marketing
14	COE Department of Concentration Approved Technical core
44	**Total**

1. The course number in parentheses indicates the new course number that will appear in the course catalog once the courses are formally approved by the College of Engineering and Provost offices. In the Fall 2016, TE 298/398: Breakthrough Innovation Teams will be listed as TE 401: Developing Breakthrough Projects and TE 398: Legal Issues in Engineering Entrepreneurship will be listed as TE 450: Startups: Incorporation, Funding, Contracts, and Intellectual Property.

Technical Electives
This elective requirement gives each student freedom to define a technical course of study in innovation and leadership of considerable breadth and focus.

Hours	Requirements
19	Technical electives to be chosen from ILEE approved list.
8	Technical electives to be chosen from COE Department of Concentration approved list.

Liberal Education
The liberal education courses develop students' understanding of human culture and society, build skills of inquiry and critical thinking, and lay a foundation for civic engagement and lifelong learning.

Hours	Requirements
6	Electives from the campus General Education social & behavioral sciences list.
6	Electives from the campus General Education humanities & the arts list.
6	Electives either from a list approved by the college, or from the campus General Education lists for social & behavioral sciences or humanities & the arts.
18	**Total**

Students must also complete the campus cultural studies requirement by completing (i)

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one western/comparative culture(s) course and (ii) one non-western/U.S. minority culture(s) course from the General Education cultural studies lists. Most students select liberal education courses that simultaneously satisfy these cultural studies requirements. Courses from the western and non-western lists that fall into free electives or other categories may also be used satisfy the cultural studies requirements.

Composition
These courses teach fundamentals of expository writing.

Hours	Requirements
4	RHET 105—Principles of Composition
	Advanced Composition. May be satisfied by taking any course in either the liberal education or free elective categories which has the Advanced Composition designation.
4	**Total**

Free Electives
These unrestricted electives, subject to certain exceptions as noted at the College of Engineering advising Web site, give the student the opportunity to explore any intellectual area of unique interest. This freedom plays a critical role in helping students to define research specialties or to complete minors.

Hours	Requirements
8	Free electives not counted above Additional unrestricted course work, subject to certain exceptions as noted at the College of Engineering advising Web site. At least 128 credit hours must be earned to graduate.

Suggested Sequence
The schedule that follows is illustrative, showing the typical sequence in which courses would be taken by a student with no college course credit already earned and who intends to graduate in four years. Each individual's case may vary, but the position of required named courses is generally indicative of the order in which they should be taken.

First year

Hours	First Semester
3	CHEM 102 – General Chem I
1	CHEM 103 – General Chem I Lab
0	COE Dept of Concentration introduction course
1	TE 298 – Introduction to ILEE
0	ENG 100—Engineering Orientation
2	TE 250 – High-Tech Ventures: From Idea to Enterprise
4	MATH 221—Calculus I[1]
4-3	RHET 105—Principles of Composition[2] **or** Liberal education elective[3]
14-15	**Total**

Hours	Second Semester
3	ENG 298 – User Oriented Collaborative Design
3	COE Dept of Concentration Technical core[4]
3	MATH 231—Calculus II
4	PHYS 211—University Physics: Mechanics
3-4	Liberal education elective[3] or RHET 105—Principles of Composition[2]
16-17	**Total**

Second year

Hours	First Semester
4	TE 333- Creativity, Innovation and Vision
1	TE 360 – Lectures in Engineering Entrepreneurship
3	GE 361 – Emotional Intelligence Skills
4	MATH 241—Calculus III
4	PHYS 212—University Physics: Elec & Mag
16	**Total**

Hours	Second Semester
4	COE Dept. of Concentration Technical Core[4]
3	TE 398 – Legal Issues in Engineering Entrepreneurship (TE 450)[5]
3	MATH 285 – Intro Differential Equations
6	Liberal education electives[3]
16	**Total**

Third year

Hours	First Semester
3	TE 461 – Technology Entrepreneurship
4	TE 398 – Breakthrough Innovation Teams (TE 401)[5]
3	GE 462 – Leading Sustainable Change
3	Liberal education elective[3]
4	Free elective
17	**Total**

Hours	Second Semester
9	ILEE Technical electives[4]
2	TE 398 – Innovation and Engineering Design
2	TE 466 – High-Tech Venture Marketing
4	COE Dept of Concentration Technical core[4]
17	**Total**

Fourth year

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Hours	First Semester
5	ILEE Technical electives[4]
3	COE Dept of Concentration Technical electives[4]
4	COE Dept of Concentration Technical core[4]
4	Free electives
16	**Total**

Hours	Second Semester
5	ILEE Technical electives[4]
4	COE Dept of Concentration Technical electives[4]
6	Liberal education elective[3]
15	**Total**

1. MATH 220—Calculus may be substituted, with four of the five credit hours applying toward the degree. MATH 220 is appropriate for students with no background in calculus.

2. RHET 105 should be taken in the first or second semester of the first year as authorized. The alternative is a social sciences or humanities elective.

3. Liberal education electives must include 6 hours of social & behavioral sciences and 6 hours of humanities & the arts course work from the campus General Education lists. The remaining 6 hours may be selected from a list maintained by the college, or additional course work from the campus General Education lists for social & behavioral sciences or humanities & the arts. Students must also complete the campus cultural studies requirement by completing (i) one western/comparative culture(s) course and (ii) one non-western/U.S. minority culture(s) course from the General Education cultural studies lists. Most students select liberal education courses that simultaneously satisfy these cultural studies requirements. Courses from the western and non-western lists that fall into free electives or other categories may also be used satisfy the cultural studies requirements.

4. To be chosen from an approved list.

5. The course number in parentheses indicates the new course number that will appear in the course catalog once the courses are formally approved by the College of Engineering and Provost offices. In the Fall 2016, TE 298/398: Breakthrough Innovation Teams will be listed as TE 401: Developing Breakthrough Projects and TE 398: Legal Issues in Engineering Entrepreneurship will be listed as TE 450: Startups: Incorporation, Funding, Contracts, and Intellectual Property.

Financial Aid

Qualified students may apply for financial aid in the form of fellowships, teaching assistantships, and waivers of tuition and service fees. COE undergraduate support staff will assist students who wish to seek such aid.

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Appendix B:
Technical Core

Hours	Requirements
2	TE 250 – High-Tech Ventures: From Idea to Enterprise
4	TE 298/398 – Breakthrough Innovation Teams (TE 401)[1]
3	ENG 298 – User Oriented Collaborative Design
4	TE 333 – Creativity, Innovation and Vision
1	TE 360 – Lectures in Engineering Entrepreneurship
3	GE 361 – Emotional Intelligence
3	TE 398 – Legal Issues in Engineering Entrepreneurship (TE 450)[1]
2	TE 398 – Innovation and Engineering Design
3	TE 461 – Technology Entrepreneurship
3	GE 462 – Leading Sustainable Change
2	TE 466 – High-Tech Venture Marketing
14	COE Department of Concentration Approved Technical core
44	**Total**

1. The course number in parentheses indicates the new course number that will appear in the course catalog once the courses are formally approved by the College of Engineering and Provost offices. In the Fall 2016, TE 298/398: Breakthrough Innovation Teams will be listed as TE 401: Developing Breakthrough Projects and TE 398: Legal Issues in Engineering Entrepreneurship will be listed as TE 450: Startups: Incorporation, Funding, Contracts, and Intellectual Property.

Appendix C:
Current Approved Elective Course List for ILEE

Course #	Course Title	Credits
TE 150*	Foundations in Entrepreneurship	3
ENG 198	IEFX Projects	1
TE 200	Introduction to Innovation	1
TE 298/398/498	Breakthrough Innovation Teams	1 to 4
ECE 307	Techniques for Engineering Decisions	3
ENG 315**	Learning in Community	3
TE 398 WP	Hip Hop Entrepreneurship	3
ABE 469	Industry-Linked Design Project	4
SOCW 321	Social Entrepreneurship & Social Change	3
SOCW 380	Advanced Social Startup Launch	3 to 6

* TE 150 was formally approved in December 2015, for a Fall 2016 start. The course currently is listed as TE 298, section LLC.

**The ILEE Curriculum coordinator would work with the student to ensure that the ENG 315: Learning in Community course could only be repeated once (total of two times taking the course).

Appendix D:
Letter of Support from Bill Mischo (Grainger Library)

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Grainger Engineering Library
Information Center

1301 West Springfield Avenue
Urbana, IL 61801-2936

April 15, 2015

Dr. Andreas Cangellaris, Chair
College of Engineering Executive Committee
Engineering Hall

Dear Andreas:

As part of the continuing collaboration between the College of Engineering and the Library, the Grainger Engineering Library Information Center is in the process of converting the lower level as well as spaces on the upper floors to innovation space for students and faculty. We greatly appreciate your support in this endeavor. This space and the associated information services will be available for students that are participating in the new Bachelor Degree program in Engineering Entrepreneurship that the College of Engineering is proposing.

Best regards,

Bill

William H Mischo
Head, Grainger Engineering Library
Professor, University Library
University of Illinois at Urbana-Champaign

Appendix E:
Letter of Support from COE (Brandy Meid)

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Engineering

Office of the Dean
306 Engineering Hall, MC-266
1308 West Green Street
Urbana, IL 61801

November 12, 2015

Dr. Andreas Cangellaris, Chair
College of Engineering Executive Committee
Engineering Hall

Dear Dean Cangellaris:

The financial model for the proposed ILE degree is based upon the current campus budget model of $110/IU. It is assumed that at steady state there will be 250 students in each class participating in the program. Currently, the Technology Entrepreneur Center (will initially administer the ILE dual degree) has approximately 900-1000 students taking their courses each year. Based upon these assumptions, the new dual degree would need 167 students graduating annually in steady state to be self-sustaining.

Current average annual enrolment		900-1,000
Annual Costs		
5 Clinical Professors @ $75K		$375,000
Program Coordinator		$50,000
Supplies and Expenses		$25,000
5 TA's @$20K		$100,000
Total		$550,000
Revenue per Student		
Credits Per Student	30	
IU revenue per credit	$110	
Revenue per student	$3,300	
Students needed per class to Breakeven		167

Sincerely,

Brandy Meid
Assistant Dean for Administration
College of Engineering

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Appendix F:
Impact on College of Engineering Departments' Enrollment:
BS in ILEE Degree Approved by College of Engineering Executive Committee

College of Engineering

Executive Committee
306 Engineering Hall, MC 266
1308 West Green Street
Urbana, IL 61801

April 30, 2015

RECEIVED
MAY 0 4 2015
OFFICE OF THE PROVOST

Kristi Kuntz
Assistant Provost
217 Swanlund Administration Building
MC-304

Via: Andreas Cangellaris, Engineering College

Dear Provost Kuntz:

The College of Engineering Executive Committee has reviewed and approved the following:

> Course Proposal "Establish a Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship (BS in ILEE) degree in the College of Engineering"

Attached is a copy of the request.

Sincerely yours,

David N. Ruzic, Vice Chair
Executive Committee

Approval Recommended:

4-30-2015

Andreas Cangellaris, Dean   Date
College of Engineering

Enclosure

c: Kevin Pitts
    Adva Waranyuwat
    Andy Singer
    Jed Taylor

telephone 217-333-2151 • fax 217-244-7705

Appendix G:
Technology Entrepreneur Center
Fall 2015 Course Assignments and Student Enrollment

Course	Course Name	Instructor	# credits	Student Enrollment
TE 200	Introduction to Innovation	Larson, Stephanie	1	28
TE 298/398	Breakthrough Innovation Teams	Golparvar Fard, Mani & Rogers, John	1-4	9
ENG 298	User-Oriented Collaborative Design	Weightman, David	3	25
TE 298	From Idea to Enterprise	Sorkin, Harlan	2	46
TE 298	Foundations in Entrepreneurship	Allen, Andrew	3	7
ENG 333	Creativity, Innovation, Vision	Litchfield, Bruce	4	67
TE 360	Lectures in Engineering Entrepreneurship	Durack, Gary	1	120
TE 398	Innovation and Engineering Design	Singer, Andy and Carney, Scott	2	30
TE 398	Legal Issues in Engineering Entrepreneurship	Barich, Joseph	3	15
TE 461	Technology Entrepreneurship	Lilly, Brian	3	27
TE 466	High Tech Venture Marketing	Shabbir, Shahbaz	2	63

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

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

Date: January 21, 2016

To: Andrew Singer, Professor, Electrical and Computer Engineering

From: Jeffrey R. Brown, Josef and Margot Lakonishok Professor in Business and Dean, College of
Business

Thank you for sending me the documents pertaining to the proposal to establish a Bachelor of Science in
Innovation, Leadership and Engineering-Entrepreneurship degree for the College of Engineering. After
reviewing the revised proposal that you sent to me on 1/19/16, I am glad to lend my enthusiastic support
for this new program.

The revised proposal has addressed the concerns previously expressed by our colleagues. I believe this
new degree will further advance the College of Engineering's reputation for having an innovative
curriculum that is relevant to engineering students of today and leaders of tomorrow. It will address an
important and growing demand by employers and students to enhance engineering students' capacity to
understand and lead innovation across the breadth of society's needs with the depth and insight of an
Illinois engineer.

I applaud the College of Engineering's efforts to advance a unique component of the curriculum with
project-based coursework. This aspect will allow students to be innovative, explore areas of interests, and
ensure they have an opportunity to apply their knowledge, while providing the necessary faculty
oversight.

The College of Business is excited by this new opportunity to collaborate with the College of Engineering
and serve the growing demand for curricula around innovation and entrepreneurship. Helping our
students develop as innovative leaders is essential to their future and to the economy of the US and the
world.

In order to further define our vision for this collaboration and what *Entrepreneurship at Illinois* means for
our respective Colleges, Dean Cangellaris and I have agreed to form a small committee, which will
include College representatives on innovation, entrepreneurship, undergraduate and graduate education.
The proposed Bachelors degree in Innovation, Leadership, and Engineering-Entrepreneurship will be a
key part of this plan, along with other offerings from both the colleges being developed collaboratively.

Please accept this letter offering the full support of the College of Business for the new Bachelor of
Science in Innovation, Leadership and Engineering-Entrepreneurship. Interested engineering students will
be well served by this degree as a strong complement to their disciplinary studies.

telephone (217) 333-2747 • *fax* (217) 244-3118

Martensen, Kathy

Hi Kathy,

Thank you for your guidance on this.

Please do withdraw the original proposal, and consider the version we most recently sent as a new one. I believe you have already heard from Kevin Pitts that the College of Engineering does not feel that it needs to re-review the proposal. I have confirmed this with Kevin this morning as well.

So please consider the matter submitted from the College of Engineering. If you need anything else or are waiting for anything from me, or the College, please do let me know. Thanks everyone for all of your help with this.

Best regards,

Andy

From: "Martensen, Kathy" <kmartens@illinois.edu>
Date: Monday, January 25, 2016 at 4:17 PM
To: Andrew Singer <acsinger@illinois.edu>
Cc: "Meyer, Eric K" <ekmeyer@illinois.edu>, "Francis, Bettina M" <bfrancis@illinois.edu>, "Park, Rachel L" <rlpark@illinois.edu>, "Waranyuwat, Adva Steiner" <steiner1@illinois.edu>
Subject: RE: EP.16.05

Hi everyone,

I believe we'd need a formal go/no go from you/the College of Engineering as to whether you do indeed wish to withdraw the previous version of the proposal and submit this latest one as new or not. Eric, is there anything else?

Thanks!

Kathy

Kathryn A. Martensen
Assistant Provost for Educational Programs
Office of the Provost and Vice Chancellor for Academic Affairs
207 Swanlund Administration Building, MC-304
601 East John Street
Champaign, IL 61820
Phone: 217-333-6677
Fax: 217-244-5639
Email: kmartens@illinois.edu

Sent: Monday, January 25, 2016 1:45 PM
To: Martensen, Kathy <kmartens@illinois.edu>
Cc: Meyer, Eric K <ekmeyer@illinois.edu>; Francis, Bettina M <bfrancis@illinois.edu>; Park, Rachel L
<rlpark@illinois.edu>; Waranyuwat, Adva Steiner <steiner1@illinois.edu>
Subject: Re: EP.16.05

Thanks Kathy. Eric, should I assume that nothing is needed from our side for now?
Best regards,

Andy

On Jan 22, 2016, at 3:25 PM, Martensen, Kathy <kmartens@illinois.edu> wrote:

> Good afternoon all,
>
> Thanks for sharing this with me, Eric. For the first point as to how this flows logistically, I'm going to defer
> to Bettina and Rachel for a definitive answer. My inclination is that indeed this proposal is substantially
> different than the original, so what I think should happen would be that the original would be officially
> withdrawn with this submitted as new rather than having this as simply a revision of the original. Bettina
> and/or Rachel, can you weigh in on that aspect?
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> With regards to the second point, creation of a major does indeed go all the way up through IBHE as an
> action item. I'd advise that the best thing to do there in terms of being prepared is to already familiarize
> yourself/whoever prepares the proposals with the IBHE proposal form, which I've attached here. At the
> point in time when a proposal passes EPC and thus is most likely to have had changes addressed,
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> the Senate and/or BOT levels, those can be adjusted in the IBHE proposal accordingly. This will save
> time so the proposal can be as ready to go as possible to IBHE after BOT approval.
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> I hope this information is helpful.
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> employees regarding University business is a public record and may be subject to public disclosure.*
>
> **From:** Meyer, Eric K
> **Sent:** Thursday, January 21, 2016 8:44 PM
> **To:** Singer, Andy <acsinger@illinois.edu>
> **Cc:** Francis, Bettina M <bfrancis@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>; Park, Rachel
> L <rlpark@illinois.edu>
> **Subject:** RE: EP.16.05
>
> Thanks, Andy.

Being that this is an almost complete substitute for the original proposal, we probably should run it back through the provost's office just to be on the safe side, then after Kathy has reviewed it ask Rachel to post it for EPC committee review.

One thing you might want to explore with Kathy is this technically is a new degree or a new major within an existing degree. It sounds like a difference than makes no difference, but it could impact the levels of governance it will have to go through down the line. As I understand it, a new major attached to an existing degree stops at BOT, but a completely new degree must go all the way to IBHE. Kathy is the expert on this, and it might save time to ask her to weigh in before we actually post it for EPC review. It may be only a matter of a clarifying phrase or a particular box being checked on a checklist, but I would hate for something like that to slow down EPC consideration. Then again, I may be completely wrong about this. That's why it probably makes sense for Kathy to weigh in.

From: Singer, Andy
Sent: Thursday, January 21, 2016 2:52 PM
To: Bettina Francis; Meyer, Eric K
Cc: Francis, Bettina M; Taylor, Jed L; Newell, Brooke Suzanne; Pitts, Kevin T
Subject: Re: EP.16.05

Dear Eric and Bettina,

I apologize for a few days delay from MLK day. I am enclosing the revised BS ILEE proposal for your review and discussion at your coming meeting. Please let me know if you need or would like any additional information.

warm regards,

Andy

<BHE New Degree Template.doc>

From:	Pitts, Kevin T
Sent:	Monday, January 25, 2016 5:11 PM
To:	Martensen, Kathy; Waranyuwat, Adva Steiner
Subject:	RE: EP.16.05

Kathy,

Yes, this is ok with us.   Although some of the logistical details of the proposal have changed, the content and student requirements have not. As a consequence, I see no benefit for performing another internal College review. We are happy to simply withdraw the previous and submit this as a new version.

Regards,
Kevin

From: Martensen, Kathy
Sent: Monday, January 25, 2016 5:03 PM
To: Pitts, Kevin T <kpitts@illinois.edu>; Waranyuwat, Adva Steiner <steiner1@illinois.edu>
Subject: FW: EP.16.05

Kevin and Adva,

Is this okay by the College of Engineering?

Thanks,

Kathy

Kathryn A. Martensen
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Sent: Monday, January 25, 2016 5:00 PM
To: Singer, Andy <acsinger@illinois.edu>
Cc: Park, Rachel L <rlpark@illinois.edu>; Bettina Francis <bfrancis@life.uiuc.edu>; Martensen, Kathy <kmartens@illinois.edu>
Subject: Re: EP.16.05

I think we're OK.

Technically, I'm told, we're going to ask you to withdraw the original proposal and submit the latest as a new proposal. I'm told they are sufficiently different that it would make for cleaner bookkeeping that way. I don't think we'll need you to resend it to us, assuming the provost's office has no concerns. Once the provost's office signs off, Rachel can simply post the copy you

1

30

provided last week. Assuming all goes well, I'll be gathering input from individual committee members, who haven't yet seen the revision, and sending you questions, if members have any, probably later this week.

Let me know if you have any questions.

From: "Singer, Andy" <acsinger@illinois.edu>
Date: Monday, January 25, 2016 at 1:44 PM
To: "Martensen, Kathy" <kmartens@illinois.edu>
Cc: Eric Meyer <ekmeyer@illinois.edu>, Bettina Francis <bfrancis@illinois.edu>, "Park, Rachel L" <rlpark@illinois.edu>, "Waranyuwat, Adva Steiner" <steiner1@illinois.edu>
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UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820

January 26, 2016

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

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Engineering to establish a Bachelor of
Science in Innovation, Leadership and Engineering Entrepreneurship.

Sincerely,

Kathryn A. Martensen
Assistant Provost

Enclosures

c: K. Pitts
     A. Waranyuwat
     A. Singer
     B. Newell

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

University Statutes and Senate Procedures
(For Committee of the Whole Discussion)

SP.15.08   Proposed Revisions to the *Constitution*, Article II, Section 1.b – Faculty
                 Representation and Article III, Section 1.b – Other Academic Staff Representation

BACKGROUND
Following the 2014 issuance of Provost Communication #25 relating to Specialized Faculty, the
Senate Committee on University Statutes and Senate Procedures (USSP) discussed the
Communication's creation of new titles for non-tenure system faculty and the resultant
implications for the role of specialized faculty in the Senate. Because the existing *Constitution*
does not fully address the role that specialized faculty have played in representing some units or
their relation to tenure system faculty and Other Academic Staff representation in the Senate,
USSP has not been able to obtain clarity on the best course forward to address multiple related
concerns. To help develop the best recommendation, USSP recommends that the Senate hold a
Committee of the Whole discussion of the apparent options available. This document provides
the information necessary for that discussion.

Article II of the *Constitution* defines the members of the faculty electorate as "those members of
the academic staff who are directly engaged in and responsible for the educational function of
the University; ordinarily this will involve teaching and research." Specifically, according to
Section 1(a)-(c) of Article II, the faculty electorate consists of:

>all persons of the campus non-visiting academic staff, other than persons
>holding administrative appointments in excess of one-half time (the
>exception to this exclusion are executive officers of departments or similar
>units, and assistant or associate executive officers of such units, who are
>otherwise eligible), who:
>
>a. Are tenured or receiving probationary credit toward tenure or in the
>preceding year have received probationary credit toward tenure or hold the
>unmodified academic rank or title of professor, associate professor, or
>assistant professor without tenure, have at least a one-half time
>appointment, and are paid by the University; or
>
>b. Hold the academic rank or title of instructor or lecturer, have a full-
>time appointment, are paid by the University, are not candidates for a
>degree from this University, and are designated by their voting unit for
>inclusion in the faculty electorate; or
>
>c. Are retired members of the campus academic staff with the title of
>emeritus, and would otherwise be eligible for inclusion in the faculty
>electorate.

Article III of the *Constitution* defines the "Other Academic Staff" electorate. One at-large senator is elected by academic staff who:

> A. Hold the academic rank or title of professor, associate professor, or assistant professor modified by the terms "research," "adjunct," or "clinical;" or

> B. Hold the academic rank or title of instructor or lecturer and are not included in the faculty electorate by designation of their voting unit; or

> C. Hold the unmodified academic rank or title of teaching associate, research associate, or clinical associate;…

This section of the electorate is referred to as the ABC electorate.

In April 2014, the Provost issued Provost Communication #25 which outlined employment practices for a category of employees defined in the *University Statutes* as "other academics." (University Statutes, Art. IX, Section 3c). According to Provost Communication #25, these "positions are often singularly focused on either the teaching or the research mission of the University. These individuals perform specialized functions and their scope of work is more specific than their tenure-system peers. In recognition of the specialized nature of these positions, and the contributions made by this group of employees, we will refer to this group of employees as 'specialized faculty.'" Communication #25 describes new job titles, promotional tracks, hiring procedures and other aspects of the "specialized faculty's" employment relationship with the University. Some of these job titles are teaching, research, and clinical assistant, associate, and full professors.

USSP notes that this creates an anomaly: full time instructors and lecturers can be included in the faculty electorate at the option of their unit, but teaching, research, and clinical assistant, associate, and full professors cannot.

For reference, the representation of faculty and academic professionals within the Senates of the other campuses is shown below. USSP notes that these definitions partly reflect the nature of the operations of each campus and their size:

> Springfield: The Faculty Electorate is defined as all persons holding full-time faculty appointments who devote fifty percent or more of their time to instruction, research, and/or public service, excluding faculty with administrative titles of Dean or above. A separate electorate exists for all academic professionals defined in the *Statutes*.

> Chicago: The Faculty Electorate is defined as academic staff members with rank of lecturer, instructor, assistant professor, associate professor, or professor, including clinical, research, adjunct or emeritus titles. Not included are teaching and research associates, teaching and research assistants, and visiting faculty members. All other academic staff are in a separate academic professionals electorate.

USSP intends to draft a proposal for amending the *UIUC Constitution's* definition of the faculty electorate in light of this new category of "specialized faculty." Before drafting this proposal, USSP is requesting that the Senate have a discussion about any proposed changes as a committee of the whole. USSP will rely on that discussion to draft its proposal.

RECOMMENDATION

In its deliberations, USSP identified 4 different possible strategies for addressing the issue of including "specialized faculty" in the electorate. Those strategies are outlined below.

1   **Option A: Minimal Changes to the *Constitution***
2
3   Simply adding the "teaching" modifier to the description of the ABC electorate in the
4   *Constitution* would assign all "specialized faculty" to that electorate. Thus, a single at-large
5   senator would represent the existing Other Academic Staff, as defined in Article III, as well as
6   the members of the new category of "specialized faculty."
7
8   **Option B: Increase the Number of Senators Representing the ABC Electorate**
9
10 By increasing the number of senators that represent the ABC electorate, the composition of the
11 Senate would more accurately reflect the numbers of academic staff at the University engaged in
12 research and teaching. Pursuing this option may require that the size of the Senate be adjusted.
13 Serious consideration of this option would also need some indication of the range by which the
14 ABC electorate would be increased, e.g., should it be raised from one to two, or five, or ten, or
15 some other number?
16
17 **Option C: Add the Specialized Faculty to the Faculty Electorate**
18
19 Adding the specialized faculty to the faculty electorate would include specialized faculty for
20 purposes of deciding the number of senators allotted a unit and would allow specialized faculty
21 to represent units in the Senate.
22
23 **Option D: Create a Separate Electorate for Specialized Faculty**
24
25 The specialized faculty constitute a group of academic staff whose interests are sufficiently
26 different that they may require separate representation in the campus Senate. Pursuing this
27 option may also require that the size of the Senate be adjusted and would also have to resolve the
28 question of number of such senators, similar to Option B above.
29

<div align="right">

UNIVERSITY STATUTES AND SENATE PROCEDURES
William Maher, Chair
H. George Friedman
Shawn Gordon
Wendy Harris
Calvin Lear
Anna-Maria Marshall
Mark Roszkowski
Gisela Sin
Sandy Jones, *Ex officio (designee)*
Marilyn Marshall, *Observer*
Jenny Roether*, Ex officio*

</div>

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

EP.16.55 Report of Administrative Approvals at the February 8, 2016 meeting of the EPC.

Undergraduate Programs

BSLAS in Geography and GIS – Remove the footnote in the Academic Catalog page for this program that states "Students in the Physical Geography Concentration may fulfill the core by completing *ATMS 100 and GEOG 103 and one of the five courses: GEOG 101, GEOG 104, GEOG 105, GEOG 106 and GEOG 110, with GEOG 371 or GEOG 379* not required." The footnote was mistakenly left within the major during its last approved update, which was effective Fall, 2014. The Department always intended for all students to take GEOG 371, Spatial Analysis (4 hours) or GEOG 379, Intro to GIS Systems (4 hours). This revision does not alter the overall required hours for the concentration or for the major.

BSLAS in Integrative Biology – Revise the statistics requirement in the Integrative Biology concentration. The current requirement is "Statistics (an approved introductory statistics course). See the IB website for a course list: http://sib.illinois.edu/IB_Major." The School of Integrative Biology has requested the requirement be changed to "STAT 212, Biostatistics (3 hours)." STAT 212 uses examples and homework assignment used by biologists and teaches students the beginnings of R-programming, a skill used increasingly by biologists in their statistical analyses. This revision does not alter the overall required hours for the concentration or for the major.

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

EP.16.58 Report of Administrative Approvals at the February 15, 2016 meeting of the EPC.

Undergraduate Programs

Minor in Mathematics – Require completion of two courses, MATH 241, Calculus III (4 hours) and one 400-level Math course from the options listed for the minor (3-4 hours) prior to acceptance into the minor. Both of these courses count as part of the minor's 19 hours; there is no change to the courses required to complete the minor nor to the overall hours required for the minor. The change is intended to enable students to experience more advanced Mathematics courses before they actually declare their intent to pursue the minor and to help Math advisors gauge a students' level of preparation for the minor at time of declaration.

Minor in Speech and Hearing Science – In the list of Speech and Hearing Science courses from which students are to choose a total of 8-9 hours, *remove* SHS 171, Evolution of Human Communication (3 hours); 410, Stuttering: Theory & Practice (3 hours); 450, Introduction to Audiology & Hearing Disorders (4 hours); and 470, Neural Bases of Speech and Language (4 hours); *add* SHS 150, Hearing Processes and Disorders (3 hours); SHS 280, Communication Neuroscience (3 hours); SHS 380, Communicative Competence and Disorders (3 hours). The revisions were necessary due to a revision of the curriculum for the major and the associated changes to the courses of instruction and do not alter the overall required hours for the minor.

Graduate Programs

All Ph.D. programs in the College of Education (Educational Psychology; Education Policy, Organization and Leadership; Curriculum and Instruction; Special Education) – Revise the "Research Specialization" requirement for Ph.D. programs in the College of Education. The new "Research Requirement" is that Ph.D. students take a minimum of 16 to 20 hours of research methods courses chosen from course lists published in the College of Education's Graduate Student Handbook. To maintain the total hours required at 64, the thesis research hour maximum is reduced accordingly such that a maximum of 20 hours can be applied toward the degree.

> In response to questions that arose from presentation of this item at the Jan. 25, 2016 EPC meeting, the College of Education has elaborated as follows:
> *Question: Is nearly an entire year spent on research methods?* Response: In each of the courses for the Research Requirement, there are embedded projects that require students DO research in addition to learning ABOUT methodology. We are also counting only 20 hours of thesis credit to encourage students to complete their dissertations in a timely way; counting only 20 hours is a time-to-degree issue. They can take more thesis hours, but only 20 will count.
>
> *Question: Which requirements actually overlap (research/elective/thesis)?* Response: We have taken out the "elective hours" since that was confusing. Research coursework is part of the

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

EP.16.63 Report of Administrative Approvals at the February 29, 2016 meeting of the EPC.

Undergraduate Programs

BA in Dance –Expand the options for courses from which students may choose to fulfill the Technique/Practice Category. Eighteen total hours are required in this category, with 8 of these specifically prescribed courses, and the remaining 10 hours selected from a list of appropriate courses. The change would be to add DANC 210, Int Jazz Technique (1 hour); DANC 211, Int Hip Hop Technique (1 hour); DANC 215, Int Tap Dance Technique (1 hour); DANC 410, Advanced Jazz Technique (1 hour); and DANC 411, Adv Hip Hop Technique (1 hour) to that list of appropriate courses from which students may choose. This change does not alter the total hours required for the degree.

Minor in Social Work—Revise the current "Choose Two" list from which students are required to take 6 hours to remove SOCW 427, Social Work Research Methods (3 hours). This means that students will be required to take the two remaining courses on that current list, SOCW 410, Social Welfare Pol and Svcs (3 hours) and SOCW 451, HBSE I: Human Development (3 hours). To the second "Choose Two" list from which students are also required to take a total of 6 hours, expand the options from which students may choose to include SOCW 310, UG Research Assistance (0-3 hours); SOCW 475, Undergrad Research Abroad (1-4 hours); and SOCW 480, UG Research Project (0-3 hours). Neither of these changes alter the total hours required for the minor.

required coursework of 32 hours, which is clarified now in the listing of how this will appear in the Academic Catalog:

Current requirement:
Competence in one of four research specialization areas. These courses are required, but hours do not count toward the degree. (The number of hours needed varies, but typically 16-20 hours are needed to complete this requirement.)

Elective Hours:	60
Minimum Hours Required in Education:	32
General Coursework Required:	28
Research/Project/Independent Study Hours (min/max applied toward degree):	0-12
Thesis Research (min/max applied toward degree):	4-32
Total Hours:	64

Revised requirement:
Completion of at least 64 hours beyond the master's degree including:

Major Subject Coursework (minimum)	32
Thesis Research (min/max applied toward degree)	4-20
Independent Study (min/max applied toward degree)	0-12
Research Coursework	16-20
Total Hours:	64

EQ.16.02 45
March 7, 2016

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

EQ.16.02   Report on the Spring 2015 Diversity Climate Survey

Committee on Equal Opportunity and Inclusion
2014-15 Chair, Prof. Harry Hilton
2015-16 Chair, Prof. Kathryn Oberdeck
Faculty Members:
Eurydice Bauer (2014-16)
Leslie Morrow (2014-16)
Kathryn Oberdeck (2014-15)
JJ Pionke (2015-16)
Rolando Romero (2015-16)
Terri Weissman (2014-16)
Student Members:
Joseph J Moseley III (2014-2015)
Stephanie Skora (2014-2015)
Danielle Mallett (2015-2016)
Trymore Magomana (2015-2016)

Senate Committee on Equal Opportunity and Inclusion
Report on Spring 2015 Campus Diversity Climate Survey

Executive Summary

In late Spring 2015, the Senate Committee on Equal Opportunity and Inclusion surveyed University of Illinois faculty concerning their perspectives on campus diversity climate. As explained in the email distributing the survey:

"The Senate Committee on Equal Opportunity and Inclusion (EQ Committee) is charged to 'develop and support programs and guidelines promoting equitable and welcoming campus environment for members of any underrepresented, historically disadvantaged, or marginalized groups.'"

"In fulfillment of this charge, the EQ Committee is circulating this survey to faculty regarding their observations of campus diversity climate over the last year. We are interested in diversity climate affecting those groups institutionally defined as historically underrepresented…. As well as the general commitment affirmed in our Diversity Values Statement to a 'pluralistic learning and research environment' n which 'we respect the varied perspectives and lived experiences of a diverse community and global workforce.' Given the importance of recruitment and retention of faculty to these objectives, we seek faculty perspectives on relations between campus climate and faculty retention over the last year. We also ask about campus effectiveness in maintain a community welcoming to faculty and students with various backgrounds as well as varied perspectives on issues of diversity. Additionally, we are examining faculty observations about shared governance structures supporting these goals."

The survey was not conducted until the end of the semester, at which time it garnered a limited response. Formulated at a time of intense controversy, moreover, the survey was complex and in parts difficult for respondents to grasp.

The current EQ committee has reviewed the survey and its results. This summary offers highlights that the committee feels address issues of diversity that currently occupy center stage in current University initiatives, agendas, and discussions.

1. Regarding their confidence in expressing opinions about diversity on campus, 28% of those responding reported themselves completely or very confident, while 17% were slightly confident and 36% not at all confident. 46% expressed declining confidence over the last year, 6% increasing confidence, and 48% no change. Those expressing less confidence overall were more likely to also report a decrease in confidence. This sense of vulnerability with regard to open discussions of diversity issues represents an important challenge for the campus to focus on.

2. Faculty responding reported perceiving that underrepresented faculty received decreasing respect from colleagues and students than in the recent past, another diversity challenge to address.

3. While only about 40% of respondents reported an awareness of underrepresented faculty seeking employment elsewhere, 72% of those believed more of their underrepresented colleagues were seeking outside employment than in previous years.

4. Regarding retention, 57% of respondents indicated they themselves were seeking outside employment. They were asked to indicate the most important factors motivating these efforts by choosing from up to five pre-worded answers and/or adding additional reasons in their own words. Individual answers revealed issues related to salary, family, and professional satisfaction were the most frequently mentioned, but derogatory comments from colleagues and a sense of not belonging were next. Analysis of the combination of factors listed by individuals reveals 43% combined personal, professional and diversity climate issues, another 43% focused on either personal, professional, or a combination of the two, while 12% were motivated primarily by issues of diversity climate.

5. Regarding the role and effectiveness of shared governance in addressing diversity issues, respondents expressed high awareness of how shared governance could enhance diversity, though relatively low rates of participation in shared governance structures of this kind. Faculty also expressed a relatively high confidence that shared governance structures enhanced various campus diversity goals. These results represent strengths on which to build. However, asked to elaborate the most effective ways that shared governance structures enhanced or hindered diversity, 41% of those responding these structures as hindering or negatively impacting diversity through ineffectiveness, administrative disregard, or lack of campus commitment to diversity. In contrast, 30% described them as enhancing or positively impacting diversity by encouraging dialogue and discussion among different parts of campus and articulating shared goals. Other respondents offered mixed responses, suggestions for improvement or doubts about diversity goals themselves. These contributions provide useful departures for understanding the distinctive perspectives animating our current discussions.

6. Responding faculty were relatively balanced in perspectives as to whether the promotion of "civility" as a norm of discourse improved or obstructed discussions of diversity in department meetings and classrooms. This balance tilted toward seeing the promotion of "civility" as hindering effective discussions of diversity in college-level meetings and the Senate. In these venues it appeared a slight majority looked for vigorous and robust discussions.

A complete report of our analysis of the survey results follows. Graphic representations of frequencies of responses are rendered for each question along with commentary and refinements of the WebTool summary results, which are included as an appendix to the report.

Senate Committee on Equal Opportunity and Inclusion
Report on Spring 2015 Campus Diversity Climate Survey

In May 2015, the Senate Committee on Equal Opportunity and Inclusion (EQ Committee) conducted a survey of faculty in order to get a grassroots sense of how recent employment controversies had affected the campus climate for underrepresented faculty and students, as faculty perceived them. For a variety of reasons involving legal limitations on discussion of the controversies inspiring the survey and differences of opinion between EQ Committee and Senate Executive Committee members about the most effective structure of the survey, the survey was not conducted until the end of the semester and garnered a limited response. The current EQ committee has reviewed the survey and results and offers this report, along with the report generated by the Web Tools providing the numeric results of the survey. Recognizing the limits of the sample as well as the survey tool itself, we offer our analysis of the results with the following general observations:

A. The survey netted 400 responses, approximately 15% of the tenured and specialized faculty invited to respond. Though not a response that would pass muster in a refereed social science journal, this was also not unusually small for an e-mail survey of its type. Among faculty who answered a question concerning ethnic identity, 19% reported identifying with a historically underrepresented group, while 11% of respondents did not indicate any specific ethnic identity. The gender break down was 55% male, 43% female, and 2% alternative gender identity.

B. Formulated at a time of deep campus controversy, a sense of urgency about the consequences of that controversy, and Senate divisions related to the controversy, the survey turned out to be complex and therefore difficult for some respondents to grasp. The WebTools used, which was dictated by committee understandings of budgetary issues, also turned out to impose limitations on its clarity. As requested by some members of the SEC, members of EQ sought guidance from the ATLAS Survey Research Support consultants to revise and construct the survey to be as open as possible to diverse views.

C. Taking the contingencies addressed above into account, the survey provides a snapshot of an important historical moment in campus relations. Moreover, it does so by capturing the perspective of everyday experiences of rank and file faculty willing to take the survey at a busy time. These experiences were what the committee had set out to survey, having observed that efforts to engage faculty about ongoing controversies tended to focus on specific groups of prominent professors. Particularly as issues of diversity and the experiences of underrepresented students and faculty continue to occupy center stage in University discussion, this snapshot deserves attention, inquiry, and discussion regarding some of the challenges and perspectives it reveals.

D. Quantitative data reported through the WebTools report were revealing but also rather misleading because the WebTools survey tool reports quantitative results for each question in terms of percentages of everyone who responded to the survey as a whole. The ATLAS survey consultant with whom we worked recommended using "skip logic" questions that asked about respondents' awareness of certain trends before surveying their views on those trends, and then

skipped individuals who indicated lack of awareness of some trends past questions that asked for perspectives on those trends. Because the sample size for these questions was smaller than the total N of 400 that the WebTools sample used to compute percentages, some of the percentages reported by WebTools are misleading. More accurate calculations are provided in the graphic and written results for each question provided in the report. The report on quantitatively analyzable answers that was produced by the WebTools survey tool follows our graphic representations as an appendix.

E. In addition to the check-box answers that the WebTools results and EQ committee quantitatively analyzed, there were several opportunities for respondents to write comments on or additions to the response options provided in the survey. These generated some of the most useful and most delicate, information that the survey revealed regarding the perspectives of respondents on the character of academic freedom and shared governance as they related to issues of diversity in the context of University controversies last year. Some of what was revealed in these responses highlighted the sense of vulnerability among faculty while at the same time illuminating their concerns. In order to guard anonymity as completely as possible, EQ committee has produced graphic representations of the main concerns revealed in these questions in order to convey their content, and where appropriate has included elaborations to of the variety of perspectives included in the categories we used to analyze these comments.

QUESTIONS, GRAPHIC DISPLAY OF RESPONSES, AND COMMENTARY

Q1: What is your University role?
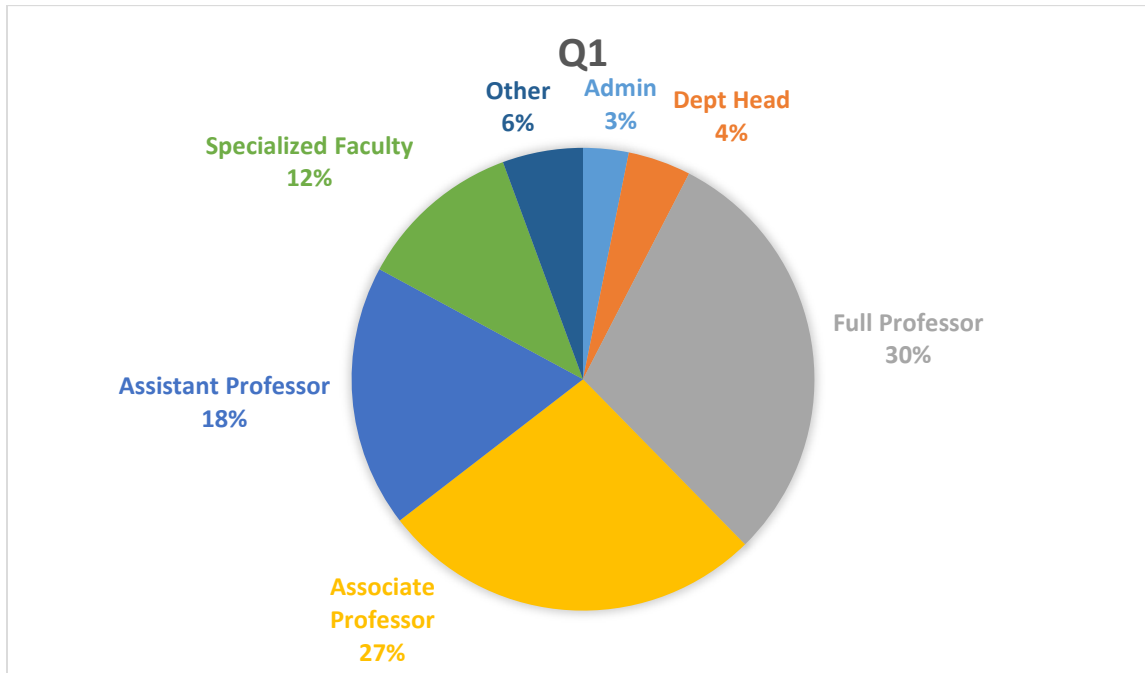
Q2: Are you aware of underrepresented faculty in your unit seeking alternative employment opportunities outside the University in the last academic year?
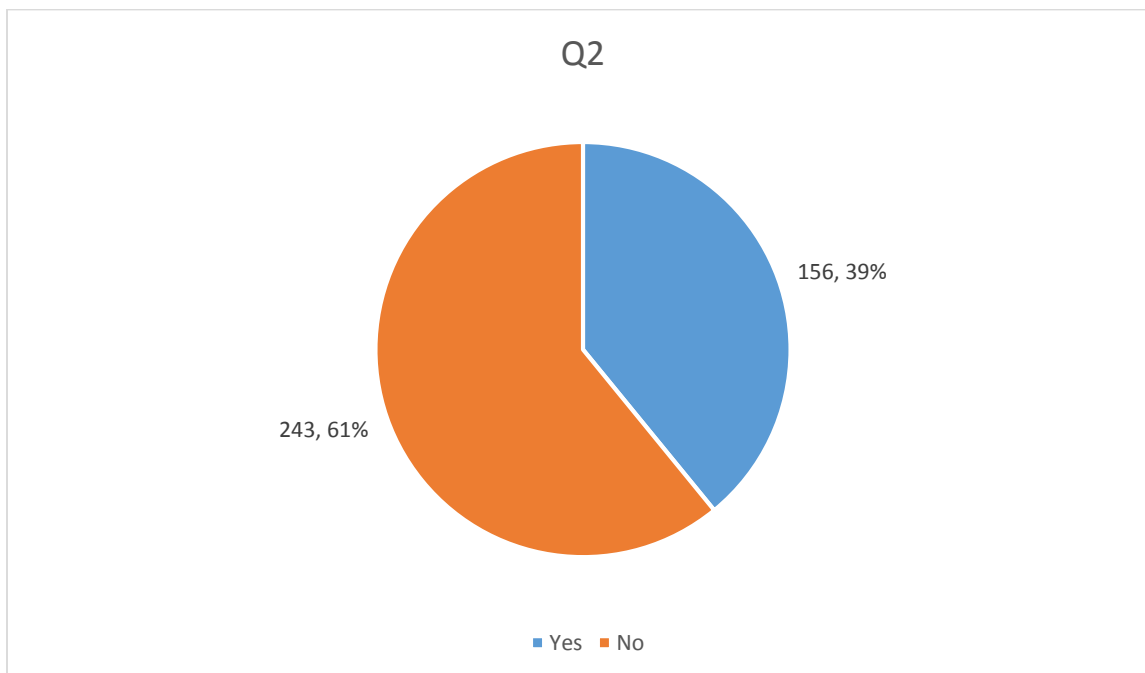
Q3: Compared to previous years, how many underrepresented faculty members in your department appear to be seeking employment offers outside the University?
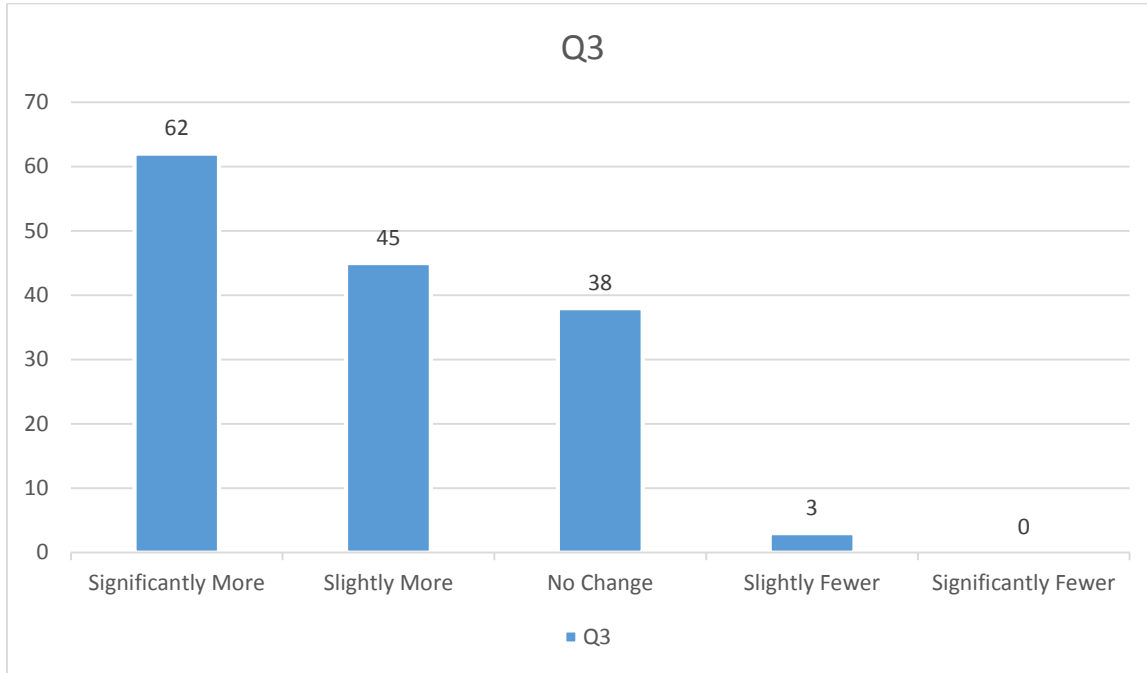
Percentages reported in the WebTools results were based on total surveys (400), but only 148 answered this question. Based on this response (e.g. of those who actually perceived changes) the percentages are as follows, showing 72% of those who answered perceived significantly or slightly more faculty in their unit seeking outside employment than in previous years:

Significantly more: 42%
Slightly More 30%
No Change from Previous Years 26%
Significantly fewer 2%

Q4: Have you considered seeking or accepting a position at another institution?
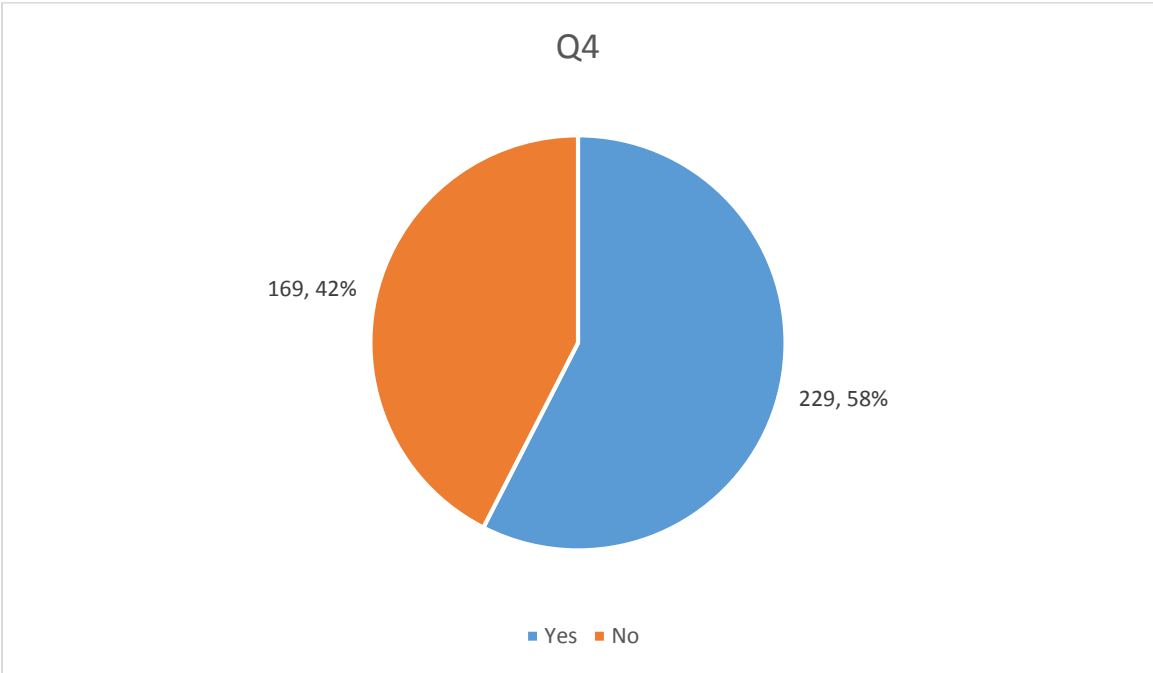
Q5: Please indicate the most important factors motivating you to seek a position at another institution. You may include up to 5.
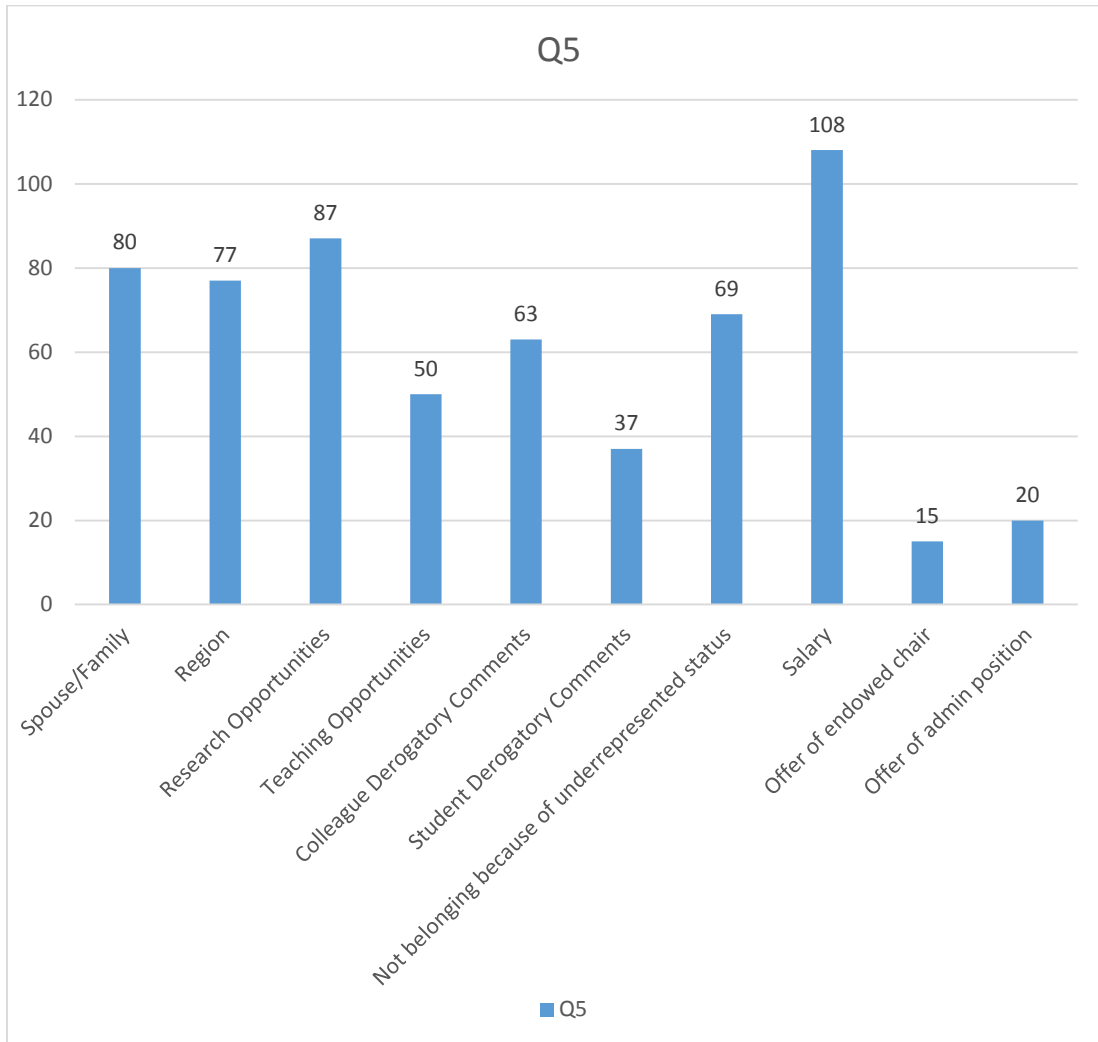
These frequencies represent the number of times each item was checked. Again, the percentages provided in Web Tools are misleading as they used the N of 400 to calculate percent, whereas the actual number of checked responses for all respondents was 230 (one respondent left Question 4 blank and then provided answers in Questions 5 and 6). The total number of responses is 606 and appropriate percentages for each response are:

      Spousal/family considerations 13%
      Region 12%
      Research Opportunities 14%
      Teaching Opportunities 8%
      Colleagues' derogatory comments related to diversity 10%
      Students' derogatory comments related to diversity 6%
      Sense of not belonging because of underrepresented Status 11%
      Salary 18%
      Offer of endowed chair 2%
      Offer of Administrative position 3%

Q6: If you have other important reasons for considering positions off campus not mentioned above, please briefly describe:
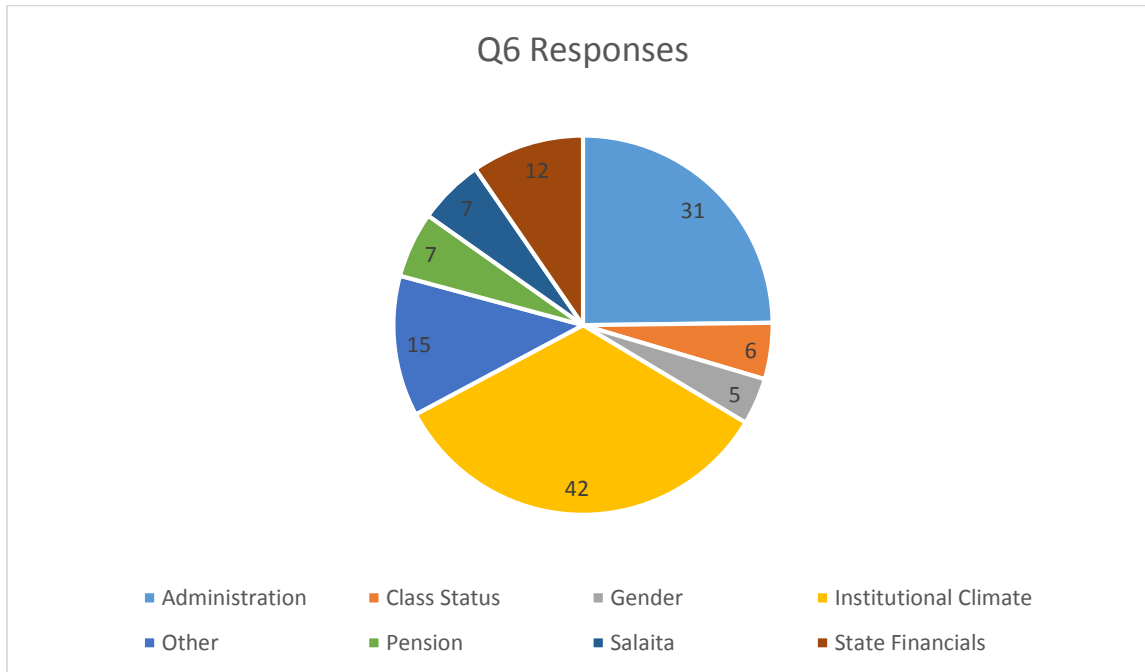
Q6 Responses

There were 110 responses to Q6. Most responses fell under a single category but some mentioned multiple issues and so fell under more than one category in the pie chart above. Of interest is that 6 responses directly mentioned "academic freedom" and 18 responses mentioned Salaita by name. Salaita was mentioned as the sole reason in only 7 responses as indicated in the pie chart, the remaining 11 responses typically used his name for criticism of administration, for instance the Salaita decision as it relates to faculty governance, or transparency, or institutional climate, or poor administrative decision making. No comments were positive.

Each category above was made up of responses that were similar in spirit if not outright verbiage. For instance, "Administration" was comprised of a wide array of responses that revolved around similar themes with regards to administration and/or campus leadership. These responses ranged from statements about administration being disrespectful of faculty and diversity to a lack of transparency to not being supportive of faculty and diversity to being indifferent and uncaring towards multiple issues including structural and systemic racism. Lack of support and no respect were the single two largest subcategories within the "Administration" category as a whole. In another example, the category "Institutional Climate" was a bit more structured in that the bulk of the respondents used the terms climate and hostile together, sometimes breaking that down further to delineate hostile colleges, departments, deans, and colleagues. Other indicators for "Institutional Climate" category included faculty caste system, poor morale, willful institutional blindness, unequal opportunities, discrimination, undervalued and undercompensated.

Q 5 and 6 combined as these questions were related

Combined Responses to Q 5 and Q6
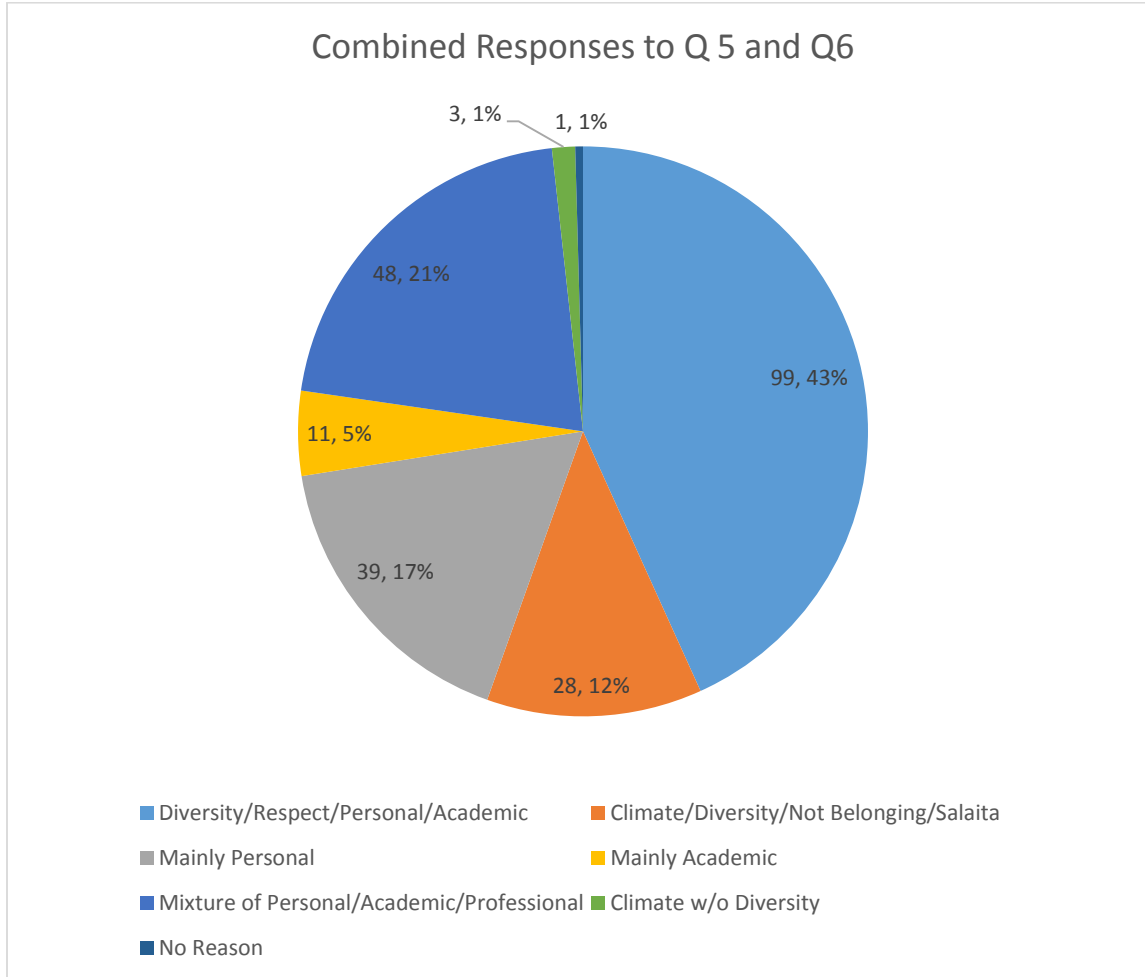
This graph depicts the range of types of combined factors identified by each respondent who answered Q5 and Q6. Choices in Q5 were grouped into "diversity climate," "personal" and "professional" categories and Question 6 comments were similarly coded in order to ascertain the number of respondents for whom diversity climate reasons for seeking other employment were predominant, those for which such issues were mixed with personal and professional concerns, and those for whom personal and/or professional reasons were paramount. A separate category was made for respondents who indicated that "climate" not having to do with diversity was a factor in motivating their efforts to find alternate employment (one of whom also mentioned personal and professional issues). This analysis indicates that personal issues were included in the highest number of total responses to the two questions (186, or 81%), academic the next highest (158, 71%), and diversity issues the third highest (127) which still accounted for over half (55%) of those responding. Climate issues not dealing with diversity (but instead such issues as "angry colleagues" or "uncivil, dogmatic personalities," combined with other issues or not, accounted for 3, or 1% of responses.

Q7: In the past year, have you observed changes in the level of respect shown to underrepresented faculty by faculty colleagues?

Q7

111, 28%

288, 72%

■ Yes ■ No

11
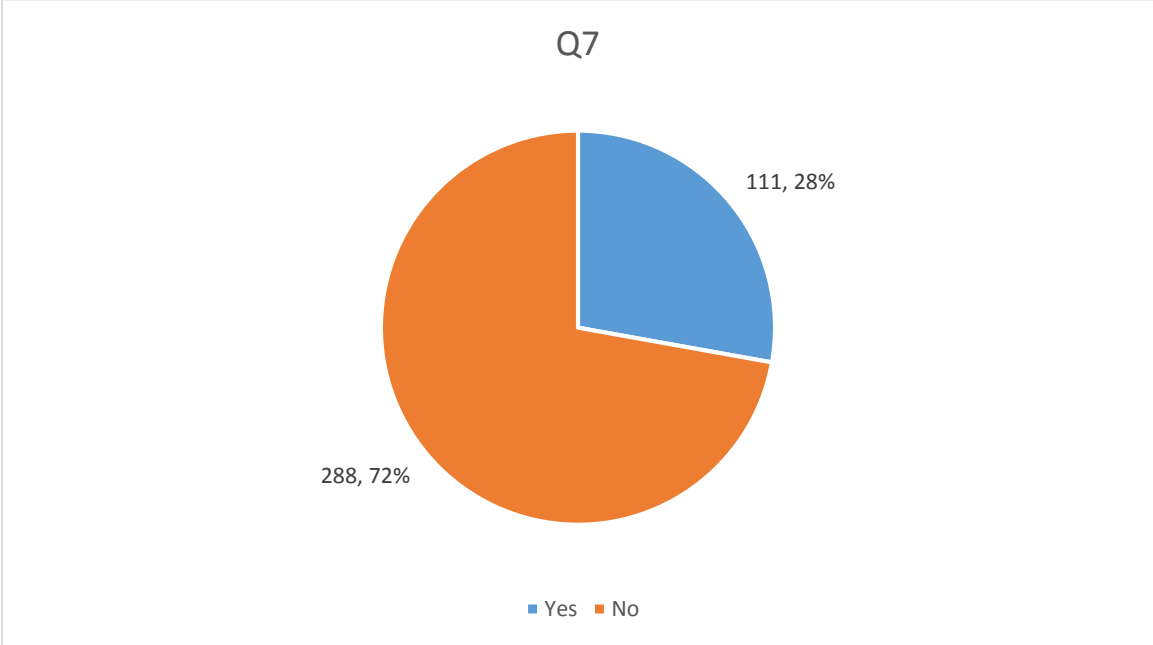
Q8: In the past year, how much change have you observed in the level of respect shown to underrepresented faculty by faculty colleagues? [Qs 8 and 9 were asked only of those who answered "yes" to Q7.]
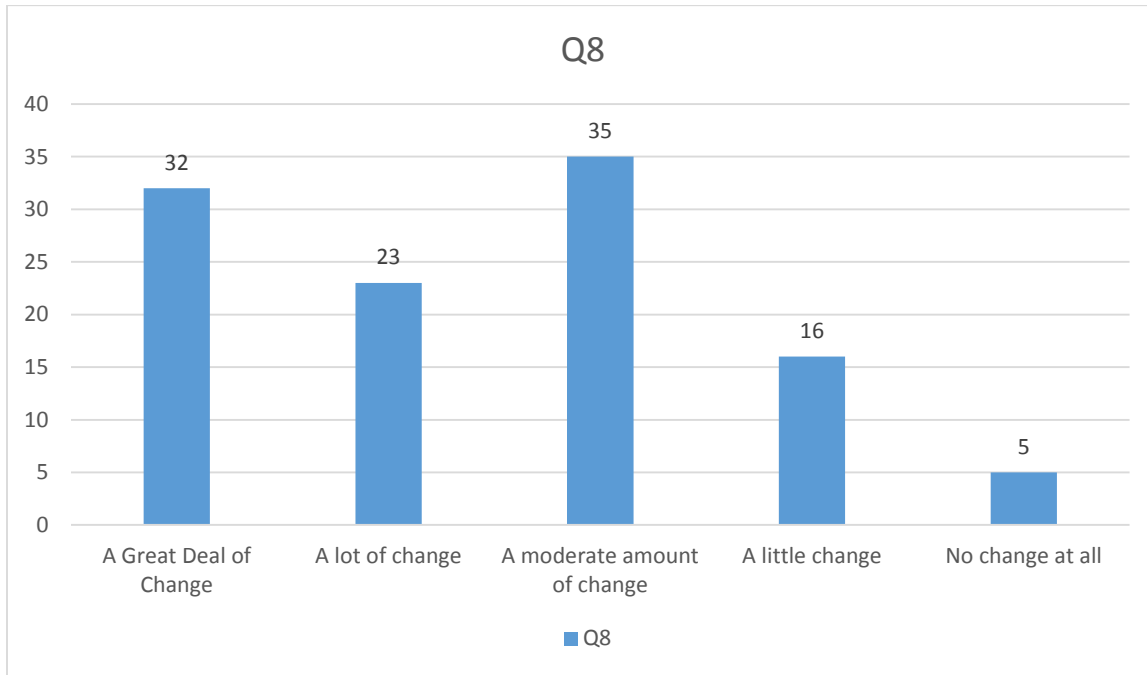
Again the total responses for this question are those who answered Yes on Question 7, not the full 400 counted by WebTools. Only 111, or 28% of survey respondents reported observing changes in the level of respect shown to underrepresented faculty by colleagues, so only they were asked for further details about these changes. Using the total of 111, their responses regarding the degree of change would be as follows:

A Great Deal of Change 29%
A Lot of Change 21 %
A Moderate Amount of Change 32%
A Little Change 14%
No change 5%

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Q9: Have you perceived more or less respect shown to underrepresented faculty by colleagues?
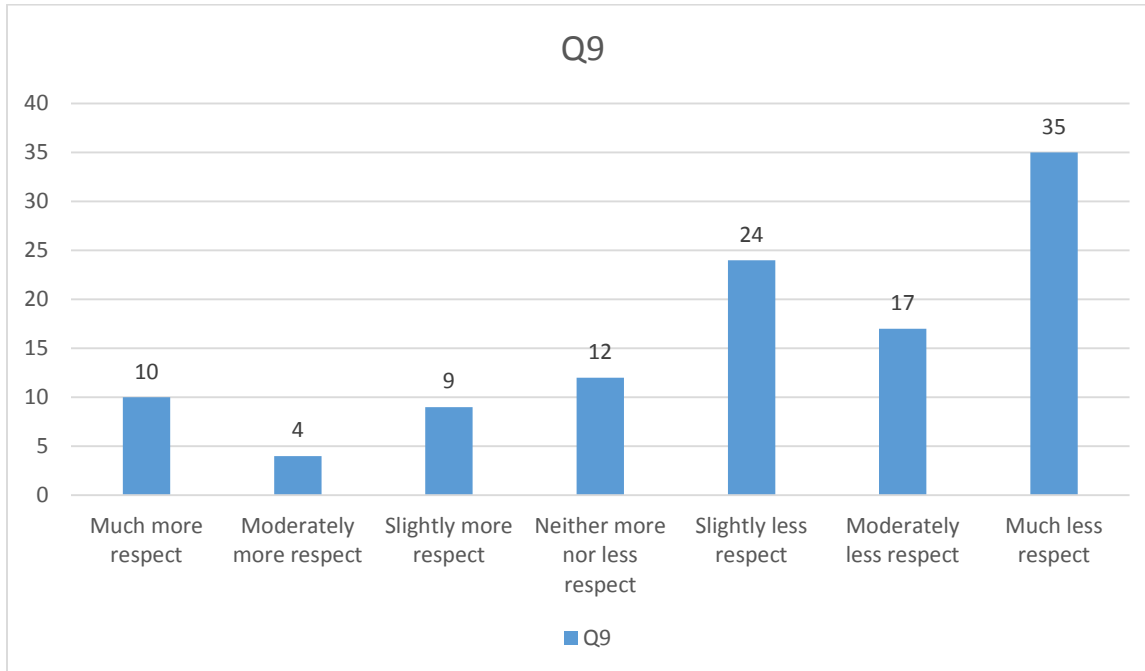
Of those who perceived a change in respect, the following percentages saw the changes trending toward more or less respect for underrepresented faculty, with 19% of those responding seeing more respect to various degrees, and 69% seeing less.

    Much More 9%
    Moderately more 3%
    Slightly more 8%
    Neither more nor less 11%
    Slightly less 22%
    Moderately less 15%
    Much less 32%

Q10: In the past year, have you observed changes in the level of respect shown toward underrepresented faculty colleagues by undergraduate students?

Q10

61, 15%

334, 85%

■ Yes ■ No
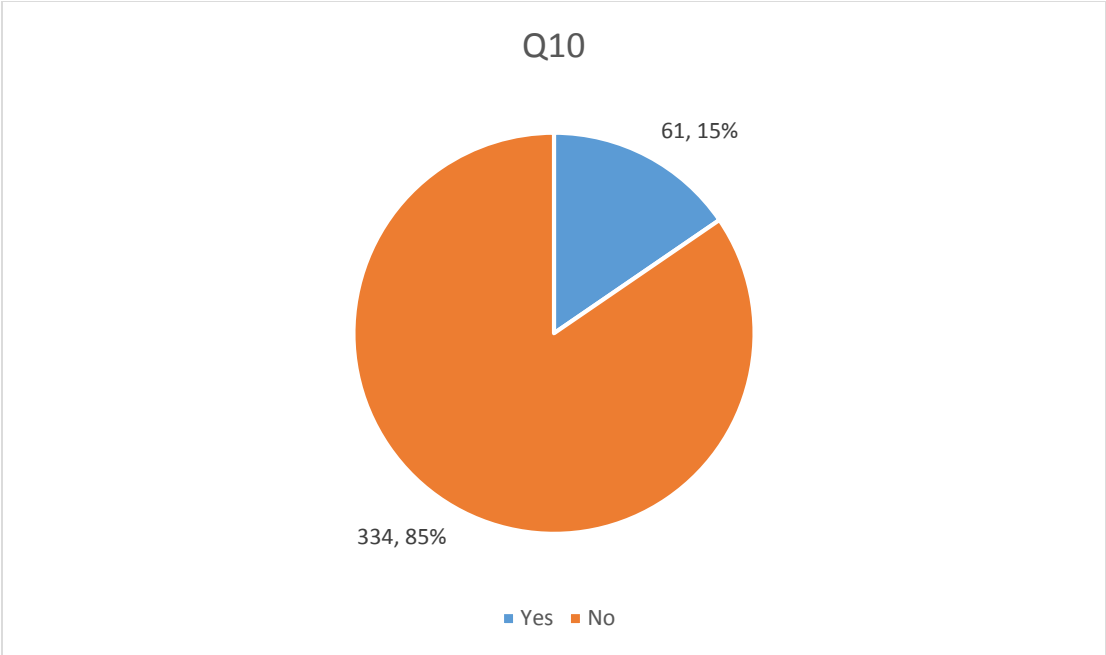
Few respondents—61, or 15%--answered that they had perceived change in the amount of respect shown by students to underrepresented faculty.

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Q11: In the past year, how much change in the level of respect show to underrepresented faculty by undergraduate students have you observed? [Qs 11 and 12 were asked only of those who answered "yes" to Q10.]
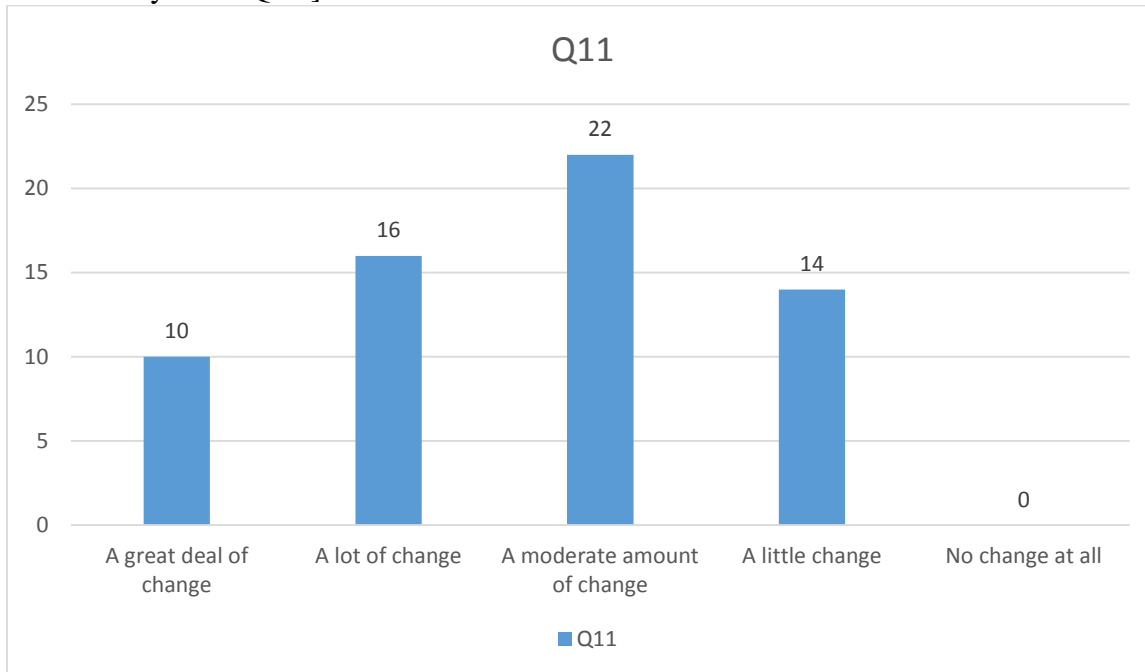
A greater number of those who had perceived change perceived a moderate to a great deal of change than the WebTools reported percentages for Question 11 imply: 16% of those responding to the question saw a great deal of change, 25% saw a lot, and 35% saw a moderate amount. As Q12 revels, most of those perceiving change saw students showing less respect to underrepresented faculty than in previous years.

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Q12: Have you perceived that undergraduate students are showing more or less respect to underrepresented faculty this year as compared to previous years?

Q12

	Much more respect	Moderately more respect	Slightly more respect	Neither less nor more respect	Slightly less respect	Moderately less respect	Much less respect
Q12	3	1	7	4	16	16	15

Q13: In the last year, how often have you perceived that underrepresented undergraduate students are experiencing academic stress?

Q13

	All the time	Often	Sometimes	Rarely	Never
Q13	33	104	157	44	53
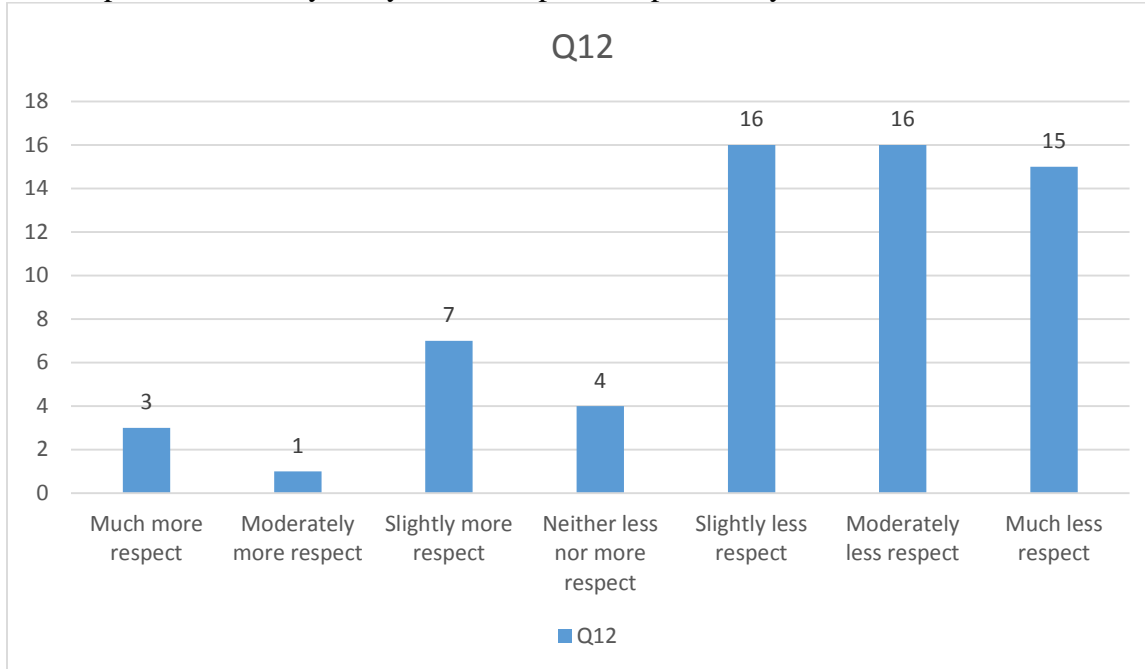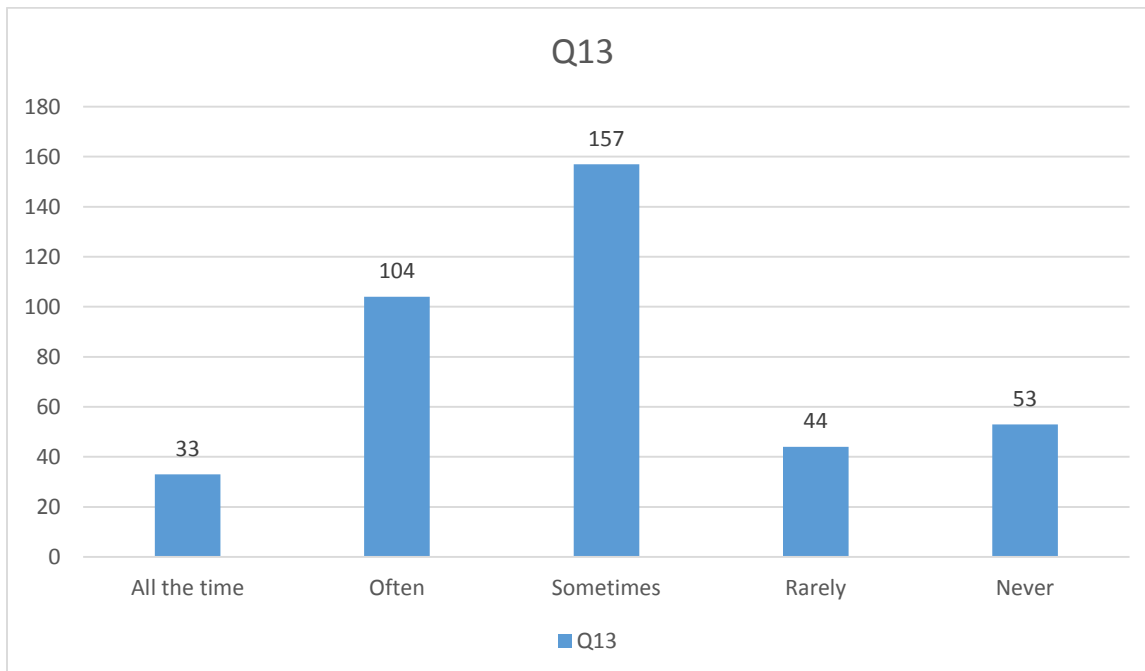
The percentages reported for these counts are slightly low in the WebTools report, as the total respondents for this question was 391, not 400. But the general trend is the same—33% or 1/3 saw underrepresented students experiencing stress often or all the time and another 40% perceived underrepresented students experiencing academic stress sometimes.

Q14: In your opinion, how much has academic stress experienced by underrepresented undergraduate students changed over the last year?
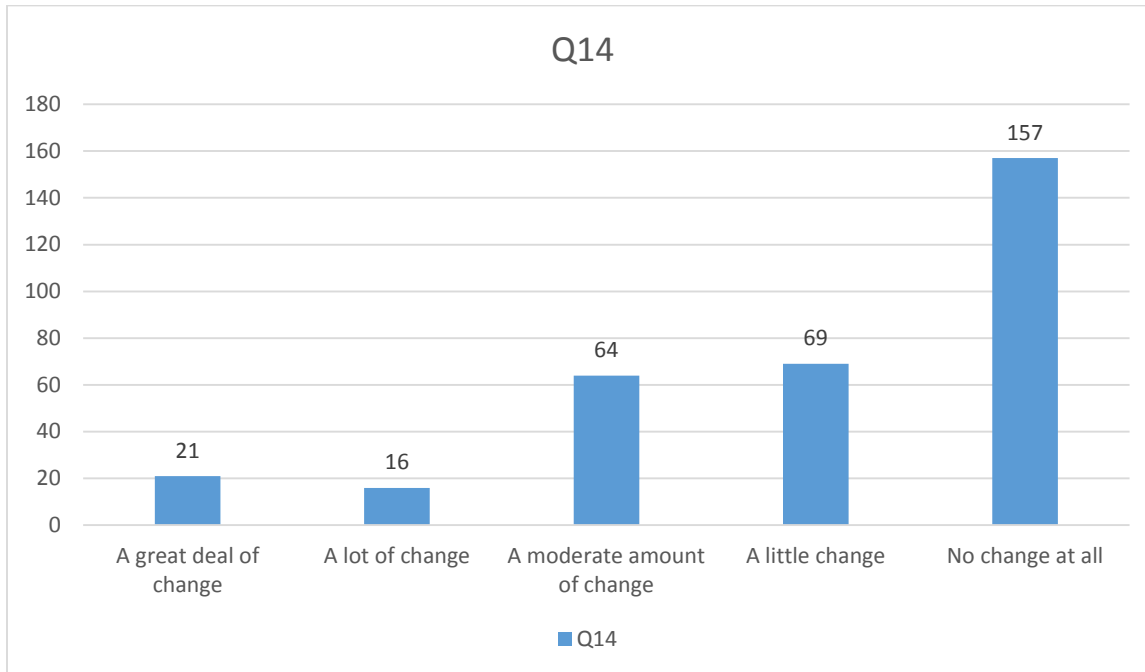
As one anonymous respondent pointed out, these results regarding changes in the amount of stress faculty perceived among underrepresented students are limited and scope and very possibly do not give a full picture of the stress experienced among underrepresented students. Because Qs 14 and 15 asked about change in levels of stress and not objective level of stress, they do not capture whether underrepresented students were already experiencing a high level of stress. The committee appreciated this feedback. We had asked about changes because we were interested in the impact of controversies over diversity, free speech and shared governance current at the time of the survey. As the anonymous respondent indicated, however, the results should be interpreted in terms of the narrow frame of the question, and thus understood potentially to under-record overall levels of stress among underrepresented students over time, which was not what the question was seeking to measure. Responses to Q15 suggest that for those who faculty perceived change in the degree of stress among underrepresented students, it was in the direction of more stress, but that more respondents saw no change.

Q15: In your opinion, have underrepresented undergraduate students experienced more or less academic stress in the last year?
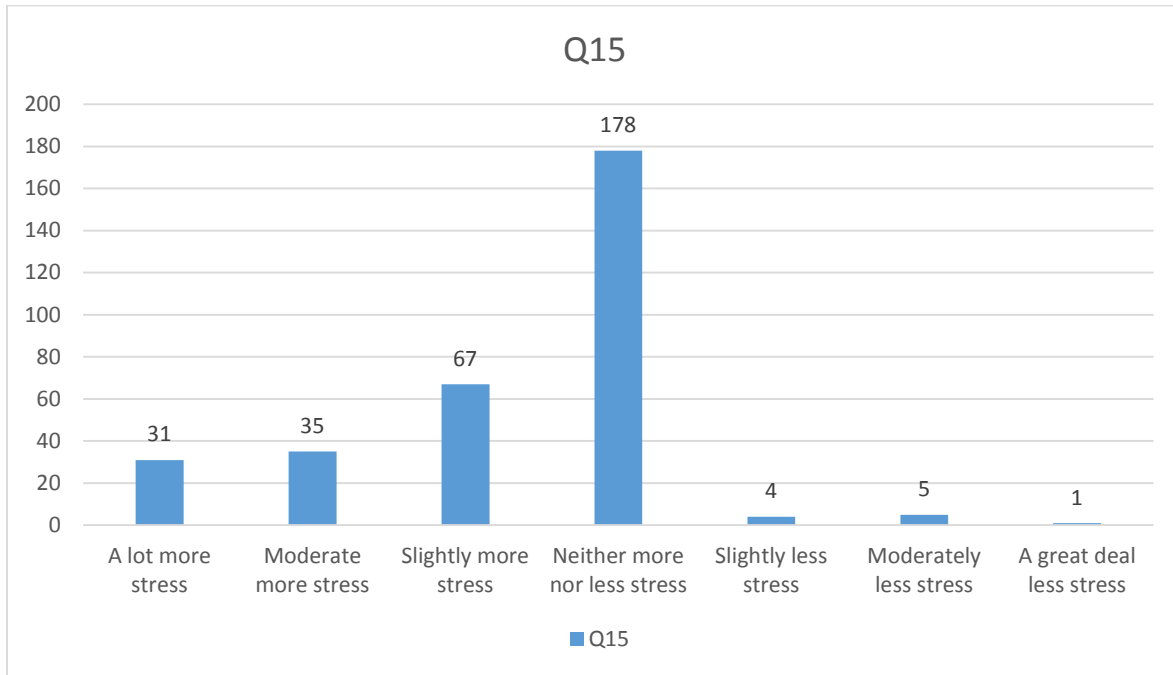
For 41% of the 321 respondents to this question, there was an increased amount of stress perceived among underrepresented students. 55% saw no change, and 31% saw less stress. The high proportion of respondents to Q 14 and Q 15 answering that they see little change and neither more nor less stress suggests that stress is not increasing in the view of half the people who responded. But, as the respondent who suggested the limits to this question implied, it could also mean that underrepresented students were previously under considerable stress and remained so last year, since the survey did not register a baseline of overall stress.

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Q16: As a faculty member, how confident are you in your freedom to express potentially controversial perspectives on issues of diversity?

Q16

Completely confident: 58
Very confident: 50
Moderately confident: 77
Slightly confident: 69
Not at all confident: 143

Q17: Has your level of confidence in your academic freedom to express controversial positions on diversity issues changed in the last year?

Q17

A great deal of change: 95
A lot of change: 44
A moderate amount of change: 50
A slight amount of change: 23
No change: 185
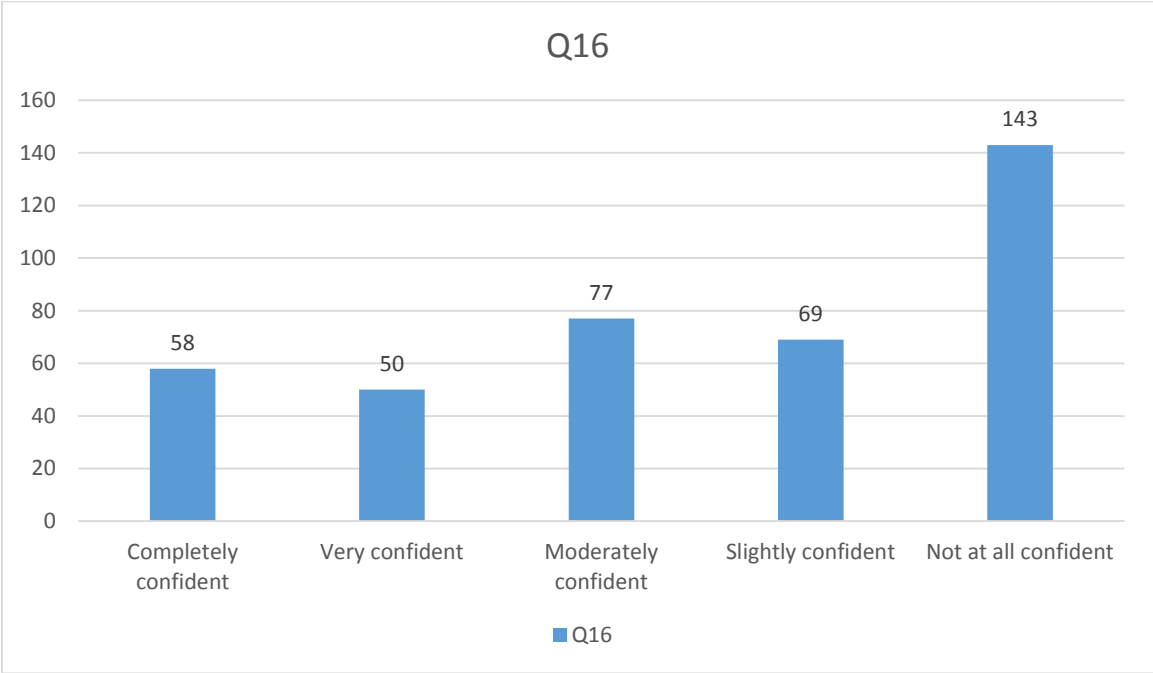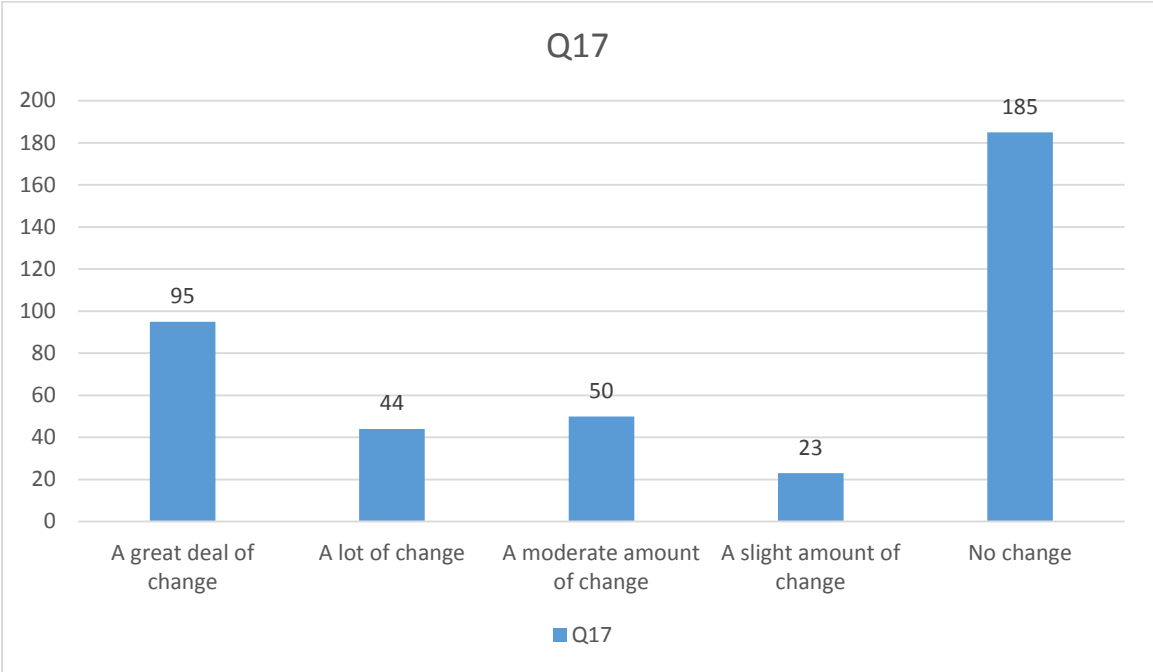
Q18: Have you experienced more or less confidence in your freedom to express controversial perspectives on issues of diversity?
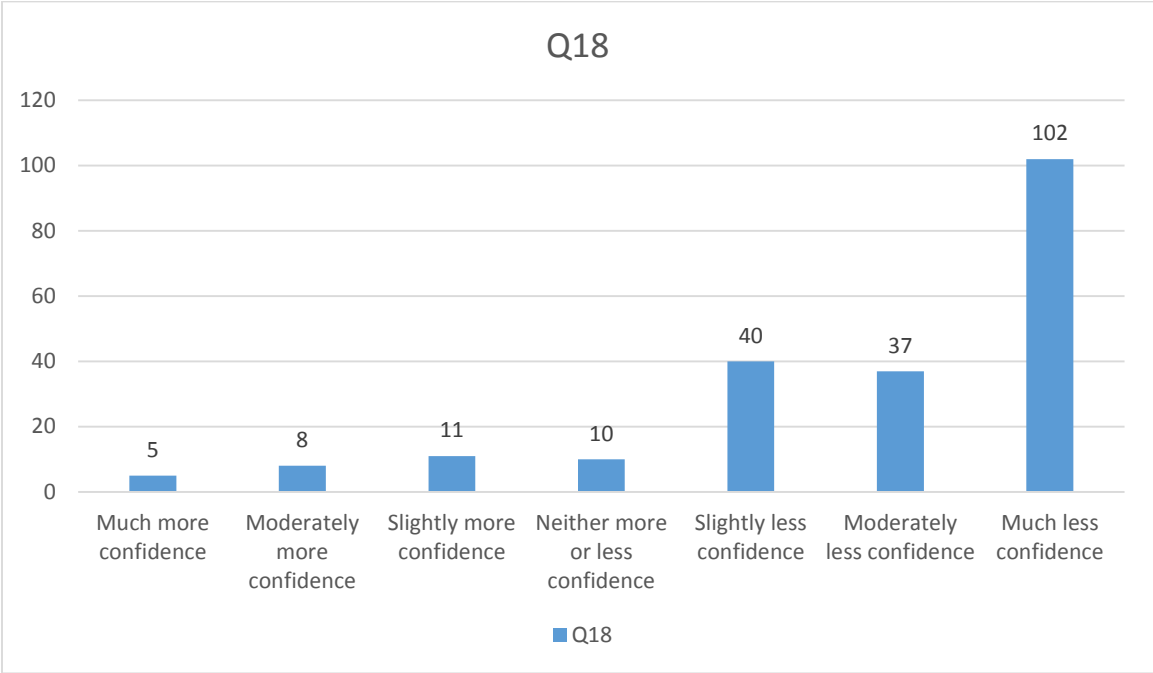
Note: Qs 16-18 surveyed respondents' confidence in expressing potentially controversial views on diversity, and self-reported changes in this confidence over the last year. 28% of respondents reported themselves completely or very confident, and over half of these had experienced no change in their confidence about expressing controversial views during the last year, while only 7% had experienced a great deal or a lot of change. At the other end of the scale, 36% of respondents reported being not at all confident about expressing controversial views regarding diversity, among whom 23% reported experiencing no change and about 50% a great deal of change. Among those who had experienced change, those more confident in expressing controversial views were more likely to indicate that their confidence had increased, while those less confidence were more likely to report that their confidence had decreased. These trends indicated a sense of vulnerability regarding the expression of potentially controversial views about diversity among at least a third of respondents, and a growing concern among those who felt the most vulnerability.

Q19: What factors do you experience as accounting for changes in your confidence in academic freedom to express controversial views on diversity?
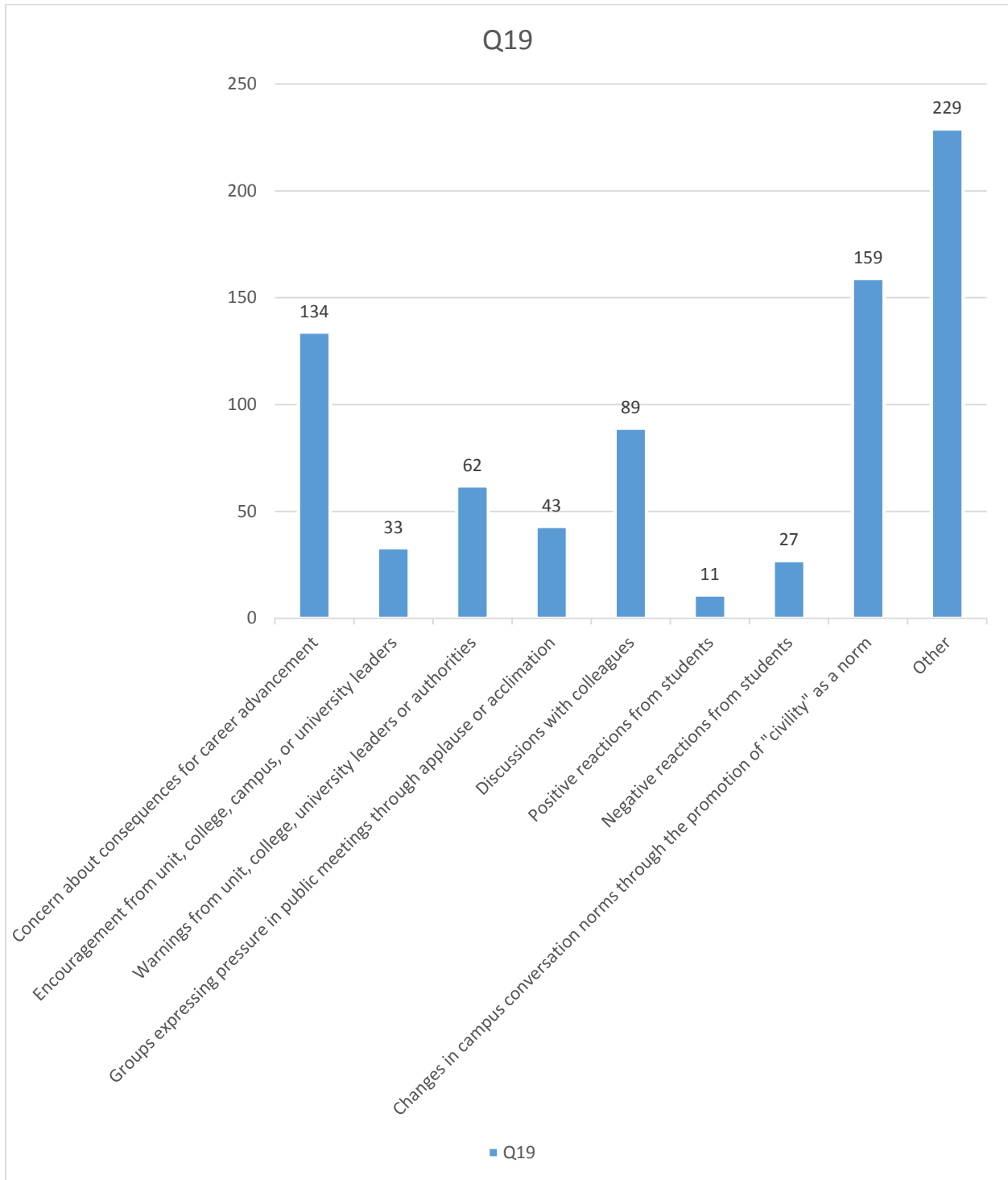
211 respondents answered this question, each checking as many answers as they considered appropriate. WebTools misrepresented the number of respondents who provided "other" responses, registering a mysterious total of 229 though only 41 provided "other" reasons in the provided comment box.

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Q19 This question invited respondents to use a comment box to add "other factors not listed" that accounted for changes in their level of confidence in academic freedom with respect to diversity. The WebTools results reports "229" "other" responses though only 41 respondents actually entered text in the "other" comment box. Their comments have been categorized and represented in the pie chart below. For respondents who commented, the unhiring of Steven Salaita figured prominently.

"Other" From Q19

- Hostile Climate of Discussion
- Concerns about Discussion of Diversity on Campus
- Salaita - treatment and free speech
- Adminstrative disregard for freedom of expression
- Miscellaneous
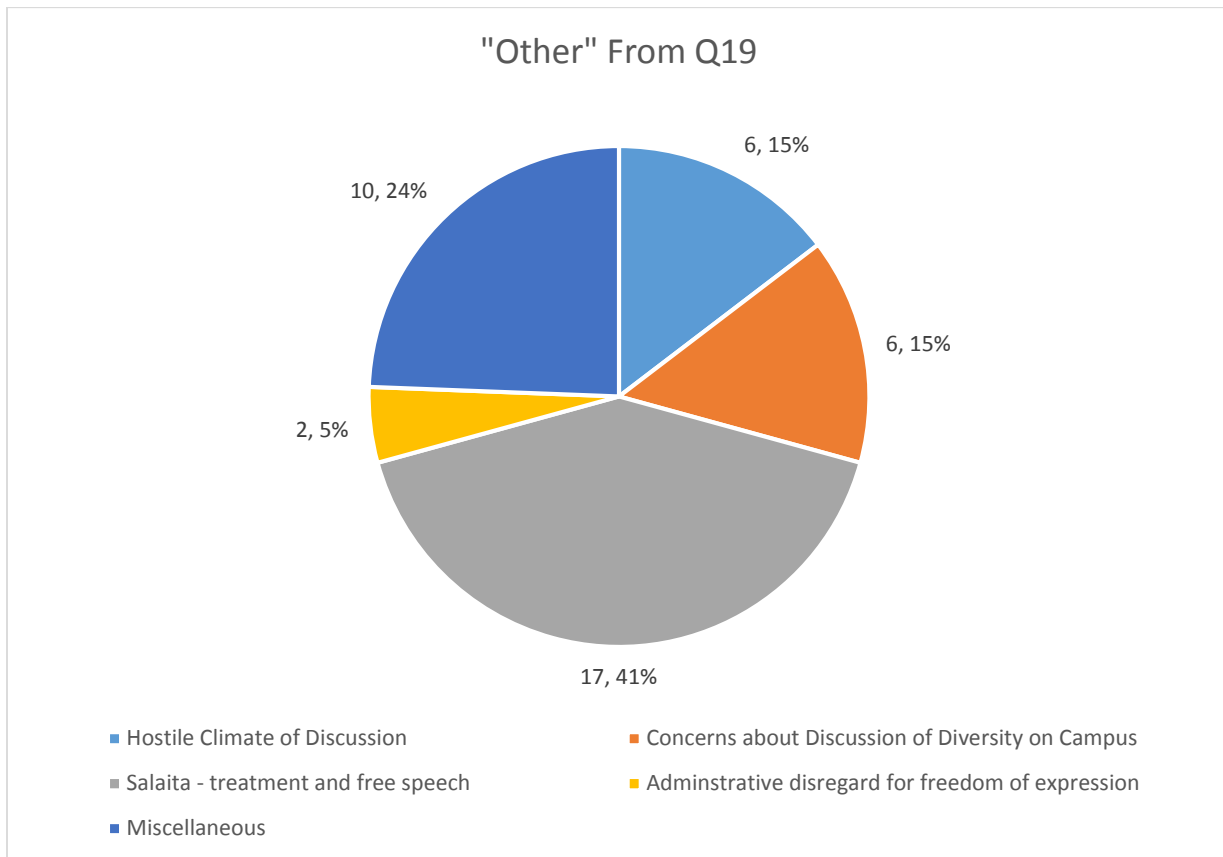
Answers counted in specific categories sometimes meant different things by, for example, a "hostile climate" or concerns about diversity. The particular concerns addressed in each category broke down as follows:

Hostile Climate of Discussion: threats or retaliations 3; open hostility in unit 1; loud opinions 1; political correctness 1

Salaita—treatment and free speech: direct relationship seen between treatment of Salaita and threats to free speech 6; reference to treatment of Salaita or Salaita case without further explanation 11

Concerns about Discussion of Diversity on Campus: disregard of diversity issues by administration in university or unit 4; statements about race by senior faculty 1; misrepresentations of the "diversity" actualized for underrepresented faculty in a given unit 1

Administrative disregard for freedom of expression: Chancellor's disregard of Senate shows frighteningly unchecked power 1; Chancellor has contempt for free expression 1

Miscellaneous (10 answers that did not directly relate to other individual answers, except for five with rather different concerns about Administration): Administration issues, 5 (Anti-union perspective of administration; Administrative tolerance of the Chief; Use of mass media to promote administration's perspective; Administration unethical; Administration too technologically oriented and money conscious); Specialized faculty unprotected 1; Having greater protection through promotion and wanting to combat the "civility" standard 1; Nothing left to lose 1; National press about lack of academic freedom at University of Illinois 1; National news reports of faculty elsewhere loosing jobs 1

Qs 20-24: Please indicate the degree to which you see the promotion of "civility" as a norm of academic discourse on campus enhancing or hindering the University's commitment to enhancing diversity in the following contexts…

Q20: In department meetings?

Q20

Significantly enhances	Slightly enhances	Neither enchances nor hinders	Slightly hinders	Significantly hinders
64	54	137	52	80

■ Q20

Q21: In classroom discussions?

Q21

Significantly enhances	Slightly enhances	Neither enhances nor hinders	Slightly hinders	Significantly hinders
71	66	113	57	82

■ Q21

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Q22: In college-level committee meetings?

Q22

	Significantly enhances	Slightly enhances	Neither enhances nor hinders	Slightly hinders	Significantly hinders
Q22	59	49	117	55	94

Q23: In public town-hall type meetings?

Q23

	Significantly enhances	Slightly enhances	Neither enhances nor hinders	Slightly hinders	Significantly hinders
Q23	65	48	97	54	108

Q24: In Academic Senate meetings?

As noted in the executive summary, opinions about the impact of "civility" as a norm of discourse on discussions of diversity differed depending on the venue of discussion. Respondents were evenly divided as to whether this norm enhanced or hindered discussions of diversity in classroom and departmental meeting contexts. A larger number of respondents saw the "civility" norm hindering rather than enhancing wider discussions of diversity in college-level committees, town-hall meetings and the Senate. This provides some indication that in these college and campus-wide venues, a substantial number of the faculty surveyed would welcome vigorous and robust discussion of differing views.

Q25: Are you aware of the existence of shared governance structures such as Senate committees and discussions or administrative committees that address issues of diversity?
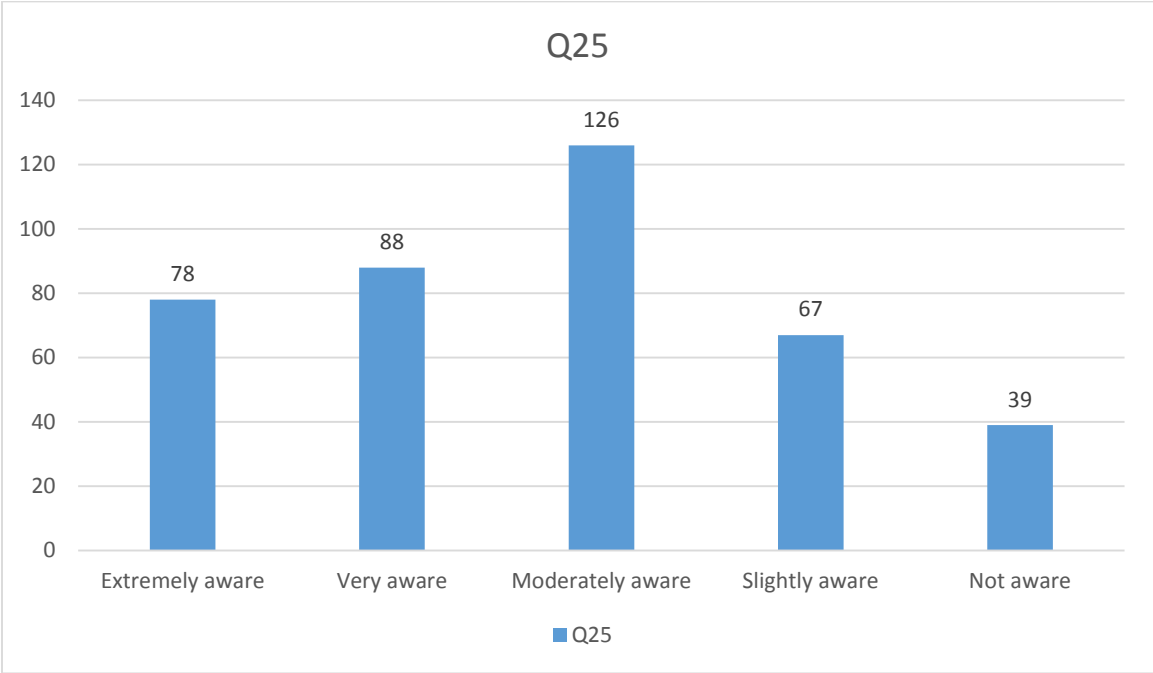
These responses indicate that nearly three-quarters—74%--of respondents are at least moderately aware of the existence of shared governance structures addressing issues of diversity, though only 19% participate frequently in these structures as revealed in Q26.

Q26: How often do you participate in shared governance structures designed to address issues of diversity, such as the senate or administrative committees?

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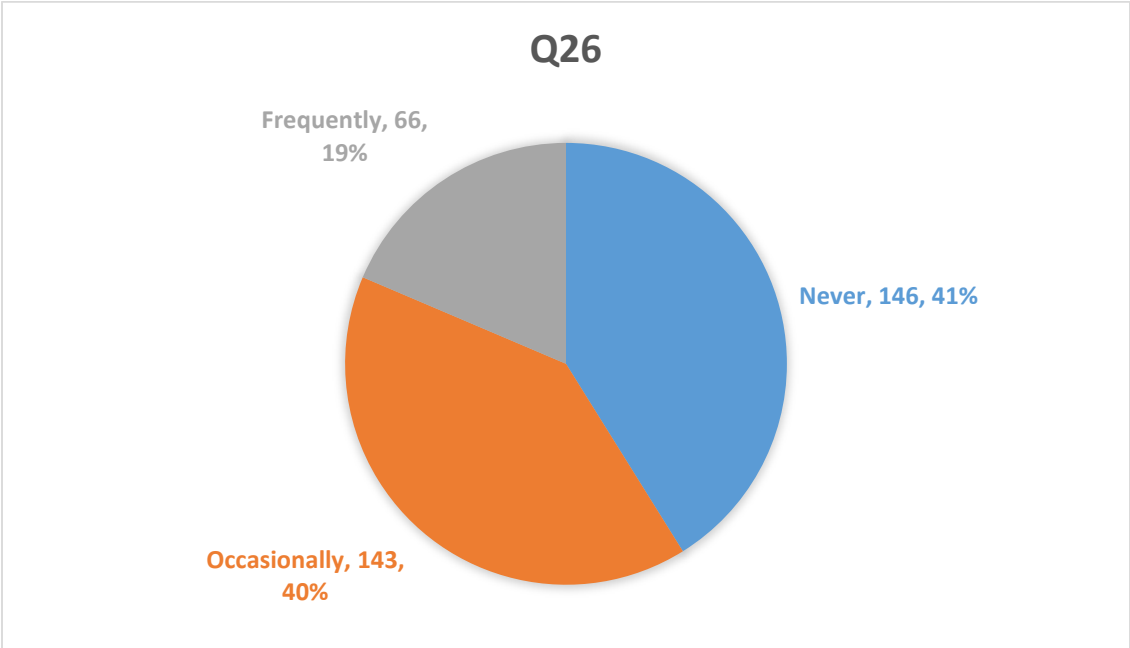
Qs 27-32: To what extent do you see shared governance structures such as the Senate and administrative committees enhancing or hindering the following campus diversity goals:

Q27: Recruiting and retaining underrepresented faculty
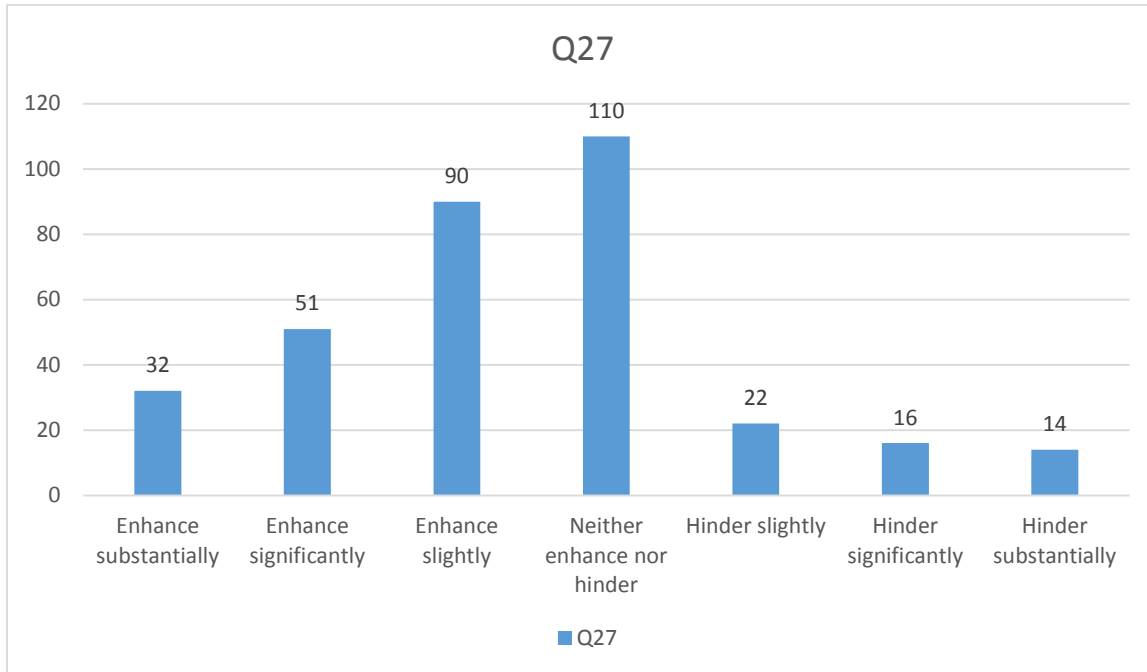
Q28: Promoting a welcoming climate on campus for underrepresented students and faculty
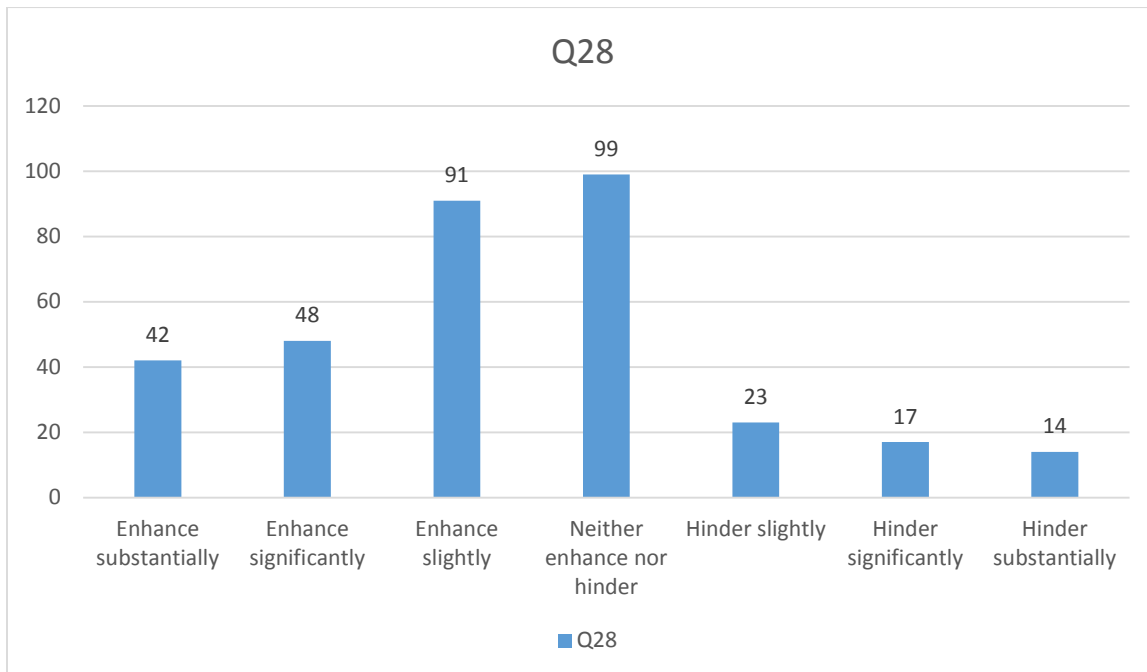
Q29: Demonstrating appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community
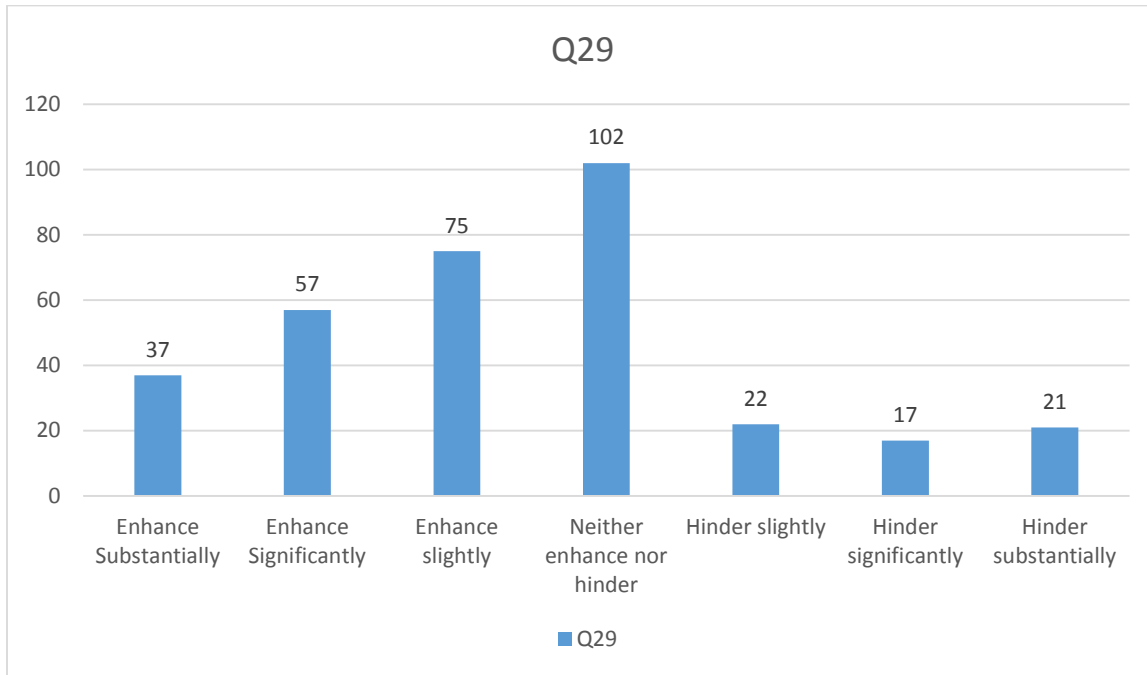
Q30: Supporting learning environments that expose students to multiple perspectives including contributions of groups across social and economic identities
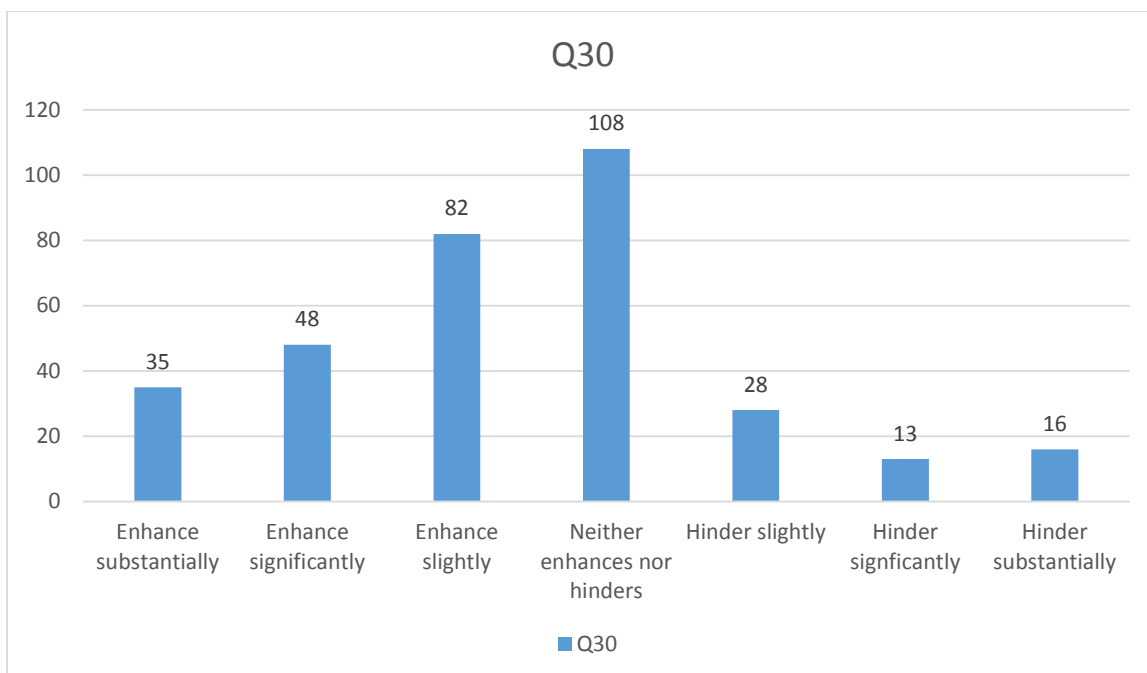
Q31: Providing opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences
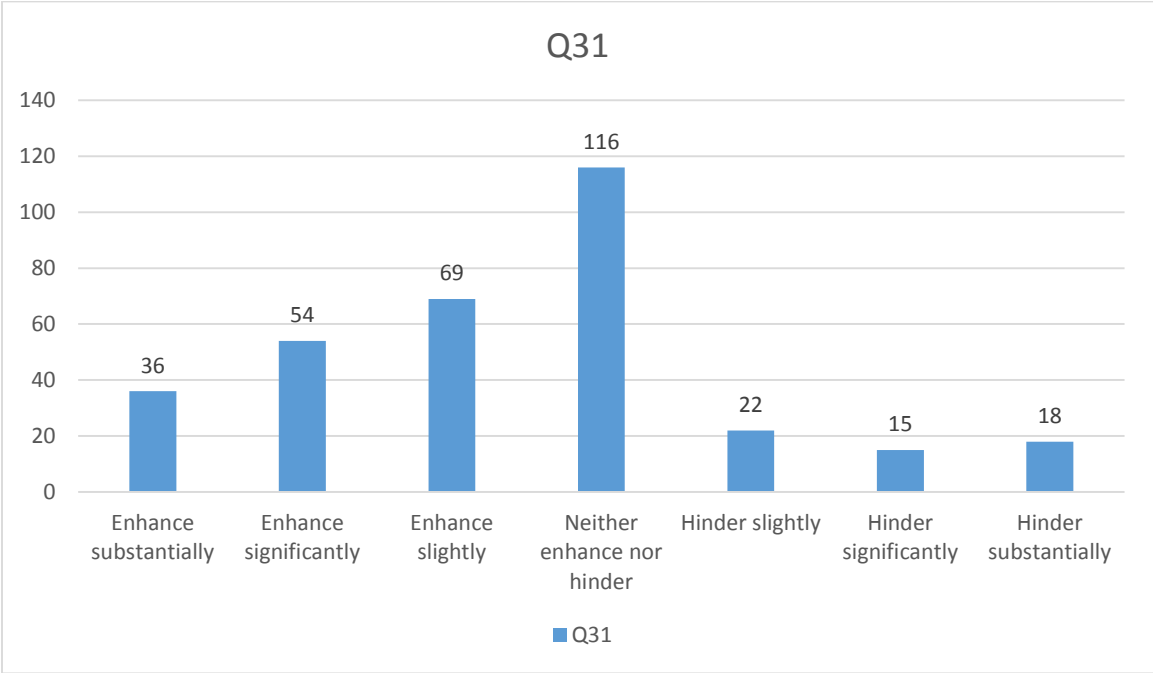
Q32: Actively encouraging campus community to participate in programming and events to create, develop and sustain relationship across social and economic identities

30
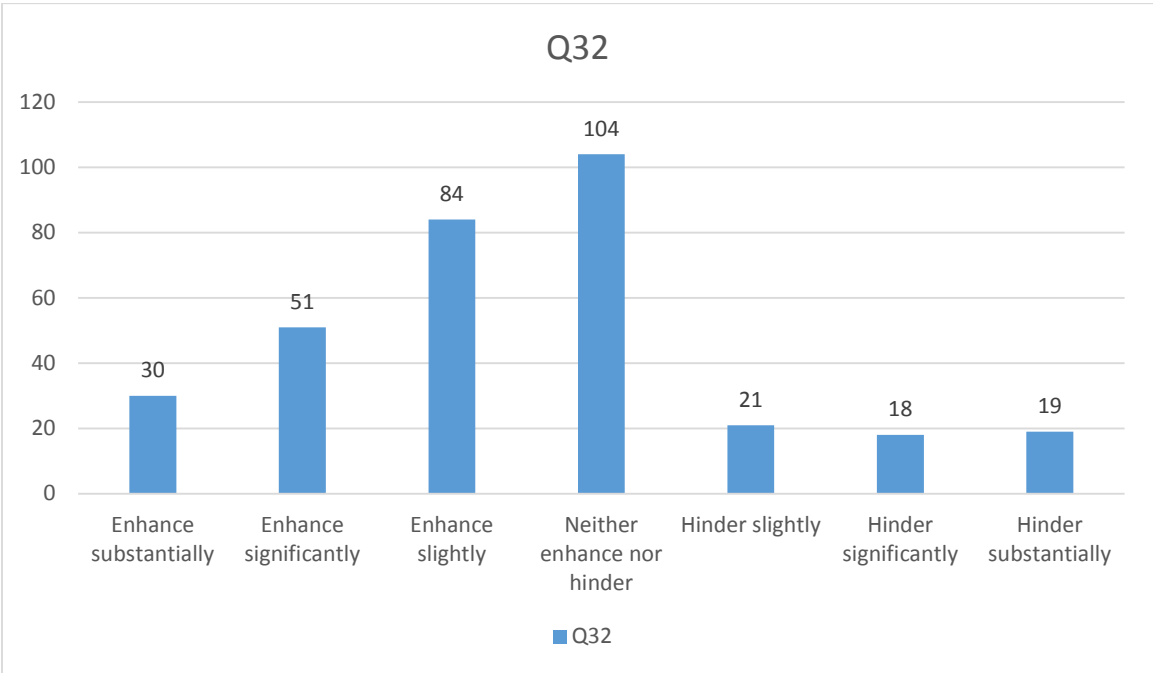
Note: Questions 27-32 were presented in a matrix that asked respondents to consider the degree to which shared governance structures enhanced or hindered diversity goals. The goals selected are those stated in a Diversity Values Statement formulated by Provost Fellow Helen Neville, endorsed by the Chancellor, and adopted by the Senate through a resolution passed November 5, 2012.

Answers regarding many of the dimensions of diversity goals featured in the matrix followed the pattern in the first graph, for Q27, with roughly the same percentage of respondents (in this case about 25%) seeing shared governance structures enhancing diversity goals substantially or significantly as saw these structures enhancing the goal slightly. Another 33% saw the goal neither enhanced nor hindered by shared governance structures, while about 15% saw the goal being hindered.

An additional question presented graphically below, Q33, asked respondents to "Briefly state what are the most effective ways shared governance structures enhance or hinder the diversity goals listed in the previous question."   This question produced a certain amount of confusion, as expressed by respondents, but also useful information as to faculty confidence in shared governance structures. The specific perspectives on shared governance expressed in Q33 are laid out in a chart derived from these answers below.

With regard to the relation between Q33 and the questions about shared governance that preceded them, it is interesting to note that respondents who included comments reflecting negative perspectives on the impact of shared governance on diversity did not necessarily view shared governance as uniformly hindering diversity goals. While many of these responses reflected disillusionment with shared governance structures because they did not advance diversity goals, faculty voices were not taken seriously, or time was wasted on what seemed inconsequential arguments, even respondents expressing these views indicated that shared governance structures could enhance diversity goals if they involved meaningful dialogue. While respondents whose comments reflected a negative view of shared governance in relation to diversity also indicated that it hindered campus diversity goals in 40% of their responses to Questions 27-32, 26% of their responses to these questions noted that shared governance could enhance such goals. Such combinations indicate that some of those critical of current shared governance structures as they affect diversity goals continue to see them as potentially effective for some of these goals. These results suggest that repair of these processes is possible through substantive dialogue and discussion.

Q33 Briefly state what are the most effective ways shared governance structures enhance the diversity goals listed in the previous question

Q33

- 7, 4%
- 48, 30%
- 14, 9%
- 12, 7%
- 11, 7%
- 5, 3%
- 64, 40%

Legend:
- Positive/Enhance
- Mixed
- Suggestion
- Don't know/No opinion
- Question/Answer ambiguous
- Hinders/Irrelevant/Negative
- Questions diversity goals/priorities/procedures
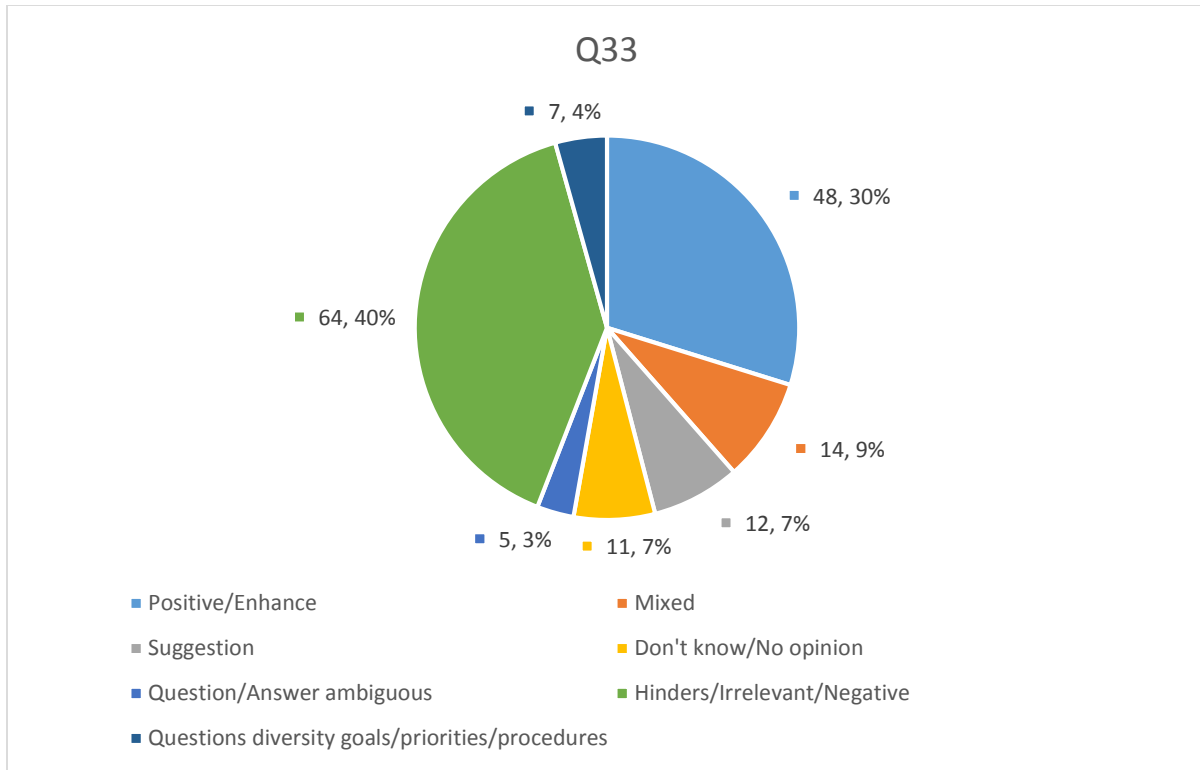
Asked to elaborate the most effective ways that shared governance enhanced or hindered diversity, 41% saw them as hindering or negatively impacting diversity through ineffectiveness, administrative disregard, or lack of campus commitment to diversity while 30% described them as enhancing or positively impacting diversity by encouraging dialogue and discussion among different parts of campus and articulating shared goals. Other respondents offered mixed responses, suggestions for improvement or doubts about diversity goals themselves.

Answers included in the Positive/Enhance category indicated a variety of ways shared governance enhanced diversity goals, including: promoting diversity principles and goals, providing venues for sharing diverse viewpoints and incorporating democratic faculty participation in decision making; providing checks, balances, accountability and monitoring for administrative initiatives and correcting questionable ones; and setting common goals around which various faculty can unite.

Answers included in the Hinders/Negative/Irrelevant category indicated a variety of ways shared governance hindered or failed to advance diversity goals, including: administrators' failure to heed faculty concerns, efforts to limit of academic freedom and debate among faculty, and/or rejection of recommendations of shared governance committees; exclusion of increasing numbers of specialized faculty; administrators not taking seriously diversity issues (especially

32

with regard to and gender); an overly hierarchical or authoritarian structure dominated by the Board of Trustees, upper administration, and compliant Senate leadership; insufficient attention to communities outside the university, locally and more broadly, who suffer the consequences of inequality; insufficient racial diversity among University and Senate leadership and failure to cultivate leadership among underrepresented faculty; an adversarial or preachy climate not conducive to productive discussions of diversity; and the negative impact of administrative decisions in the case of Stephen Salaita on shared governance and diversity objectives.

Mixed answers tended to emphasize that shared governance was more effective at articulating diversity ideals than affecting climate; that diversity goals required effective top-down leadership that was only partially present; that shared governance raised important questions but produced timid solutions that hindered diversity goals; that shared governance could enhance diversity by promoting discussion and engagement but was too often dominated by people with dogmatic opinions unwilling to entertain a diversity of opinion.

Suggestions included addressing institutional racism at the University; better reflection of faculty and student voices; more effort to comprehend the perspectives of the disenfranchised; more diversity in shared governance structures; a broader definition of diversity categories (especially with regard to LGBTQ identities); more advocacy for diversity hiring and support of underrepresented faculty; more education of faculty in diversity issues (Kognito at-risk tool was recommended); and a reference to a potentially useful op-ed piece about attracting women to engineering http://www.nytimes.com/2015/04/27/opinion/how-to-attract-female-engineers.html?_r=0

A few answers that raised questions about diversity goals and priorities suggested that diversity goals interfered with excellence or other university goals; implied that diversity goals involved special privileges; suggested that discussions of diversity involved angry exchanges that inhibited questions about diversity committee approaches; noted that assumptions about University demographics often did not apply on the North end of campus; raised concerns about quotas that are set by diversity-related committees; or raised concerns about the discussion of microaggressions inhibiting certain groups' (especially international students) participation in discussions of race.

DEMOGRAPHIC QUESTIONS: This section was highlighted as optional and information is incomplete.

Q34: College:

Q34

College	Value
ACES	30
AHS	18
BUS	7
EDU	16
ENG	55
FAA	37
LAS	137
COM	9
MED	1
NUR	0
SSW	2
SLER	1
VETMED	16
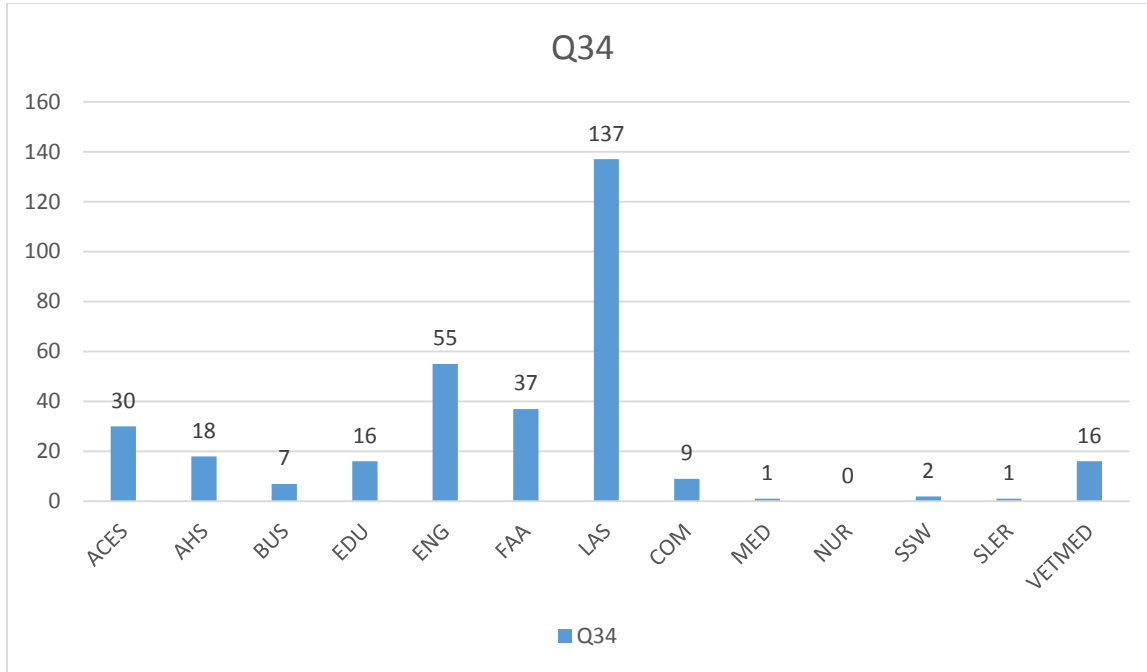
Hurried final revisions to the survey resulted in an incomplete list of colleges being included in Q34. The University Library and GSLIS were missing. A second mailing about the survey asked faculty from these units to indicate their College in a comment box provided in Q1 if they wished. Two faculty members from the Library did so; another indicated affiliation with the Library in the "Country of Origin" comment box. Only 329 respondents indicated a College in Q34; it is likely that others among the 71 who did not specify a college were faculty in GSLIS or the Library.

Q35: Are you Hispanic/Latino?

Q35

26, 7%

340, 93%

■ Yes ■ No

Q36: Race/Ethnicity

Q36

American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
9	31	32	3	291

■ Q36
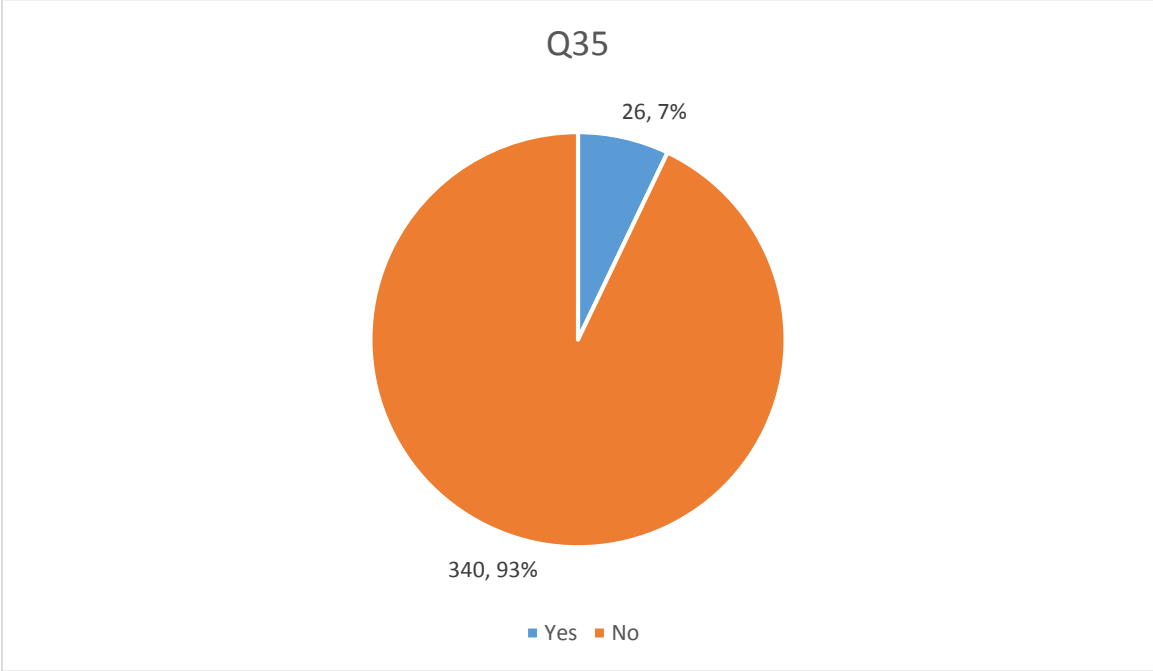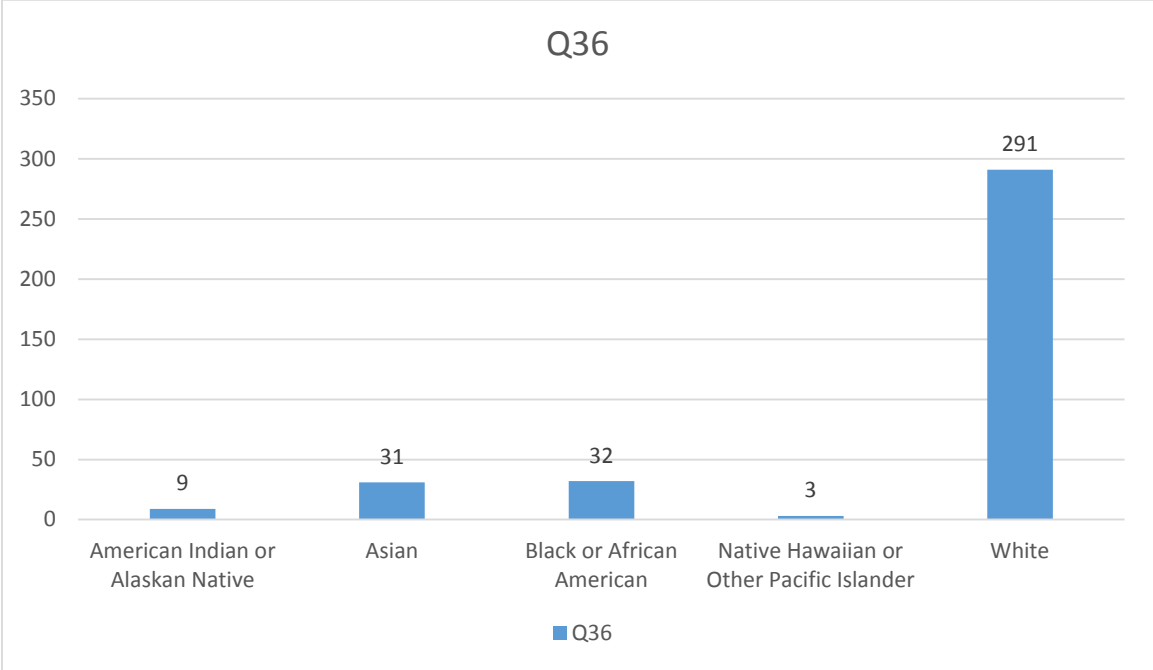
44 respondents (11%) did not indicate a race or ethnicity.

Q37: If foreign national, please indicate country of origin

Q37

39, 10%

361, 90%

- US Citizen - Foreign National
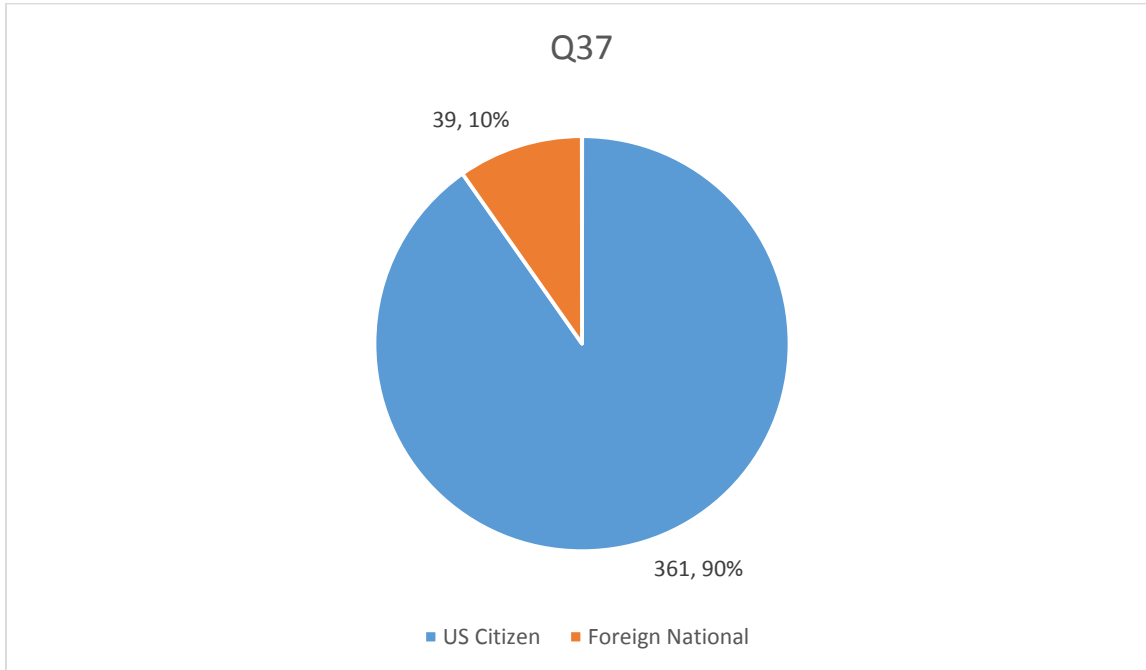
Identified Countries of Origin--reported here in regional groups to avoid revealing identities of individual respondents: Canada 3; Central America: 3; East Asia 6; Europe 11: Middle East: 1; South America 2; South Asia 3; UK 4; Unidentified 6.

Q38: Gender
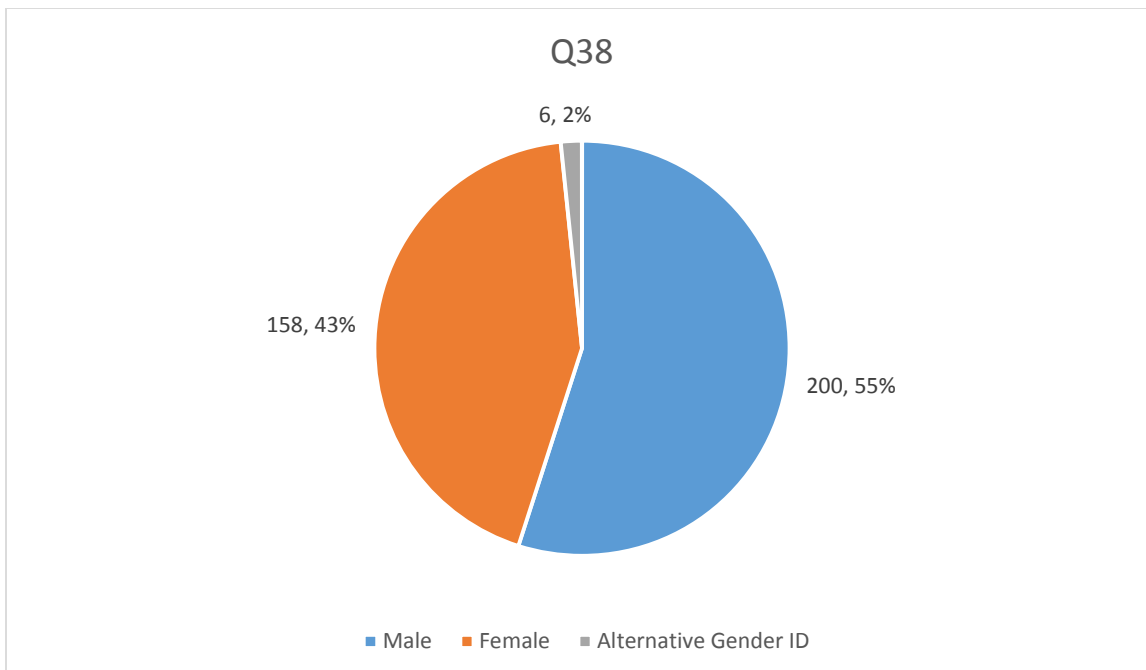
Q38

6, 2%

158, 43%

200, 55%

- Male - Female - Alternative Gender ID

36

Appendix

WebTools Presentation of Quantitative Survey Results

Senate Committee On Equal Opportunity and Inclusion Diversity Climate Survey

Total submissions: 400
Status: terminated

1. What is your University role?		Percent	Count
Dean, Director or Administrator		**3%**	**13**
Department Chair/Head		**5%**	**18**
Faculty: Full Professor		**31%**	**123**
Faculty: Associate Professor		**28%**	**110**
Faculty: Assistant Professor, tenure track		**19%**	**75**
Specialized Faculty		**12%**	**47**
Other, please specify:		**6%**	**23**

2. Are you aware of underrepresented faculty in your unit seeking alternative employment opportunities outside the university in the last academic year?		Percent	Count
Yes		**39%**	**156**
No		**61%**	**243**

3. Compared to previous years, how many underrepresented faculty members in your department appear to be seeking employment offers outside the University?		Percent	Count
Significantly more		**16%**	**62**
Slightly more		**11%**	**45**
No change from previous years		**10%**	**38**
Slightly fewer		**1%**	**3**
Significantly fewer		**0%**	**0**

4. Have you considered seeking or accepting a position at another institution in the last year?		Percent	Count
Yes		**57%**	**229**
No		**42%**	**169**

83

5. Please indicate the most important factors motivating you to seek a position at another institution. You may include up to 5.		Percent	Count
Spousal/Family Considerations		20%	80
Region		19%	77
Research Opportunities		22%	87
Teaching Opportunities		13%	50
Colleagues' derogatory comments related to diversity issues		16%	63
Students' derogatory comments related to diversity issues		9%	37
Sense of not belonging at institution because of underrepresented status		17%	69
Salary		27%	108
Offer of endowed chair		4%	15
Offer of administrative position		5%	20

6. If you have other important reasons for considering positions off campus not mentioned above, please briefly describe:	Count
Answered	110
Skipped	290

Please run a Full Report to see the answers.
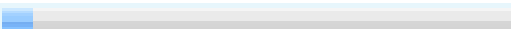
7. In the past year, have you observed changes in the level of respect shown to underrepresented faculty by colleagues?		Percent	Count
Yes		28%	111
No		72%	288
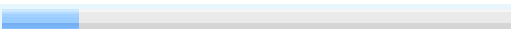
8. In the past year, how much change have you observed in the level of respect shown to underrepresented faculty by faculty colleagues?		Percent	Count
A great deal of change		8%	32
A lot of change		6%	23
A moderate amount of change		9%	35
A little change		4%	16

No change at all		1%	5
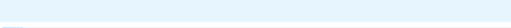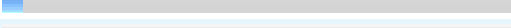
9. Have you perceived more or less respect shown to underrepresented faculty by colleagues?

		Percent	Count
Much more respect		3%	10
Moderately more respect		1%	4
Slightly more respect		2%	9
Neither more nor less respect		3%	12
Slightly less respect		6%	24
Moderately less respect		4%	17
Much less respect		9%	35

10. In the past year, have you observed changes in the level of respect shown toward underrepresented faculty colleagues by undergraduate students?

		Percent	Count
Yes		15%	61
No		84%	334

11. In the past year, how much change in the level of respect shown to underrepresented faculty by undergraduate students have you observed?

		Percent	Count
A great deal of change		3%	10
A lot of change		4%	16
A moderate amount of change		6%	22
A little change		4%	14
No change at all		0%	0

12. Have you perceived that undergraduate students are showing more or less respect to underrepresented faculty this year as compared to previous years?

		Percent	Count
Much more respect		1%	3
Moderately more respect		0%	1
Slightly more respect		2%	7
Neither less nor more respect		1%	4
Slightly less respect		4%	16
Moderately less respect		4%	16
Much less respect		4%	15

13. In the last year, how often have you perceived that underrepresented undergraduate students are experiencing academic stress?

		Percent	Count
All the time		8%	33
Often		26%	104
Sometimes		39%	157
Rarely		11%	44
Never		13%	53

14. In your opinion, how much has academic stress experienced by underrepresented undergraduate students changed over the last year?

		Percent	Count
A great deal of change		5%	21
A lot of change		4%	16
A moderate amount of change		16%	64
A little change		17%	69
No change at all		39%	157

15. In your opinion, have underrepresented undergraduate students experienced more or less academic stress in the last year?

		Percent	Count
A lot more stress		8%	31
Moderate more stress		9%	35
Slightly more stress		17%	67
Neither more nor less stress		45%	178
Slightly less stress		1%	4
Moderately less stress		1%	5
A great deal less stress		0%	1

16. As a faculty member, how confident are you in your freedom to express potentially controversial perspectives on issues of diversity?

		Percent	Count
Completely confident		14%	58
Very confident		13%	50
Moderately confident		19%	77
Slightly confident		17%	69
Not at all confident		36%	143

17. Has your level of confidence in your academic freedom to express controversial positions on diversity issues changed in the last year?

	Percent	Count
A great deal of change	**24%**	**95**
A lot of change	**11%**	**44**
A moderate amount of change	**13%**	**50**
A slight amount of change	**6%**	**23**
No change	**46%**	**185**

18. Have you experienced more or less confidence in your freedom to express controversial perspectives on issues of diversity?

	Percent	Count
Much more confidence	**1%**	**5**
Moderately more confidence	**2%**	**8**
Slightly more confidence	**3%**	**11**
Neither more nor less confidence	**3%**	**10**
Slightly less confidence	**10%**	**40**
Moderately less confidence	**9%**	**37**
Much less confidence	**26%**	**102**

19. What factors do you experience as accounting for changes in your confidence in your academic freedom to express controversial views on diversity? Please check all that apply, and/or provide additional factors not listed.

	Percent	Count
Concern about consequences for career advance	**34%**	**134**
Encouragement from unit, college, campus or university leaders	**8%**	**33**
Warnings from unit, college or university leaders or authorities	**16%**	**62**
Groups expressing pressure in public meetings through applause or acclamation	**11%**	**43**
Discussions with colleagues	**22%**	**89**

		Percent	Count
Positive reactions from students		3%	11
Negative reactions from students		7%	27
Changes in campus conversation norms through the promotion of "civility" as a norm		40%	159
Other factors:		57%	229
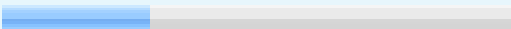
20. In department meetings?

		Percent	Count
Significantly enhances		16%	64
Slightly enhances		14%	54
Neither enhances nor hinders		34%	137
Slightly hinders		13%	52
Significantly hinders		20%	80
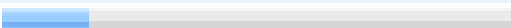
21. In classroom discussions?

		Percent	Count
Significantly enhances		18%	71
Slightly enhances		17%	66
Neither enhances nor hinders		28%	113
Slightly hinders		14%	57
Significantly hinders		21%	82
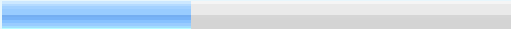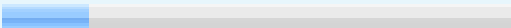
22. In college-level committee meetings?

		Percent	Count
Significantly enhances		15%	59
Slightly enhances		12%	49
Neither enhances nor hinders		29%	117
Slightly hinders		14%	55
Significantly hinders		24%	94
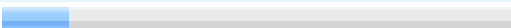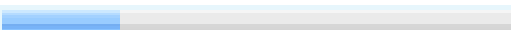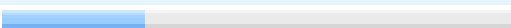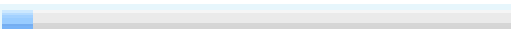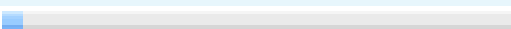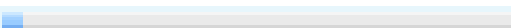
23. In public town-hall type meetings?

		Percent	Count
Significantly enhances		16%	65
Slightly enhances		12%	48
Neither enhances nor hinders		24%	97
Slightly hinders		14%	54

Significantly hinders		27%	108
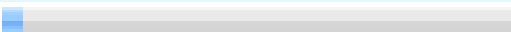
24. In Academic Senate meetings?		Percent	Count
Significantly enhances		15%	60
Slightly enhances		10%	41
Neither enhances nor hinders		29%	117
Slightly hinders		10%	40
Significantly hinders		25%	99

25. Are you aware of the existence of shared governance structures such as Senate committees and discussions or administrative committees that address issues of diversity?		Percent	Count
Extremely Aware		20%	78
Very aware		22%	88
Moderately aware		32%	126
Slightly aware		17%	67
Not aware		10%	39
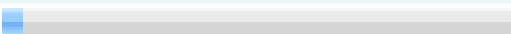
26. How often do you participate in shared governance structures designed to address issues of diversity, such as the Senate or administrative committees?		Percent	Count
Never		37%	146
Occasionally		36%	143
Frequently		17%	66

27. Recruiting and retaining underrepresented faculty		Percent	Count
Enhance substantially		8%	32
Enhance significantly		13%	51
Enhance slightly		23%	90
Neither enhance nor hinder		28%	110
Hinder slightly		6%	22
Hinder significantly		4%	16
Hinder substantially		4%	14
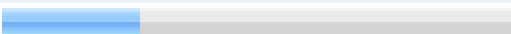
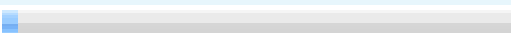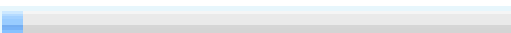| 28. Promoting a welcoming climate on campus for underrepresented students and faculty		Percent	Count

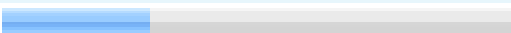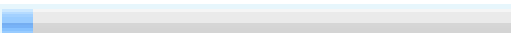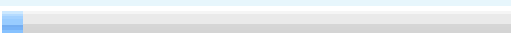| Enhance substantially		11%	42
Enhance significantly		12%	48
Enhance slightly		23%	91
Neither enhance nor hinder		25%	99
Hinder slightly		6%	23
Hinder significantly		4%	17
Hinder substantially		4%	14

29. Demonstrating appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community		*Percent*	*Count*
Enhance substantially		9%	37
Enhance significantly		14%	57
Enhance slightly		19%	75
Neither enhance nor hinder		26%	102
Hinder slightly		6%	22
Hinder significantly		4%	17
Hinder substantially		5%	21

30. Supporting learning environments that expose students to multiple perspectives including contributions of groups across social and economic identities		*Percent*	*Count*
Enhance substantially		9%	35
Enhance significantly		12%	48
Enhance slightly		21%	82
Neither enhance nor hinder		27%	108
Hinder slightly		7%	28
Hinder significantly		3%	13
Hinder substantially		4%	16

31. Providing opportunities for students, faculty, staff and administrators to establish meaningful relationships across differences		*Percent*	*Count*
Enhance substantially		9%	36
Enhance significantly		14%	54
Enhance slightly		17%	69
Neither enhance nor hinder		29%	116
Hinder slightly		6%	22
Hinder significantly		4%	15
Hinder substantially		5%	18

32. Actively encouraging campus community to participate in programming and events to create, develop and sustain relationship across social and economic identities

		Percent	*Count*
Enhance substantially		8%	30
Enhance significantly		13%	51
Enhance slightly		21%	84
Neither enhance nor hinder		26%	104
Hinder slightly		5%	21
Hinder significantly		5%	18
Hinder substantially		5%	19

33. Briefly state what are the most effective ways shared governance structures enhance or hinder the diversity goals listed in the previous question.

	Count
Answered	161
Skipped	239

Please run a Full Report to see the answers.

34. College:
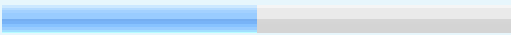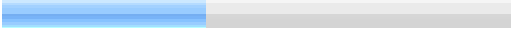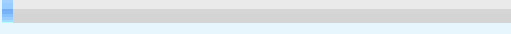
		Percent	*Count*
Applied, Consumer and Environmental Sciences (ACES)		8%	30
Applied Health Sciences (AHS)		5%	18
Business (BUS)		2%	7
Education (EDU)		4%	16
Engineering (ENG)		14%	55
Fine and Applied Arts (FAA)		9%	37
Liberal Arts and Sciences (LAS)		34%	137
Media (COM)		2%	9
Medicine (MED)		0%	1
School of Nursing (NUR)		0%	0
School of Social Work (SSW)		1%	2
School of Labor and Employment Relations (SLER)		0%	1
Veterinary Medicine (VETMED)		4%	16

35. Are you Hispanic/Latino?		Percent	Count
Yes		7%	26
No		85%	340

36. Race/Ethnicity		Percent	Count
American Indian or Alaska Native		2%	9
Asian		8%	31
Black or African American		8%	32
Native Hawaiian or Other Pacific Islander		1%	3
White		73%	291

37. If a foreign national, please indicate country of origin.		Count
	Answered	39
	Skipped	361

Please run a Full Report to see the answers.

38. Gender		Percent	Count
Male		50%	200
Female		40%	158
Alternative Gender Identification		2%	6

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

SC.16.27   Report on the January 21, 2016, Meeting of the Board of Trustees of the University of Illinois at the Chicago Campus

The meeting was formally called to order by BOT Chairman McMillan at 9:40am after executive session.

A mariachi band played the state song. Afterwards, the Chairman introduced the band. The band sang happy birthday to President Killeen. Killeen thanked the band and Chairman wished Killen a happy 64th birthday.

President Killeen provided introductions and welcome

Report by Chairman McMillan:
   Key messages:
   1.   Provided the update for strategic plan process
        a.   Freeze for 2nd year
        b.   Freeze mandatory fees
        c.   Focus on twin missions, budget impasse for 7months and counting
        d.   Continue to act aggressively proactively for students
        e.   Dollars that have been redirected for student programming
        f.   Ramp up efforts for newly formed alliances with the Springfield campus
        g.   Proposal to look at enrollment and expand opportunity for students
        h. $14 B into the state annually
        i.   Financial stewardship that will build on that legacy
        j.   Discussed the roadmap the university's future

Report by VP Michael Amiridis provided Welcome to Chicago campus:
   1.   Conferred 1100 degrees (Dec); #29 in the country and #6 in research institutions
   2.   Report on financial aid: 3 highlights - state budget/political impasse, has real life consequences, trying to find creative ways to cover shortfall, restructuring of summer tuition and fees with a decrease, over 32 million dollars and 8,000 students use MAP grants UIC; $23,000 student debt ($29,000 national), default rate 3.2% (7.5% national)
   3.   Susan Poser new VC of Student Affairs was welcomed

Report by VP/CFO Walter Knorr
   •   Day 200 without a state budget; FY2016 unbilled state reimbursement vouchers now exceed 500 million; State grants have been frozen
   • $7 B in unpaid vouchers at Jan 1 2016; no pension payments in Nov and Dec; Medicare/Medicaid claims have slowed
   •   Fire Training Institute received special revenue (on Urbana campus)

- Standard & Poor's affirmed A rating with stable outlook; Moody is wrestling with the rating differential between Illinois campuses and state rating (UI campus higher rating)
- $671 M including $31 M in current/unbilled FY16 appropriation has not been enacted and no billings have been submitted
- Tuition revenue $1.174 B; over 80, 200 students
- State of Illinois Unfunded Pension Liability $111 B Asset/Liability Ratio 41.9% (our share is $9B of the liability)
  - Ratings for academic achievement/student demand:
  - UIC record enrollment
  - UIS enrollment increased
  - UIUC 6th consecutive year of record enrollment and 6-year grad rate 85%, avg ACT score 29
- Diversity of Revenues continue to be strong
- Topped research again: Ranked #9
- Omnibus budget for all 12 of the research areas saw increases with NSF 7.46, NIH 32.1 DOE; USDA /NIFA/ AFRI= 350 M

Report by Chair of ABFF - Ray Cepeda, meeting held on Jan 11
- Draft board items, VP Pierre presented
  - Blakenhorn additional Urbana capital projects be funded
  - Blakenhorn to finance UIS student union project
  - Bass fiscal year 2016 services management
  - Bass informed committee for approval purpose
  - March 7th at 1pm next meeting
- Governance, Personnel, and Ethics Committee: outside agency stated that [Background Check Policy] was not in violation of state or federal law with respect to discrimination
  - March 3rd at 1pm next meeting

Report by Karen Hasara, Academic and Student Affairs, meeting held on Jan 30 3pm
  - Approve tuition and student fees; approve rate changes for housing
  - Presented tenure process (Pierre)
  - Training to prevent sexual violence/harassment
  - Gave the floor to VP Pierre: recommendations for tuition fees/house for AY2016-2017
    - no increase for new IL resident undergraduate student
    - 1.7%increase in base tuition for non-resident undergrad at Urbana
    - New international undergrad tuition rate and new reduced grant rate for select nonresident domestic students at Chicago
    - Selective increases between 0.4 and 6.1 in graduate program differentials and for certain professional programs
    - Proposed room and board rate for undergrad housing increase (%):
      - 2.7 Urbana
      - 2.2 Chicago
      - 0.5 Springfield
  - Next meeting: March 15th

University Healthcare System Committee: Tim Koritz
  - Joint research projects underway with Urbana and Chicago

- o Hospital finances: precarious; first 5 months will break even; 3 significant funding is a challenge: Medicaid routed through managed care organizations now rather than direct from state, claim denied or delayed; state has agreed to another $7.5M emergency fund; serious financial trouble
- o Next meeting: March 3rd 215pm

Report by Drs. Novak, Mohammadian, Burbules: Online Degree Programs for Each Campus
Novak: Springfield: 1997 (launched); 12 UG degrees; 11 Grad degrees; Grad certificates

- o 1500 UIS online majors, 47 states, 70 counties in IL, 7 countries and Puerto Rico; also includes UIS on campus students
- o 34.2% Grad students are online; 25.6% UG are online
- o 50.3% are on campus/ 38.8 online /10.8 blended
- o 2016 #1 affordable colleges online in the nation; Ranked Top 20 for business Grad programs; 33 national grants; 33 national awards; 30 book chapters/articles/etc

Mohammadian: Chicago, Online 1999 (launched); 39 programs; 15 degree programs; 24 certificate programs

- o 9 UIC colleges offer online programs; 1000+ enrolled in online-only programs
- o 500+ during the summer in online-only programs
- o MS in Health Informatics is top program for enrollment
- o Ranked #2 by US News and World Report for Best Bachelor's programs and #1 for student engagement in 2015; Ranked #29 by US News and Report for Best Online Graduate Engineering program
- o Students coming from 43 states and 9 foreign countries (expand and attract non-traditional working adult students)

Burbules: Urbana, fully online programs; 37,000+ students 65% increase since 2010

- o 75 degree programs; 496 courses; 35 MOOCs offered Coursera
- o 2.6 million enrolled in MOOCs
- o $1.4 M with new specializations (and others)
- o iMBA a unique national leader
- o Reducing time to completion with at least one online course
- o Online winter session began in 2014; filled/now offering 17 Winter courses session

Chairman turned over the meeting to President Killeen to give a brief report on new website going live for U of I

Next BOT meeting will be March 16, 2016 in Urbana. May 18*-19, 2016 meeting will be in Springfield. Meeting adjourned ~ 12:10pm

Respectfully submitted by Anita Mixon, Senate Executive Committee Graduate Student Representative