

AGENDA

Senate of the University of Illinois at Urbana-Champaign

December 10, 2018

3:10 – 5:15 pm

ILLINI UNION – ILLINI ROOM A

- I. CALL TO ORDER** –Chancellor Robert Jones
- II. APPROVAL OF MINUTES** –November 12, 2018
- III. SENATE EXECUTIVE COMMITTEE REPORT** – SEC Chair Bettina Francis
- IV. CHANCELLOR’S REMARKS** –Chancellor Robert Jones
- V. QUESTIONS** (*senators only*)
- VI. OLD BUSINESS** (enclosed)
- | | | | |
|----------|---|---------------|---|
| RS.19.04 | Resolution to Protect Faculty from Trolling, Harassment, and Stalking | J. Rosenstein | 1 |
|----------|---|---------------|---|
- VII. CONSENT AGENDA**
Consent Agenda items are only distributed online at <https://www.senate.illinois.edu/20181210a.asp>
- | | | | |
|----------|--|---|--|
| EP.19.19 | Revision of Curriculum Requirements for the Concentration in Energy Systems for the degree of Master of Engineering in the College of Engineering and establishing an Online option | Educational Policy
<i>G. Miller, Chair</i> | |
| EP.19.22 | Establish an undergraduate minor in Turkish Studies | Educational Policy
<i>G. Miller, Chair</i> | |
| EP.19.23 | Revision to the BALAS in Philosophy | Educational Policy
<i>G. Miller, Chair</i> | |
| EP.19.24 | Revisions to the curriculum of the Bachelor of Fine Arts in Theatre; Renaming the concentration in Lighting Design | Educational Policy
<i>G. Miller, Chair</i> | |
| EP.19.25 | Revise the undergraduate minor in Adult Development | Educational Policy
<i>G. Miller, Chair</i> | |
| EP.19.30 | Combine the Agricultural Education (AGED) and Agricultural Communications (AGCM) Programs into a new Agricultural Leadership, Education, and Communications (ALEC) Program; move the current MS in Agricultural Education degree from AGED to the new ALEC program; terminate the undergraduate major in Agricultural Leadership and Science Education and its two concentrations; terminate the undergraduate major in Agricultural Communications and its two concentrations; and create a new major in Agricultural Leadership, Education, and Communications with four concentrations, in the College of Agricultural, Consumer and Environmental Sciences | Educational Policy
<i>G. Miller, Chair</i> | |
- VIII. PROPOSALS** (enclosed)
- | | | | |
|----------|---|---|----|
| EP.19.26 | Revise the BALAS in English, including the establishment of a new concentration | Educational Policy
<i>G. Miller, Chair</i> | 3 |
| CC.19.15 | Election of Members on Standing Committees of the Senate | Committee on Committees
<i>N. O’Brien, Chair</i> | 37 |

EC.18.03	Revisions to the <i>Election Rules for the Student Electorate</i>	Elections and Credentials <i>K. Graber, Chair</i>	39
HD.19.05	Nomination for Honorary Degree Award	Honorary Degrees <i>M. Wheeler, Chair</i>	53

IX. SOLAR FARM EXPANSION

- Scott Willenbrock, Affiliate of the Institute for Sustainability, Energy, and Environment (iSEE)

X. REPORTS FOR INFORMATION (enclosed)

SC.19.09	Report on the November 15, 2018 Meeting of the Board of Trustees	G. Miller	57
EP.19.31	Administrative Approvals through December 3, 2018	Educational Policy <i>G. Miller, Chair</i>	65

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

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

November 12, 2018

Minutes

A regular meeting of the University of Illinois Senate of the Urbana-Champaign Campus was called to order at 3:10 pm in Illini Union Room A of the Illini Union with Vice Chancellor for Academic Affairs and Provost Andreas Cangellaris presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

APPROVAL OF THE MINUTES

11/12/18-01 The minutes from October 15, 2018 were approved as distributed.

11/12/18-02 The following individuals were granted floor privileges without objection.

Professors Michael Oelze and Minh Do to speak during the discussion of item EP.19.12.

SENATE EXECUTIVE COMMITTEE REPORT

Bettina Francis (LAS), a faculty senator and Chair of the Senate Executive Committee (SEC), briefly discussed attending the BTAA (BigTen Academic Alliance) faculty governance leadership conference at the University of Iowa. Other universities are facing challenges. Purdue University is working through the acquisition of Kaplan Online and its governance structure which is now Purdue Global, and the University of Iowa is working with their new president despite the improper hiring practices that were followed when he was selected. In these situations and others, the senate leaders are looking forward.

CHANCELLOR'S REMARKS

Provost Cangellaris gave remarks in the Chancellor's absence. Cangellaris noted the poorly attended Annual Meeting of the Faculty and referenced the Chancellor's massmail with links to his remarks and a link to video of the meeting.

Cangellaris referred to the productive conversations that took place at the last SEC meeting about the need for the formation of a task force to address policies surrounding misconduct and harassment. Stakeholders have been reached out to and the establishment of a composition and charge of the task force are in progress. The Chancellor has made it clear that this is a top priority. The Chancellor wants the University to come together through shared governance and a shared agenda while respecting the democratic process.

Cangellaris also noted areas of items to address. 1.) A review of the *Statutes* in comparison to current disciplinary rules. 2.) Naming rights in regards to philanthropic efforts. 3.) The authority of academic units and the Senate for curriculum. 4.) More efficient communication. The Chancellor wants to work on these issues through shared governance effectively, efficiently, and strategically.

QUESTIONS

None.

OLD BUSINESS

11/12/18-03 RS.19.03* Resolution for Campus Sustainable Landscapes

Student senator Edwards (GRAD) introduced and moved approval of resolution RS.19.03 with the following underlined language added to the "be it further resolved" clause.

BE IT FURTHER RESOLVED, this sustainable landscape management plan be overseen by some central authority, such as a campus sustainable landscape director, who shall be adequately provisioned with the authority and resources necessary to ensure its successful implementation.

11/12/18-04 The motion was seconded and discussion followed.

Mohammed Attala, Director of Facilities and Services (F & S), noted that this is an issue that he is actively working on and has an objective to create a resilient grounds initiative. F & S has a sustainable mission at heart and is working hard towards fulfilling the Illinois Climate Action Plan (iCAP). Landscape architect Brent Lewis also spoke about F & S efforts to fulfill the iCAP.

- 11/12/18-05 By i-clicker and show of hands, resolution RS.19.03 was approved with 104 in favor, 6 opposed, and 4 abstentions.

CONSENT AGENDA

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

- 11/12/18-06 EP.19.11* Revise the Horticultural Food Systems Concentration within the Crop Sciences Major for the BS degree, in the Department of Crop Sciences, College of ACES
- 11/12/18-07 EP.19.12* Revision of Curriculum Requirements for the Ph.D. in Electrical and Computer Engineering
- 11/12/18-08 EP.19.13* Revision to BALAS in History of Art
- 11/12/18-09 EP.19.14* Revision to Bachelor of Fine Art (BFA), major in the History of Art
- 11/12/18-10 EP.19.16* Eliminating the Certificate of Advanced Study (CAS) degree in the Department of Special Education, College of Education
- 11/12/18-11 EP.19.18* Revision to the Undergraduate Minor in Philosophy

PROPOSALS

- 11/12/18-12 CC.19.06* Faculty Nominations to the Joint Committee on Investment, Licensing, and Naming Rights

On behalf of the Senate Committee on Committees (CC), Chair O'Brien introduced and moved approval of the slate of nominees listed in item CC.19.06. George Gross (ENGR) was nominated from the floor. Gross verbally accepted the nomination and was added to the slate.

- 11/12/18-13 By i-clicker and show of hands, item CC.19.06 was approved as amended with 117 in favor, 0 opposed, and 1 abstention.
- 11/12/18-14 CC.19.12* Nominations for Membership to the Research Policy Committee
- On behalf of the CC, Chair O'Brien introduced and moved approval of the slate of nominees in item CC.19.12. There were no nominations from the floor.
- 11/12/18-15 By i-clicker and show of hands, item CC.19.12 was approved with 116 in favor, 0 opposed, and 0 abstention.
- 11/12/18-16 CC.19.14* Election of Members on Standing Committees of the Senate and Other Bodies with Senate Representation
- On behalf of the CC, Chair O'Brien introduced item CC.19.14 with the addition of undergraduate student Megan Mraz (SSW) to the slate of nominees for the General Education Board. O'Brien moved approval of the slate of nominees listed in item CC.19.14. There were no nominations from the floor.
- 11/12/18-17 By i-clicker and show of hands, item CC.19.14 was approved with 117 in favor, 0 opposed, and 0 abstention.
- 11/12/18-18 HD.19.03* Nominations for Honorary Degree Awards

On behalf of the Senate Committee on Honorary Degrees (HD), faculty committee member Nevins introduced and moved approval of the nomination of Alan Alda for an honorary degree award. No discussion.

- 11/12/18-19 By i-clicker and show of hands, the nomination of Alda was approved with 112 in favor, 2 opposed, and 4 abstentions.
- 11/12/18-20 On behalf of the HD Committee, Nevins introduced and moved approval of the nomination of Carla D. Hayden for an honorary degree award. No discussion.
- 11/12/18-21 By i-clicker and show of hands, the nomination of Hayden was approved with 119 in favor, 1 opposed, and 1 abstention.
- 11/12/18-22 SP.18.12* Proposed Revision to the *Constitution*, Article I, Section 5 and the *Bylaws*, Part A
On behalf of the Senate Committee on University Statutes and Senate Procedures (SP) Committee, Chair Gilmore introduced and moved approval of item SP.18.12. A short discussion followed.
- 11/12/18-23 By i-clicker and show of hands, item SP.18.12 was approved with 118 in favor, 1 opposed, and 1 abstention. The required two-thirds majority was reached.
- 11/12/18-24 SP.18.14* Proposed Revisions to the *Statutes*, Article VIII, Section 4 – Changes in Existing Units
On behalf of the SP Committee, Chair Gilmore introduced and moved approval of item SP.18.14. A short discussion followed.
- 11/12/18-25 Faculty senator Tolliver (LAS) made a motion to insert the word “only” after the word “involves” on line 26. The motion was seconded.
- 11/12/18-26 By i-clicker and show of hands, the amendment to insert the word “only” was approved with 117 in favor, 1 opposed, and 1 abstention.
- 11/12/18-27 By i-clicker and show of hands, item SP.18.14 was approved as amended with 116 in favor, 1 opposed, and 1 abstention.
- 11/12/18-28 Provost Cangellaris relinquished chairmanship of the meeting and appointed SEC Francis chair pro tempore for debate on item RS.19.04.
- 11/12/18-29 RS.19.04* Resolution to Protect Faculty from Trolling, Harassment, and Stalking
On behalf of faculty senator Rosenstein (MDA), faculty senator and SEC Vice-Chair Kar (LAW) introduced and moved approval of item RS.19.04. The motion was seconded and discussion followed.
- 11/12/18-30 Faculty senator Burbules (EDUC) proposed the following language be substituted in place of the “be it resolved” clause at the end of the resolution. The motion was seconded and discussion on the amendment followed.
- BE IT RESOLVED that the Senate of the University of Illinois at Urbana-Champaign endorses the review and strengthening of existing university policies to ensure that no student is allowed to actively disrupt the learning environment of university classes and to protect the security of instructors against persistent trolling, harassment, or stalking by students or university staff, either electronically or in person.
- BE IF FURTHER RESOLVED that the Senate Executive Committee charge appropriate Senate committees to work together and with responsible campus officials to develop such policies.
- 11/12/18-31 Student senator Sardana (LAS) moved to add Burbules’s language after the current “be it resolved” clause instead of substituting. The motion to amend the amendment was seconded. Discussion of the amendment to the amendment followed.

- 11/12/18-32 By i-clicker and show of hands, the amendment to the amendment failed with 14 in favor, 95 opposed, and 4 abstentions. Discussion on the amendment resumed.
- 11/12/18-33 By i-clicker and show of hands, the substitute language proposed by Burbules was approved with 60 in favor, 44 opposed, and 9 abstentions.
- Additional discussion followed on the amended resolution.
- 11/12/18-34 Student senator Edwards (GRAD) moved to replace all instances of the word “faculty” in the resolution with the word “instructors”. The motion was seconded and discussion followed.
- 11/12/18-35 A motion was made to amend the amendment by substituting the phrase “university employees” in place of the word “instructors”. The motion was seconded.
- 11/12/18-36 By i-clicker and show of hands, the amendment to the amendment was approved with 69 in favor, 15 opposed, and 20 abstentions. The phrase “university employees” was substituted for the word “instructors”.
- 11/12/18-37 With the loss of quorum, a motion was made to postpone item RS.19.04 until the next regularly scheduled Senate meeting on December 10, 2018. The motion was seconded. No discussion.
- 11/12/18-38 By i-clicker and show of hands, item RS.19.04 was postponed until December 10 with 83 in favor, 5 opposed, and 1 abstention.

Discussion of item RS.19.04 will resume with the motion on the floor to amend item RS.19.04 by replacing all instances of the word “faculty” with the phrase “university employees”.

PROFESSIONAL EMPLOYMENT REDESIGN (PER) PRESENTATION

Elyne Cole, Senior Associate Chancellor for Human Resources, presented information about the changes in hiring processes.* Additional information about the PER can be found online at <http://humanresources.illinois.edu/professional-empl-redesign-per/index.html>.

LIBRARY BUILDING PROJECT

John Wilkin, Dean of Libraries, presented information about how collections will be handled during the Library Building Project.* Additional information about the Library Building Project can be found online at <https://www.library.illinois.edu/library-building-project/>.

REPORTS FOR INFORMATION

- 11/12/18-39 UC.19.03* Report on the Meetings of the University Senates Conference
- 11/12/18-40 EP.19.15* Report of Administrative Approvals through Oct 22, 2018
- 11/12/18-41 EP.19.21* Report of Administrative Approvals through Nov 5, 2018

NEW BUSINESS

None.

ADJOURNMENT

The meeting was adjourned at 5:05 pm.

Jenny Roether, Senate Clerk

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

2018-2019 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	11/12/18
Lyons	Angela	ACES	Agricultural and Consumer Economics	01-1	2019	e
Arends-Kuenning	Mary	ACES	Agricultural and Consumer Economics	01-2	2020	e
Onal	Hayri	ACES	Agricultural and Consumer Economics	01-3	2019	x
Grift	Tony	ACES	Agricultural and Biological Engineering	02-1	2019	a
Gates	Richard	ACES	Agricultural and Biological Engineering	02-2	2020	a
Juvik	Jack	ACES	Crop Sciences	03-1	2019	x
Hind	Sarah	ACES	Crop Sciences	03-2	2019	e
Branham	Bruce	ACES	Crop Sciences	03-3	2020	x
Lipka	Alex	ACES	Crop Sciences	03-4	2020	a
Wheeler	Matthew	ACES	Animal Sciences	04-1	2019	e
Fischer-Brown	Amy	ACES	Animal Sciences	04-2	2020	x
Beever	Jonathan	ACES	Animal Sciences	04-3	2020	x
Keating	Kari	ACES	Human Development and Family Studies	05-1	2020	x
Lleras	Christy	ACES	Human Development and Family Studies	05-2	2019	e
Chen	Hong	ACES	Food Science and Human Nutrition	06-1	2019	x
Lee	Soo-Yeun	ACES	Food Science and Human Nutrition	06-2	2020	e
Takhar	Pawan	ACES	Food Science and Human Nutrition	06-3	2020	e
Ward	Michael	ACES	Natural Resources and Environmental Sciences	07-1	2019	x
Kuo	Ming	ACES	Natural Resources and Environmental Sciences	07-2	2020	e
Morgan	Xavier	ACES	Student	A-01	2019	a
Poole	Maddie	ACES	Student	A-02	2019	a
Dombr	Audrey	ACES	Student	A-03	2019	x
Chiu	Chung-Yi	AHS	Kinesiology and Community Health	01-1	2020	e
An	Ruopeng	AHS	Kinesiology and Community Health	01-2	2019	x
Grigsby	Diana	AHS	Kinesiology and Community Health	01-3	2020	e
Browning	Matthew	AHS	Recreation Sport and Tourism	02-1	2020	e
Barnett Morris	Lynn	AHS	Recreation Sport and Tourism	02-2	2019	x
Chambers	Ronny	AHS	Speech and Hearing Science	03-1	2020	x
Husain	Fatima	AHS	Speech and Hearing Science	03-2	2019	x
Rasmussen	Bridgette	AHS	Student	A-01	2019	a
Zalova	Marianna	AHS	Student	A-02	2019	a
Garner	Jenny	AP	District 6	01-1	2020	e
Ruud	Collin	AP	District 8	01-2	2020	x
Mayes	Gregory	AP	District 2	01-3	2020	x
Atterberry	Rick	AP	District 5	01-4	2019	x
Davis	Mark	AP	District 11	01-5	2019	x
Yfantis	Konstantinos	AP	District 3	01-6	2019	e
Christensen	Sarah	AP	District 9	01-7	2020	x
Lu	Qiyue	AP	District 4	01-8	2020	a
Farber	Brian	AP	District 7	01-9	2020	x
Bievenue	Lisa	AP	District 10	01-10	2020	x
Hepp	John	BUS	Accountancy	01-1	2020	x
Shapland	Julie	BUS	Accountancy	01-2	2019	e
Hutchens	Matthew	BUS	Accountancy	01-3	2020	x
Silhan	Peter	BUS	Accountancy	01-4	2019	x
Sougiannis	Theodore	BUS	Accountancy	01-5	2020	a
Davis	Donald	BUS	Finance	02-1	2019	a
DeBrock	Larry	BUS	Finance	02-2	2020	x
Weisbenner	Scott	BUS	Finance	02-3	2019	e
Widdicks	Martin	BUS	Finance	02-4	2020	a
Wright	Margaret	BUS	Business Administration	03-1	2019	x
Liu	Yunchuan (Frank)	BUS	Business Administration	03-2	2019	x
Kindt	John	BUS	Business Administration	03-3	2020	x
Michael	Steve	BUS	Business Administration	03-4	2020	e
Martinez	Candace	BUS	Business Administration	03-5	2019	x
Zhang	Cindy	BUS	Student - Accountancy/Finance	A-01	2019	e
	VACANT	BUS	Student - Accountancy/Finance	A-02	2019	---

2018-2019 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	11/12/18
Dixit	Abhinav	BUS	Student - Business Admin/Undeclared	B-01	2019	x
Achmad	Derryl	BUS	Student - Business Admin/Undeclared	B-02	2019	a
O'Callaghan	Mary	DGS	Student	A-01	2019	a
Miranda	Armando	DGS	Student	A-02	2019	a
Joines	Joshua	DGS	Student	A-03	2019	---
Burbules	Nicholas	EDUC	Education Policy Organization Leadership	01-1	2020	x
Span	Christopher	EDUC	Education Policy Organization Leadership	01-2	2020	e
Kalantzis	Mary	EDUC	Education Policy Organization Leadership	01-3	2019	a
Cromley	Jennifer	EDUC	Educational Psychology	02-1	2019	x
Hund	Anita	EDUC	Educational Psychology	02-2	2020	x
Hug	Barbara	EDUC	Curriculum and Instruction	03-1	2020	x
Dressman	Mark	EDUC	Curriculum and Instruction	03-2	2019	x
Shriner	Jim	EDUC	Special Education	04-1	2020	x
O'Callaghan	Natalie	EDUC	Student	A-01	2019	x
Hilton	Harry	ENGR	Aerospace Engineering	01-1	2020	e
Prussing	John	ENGR	Aerospace Engineering	01-2	2019	x
Goodman	Matthew	ENGR	Materials Science and Engineering	02-1	2019	a
	VACANT	ENGR	Materials Science and Engineering	02-2	2020	---
Al-Qadi	Imad L	ENGR	Civil and Environmental Engineering	03-1	2020	x
Lange	David	ENGR	Civil and Environmental Engineering	03-2	2020	e
Fahnestock	Larry	ENGR	Civil and Environmental Engineering	03-3	2019	e
Masud	Arif	ENGR	Civil and Environmental Engineering	03-4	2019	x
Benekohal	Rahim	ENGR	Civil and Environmental Engineering	03-5	2020	x
Hockenmaier	Julia	ENGR	Computer Science	04-1	2019	x
Zhai	Chengxiang	ENGR	Computer Science	04-2	2019	x
Warnow	Tandy	ENGR	Computer Science	04-3	2020	x
Parthasarathy	Madhusudan	ENGR	Computer Science	04-4	2019	e
Zilles	Craig	ENGR	Computer Science	04-5	2020	a
Marinov	Darko	ENGR	Computer Science	04-6	2020	x
Campbell	Roy	ENGR	Computer Science	04-7	2020	x
Dallesasse	John	ENGR	Electrical and Computer Engineering	05-1	2019	x
Gross	George	ENGR	Electrical and Computer Engineering	05-2	2019	x
Chen	Deming	ENGR	Electrical and Computer Engineering	05-3	2019	a
Haran	Kiruba	ENGR	Electrical and Computer Engineering	05-4	2020	x
Iyer	Ravishankar	ENGR	Electrical and Computer Engineering	05-5	2020	a
Fliflet	Arne	ENGR	Electrical and Computer Engineering	05-6	2020	x
Dragic	Peter	ENGR	Electrical and Computer Engineering	05-8	2019	e
Allen	Jont	ENGR	Electrical and Computer Engineering	05-9	2019	a
	VACANT	ENGR	Industrial and Enterprise Systems Engineering	06-1	2019	---
Reis	Henrique	ENGR	Industrial and Enterprise Systems Engineering	06-2	2020	e
	VACANT	ENGR	Industrial and Enterprise Systems Engineering	06-3	2019	---
Ertekin	Elif	ENGR	Mechanical Science and Engineering	07-1	2019	e
Ewoldt	Randy	ENGR	Mechanical Science and Engineering	07-2	2020	e
Nam	SungWoo	ENGR	Mechanical Science and Engineering	07-3	2020	e
Bentsman	Joseph	ENGR	Mechanical Science and Engineering	07-4	2019	x
Johnson	Harley	ENGR	Mechanical Science and Engineering	07-5	2019	x
Brooks	Caleb	ENGR	Nuclear, Plasma and Radiological Engineering	08-2	2019	x
Gollin	George	ENGR	Physics	09-2	2020	a
Eckstein	Jim	ENGR	Physics	09-3	2019	x
Sickles	Anne	ENGR	Physics	09-4	2019	a
Hughes	Taylor	ENGR	Physics	09-5	2020	x
Stelzer	Timothy	ENGR	Physics	09-6	2019	x
Perez Pinera	Pablo	ENGR	Bioengineering	10-1	2019	x
Jensen	Karin	ENGR	Bioengineering	10-2	2020	x
Mittal	Mrinaal	ENGR	Student - ECE/CS/Undeclared	A-01	2019	a
Ng	Thomas	ENGR	Student - ECE/CS/Undeclared	A-02	2019	x
Sur	Sayan	ENGR	Student - ECE/CS/Undeclared	A-03	2019	a

2018-2019 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	11/12/18
	VACANT	ENGR	Student - ECE/CS/Undeclared	A-04	2019	---
Chiodini	Brandon	ENGR	Student - Mech/Aero/Ag/Bio	B-01	2019	x
Johnson	Jack M.	ENGR	Student - Mech/Aero/Ag/Bio	B-02	2019	x
Krupinski	Eric	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-01	2019	---
Anderson	Jacob	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-02	2019	x
	VACANT	FAA	Architecture	01-1	2019	---
	VACANT	FAA	Architecture	01-2	2020	---
	VACANT	FAA	Architecture	01-3	2020	---
Senseney	John	FAA	Art and Design	02-1	2019	a
Romberg	Kristin	FAA	Art and Design	02-2	2019	e
Vazquez	Oscar	FAA	Art and Design	02-3	2020	a
Ross	Joel	FAA	Art and Design	02-4	2020	x
Monson	Jennifer	FAA	Dance	03-1	2019	e
	VACANT	FAA	Landscape Architecture	04-1	2020	---
Gallo	Donna	FAA	Music	05-1	2019	x
Taylor	Stephen	FAA	Music	05-2	2019	a
Peterson	Elizabeth	FAA	Music	05-3	2020	x
Kruse	Adam	FAA	Music	05-4	2019	e
Magee	Gayle	FAA	Music	05-5	2020	e
Dee	John	FAA	Music	05-6	2019	x
Silvers	Michael	FAA	Music	05-7	2020	x
Miraftab	Faranak	FAA	Urban and Regional Planning	06-1	2020	x
Griggs	J. Michael	FAA	Theatre	07-1	2019	x
Jenkins	Jeffrey Eric	FAA	Theatre	07-2	2020	e
Griffin	Casey	FAA	Student	A-01	2019	x
Peterson-Quinn	Sullivan	FAA	Student	A-02	2019	a
Sherman	Steve	GRAD	Student	A-01	2019	x
Icardo Isasa	Ane	GRAD	Student	A-02	2019	x
Williams	Steven	GRAD	Student	A-03	2019	a
	VACANT	GRAD	Student	A-04	2019	---
Edwards	Joseph	GRAD	Student	A-05	2019	x
Chang	Lucy	GRAD	Student	A-06	2019	a
Bogue	Brandon	GRAD	Student	A-07	2019	x
Parthum	Bryan	GRAD	Student	A-08	2019	e
Harlan	John	GRAD	Student	A-09	2019	a
	VACANT	GRAD	Student	A-10	2019	---
Van Buskirk	Eric	GRAD	Student	A-11	2019	a
	VACANT	LAS	Anthropology	01-1	2020	---
Malhi	Ripan	LAS	Anthropology	01-2	2019	a
Mayer	Alexander	LAS	East Asian Languages and Cultures	02-1	2019	x
Kemball	Athol	LAS	Astronomy	03-1	2020	x
O'Dwyer	James	LAS	Plant Biology	04-1	2020	e
Kaufman	Brett	LAS	Classics	05-1	2019	e
Wilcox	Kirstin	LAS	English	06-1	2019	x
Gilmore	Shawn	LAS	English	06-2	2020	x
Slobodnik	Syd	LAS	English	06-3	2020	a
Basu	Manisha	LAS	English	06-4	2019	a
Basu	Anustup	LAS	English	06-5	2020	a
	VACANT	LAS	English	06-6	2020	---
Hurley	Michael	LAS	English	06-7	2019	x
Francis	Bettina	LAS	Entomology	07-1	2020	x
Fagyal	Zsuzsanna	LAS	French & Italian	08-1	2020	a
Ribot	Jesse	LAS	Geography & Geographic Information Science	09-1	2020	a
Sanford	Rob	LAS	Geology	10-1	2020	x
Conroy	Jessica	LAS	Geology	10-2	2019	x
Hilger	Stephanie	LAS	Germanic Languages & Literature	11-1	2019	x
Barnes	Teresa	LAS	History	12-1	2019	x

2018-2019 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	11/12/18
Brennan	James	LAS	History	12-2	2019	x
Symes	Carol	LAS	History	12-3	2020	x
Sriver	Ryan	LAS	Atmospheric Sciences	00-1	2019	e
Franks	Suzanne	LAS	Linguistics	13-1	2020	x
	<i>no results reported</i>	LAS	Linguistics	13-2	2020	---
Sadler	Richard	LAS	Linguistics	13-3	2019	a
Oikhberg	Timur	LAS	Mathematics	14-1	2019	x
Francis	George	LAS	Mathematics	14-2	2019	a
Reznick	Bruce	LAS	Mathematics	14-3	2019	e
Ivanov	Sergei	LAS	Mathematics	14-4	2020	x
Junge	Marius	LAS	Mathematics	14-5	2020	x
Rezk	Charles	LAS	Mathematics	14-6	2020	x
Tzirakis	Nikolaos	LAS	Mathematics	14-7	2019	x
	VACANT	LAS	Microbiology	15-1	2020	---
Shisler	Joanna	LAS	Microbiology	15-2	2019	e
Livengood	Johnathan	LAS	Philosophy	16-1	2019	x
Anastasio	Thomas	LAS	Molecular & Integrative Physiology	17-1	2020	x
Ksiazkiewicz	Aleksander	LAS	Political Science	18-1	2020	x
Grossman	Nicholas	LAS	Political Science	18-2	2019	a
Fisher	Cindy	LAS	Psychology	19-1	2020	x
Derringer	Jaime	LAS	Psychology	19-2	2019	x
	VACANT	LAS	Psychology	19-3	2019	---
	VACANT	LAS	Psychology	19-4	2020	---
	VACANT	LAS	Psychology	19-5	2020	---
	<i>no results reported</i>	LAS	Slavic Languages & Literatures	20-1	2020	---
Leicht	Kevin	LAS	Sociology	21-1	2020	a
Tolliver	Joyce	LAS	Spanish and Portuguese	22-1	2020	x
Bowles	Melissa	LAS	Spanish and Portuguese	22-2	2019	x
Costello	Thomas	LAS	Communication	23-1	2020	a
Cisneros	Josue David	LAS	Communication	23-2	2019	x
	VACANT	LAS	Communication	23-3	2020	---
Roseman	Charles	LAS	Animal Biology	24-1	2020	a
Gennis	Robert	LAS	Biochemistry	25-1	2019	a
Huang	Tina	LAS	Chemistry	26-1	2019	e
Andino Martinez	Jose	LAS	Chemistry	26-2	2019	a
Girolami	Gregory	LAS	Chemistry	26-3	2020	a
Koerner	Michael	LAS	Chemistry	26-4	2020	a
Leckband	Deborah	LAS	Chemical & Biomolecular Engineering	27-1	2020	e
Yang	Hong	LAS	Chemical & Biomolecular Engineering	27-2	2019	e
Belmont	Andrew	LAS	Cell & Developmental Biology	28-1	2020	a
Liang	Feng	LAS	Statistics	29-1	2019	a
Li	Bo	LAS	Statistics	29-2	2020	x
Perry	Martin	LAS	Economics	30-1	2019	e
Williamson	HF (Bill)	LAS	Economics	30-2	2020	x
Buckley	Bryan	LAS	Economics	30-3	2019	x
	<i>no results reported</i>	LAS	African American Studies	31-1	2020	---
Brown	Ruth Nicole	LAS	Gender and Womens Studies	32-1	2019	x
Rana	Junaid	LAS	Asian American Studies	33-1	2019	x
	<i>no results reported</i>	LAS	Latina/Latino Studies	35-1	2020	---
Rosenstock	Bruce	LAS	Religion	36-1	2020	x
Kaganovsky	Lilya	LAS	Comparative Literature	37-1	2020	x
	<i>no results reported</i>	LAS	Liberal Arts	38-1	2020	---
	<i>no results reported</i>	LAS	Sciences	39-1	2020	---
Namik	Deniz	LAS	Student - Life Sciences	A-01	2019	a
Gonigam	Richard	LAS	Student - Life Sciences	A-02	2019	x
Clark	Daniel	LAS	Student - Life Sciences	A-03	2019	a
Poulosky	Nathan	LAS	Student - Humanities	B-01	2019	x

2018-2019 Senate Membership

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	11/12/18
Neal	Grant	LAS	Student - Humanities	B-02	2019	a
Sutarova	Margareta	LAS	Student - Humanities	B-03	2019	a
Sardana	Vikram	LAS	Student - Physical Sciences/Math	C-01	2019	x
Aggarwal	Vikrانش	LAS	Student - Physical Sciences/Math	C-02	2019	e
Sekiguchi	Anna	LAS	Student - Physical Sciences/Math	C-03	2019	a
Fetscher	John	LAS	Student - Physical Sciences/Math	C-04	2019	---
Shekara	Aishwarya	LAS	Student - Social Sciences	D-01	2019	e
Ayala	Arnoldo	LAS	Student - Social Sciences	D-02	2019	a
Finley	Marissa	LAS	Student - Social Sciences	D-03	2019	x
Shapiro	Max	LAS	Student - Social Sciences	D-04	2019	a
Rowell	Arden	LAW	Law	01-1	2019	x
Sanderson	Kari	LAW	Law	01-2	2019	x
Braun	Matthew	LAW	Law	01-3	2020	x
Kar	Robin	LAW	Law	01-4	2020	x
Campos	Emilio	LAW	Student Professional	A-01	2019	---
Jung	Ji Wook	LER	School of Labor And Employment Relations	01-1	2019	x
Benton	Richard	LER	School of Labor And Employment Relations	01-2	2020	e
Benson	Sara	LIBR	Library	01-1	2020	x
Allison	Melody	LIBR	Library	01-2	2019	a
Trei	Kelli	LIBR	Library	01-3	2020	x
Holder	Sara	LIBR	Library	01-4	2019	x
Swain	Ellen	LIBR	Library	01-5	2019	x
Wiley	Lynn	LIBR	Library	01-8	2019	x
	VACANT	MDA	Advertising	01-1	2020	---
Hall	Steve	MDA	Advertising	01-2	2019	x
Meyer	Eric	MDA	Journalism	02-1	2019	x
Rosenstein	Jay	MDA	Media and Cinema Studies	03-1	2019	e
	VACANT	MDA	Student	A-01	2019	---
Christian	Catherine	MED	MED	01-2	2019	x
Naik	Anant	MED	Student Professional	A-01	2019	x
Bonn	Maria	SIS	School of Information Sciences	01-1	2020	x
Knox	Emily	SIS	School of Information Sciences	01-2	2019	e
Weech	Terry	SIS	School of Information Sciences	01-3	2019	x
Havlicek	Judy	SSW	School of Social Work	01-1	2019	x
Larrison	Christopher	SSW	School of Social Work	01-2	2020	e
Munoz-Najar	Julie	SSW	School of Social Work	01-3	2020	e
	VACANT	SSW	Student	A-01	2019	---
Reddi	Prabhakara	VMED	Comparative Biosciences	01-1	2019	x
Mahoney	Megan	VMED	Comparative Biosciences	01-2	2020	x
Marick	Dawn	VMED	Veterinary Clinical Medicine	02-1	2019	a
	<i>no results reported</i>	VMED	Veterinary Clinical Medicine	02-2	2019	---
	<i>no results reported</i>	VMED	Veterinary Clinical Medicine	02-3	2019	---
	<i>no results reported</i>	VMED	Veterinary Clinical Medicine	02-4	2020	---
	<i>no results reported</i>	VMED	Veterinary Clinical Medicine	02-5	2020	---
	<i>no results reported</i>	VMED	Veterinary Clinical Medicine	02-6	2020	---
Rock	Dan	VMED	Pathobiology	03-1	2019	x
Zuckermann	Federico	VMED	Pathobiology	03-2	2020	x
Reeves	Sarah	VMED	Student Professional	A-01	2019	e

131

a absent
e excused
x present
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**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**
Prefiled Resolution

RS.19.04 Resolution to Protect Faculty from Trolling, Harassment, and Stalking

WHEREAS, “nationally, unfair attacks on scholars have increased, often in social media, on message boards, and through other online forums;”* and

WHEREAS, recent advances in technology and widespread use of social media are creating novel problems of cyberstalking and cyberbullying that are not yet comprehensively or fully addressed by University policies and procedures; and

WHEREAS “these ‘trolling attacks’ can be professionally disruptive and personally difficult;”* and

WHEREAS, a faculty member may feel threatened, uncomfortable, or unsafe if the perpetrator of a trolling, harassment, or stalking attack is allowed to enroll in that faculty member’s class; then

~~BE IT RESOLVED that the Academic Senate of the University of Illinois endorses the efficient development of appropriate and comprehensive policies to allow a department to reject an individual student’s enrollment into a class not required for graduation and uniquely taught by a particular faculty member, if that student has displayed a previous history of persistent trolling, harassment, obsession with, or stalking, either electronically or in person, of that particular faculty member.~~

BE IT RESOLVED that the Senate of the University of Illinois at Urbana-Champaign endorses the review and strengthening of existing university policies to ensure that no student is allowed to actively disrupt the learning environment of university classes and to protect the security of instructors against persistent trolling, harassment, or stalking by students or university staff, either electronically or in person.

BE IF FURTHER RESOLVED that the Senate Executive Committee charge appropriate Senate committees to work together and with responsible campus officials to develop such policies.

Submitted,

Professor Jay Rosenstein
Senator, College of Media

* From “Resources For Scholars Targeted in Trolling Attacks” postcard produced and distributed by the University of Illinois, Urbana

FOR THE DEC 10 SENATE MEETING

Discussion of item RS.19.04 will resume with the motion on the floor to amend item RS.19.04 by replacing all instances of the word “faculty” with the phrase “university employees”.



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to the BALAS in English (revise and create concentrations), Department of English, College of Liberal Arts and Sciences

SPONSOR: Associate Professor Robert Barrett, Associate Head of English. rwb@illinois.edu

COLLEGE CONTACT: Associate Dean Kelly Ritter, College of Liberal Arts and Sciences. ritterk@illinois.edu

BRIEF DESCRIPTION

The current English major is popular amongst the students who choose it, but its requirements are outdated and unduly restrictive in the story they tell about what a contemporary English major is, or might be. We have thus comprehensively updated the major to offer students more choices in how they plot their coursework, even as we make more legible to students the core investments shared by all corners of the discipline.

An Overview of Major Changes

- The major has been restructured into three concentrations: 1. English, 2. Topics in English, and 3. English Teaching. The English and English Teaching concentrations are revised versions of the extant English major and English Teaching concentration; the Topics in English concentration is entirely new.
- All concentrations share a common core of 3 courses/9 hours, representing the central skills (reading, writing, and critical debate) required for all English majors.
- ENGL 300 (“Writing about Literature, Text, and Culture”) has been renumbered ENGL 350 to better convey its culminating position in the core sequence of ENGL 200/301/350.
- A new senior capstone course will be available to all students as an elective but required for majors in the Topics in English concentration.
- 6 hours of “Supporting Coursework in History and Culture” have been eliminated (previously met by CWL 241 and 242, HIST 141 and 142, HIST 171 and 172, or HIST 255 and 256) because they repeat work done by our in-house survey courses.
- The overall number of required credit hours in English has been slightly reduced for all three concentrations (from 42 to 39), bringing the major more in line with requirements for similar majors across LAS and making it easier for our students to double-major should they desire to do so.

The Design of the Concentrations

The most significant change in this proposal is the addition to the major of a new Topics in English concentration, complementing the current English and English Teaching concentrations. We want to give students a choice between two distinct approaches to English studies: the first, exemplified by the English and English Teaching concentrations, allows students to trace a chronological arc of knowledge across two historical surveys and five required period courses (two pre-1800, one nineteenth-century, one twentieth-century, and one contemporary). The second approach, the Topics in English model, stresses in-depth exploration of specific interdisciplinary clusters; here students take four courses in a cluster of their choice and then conclude their studies with a senior capstone seminar. (As mentioned above, this seminar is open to students in the English and English Teaching concentrations as an elective, but it is required for Topics in English majors.)

English (concentration #1) remains the classic major devoted to the study of literary form and history across time and space. It presents students interested in breadth with an open but chronologically structured space in which to explore literature. The major change to this concentration involves adding two new post-1900 period requirements (twentieth-century and contemporary) to the current requirement of three pre-1900 courses (two pre-1800 and one nineteenth-century). This update reflects both faculty strengths and the state of the discipline, offering students an opportunity to encounter Anglophone and ethnic literatures of any region (not just Britain and America) as well as encouraging them to extend their course of study to alternative areas of the curriculum.

Topics in English (concentration #2) focuses on methodologies other than historically-centered interpretation, giving students a chance to apply themselves to focused study in one of several interdisciplinary clusters—an in-depth commitment that is difficult to achieve while simultaneously pursuing broad chronological coverage. Based on faculty-wide areas of interest, the Topics in English clusters include: 1. Literature and Science (focusing on technology, medicine, neuroscience, and the environmental humanities), 2. Media Cultures (focusing on manuscript and print culture, visual culture, new media, and performance studies), and 3. RIGS (focusing on the study of race, indigeneity, gender, and sexuality).

English Teaching students (concentration #3) fulfill the requirements of the English concentration (concentration #1) in addition to state-mandated requirements for licensure. This concentration is largely unchanged from the current version with the exceptions of a reduction in overall credit hours (to bring English coursework in line with the other two concentrations) and the addition of a revitalized ENGL 485 (“Literature for the High School”) to the list of courses fulfilling the renamed “Language, Composition, and Pedagogy” requirement.

Students in all three concentrations—English, Topics in English, and English Teaching—will share three courses that focus on the fundamental skills of reading, writing, and critical debate (ENGL 200: Introduction to the Study of Literature and Culture; ENGL 301: Introduction to

Critical Theory; and ENGL 350: Writing About Literature, Text, and Culture). This common core methodology grounds the differing methodological approaches of the three concentrations.

RATIONALE

In a recent 2016 program review, external reviewers cited the English department's impressive range of courses and faculty interests as its most distinctive feature but also noted a lack of opportunities for students to take some of our most exciting and popular courses to fulfill English major requirements. Though English is home to world-class teaching in cutting edge research areas, the English major has not kept up with innovations in the field, in large part because periodic curriculum reform has focused on adding and subtracting individual courses and requirements instead of doing the harder but necessary work of imagining holistic, programmatic change.

In response to these conditions, we have comprehensively revised the major, based on both what we believe twenty-first-century students need and what the discipline of English studies looks like today. At the heart of this revision is the belief that English is not a discipline containing a single body of knowledge but is instead home to many different kinds of knowledge. At the same time, however, we have a commitment to language and to the core skills of reading, writing, and critical debate, which are continually emphasized in all three concentrations. Our goal is to allow students to pursue a variety of post-graduate options, including but not limited to teaching, writing, editing, publishing, marketing, law, business, and public service.

Benchmarking

Work on the current proposal began in August 2016, in response to two things: first, the ongoing decline in enrollments that is currently affecting English departments across the United States, and second, the department's external program review, which cited curriculum reform as one of five major areas in which the department might consider self-review and revision. In the two years since then (2016-2018), the department has engaged in a wide-ranging series of public conversations about how to build a better English major, which has included faculty surveys, nuts-and-bolts brown bags, and focus meetings with undergraduates. We also examined curricular models at many of our peer institutions. The most inspiring and innovative of these were the curricula at UCLA, the University of Pennsylvania, and the University of Michigan. Like our proposal, they balance an updated version of the traditional English curriculum organized around a broad range of historical periods, on the one hand, with a "field of study" curriculum that enables students to pursue concentrated coursework on a specific topic, on the other.

BUDGETARY AND STAFF IMPLICATIONS

1) Resources

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

No additional resources are needed; the English department can support these revised concentrations with existing faculty, using courses already in our catalog and reallocating faculty

to required courses where needed, and with existing departmental resources. We have already begun future planning for what courses need to be offered, in what quantity, and when, with current resources in mind. We do not anticipate financial constraints.

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?

We do not anticipate any major restructuring of resources in order to offer the revised major. It is possible that the current size of our required literary surveys (ENGL 209: Early British Literature and Culture and ENGL 255: Early American Literature and Culture) may shrink when we implement the new curriculum (since students in the English concentration will now have the option to take one of several of the department's major surveys: 209, 255, 259, or any ethnic literature survey). This shift may affect the number of TAs typically assigned to assist with discussion sections of 209 and 255, but we expect these TAs will then either teach another 200-level course or teach one of our many 100- or 200-level Rhetoric or Business and Technical Writing sections. In time, if enrollments warrant, we will consider turning one of our ethnic literature surveys into a large lecture with TAs and Friday discussion sections (making it structurally consistent with 209 and 255). In any of these scenarios, we do not anticipate the need for significant reallocation of programmatic resources.

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.

No additional campus or external resources are needed.

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

N/A

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.

None, other than those possible shifts in enrollment in large lecture courses as outlined in #1, above.

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

This proposal eliminates the "Supporting Coursework—History and Culture" requirement found in the current major, which mandated that English majors take one of four 6-hour course sequences from either the Program in Comparative and World Literature or the Department of History: CWL 241 and CWL 242; HIST 141 and HIST 142; HIST 171 and HIST 172; or HIST 255 and HIST 256. We find that our in-house historical surveys (ENGL 209, ENGL 255, and ENGL 259) offer our majors broad overviews similar to those provided by the supporting

courses, and we have therefore decided to remove the Supporting Coursework—History and Culture requirement to enable majors to focus in more depth on coursework within English studies. EOs of the affected units (Lilya Kaganovsky in Comparative and World Literature and Clare Crowston in History) have both been informed of the proposed change, and their email messages acknowledging this have been included below as Appendix F.

c. Please address the impact on the University Library

None.

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

With the introduction of a focus in areas like critical gaming studies, new media, and visual culture, we expect heightened use of the department's already existing but still underused new gaming and cinema classroom (English Building 304). There will be no other impact on space or technology.

DESIRED EFFECTIVE DATE: Fall 2019

CLEARANCES:

Signatures:

Robert W. Barrett, Jr.
Unit Representative:

24 September 2018
Date:

Kelly R. H.
College Representative:

10-31-18
Date:

Brenda Cliver Evans
Council on Teacher Education Representative:

11/26/18
Date:

STATEMENT FOR CATALOG:

Overview tab:

<http://www.english.illinois.edu/undergraduate/majors>

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

<http://www.english.illinois.edu>

Head of Department: Vicki Mahaffey

Department Office: 208 English Building, 608 South Wright, Urbana, (217) 333-2391

English majors at the University of Illinois a minimum of 39 hours in the study of literature, text, and culture. These courses help students develop sophisticated interpretation and composition skills through studying a wide range of cultural materials, historical periods, and literatures. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours). Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Minimum hours required for graduation: 120 hours. Students will complete 40 hours of upper-division coursework (these hours can be drawn from all elements of the degree).

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

The Department of English sponsors three concentrations:

The [English Concentration](#) provides a broad base of instruction in literature in English across a range of historical periods and forms. Students in this concentration will study the methods and critical concepts of literary and cultural study, intensify their language and analytical skills, and to learn more about the historical development of literature in British, American, and global Anglophone contexts from the medieval period to the present day.

The [Topics in English Concentration](#) enables students to pursue intensive study in a focused area of inquiry. This concentration shares a number of required introductory courses with the other two concentrations, after which students complete a suite of courses in their chosen area, culminating in a senior capstone project. Based on faculty-wide research strengths, the Topics in English clusters include: 1. Literature and Science (focusing on technology, medicine, neuroscience, and the environmental humanities), 2. Media Cultures (focusing on manuscript and

print culture, visual culture, new media, and performance studies), and 3. RIGS (focusing on the study of race, indigeneity, gender, and sexuality).

The [English Teaching Concentration](#) leads to a professional educator license to teach in Secondary School. Coursework in this concentration is largely similar to that required in the English Concentration, and it is based on that concentration's primary goals. Students working toward earning a teaching license are guided toward additional coursework focused on language and composition.

The department also offers a major in [Creative Writing](#).

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

English Concentration

Minimum required major and supporting coursework equates to 39 hours of English Department courses. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

General education: Students must complete the [Campus General Education](#) requirements.

Minimum hours required for graduation: 120 hours

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

Hours	Requirements
9	Core Courses ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
6	Historical Surveys NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200. Two courses from the following options: ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture ENGL 259: Early African American Literature and Culture Any ethnic literature survey with a significant pre-1900 focus ¹
15	Period Courses¹ (<i>American, British, Anglophone, etc.</i>) 6 hours: At least two courses that cover at least two of the following categories: Medieval Literature and Culture (before 1550) Shakespeare Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)

	3 hours: At least one course in Nineteenth-Century Literature and Culture 3 hours: At least one course in Twentieth-Century Literature and Culture 3 hours: At least one course in Contemporary Literature and Culture
9	Elective Coursework ^{1, 2} At least three courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing, Creative Writing, and English).
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; the period courses; or the elective coursework.
39	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Student may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement.
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours), and 6 of these hours must come from two different period areas (see above).

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

Topics in English Concentration

Minimum required major and supporting coursework equates to 39 hours of English Department courses. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

General education: Students must complete the [Campus General Education](#) requirements.

Minimum hours required for graduation: 120 hours

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

For this concentration, students will complete 12 hours of coursework (4 courses) in one of three cluster areas: Literature and Science, Media Cultures, or Race, Indigeneity, Gender, and Sexuality. These 12 hours will be selected from an approved list of courses for this category, maintained by the English Department. Students can access these lists and a further description of each cluster on the Department of English website:

www.english.illinois.edu/undergraduate/majors

Hours	Requirements
9	Core Courses ENGL 200: Introduction to the Study of English (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
12	Cluster Courses¹ 12 hours: Four courses in one of the following clusters, selected from approved lists maintained by the English Department: <ul style="list-style-type: none"> * Literature and Science * Media Cultures * Race, Indigeneity, Gender, and Sexuality
3	Capstone Course: ENGL 400 (guided research in the student's chosen field)
15	Elective Coursework^{1,2} At least five courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing,

	Creative Writing, and English).
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the cluster courses; or the elective coursework.
39	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Students may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement.
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours), and 9 of these hours (including the capstone) must be taken in the student's chosen field.

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

English Teaching Concentration

This concentration fulfills state licensure requirements to teach high school (grades 9-12) English Language Arts through the AP/honors level.

Students in this concentration must also complete the Teacher Education Minor in Secondary School Teaching. See the College of Education section for requirements of the minor (38 hours).

Minimum required concentration and supporting coursework normally equates to 78 hours: 39 hours of English Department courses and 39 hours of courses from the Teaching Education Minor in Secondary School Teaching. Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Time to degree completion varies. Minimum time to completion is 8 semesters, with some students requiring 10 semesters. Transfer students may need 10 total semesters combined to complete the program. Please see the [LAS section in the transfer handbook](#) for more information.

To remain in good standing in this program and be recommended for licensure, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

Prerequisites to transfer to the English Teaching concentration: students must complete ENGL 200, the two required historical surveys, and ENGL 301 (Intro to Critical Theory). In addition, it is strongly recommended that students complete five additional ENGL courses (chosen in consultation with and English Advisor) appropriate to the English Teaching concentration.

Hours	Requirements
9	Core Courses ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory

	ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
6	Historical Surveys NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200. ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture
15	Period Courses¹ (<i>American, British, Anglophone, etc.</i>) 3 hours: At least one course in one of the following categories: Medieval Literature and Culture (before 1550) Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800) 3 hours: Shakespeare 3 hours: At least one course in Nineteenth-Century Literature and Culture 3 hours: At least one course in Twentieth-Century Literature and Culture 3 hours: At least one course in Contemporary Literature and Culture
9	Language, Composition, and Pedagogy Courses 6 hours: ENGL 402: Descriptive English Grammar ENGL 481: Composition Theory and Practice 3 hours: At least one of the following: ENGL 310: Intro to the Study of the English Language ENGL 311: History of the English Language ENGL 380: Topics in Writing Studies ENGL 482: Writing Technologies ENGL 485: Literature for the High School BTW 490: Special Topics in Professional Writing
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; or the period courses.
39	Teacher Education Minor in Secondary School Teaching 3 hours: EDUC 201: Identity and Difference in Education* 3 hours: EDUC 202: Social Justice, School and Society* 3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a prerequisite) 3 hours: CI 401: Introductory Teaching in a Diverse Society 3 hours: CI 403: Teaching a Diverse High School Student Population 3 hours: CI 404: Teaching and Assessing Secondary School Students 3 hours: CI 473: Disciplinary Literacy 3 hours: EPSY 485: Assessing Student Performance 3 hours: SPED 405: General Educator's Role in SPED

	<p>12 hours: EDPR 442: Educational Practice in Secondary Education</p> <p>*EDUC 201, EDUC 202 and EPSY 201 can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p>
	<p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473 Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405 Year 2 Spring = student teaching and graduation term—no on-campus courses 15 hours (off-campus): EDPR 442, CI 404</p>
78	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Student may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

Appendix A: Comparative Table of Proposed Changes to the English Concentration

Current Hours	Current Requirements	Proposed Hours	Proposed Requirements
9	Introduction to the Study of Literature, Text, and Culture ENGL 200: Intro to the Study of Lit and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 209: British Literature to 1800 ENGL 255: Early American Literature and Culture	9	Core Courses ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
6	Textual Analysis in Action ENGL 300: Writing about Literature (fulfills the university's Advanced Composition requirement) ENGL 301: Critical Approaches to Literature	6	Historical Surveys NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200. Two courses from the following options: ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture ENGL 259: Early African American Literature and Culture Any ethnic literature survey with a significant pre-1900 focus ¹
9	Period Courses (<i>American, British, transatlantic, anglophone, etc.</i>) Chosen from the list maintained in the Department of English. 6 hours: At least two courses focused on literature, text, and/or culture in	15	Period Courses (<i>American, British, Anglophone, etc.</i>) Chosen from the list maintained in the Department of English. 6 hours: At least two courses that cover at least two of the following categories:

	<p>two or more of the following categories:</p> <p>Medieval (before 1550) Shakespeare Early Modern (1550-1660, other than Shakespeare) The Long Eighteenth Century (1660-1800)</p> <p>3 hours: One course focused on literature, text, and/or culture in the category 1800-1900</p>		<p>Medieval Literature and Culture (before 1550) Shakespeare Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: At least one course in Nineteenth-Century Literature and Culture 3 hours: At least one course in Twentieth-Century Literature and Culture 3 hours: At least one course in Contemporary Literature and Culture</p>
12	<p>Additional Coursework. Chosen from courses offered by the Department of English (Business and Technical Writing, Creative Writing, and English). Chosen from the list maintained in the Department of English.</p>	9	<p>Elective Coursework: At least three courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing, Creative Writing, and English).</p>
	<p>One course must focus on race/ethnicity/indigeneity/post-coloniality/sexuality. Chosen from the list maintained in the Department of English. This course can be used to fulfill part of the Textual Analysis, Period Courses, or Additional Coursework requirements.</p>		<p>One course in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; the period courses; or the elective coursework</p>
6	<p>Supporting Coursework—History and Culture</p> <p>Choose one of the following pairs:</p>		

	CWL 241 and 242: Masterpieces of West Culture I & II HIST 141: Western Civ to 1660 and 142: Western Civ Since 1660 HIST 171, US Hist to 1877, and HIST 172, US Hist Since 1877 HIST 255: British Isles to 1688 and 256: Britain Since 1688		
42	Total Hours	39	Total Hours

Appendix B: Comparative Table of Proposed Changes to the English Teaching Concentration

Current Hours	Current Requirements	Proposed Hours	Proposed Requirements
9	Introduction to the Study of Literature, Text, and Culture ENGL 200: Intro to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 209: British Literature to 1800 ENGL 255: Early American Literature and Culture	9	Core Courses ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
6	Textual Analysis in Action ENGL 300: Writing about Literature (fulfills the university's Advanced Composition requirement) ENGL 301: Critical Approaches to Literature	6	Historical Surveys NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200. ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture
9	Period Courses (<i>American, British, transatlantic, anglophone, etc.</i>) Chosen from the list maintained in the Department of English. 3 hours: At least one course in one of the following categories: Medieval (before 1550) Early Modern (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800) 3 hours: Shakespeare	15	Period Courses (<i>American, British, Anglophone, etc.</i>) Chosen from the list maintained in the Department of English. 3 hours: At least one course from one of the following categories: Medieval Literature and Culture (before 1550) Early Modern Literature and Culture (1550-1660, other than Shakespeare)

	3 hours: At least one course in Nineteenth-Century Literature and Culture		<p>Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: Shakespeare</p> <p>3 hours: At least one course in Nineteenth-Century Literature and Culture</p> <p>3 hours: At least one course in Twentieth-Century Literature and Culture</p> <p>3 hours: At least one course in Contemporary Literature and Culture</p>
3	Additional Coursework. Chosen from courses offered by the Department of English (Business and Technical Writing, Creative Writing, and English). Chosen from the list maintained in the Department of English.		
	One course must focus on race/ethnicity/indigeneity/post-coloniality/sexuality. Chosen from the list maintained in the Department of English. This course can be used to fulfill part of the Textual Analysis, Period Courses, or Additional Coursework requirements.		One course in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; or the period courses.
9	<p>Language and Composition</p> <p>ENGL 402: Descriptive English Grammar</p> <p>ENGL 481: Composition Theory and Practice</p> <p>At least one of the following:</p> <p>ENGL 310: Intro to the Study of the English Language</p> <p>ENGL 311: History of the English Language</p> <p>ENGL 380: Topics in Writing Studies</p> <p>ENGL 482: Writing Technologies</p>	9	<p>Language, Composition, and Pedagogy Courses</p> <p>ENGL 402: Descriptive English Grammar</p> <p>ENGL 481: Composition Theory and Practice</p> <p>At least one of the following:</p> <p>ENGL 310: Intro to the Study of the English Language</p> <p>ENGL 311: History of the English Language</p> <p>ENGL 380: Topics in Writing</p>

	BTW 490: Special Topics in Professional Writing		Studies ENGL 482: Writing Technologies ENGL 485: Literature for the High School BTW 490: Special Topics in Professional Writing
6	Supporting Coursework—History and Culture Choose one of the following pairs: CWL 241 and 242: Masterpieces of West Culture I & II HIST 141: Western Civ to 1660 and 142: Western Civ Since 1660 HIST 171, US Hist to 1877, and HIST 172, US Hist Since 1877 HIST 255: British Isles to 1688 and 256: Britain Since 1688		
38	Teacher Education Minor in Secondary School Teaching: 3 hours: EDUC 201: Identity and Difference in Education* 3 hours: EDUC 202: Social Justice, School and Society* 3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a pre-requisite) 3 hours: CI 401: Introductory Teaching in a Diverse Society 3 hours: CI 403: Teaching a Diverse High School Student Population 3 hours: CI 404: Teaching and Assessing Secondary School Students 3 hours: CI 473: Disciplinary Literacy 3 hours: EPSY 485: Assessing Student Performance 3 hours: SPED 405: General Educator's Role in SPED 12 hours: EDPR 442: Educational Practice in Secondary Education *EDUC 201, EDUC 202 and EPSY 201	38	Teacher Education Minor in Secondary School Teaching: 3 hours: EDUC 201: Identity and Difference in Education* 3 hours: EDUC 202: Social Justice, School and Society* 3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a pre-requisite) 3 hours: CI 401: Introductory Teaching in a Diverse Society 3 hours: CI 403: Teaching a Diverse High School Student Population 3 hours: CI 404: Teaching and Assessing Secondary School Students 3 hours: CI 473: Disciplinary Literacy 3 hours: EPSY 485: Assessing Student Performance 3 hours: SPED 405: General Educator's Role in SPED 12 hours: EDPR 442: Educational

	<p>can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p> <p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473</p> <p>Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405</p> <p>Year 2 Spring = student teaching and graduation term—no on-campus courses, but 15 hours (off-campus): EDPR 442, CI 404</p>		<p>Practice in Secondary Education</p> <p>*EDUC 201, EDUC 202 and EPSY 201 can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p> <p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473</p> <p>Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405</p> <p>Year 2 Spring = student teaching and graduation term—no on-campus courses, but 15 hours (off-campus): EDPR 442, CI 404</p>
78	Total Hours	78	Total Hours

Appendix C: Historical Period Courses for the English and English Teaching Concentrations

* = can fulfill period requirements depending on its specific topic in any given semester

** = can fulfill period requirements only if not being used to fulfill core requirement

Medieval (counts towards the pre-1800 requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 202: Medieval Literature and Culture
ENGL 216: Legends of King Arthur
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 407: Introduction to Old English
ENGL 411: Chaucer
ENGL 412: Topics in Medieval British and Irish Literature
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture

Early Modern (counts towards the pre-1800 requirement)

*ENGL 117: Shakespeare on Film
*ENGL 199: Undergraduate Open Seminar
ENGL 204: Renaissance Literature and Culture
ENGL 218: Introduction to Shakespeare
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 416: Topics in British Drama to 1660
ENGL 418: Shakespeare
ENGL 421: Renaissance Poetry & Prose
ENGL 423: Milton
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture

Eighteenth Century (counts towards the pre-1800 requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 206: Enlightenment Literature and Culture
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 427: Eighteenth-Century Literature
ENGL 428: British Drama, 1660-1800
ENGL 429: Eighteenth-Century Fiction
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Lit and Culture

Nineteenth Century (counts towards the Nineteenth-Century Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 207: Romantic Literature and Culture
ENGL 208: Victorian Literature and Culture
ENGL 250: Nineteenth-Century American Fiction
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 431: Topics in British Romantic Literature
ENGL 435: Nineteenth-Century British Fiction
ENGL 449: American Romanticism
ENGL 450: Becoming Modern: American Literature, 1865-1914
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 462: Topics in Modern Fiction

Twentieth Century (counts toward the Twentieth-Century Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 211: Introduction to Modern African Literature
ENGL 213: Modernist Literature and Culture
ENGL 241: Modern Poetry
ENGL 251: The Twentieth-Century American Novel
*ENGL 253: Topics in Literature and New Media
ENGL 260: Modern African American Literature and Culture
*ENGL 261: Topics in Literature and Culture

*ENGL 270: American Film Genres
 ENGL 272: Minority Images in Amer Film
 ENGL 273: American Cinema, 1950-2000
 *ENGL 280: Women Writers
 *ENGL 281: Women in the Literary Imagination
 *ENGL 325: Topics in LGBT Literature and Film
 **ENGL 350: Writing About Literature, Text, and Culture
 ENGL 359: Literary Responses to the Holocaust
 *ENGL 373: Special Topics in Film Studies
 *ENGL 374: World Cinema in English
 *ENGL 396: Honors Seminar I
 *ENGL 397: Honors Seminar II
 *ENGL 398: Honors Seminar III
 ENGL 441: Innovation and Conflict in British and Irish Modernism
 ENGL 451: American Literature in the Age of Modernism
 *ENGL 455: Major Authors
 *ENGL 459: Topics in American Indian Literature
 *ENGL 460: Literature of American Minorities
 *ENGL 461: Advanced Topics in Literature and Culture
 *ENGL 462: Topics in Modern Fiction
 ENGL 470: Modern African Fiction

Contemporary (counts toward the Contemporary Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
 ENGL 242: Contemporary Poetry
 *ENGL 253: Topics in Lit and New Media
 *ENGL 261: Topics in Lit and Culture
 ENGL 265: Introduction to American Indian Literature
 *ENGL 270: American Film Genres
 ENGL 276: Asian Film Genres
 *ENGL 280: Women Writers
 *ENGL 281: Women in the Literary Imagination
 ENGL 285: Postcolonial Literature in English
 ENGL 286: Asian American Literature
 *ENGL 325: Topics in LGBT Literature and Film
 **ENGL 350: Writing About Literature, Text, and Culture
 *ENGL 373: Special Topics in Film Studies
 *ENGL 374: World Cinema in English
 *ENGL 380: Topics in Writing Studies
 *ENGL 396: Honors Seminar I
 *ENGL 397: Honors Seminar II
 *ENGL 398: Honors Seminar III
 ENGL 442: Contemporary British and Irish Literature
 ENGL 452: The Postwar Era and Contemporary American Literature

*ENGL 455: Major Authors
ENGL 458: Latina/o Performance
*ENGL 459: Topics in American Indian Literature
*ENGL 460: Literature of American Minorities
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 462: Topics in Modern Fiction

Appendix D: Course Lists for the Clusters within the Topics in English Concentration

Courses on these lists fulfill Cluster Course requirements (see above) for students working in the Topics in English concentration, depending on the students' chosen focus areas.

* = can fulfill cluster requirements depending on its specific topic in any given semester

** = can fulfill cluster requirements only if not being used to fulfill core requirement

Literature and Science

The cluster in Literature and Science examines the complex intersections between science and culture, with particular emphasis on the problems of environmental sustainability, bio-ethics, and technology. Courses in this cluster include introductions to science fiction, ecocriticism, climate change, animal studies, and biohumanities. These courses explore the shifting relationships among imaginative texts, the natural world, and various scientific approaches that seek to describe the physical universe.

ENGL 120: Science Fiction

*ENGL 199: Undergraduate Open Seminar

ENGL 220: Literature and Science

ENGL 221: Speculative Futures

*ENGL 261: Topics in Literature and Culture

*ENGL 280: Women Writers

Recent Topic: Women, Animals, and Ecology

ENGL 293: The Anthropocene

**ENGL 350: Writing about Literature, Text, and Culture

Recent Topic: Posthumanism

ENGL 360: Environmental Writing

*ENGL 396: Honors Seminar I

Recent Topic: (How It Feels To Be a) Human, Animal, Vegetable, Mineral, Machine

*ENGL 397: Honors Seminar II

*ENGL 398: Honors Seminar III

*ENGL 412: Topics in Medieval British and Irish Literature

Recent Topic: Nature and the Non-Human in Medieval Britain and Ireland

*ENGL 431: Topics in British Romantic Literature

Recent Topic: Green Romanticism

*ENGL 455: Major Authors

Recent Topic: Weird Writers: Poe, Lovecraft, Vandermeer, Miéville

*ENGL 461: Advanced Topics in Literature and Culture

*ENGL 462: Topics in Modern Fiction

*ENGL 475: Literature and Other Disciplines

ENGL 476: Topics in Literature and the Environment

ENGL 477: Advanced Environmental Writing

ENGL 498: Environmental Writing for Publication

Media Cultures

The cluster in Media Cultures thinks not just about what stories a text tells or when particular texts were written but instead focuses on *how* those stories are packaged in multiple material forms, including manuscript, print, visual culture, film, new media, and live performance. Courses are intended to help students learn about how cultural aesthetics have changed over time with the advent of new art forms and media like print, photography, cinema, software, video games, comic books, and graphic novels, with a strong emphasis on the cultural, political, and societal implications of these different forms and formats.

ENGL 104: Introduction to Film
ENGL 117: Shakespeare on Film
ENGL 121: Introduction to Comics
ENGL 122: Swords, Sorcery & Sex: The Middle Ages in Popular Culture
*ENGL 199: Undergraduate Open Seminar
ENGL 224: Latina/o Popular Culture
ENGL 253: Topics in Literature and New Media
*ENGL 261: Topics in Literature and Culture
ENGL 270: American Film Genres
ENGL 272: Minority Images in American Film
ENGL 273: American Cinema, 1950-2000
ENGL 276: Asian Film Genres
ENGL 325: Topics in LGBT Literature and Film
**ENGL 350: Writing about Literature, Text, and Culture
 Recent Topic: Novels on Film
ENGL 373: Special Topics in Film Studies
ENGL 374: World Cinema in English
*ENGL 380: Topics in Writing Studies
 Recent Topics: Hip Hop Rhetorics; Internet Writing
*ENGL 396: Honors Seminar I
 Recent Topic: Literature, Theory, and Performance; American Cinema and Cityscape
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
*ENGL 455: Major Authors
 Recent Topics: The Coen Brothers; Danielewski, Code, and Writing Technologies
ENGL 458: Latina/o Performance
*ENGL 460: Literature of American Minorities
 Recent Topic: Hip Hop as Narrative
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 475: Literature and Other Disciplines
 Recent Topic: Early American Visual Culture
ENGL 482: Writing Technologies

Race, Indigeneity, Gender, and Sexuality

The cluster in Race, Indigeneity, Gender, and Sexuality places at its center the history and

culture of historically underrepresented groups, exploring the literature of the black diaspora, Asian Americans, indigenous people, LGBTQ peoples, Latinx people, and women. Drawing on the intertwined traditions of critical race theory, postcolonialism, feminism, and queer theory, students will investigate the role of literature in both reflecting and shaping our ideas about these categories of difference, as well as in imagining alternatives to them, with a strong emphasis on intersectional approaches to identity and the structural conditions that produce it.

ENGL 150: Black Literature in America

*ENGL 199: Undergraduate Open Seminar

ENGL 224: Latina/o Popular Culture

ENGL 225: Introduction to Latina/o Literature

ENGL 259: Early African American Literature and Culture

ENGL 260: Modern African American Literature and Culture

*ENGL 261: Topics in Literature and Culture

ENGL 265: Intro to American Indian Lit

ENGL 272: Minority Images in American Film

ENGL 276: Asian Film Genres

ENGL 280: Women Writers

ENGL 281: Women in the Literary Imagination

ENGL 285: Postcolonial Literature in English

ENGL 286: Asian American Literature

ENGL 325 Topics in LGBT Literature and Film

ENGL 330: Slavery and Identity

**ENGL 350: Writing about Literature, Text, and Culture

Recent Topics: U.S. Women Modernists; Afterlives of Slavery; Postracial Fictions

*ENGL 380: Topics in Writing Studies

Recent Topic: Black Freedom Movement Rhetorics

*ENGL 396: Honors Seminar I

Recent Topics: The Woman Reader in British Fiction; Caribbean Writing

*ENGL 397: Honors Seminar II

*ENGL 398: Honors Seminar III

*ENGL 412: Topics in Medieval British and Irish Literature

Recent Topic: Intersectionality in the Medieval British Isles

*ENGL 416: Topics in British Drama to 1660

Recent Topic: Performing Race, Class, and Gender on the Renaissance Stage

*ENGL 455: Major Authors

Recent Topics: Jane Austen and Mary Wollstonecraft; James Baldwin; Richard Wright

ENGL 458: Latina/o Performance

ENGL 459: Topics in American Indian Lit

ENGL 460: Literature of American Minorities

*ENGL 461: Advanced Topics in Literature and Culture

*ENGL 462: Topics in Modern Fiction

*ENGL 475: Literature and Other Disciplines

Appendix E: Course List for Difference and Diaspora Requirement

* = can fulfill this requirement depending on its specific topic in any given semester

** = can fulfill this requirement only if not being used to fulfill core requirement

ENGL 112: Literature of Global Culture
ENGL 150: Black Literature in America
ENGL 211: Introduction to African Literature
ENGL 222: Jewish American and US Minority Literatures in Dialogue
ENGL 223: Jewish Storytelling
ENGL 224: Latina/o Popular Culture
ENGL 225: Introduction to Latina/o Literature

*ENGL 253: Topics in Literature and New Media
ENGL 259: Early African American Literature and Culture
ENGL 260: Modern African American Literature and Culture
*ENGL 261: Topics in Literature and Culture
ENGL 265: Intro to American Indian Literature
ENGL 272: Minority Images in American Film
ENGL 275: American Indians & Film
ENGL 276: Asian Film Genres
*ENGL 280: Women Writers
*ENGL 281: Women in the Literary Imagination
ENGL 284: Modern Jewish Literature
ENGL 285: Postcolonial Literature in English
ENGL 286: Asian American Literature
ENGL 325 Topics in LGBT Literature and Film
ENGL 330: Slavery and Identity
**ENGL 350: Writing about Literature, Text, and Culture
*ENGL 373: Special Topics in Film Studies
ENGL 374: World Cinema in English
*ENGL 380: Topics in Writing Studies
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
*ENGL 412: Topics in Medieval British and Irish Literature
*ENGL 416: Topics in British Drama to 1660
*ENGL 435: Nineteenth-Century British Fiction
*ENGL 452: The Postwar Era and Contemporary American Literature
*ENGL 455: Major Authors
ENGL 458: Latina/o Performance
ENGL 459: Topics in American Indian Literature
ENGL 460: Literature of American Minorities
*ENGL 461: Advanced Topics in Literature and Culture
ENGL 470: Modern African Fiction
*ENGL 475: Literature and Other Disciplines

Appendix F: Clearance Emails from the Program in Comparative and World Literature and the Department of History

Comparative & World Literature Clearance Email Exchange

From: Kaganovsky, Lilya
Wed 9/19/2018 8:54 AM
To: Barrett, Robert W

Dear Professor Barrett,

Thank you for notifying us about this curricular change.

We will miss having English majors and minors in CWL 241/242.

Sincerely,
Lilya Kaganovsky
Professor and Director, Program in Comparative & World Literature

Lilya Kaganovsky
Professor of Slavic, Comparative Literature, and Cinema & Media Studies
Director, Program in Comparative & World Literature
University of Illinois, Urbana-Champaign

2090K Foreign Languages Building, MC-160
707 S. Mathews Ave

Urbana, IL 61801 USA

Department homepage: <http://www.complit.illinois.edu/>

On Sep 18, 2018, at 9:52 AM, Barrett, Robert W <rwb@illinois.edu> wrote:

Dear Professor Kaganovsky,

As you know, one of the changes the English Department has made in its new curriculum proposal is the elimination of the six-hour History and Culture requirement. While the majority of English majors satisfying this requirement have usually done so by taking those hours in the History Department, your program's CWL 241/CWL 242 sequence has also counted for the requirement. To complete our proposal revision, we need a letter from you specifying that Comparative and World Literature has been notified of this change to the English major. This letter can be addressed to me as Associate Head of English or to

Professor Vicki Mahaffey, Head of English.

Thank you,

Rob Barrett
Associate Head of English

Robert W. Barrett, Jr.
Associate Professor of English, Medieval Studies, and Theatre
608 S. Wright St.
University of Illinois at Urbana-Champaign
Urbana, IL 61801
(217) 333-1715

History Clearance Email Exchange

From: Crowston, Clare H
Fri 9/21/2018 6:02 PM
To: Barrett, Robert W

Dear Professor Barrett,

On behalf of the History Department, thank you for letting me know of the proposed revision of the English major. The department notes that the revisions include eliminating the requirement that English majors complete a six-hour History and Culture requirement, which majors usually satisfied by taking six courses in the History Department (listed below).

Sincerely,

Clare Crowston

CLARE CROWSTON
Professor and Chair

DEPARTMENT OF HISTORY
University of Illinois at Urbana-Champaign
309 Gregory Hall | MC-466
810 S. Wright Street | Urbana, IL 61801
217-244-2089

From: "Barrett, Robert W" <rw@illinois.edu>
Date: Tuesday, September 18, 2018 at 9:48 AM
To: Clare Crowston <crowston@illinois.edu>
Subject: Clearance Letter for English Department Curriculum Change Proposal

Dear Professor Crowston,

As you know, one of the changes the English Department has made in its new curriculum proposal is the elimination of the six-hour History and Culture requirement. The majority of English majors satisfying this requirement have usually done so by taking the following course sequences: HIST 141/HIST 142, HIST 171/HIST 172, and HIST 255/HIST 256. To complete our proposal revision, we need a letter from you specifying that History has been notified of this change to the English major. This letter can be addressed to me as Associate Head of English or to Professor Vicki Mahaffey, Head of English.

Thank you,

Rob Barrett
Associate Head of English

Robert W. Barrett, Jr.
Associate Professor of English, Medieval Studies, and Theatre
608 S. Wright St.
University of Illinois at Urbana-Champaign
Urbana, IL 61801
(217) 333-1715

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



November 26, 2018

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

Dear Professor Miller:

Enclosed is the updated, corrected version of a proposal from the College of Liberal Arts and Sciences to revise the Bachelor of Arts in Liberal Arts and Sciences in English, including establishment of a new concentration, Topics in English. The previous version had been submitted as EP.19.26 on November 19, 2018; please replace that version with this one.

Sincerely,

Kathryn A. Martensen
Assistant Provost

Enclosures

c: K. Ritter
A. Elli
B. Clevenger
A. Edwards
E. Stuby



COLLEGE OF LIBERAL ARTS & SCIENCES

Office of the Dean
2090 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801

October 31, 2018

Brenda Clevenger
Council on Teacher Education
505 E. Green, Suite 203 MC-425

Dear Brenda:

The Committee on Courses and Curricula on behalf of the Faculty of the College of Liberal Arts and Sciences has voted to approve the following proposal:

Revision of the BALAS in English (revise and create concentrations)

The Department of English has made revisions to the English Teaching Concentration, in addition to creating a new concentration. The English Teaching Concentration portion is ready for your office's review. Please let us know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Kelly Ritter'.

Kelly Ritter
Associate Dean

enclosure

C: Professor Robert Barrett

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

CC.19.15 Election of Members on Standing Committees of the Senate

Budget

To fill one faculty vacancy due to the resignation of Peter Kuchinke (EDUC).
 Richard Tempest LAS Term Expires 2019

Library

To fill one student vacancy unfilled during the spring 2018 election.
 Nia Khan FAA Term Expires 2019

Student Discipline

To fill one faculty vacancy due to the resignation of Jinming Zhang (EDUC).
 Meghan Burke EDUC Term Expires 2020

University Student Life

To fill one Chair vacancy due to the resignation of Chair Mark Dressman (EDUC).
 Rummana Alam LAW Chair Term Expires 2019

COMMITTEE ON COMMITTEES

Nancy O'Brien, Chair
 Roy Campbell
 Joseph Edwards
 Tim Flanagan
 Lilya Kaganovsky
 Mrinaal Mittal
 Jennifer Monson
 Deniz Namik
 Christopher Span
 Jenny Roether, *ex officio*

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

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

Committee on Elections and Credentials
(Final; Action)

EC.18.03 Revisions to the *Election Rules for the Student Electorate*

BACKGROUND

The Senate Committee on Elections and Credentials thoroughly reviewed the *Election Rules for the Student Electorate* and due to the extensive revisions that are needed, has created a new document rather than attempt to revise the current version. The proposed revisions are to simplify and clarify the process of electing student senators.

The appendix contains the current version of the *Election Rules for the Student Electorate* for comparison.

RECOMMENDATION

The Senate Committee on Elections and Credentials recommends approval of the following new version of the *Election Rules for the Student Electorate*.

PROPOSED NEW VERSION OF THE *ELECTION RULES FOR THE STUDENT ELECTORATE*

1. DELEGATION OF POWER

1.1 The Senate Committee on Elections and Credentials (EC) may delegate to the college, Campus Student Election Commission (CSEC), or Senate Clerk various duties by way of the Election Rules.

1.2 *Restriction of Power.* All activities of the EC and college committees or CSEC shall conform to the relevant provisions of the *Constitution* and *Bylaws* adopted by the Senate. The Urbana-Champaign Senate has ultimate jurisdiction in the election of its senators.

1.3 *Resolution of Conflicts.* Any conflicts concerning election rules and procedures which may arise whenever the CSEC is authorized to conduct student Senate elections shall be resolved by joint consultation between the CSEC and the EC.

2. APPORTIONMENT AND VOTING UNITS

2.1 The EC, in consultation with the Senate Clerk and upon approval of the full Senate, will determine the number of student senators to be apportioned to each college voting unit based on the most recent tenth-day enrollment figures of college membership. The total number of student senators shall be as close to fifty as possible.

2.2 Prior to determining the apportionment plan or amendments thereto, the EC shall seek the advice of the current student senators of the Urbana-Champaign Senate.

2.3 *Voting Units*. Student voting units shall be determined in the following manner:

- a. *Structure*. The EC, with appropriate consultation, shall create voting units by dividing each college into some number of voting units (greater than or equal to one), and for each voting unit, some number (greater than or equal to one) of the senators apportioned to the college shall be assigned to be elected by that unit. Any senators apportioned to the college but not assigned to any unit shall be elected from the college at large. The following is a list of examples of how a college might be organized into voting units. A college might be:
 - i. Treated as a single unit with all of its senators elected from the college at large;
 - ii. Divided into as many voting units as senators to be elected;
 - iii. Divided into some units that elect one senator and some that elect more than one;
 - iv. Divided into units that each elects more than one senator; or
 - v. Divided into units that elect some senators apportioned to the college and with other senators elected from the college at large.
- b. *Size Limitation*. Not more than five senators may be elected from one voting unit unless that voting unit elects all its senators at-large.
- c. *Departments Remain Intact*. Each voting unit must be made up of one or more full departments. Departments may not be split.
- d. *Related Subject-Matter Guideline*. Each voting unit should consist of departments in areas of related subject matter.
- e. *Equal Size College Voting Units*. Each single-senator voting unit within a college should have a student population substantially equal to other single-senator voting units. When multiple senator voting units are used, the ratio of population to senators should be substantially equal for all voting units.

2.4 Once the apportionment plan and voting unit structure are determined, they shall remain in effect until otherwise determined by the EC and approved by the full Senate. The apportionment plan and voting unit structure shall be reviewed annually by the EC.

2.5 *Absentees Counted*. Members of the student electorate absent from campus will be included in the statistics used to apportion seats.

3. ELIGIBILITY

3.1 *Written Nomination Statement*. A student wishing to be a candidate must submit a nomination statement. The nomination statement must be submitted according to the instructions provided by the body conducting the elections.

3.2 *Information Session*. Completion of an information session informing candidates of the nomination and election process, and of the associated responsibilities as a senator is required.

3.3 *Certification of Eligibility*. The appropriate dean must certify the student's eligibility for candidacy and voting unit.

3.4 At the time of nomination and election, a student candidate must have a 2.5 minimum cumulative institutional GPA, and be making satisfactory progress toward a degree as certified by their academic dean. "Satisfactory progress" means that the candidate is not on academic probation or drop status, and is fulfilling the requirements of a degree program within the voting unit. No additional or different standard may be employed.

3.5 A student candidate must satisfy the requirements of membership in the student electorate and intend to remain a student in residence during their expected term of office as stated in the *Constitution* Article IV – Student Representation.

4. GENERAL ELECTION PROVISIONS

4.1 *Current Membership in a Voting Unit*. No person may be a candidate for a seat in a voting unit if not enrolled in that voting unit at the time of submission of the nomination statement.

4.2 *Single-Seat Limitation*. No person can be a candidate for more than one Senate seat.

5. CONDUCTING ELECTIONS

5.1 *Duration of Elections*. The elections shall be held on two consecutive weekdays.

5.2 *Time of Elections*. Elections for the Colleges of Law, Medicine, and Veterinary Medicine shall be conducted by those colleges at such times as shall be specified by the EC. The election of all other student senators shall be held at such times as shall be specified by the EC unless the Senate authorizes the Campus Student Elections Commission (CSEC) established by the Illinois Student Government Constitution to conduct the election of student senators concurrently with the other student elections the CSEC conducts. Such authorization, which does not extend to the Colleges of Law, Medicine, and Veterinary Medicine, must be given by the Senate no later than the last regularly scheduled meeting of the spring semester for the following year's elections. Once given, this authorization will remain in force unless it is rescinded by the Senate; such action must take place no later than the last regularly scheduled meeting of the spring semester to be effective for the following year's elections. If the CSEC is authorized to conduct student Senate elections and agrees to do so, the election shall be held in the week containing the first Monday in March. If this week contains a general campus holiday, the election shall be held in the preceding week. If the preceding week also contains a general University holiday, the election shall be held in the week containing the second Monday in March.

5.3 *Senate Approval of Changes in CSEC Election Calendar*. If for any reason CSEC-conducted Senate elections cannot be held in accordance with the above schedule, the CSEC will notify the Senate no later than September 30 prior to the scheduled election, at which time the Senate shall determine whether to authorize the CSEC to proceed with the conduct of said election or to delegate the responsibility to the college elections committees.

5.4 *Ties*. Ties shall be resolved by a coin flip or drawing of lots by the body conducting the election.

5.5 *Notification of Winners*. The body conducting the elections is responsible for notifying the winning candidates as soon as possible after the certification of election results.

6. CERTIFICATION OF ELECTION RESULTS

6.1 *Certification by the Body Conducting the Election*

a. *College Committee*. If the elections have been conducted by the college elections committees, the results shall be submitted to the appropriate college committee. The college committee, after reviewing the results for accuracy, shall submit the results to the EC through the Senate Clerk. The college committee shall arrange for the preservation of all election materials for that academic year.

b. *CSEC*. If the elections have been conducted by the CSEC, the CSEC, after reviewing the results for accuracy, shall certify and submit the results to the EC through the Senate Clerk. The CSEC shall arrange for the preservation of all election materials for that academic year.

6.2 *Certification by Senate Committee*. The EC shall certify election results to the Senate at the organizational meeting of the newly elected Senate. These results shall be entered in the minutes of that meeting. The EC may delay certification of candidates whose elections are in doubt until a resolution is determined.

7. GRIEVANCES AND APPEALS

7.1 For any election conducted by the CSEC, students may file complaints in accordance with procedures specified in the CSEC election guidelines as published.

7.2 Any aggrieved person may appeal a decision of a college committee to the EC, and actions and decisions of the EC may be appealed to the Senate through the Senate Clerk.

8. RESIGNATIONS AND VACANCIES

8.1 If no one is elected to a Senate seat from a voting unit during the general election, then the college in which that voting unit resides shall have the option of electing an eligible member of the student electorate to that seat in the fall. Election procedures shall be developed by each college elections and credentials committee and shall be subject to approval by the EC.

8.2 *Vacancies*. A vacant student Senate seat may be filled by appointment by the Illinois Student Government. In selecting the replacement for a student senator, priority should be given, in descending order, to:

- a. The first runner-up (if any) in the appropriate voting unit.
- b. The successive runners-up (if any) in the appropriate voting unit.
- c. Candidate(s) selected in a search conducted by the Illinois Student Government's Standing Committee on Internal Affairs in consultation with the Clerk of the Senate. In the case of

130 graduate student vacancies, the Committee on Internal Affairs must seek the advice and
131 consent of the Subcommittee on Graduate and Professional Student Affairs or of the EC,
132 when the former has not been constituted.

133 8.3 *Disqualification from Electorate*. If a senator fails to satisfy the requirements for membership
134 in the electorate during their term of office, the EC shall determine whether the senator may remain
135 seated.

136 8.4 *Change of Voting Unit*. If a senator changes voting units after the election, the senator will
137 continue to represent the original voting unit unless the EC determines otherwise.

ELECTIONS AND CREDENTIALS

Kim Graber, Chair

Logan Cailteux

H. George Friedman

Jonathan Livengood

Nicholas Shapland

Billie Theide

Kelli Trei

MJ Abdullah, *ex officio designee*

Rhonda Kirts, *ex officio designee*

Kristi Kuntz, *ex officio designee*

Jenny Roether, *ex officio*

Appendix

Senate Election Rules for the Student Electorate

Last Updated October 19, 2015

Short Title; Purpose

1.1 *Short Title.* These Rules will be referred to as the Senate Election Rules for the Student Electorate.

1.2 *Purpose.* The purpose of these Election Rules is to establish orderly procedures and rules for the election of senators from the student electorate to the Senate of the Urbana-Champaign campus.

College Committees

2.1 *Creation.* College elections and credentials committees are created pursuant to paragraph 2, Part C, of the Senate Bylaws. Under the Bylaws, these committees may perform whatever duties are delegated to them by the Senate Committee on University Statutes and Senate Procedures (USSP).

2.2 *Delegation of Power.* The USSP will delegate various duties to the college committees by way of rules and guidelines it adopts and publishes. These Rules and Guidelines may be added to, amended, or repealed at any time by the USSP.

2.3 *Specific Powers.* The USSP hereby delegates to the college committees the following duties, subject to any limitations set forth in rules and guidelines of the USSP.

(a.) *Apportionment Plan.* In colleges entitled to more than one student senator, the college committee will prepare an apportionment plan for submission to the USSP, which in cooperation with the Clerk of the Senate, will establish voting units from which student representatives will be elected.

(b.) *Conducting Elections.* In the Colleges of Law, Medicine, and Veterinary Medicine, the college committee will conduct nomination and election procedures under the supervision of the Clerk of the Senate. In all other colleges, the college committee will conduct nomination and election procedures under the supervision of the Clerk of the Senate unless the Senate has authorized the Campus Student Elections Commission (CSEC) established by the Illinois Student Senate Constitution to conduct student Senate elections. (See also Rule 4.2.)

(c.) *Priority of Existing Plan; Amendment.* Where an apportionment plan establishing student election units previously has been put into effect, that plan shall remain in effect until otherwise determined by the USSP in cooperation with the Clerk of the Senate. The procedures for amending an apportionment plan shall be the same as those employed in adopting a new plan.

2.4 *Restriction of Power.* All activities of the USSP and of the college committees shall conform to the relevant provisions of the Constitution and Bylaws adopted by the Senate.

2.5 *Resolution of Conflicts.* Any conflicts concerning election rules and procedures which may arise whenever the CSEC is authorized to conduct student Senate elections shall be resolved by joint consultation between the CSEC and the USSP no later than November 30 preceding the elections.

Election Units; Apportionment

3.1 *Data.* All student apportionment plans and amendments thereto shall be based upon and derived from student data supplied to each college committee by USSP.

3.2 *Student Evaluation of Plans*. No college student apportionment plan or amendments thereto should be submitted until it has been considered by an organization or organizations recognized by the college as representative of the student body. Ordinarily, this should include the Illinois Student Senate.

3.3 *Open Hearings*. No student apportionment plan or amendments thereto should be submitted until the college committee has held open hearings where students may express their views.

3.4 *Report of Alternative Plan*. Each apportionment plan or amendments thereto should be accompanied by a report of the college committee explaining how and why the plan or amendments were adopted, and what alternatives were rejected. The report should include copies of any substantial objections to the plan or amendments that were received by the committee.

3.5 *Copies to Senate Clerk*. The report and plan or amendments must be sent to the Senate Clerk for submission to USSP.

3.6 *Senators per College*. The USSP will determine the number of student senators to be apportioned to each college based on the total number of student senators (as near fifty as practicable).

3.7 *Voting Units*. Student voting units shall be determined in the following manner:

(a.) *Unit Structure*. In each college entitled to more than one student representative, the student body should be divided into as many voting units as there are student representatives to be elected. One senator will then be elected from each voting unit. If it is impossible to use single-representative units and at the same time meet other requirements set forth in these Rules in Sections 3.7 (b,c,d,e), a college may be divided into voting units which elect more than one senator, or all senators may be elected from the college at large.

(b.) *Size Limitation*. Not more than five senators may be elected from one voting unit unless that unit is comprised of students from one college which elects all its senators at-large. If a plan or amendment for multi-representative units or at-large election is submitted by any college committee, the committee must also submit the best possible single-representative unit plan and explain why it was rejected.

(c.) *Departments Remain Intact*. Each voting unit must be made up of one or more full departments. Departments may not be split.

(d.) *Related Subject-Matter Guideline*. Each voting unit should consist of departments in areas of related subject matter.

(e.) *Equal Size College Units*. Each single-representative unit within a college should have a student population substantially equal to other single-representative units. Where multi-representatives are used, the ratio of population to representatives should be substantially equal for all units. Departure from equality of voting power for each student should be avoided.

3.8 *Tenth-Day Figures*. Student senator apportionment will be based on the most recent tenth-day enrollment figures of college membership.

3.9 *Absentees Counted*. Members of the student electorate absent from campus will be included in the statistics used to apportion seats.

Time and Duration of Elections

4.1 *Duration of Elections*. The elections shall be held on two consecutive weekdays.

4.2 *Time of Elections*. Elections for the Colleges of Law, Medicine, and Veterinary Medicine shall be conducted by those colleges at such times as shall be specified by the USSP. The election of all other student senators shall

be held at such times as shall be specified by the USSP unless the Senate authorizes the Campus Student Elections Commission (CSEC) established by the Illinois Student Senate Constitution to conduct the election of student senators concurrently with the other student elections the CSEC conducts. Such authorization, which does not extend to the Colleges of Law, Medicine, and Veterinary Medicine, must be given by the Senate no later than the last regularly scheduled meeting of the spring semester for the following year's elections. Once given, this authorization will remain in force unless it is rescinded by Senate; such action must take place no later than the last regularly scheduled meeting of the spring semester to be effective for the following year's elections. If the CSEC is authorized to conduct student Senate elections and agrees to do so, the election shall be held in the week containing the first Monday in March. If this week contains a general campus holiday, the election shall be held in the preceding week. If the preceding week also contains a general UIUC holiday, the election shall be held in the week containing the second Monday in March.

4.3 Senate Approval of Changes in CSEC Election Calendar. If for any reason CSEC-conducted Senate elections Cannot be held in accordance with the above schedule, the CSEC will notify the Senate no later than September 30 prior to the scheduled election, at which time the Senate shall determine whether to authorize the CSEC to proceed with the conduct of said election or to delegate the responsibility to the college elections committees.

Electorate Qualifications

5.1 General Qualifications. The Constitution, Article IV, Section 1, provides: The student electorate shall consist of all persons actively pursuing a degree on this campus who meet the eligibility requirements for voting and who are not members of the faculty electorate. Eligibility for voting shall require that the student be:

- a. In residence,
- b. A candidate for a degree.

In addition, members of the student electorate eligible for nomination and election to the Senate shall be:

- c. Undergraduate students, taking a minimum of 12 hours for credit; or
- d. Professional students, taking a minimum of 8 hours for credit; or
- e. Graduate students, taking a minimum of 8 hours for credit, or be registered for thesis credit, or taking fewer than 8 hours but more than 0 hours for credit and having at least a one-half time appointment to the campus academic staff.

5.2 Professional Students. Graduate students in Law and Veterinary Medicine will vote with the electorate in the Graduate College system, rather than with their affiliated colleges. All other eligible professional students in Law and Veterinary Medicine vote within their affiliated colleges.

5.3 Undergraduate and Graduate Students. Undergraduate students who are eligible to vote, as defined in Section 5.1, may vote for candidates in all Senate student elections within their respective colleges. Graduate students, including graduate professional students, may vote only for graduate student candidates.

5.4 College of Medicine Student Electorate. The student electorate of the College of Medicine at Urbana-Champaign shall be entitled to elect voting members of the Senate. The provisions of these Rules shall apply to these members.

Candidate Qualifications

6.1 *General Qualifications.* A student candidate must satisfy the requirements of membership in the student electorate and intend to remain a student in residence during their expected term of office.

6.2 *Satisfactory Progress.* At the time of nomination and election a student candidate must be making satisfactory progress toward a degree as certified by their academic dean. "Satisfactory progress" means that the candidate is not on academic probation or drop status, and is fulfilling the requirements of a degree program within the voting unit. No additional or different standard may be employed.

6.3 *Correction of Certification.* A college committee can correct mistakes made by a dean in the certification process.

6.4 *Current Membership in Unit.* A student candidate must be a member of the unit in which the student is running for election and making satisfactory progress toward a degree at the time of the election. An undergraduate student who is a member of more than one unit may choose the unit in which the student will run for election provided the student fulfills the requirements defined under Section 5.3 and 6.2..

6.5 *Single-Seat Limitation.* No person can be a candidate for more than one Senate seat. This rule specifically prohibits a candidate from running simultaneously for a district seat and an at-large seat.

6.6 *Terms.* The terms of student senators shall be one year, with a maximum of six consecutive terms. Student terms begin on the first day of classes of the fall semester following their election. The election of a student senator in a regular election constitutes a full term regardless of whether or not the student senator resigns. A replacement senator elected prior to January 1 shall be considered to have served a full term.

Notice of Election; Publicity

7.1 *Election notice.* Each college's elections and credentials committee, or the CSEC if authorized to conduct student elections, shall distribute information concerning the nomination of students for student elections and information regarding the dates of election.

7.2 *Method of Notice.* The recommended method of informing persons about the elections is a mailing via hard copy or electronic means to all constituent members of the respective voting units within the college.

7.3 *Announcements.* Announcements may not be made in college classes.

7.4 *Campaign Display Materials.* Campaign signs may be displayed only on university- or college-approved bulletin boards or Illiosks with correct authorization, and in private establishments with consent of the owner. All campaign material within 50 feet of a public access University-owned computer on an election day must be removed when the polling begins. Distribution and display of campaign materials must be in accordance with rules and policies specified by the CSEC in their General Elections Packet, subject to review by USSP.

7.5 *Methods of Voting.* The Notice of Election (Section 7), Publicity (Section 7), Nomination Procedures (Section 8) and Election Procedures (Section 9-14) are detailed as indicated. These activities can be carried out either via hardcopy (requiring mail or hand delivery to the polling place as described below) or via electronic means. Whichever method is used, there must be: a) a reasonable time frame observed for the vote to occur, b) a confidentiality about voting and authentication, c) a stated process by which ties are resolved, and d) a reasonable retention period for the relevant records.

Nomination Procedures

8.1 *Written Nomination Statement.* A student wishing to be a candidate must submit a written nomination statement. The nomination statement form will be provided by the college elections and credentials committee,

or the CSEC if authorized to conduct student elections. For any election that is conducted by the college elections and credentials committees, the form will be available to students at their college offices and students are to return the completed form to the Dean for certification of eligibility. If the CSEC is conducting the election, the student nomination form for undergraduate and graduate students will be included in the CSEC General Elections Packet and the completed form is to be turned in according to instructions included in the packet.

8.2 *Intent to Remain a Student.* When submitting a nomination statement to the college elections committee, the student must affirm in writing that the student expects to remain a student in residence during the term of office for which election is sought.

8.3 *Dean's Certificate of Progress.* In order to comply with Section 6.2 of these Rules, a nomination statement must include certification by the dean that the candidate is making satisfactory progress toward the degree. The Dean must also verify and indicate on the nominating form the voting unit to which the candidate belongs.

8.4 *Determination of Eligibility.* The elections committee of each college shall determine whether its student candidates are eligible for election.

8.5 *Notice.* For any election that is conducted by a college elections and credentials committee, the college elections committee shall notify its student nominees of their eligibility, and shall also forward a copy of each qualified student's nominating statement to the Senate Clerk. If the CSEC has been authorized to conduct student Senate elections, it shall forward each undergraduate and graduate candidate's petition to the appropriate dean for certification of eligibility. Upon confirmation of each candidate's eligibility, the CSEC shall also forward a copy of the certified candidate petitions to the Senate Office. Regardless of who conducts the elections, the Senate Office and college offices must keep a copy of each eligible candidate's petition until election results are officially certified.

Ballots

9.1 *Responsibility for Preparation.* Each college elections committee is responsible for preparing ballots for its own student voting units unless it has been notified in writing by the Clerk of the Senate that the Senate has delegated authority to the CSEC to conduct student Senate elections.

9.2 *Model Ballot.* If elections are to be conducted by the college elections committees, the ballots shall conform as nearly as possible to the model ballot prepared by the USSP.

9.3 *Contents.* The ballot shall contain the following:

- (a.) name of the college;
- (b.) designation of the election unit and number of senators to be elected;
- (c.) the names of the nominees by unit; and
- (d.) directions on proper voting procedures.

In the designation of a candidate's name on the ballot, the candidate's surname shall be used. In addition, any combination of the following designations may be used at the discretion of the candidate as space dictates: the candidate's full or shortened given name, and/or the candidate's initial(s). Nicknames may be used if the candidate can demonstrate prior usage upon request. No designation may be used in addition to the candidate's surname which suggests or implies possession of a degree or title, nor may a candidate's nickname be designed to intentionally mislead voters.

9.4 *Random Order of Names*. The ballot order of names for each Senate position within each unit shall be random.

9.5 *Proofing the Election Ballot*. Candidates shall have the opportunity to proof the election ballot, or a facsimile thereof, on which their names appear, at least 48 hours before the election.

Conducting the Voting

10.1 *Voter Identification*. Each voter will be required to provide identification deemed appropriate by the body conducting the elections. Voting may be conducted by secure electronic ballot.

10.2 *Voter's Signature*. If the election is being conducted by written ballot, each voter will sign their name on a numbered line on a signature sheet. The election judge will enter that number opposite the voter's name on the list of eligible voters. If the election is being conducted using an electronic voting system, the college elections committee, or the CSEC if conducting the election, shall have a way to ensure only those eligible to vote can participate and that those eligible to vote can vote only vote once. Confidentiality of all votes must be ensured at all times. If the voting procedure links any identification with votes cast, this information must not be referenced during the tallying or reporting of the votes nor saved with the election results.

10.3 *Initialing of Ballot*. If the election is being conducted by written ballot, each ballot shall be initialed on the back in the upper left-hand corner by an election official immediately before the ballot is given to a voter.

10.4 *Campaigning at the Polls*. No campaigning (solicitation of voters, posters, etc.) is allowed within fifty feet of a public access University-owned computer during the hours of voting. College committees may adopt additional reasonable restrictions on campaigning in the vicinity of public access University-owned computers if they are conducting the elections. If the CSEC is conducting the elections, campaigning is expressly prohibited at the following locations on election days: (a.) on the first floor of the Illini Union, in the Southwest and Southeast foyers of the Illini Union, or in Illini Union elevators; (b.) inside the University undergraduate library tunnel, on its stairways or entrances or within fifty (50) feet of them; and (c.) on any public access University-owned computer or within fifty (50) feet of them.

Polling Places

11.1 *Responsibility*. Each college elections committee is responsible for establishing and operating the number of polling places it deems necessary for its electorate unless the CSEC is conducting the elections. Polling sites for student Senate elections which are conducted by the CSEC shall be determined by the CSEC. If hardcopy methods are used, then Sections 11.2-11.4 shall be followed.

11.2 *Hours*. Each polling place must be open and operating between the hours of 9:00 a.m. and 5:00 p.m. on election days if the college elections committees are conducting the elections. Poll hours for student Senate elections which are conducted by the SEC shall be established by the CSEC.

11.3 *Notice of Location*. During the election period the location of polls and their hours must be posted by the committee in the office of the college.

11.4 *Equipment*. Ballot boxes, and other supplies (such as tables and chairs) for elections conducted by the college elections committees may be obtained from the campus facilities and services. For any Senate student election to be conducted by the CSEC, the CSEC shall be responsible for obtaining equipment it needs to conduct elections in a timely and efficient manner.

11.5 *Electronic voting*. If the election is being conducted using an electronic voting system, the polling locations shall include any public access University-owned computer for the purposes of Section 10.4. Members of the campus community shall not operate ad hoc polling locations. The college elections committee, or the CSEC if

conducting elections, may enforce further restrictions for non-University owned computers operating as ad hoc polling locations.

Election Expenses

12.1 *Signed Statement.*

(a.) For elections conducted by college elections committees. On or before the last day of the election, each student candidate shall file a signed statement of election expenses with the elections committee of their college. The statement shall include all expenditures known to have been made by any person for or on behalf of the student's candidacy. The college has no obligation to reimburse students for their election expenses; the purpose of requiring filed statements is solely to monitor any limitation (see Section 12.2) set by the college committee.

(b.) For elections conducted by the CSEC. All candidates for Senate student positions shall adhere to the provisions of the CSEC General Elections Packet.

12.2 *Limitation.* Each college elections committee may establish limits on the amount expended by or on behalf of any student candidate under its jurisdiction if it is conducting the election.

Requirements for Election

13.1 *Automatic Election.* If for elections conducted by college elections and credentials committees the number of students nominated and willing to serve is exactly equal to the number of senators to be elected, no election need be held; those nominated and willing to serve may be declared elected automatically.

13.2 *Plurality Election.* Seats available in each voting unit will be filled as follows: the candidate receiving the highest number of votes will be elected first, the candidate receiving the second highest number elected second, and so on, until all available seats are filled.

13.3 *Ties in Election.* If a tie exists among the candidates eligible for the last seat(s) open in a voting unit, the body conducting the election shall determine the winner by drawing lots.

Returns; Counting; Certification

14.1 *Removal of Ballots.* If hardcopy methods are used, ballots shall be removed only by designated officials. These officials are responsible for protecting the ballots from loss or tampering until the election results are officially certified. If electronic means are used, the report of the election shall be obtained at the end of the voting period and the file stored in a safe place.

14.2 *Counting.* The body conducting the election shall provide for counting the ballots immediately after the polls close. No candidate shall participate in the counting process. Any member of the electorate may be present during the counting process, within reasonable limits of space. If ballots are counted manually, the results of the count shall be entered on a tally sheet signed by those who counted the ballots. If electronic means are used, there shall be a process by which the results can be certified if challenged.

14.3 *Write-in Ballots.* No write-in ballots submitted in an election conducted by the CSEC are to be counted unless the candidate(s) in question have fully complied with provisions of the CSEC General Elections Packet for write-in candidates.

14.4 *Doubtful Ballots.* Intention of the voter should be the only standard for interpreting doubtful ballots. If the intention can be determined, the ballot should be counted in accordance with the intent. If the intention cannot be determined (e.g., three candidates marked for only two seats), then the ballot shall not be counted.

14.5 *Certification by College Committee.* If the elections have been conducted by the college elections committees using hardcopy methods, the tally sheet and all ballots shall be delivered or made available immediately to the appropriate college committee. If using electronic methods, the results sheet shall be delivered to the appropriate college committee by an appropriate method, including electronic means. The college committee, after satisfying itself that the vote shown on the tally sheet is correct, shall so certify on forms provided by the Senate Office and deliver said certification immediately to the Senate Office. The college committee shall arrange for the preservation of all ballots, tally sheets, or electronic files for that academic year.

14.6 *Certification by the CSEC.* If the elections have been conducted by the CSEC, the CSEC shall certify, on forms provided by the Senate Office, the results of each election as soon as those results are certified as official. The CSEC shall deliver the completed forms to the Senate Office at or before the time results are made public. The CSEC shall arrange for the preservation of all ballots, tally sheets, or electronic files for that academic year.

14.7 *Certification by Senate Committee.* The USSP shall certify election results to the Senate at the organizational meeting of the newly elected Senate. These results shall be entered in the minutes of that meeting. The USSP may delay certification of candidates whose elections are in doubt or may certify the election of such candidates upon appropriate conditions. The USSP shall not certify write-in candidates as elected if they do not conform to the appropriate provisions outlined in the Illinois Student Senate's bylaws; certification of vacancies in these instances is allowable.

14.8 *Formal Reports.* All formal reports to the USSP should be addressed to the Senate Clerk.

Grievances and Appeals

15.1 *College Committee Jurisdiction.* The college election committees shall have original jurisdiction over the following unless further delegated to the CSEC if it is authorized to conduct student elections:

- (a.) adding names of qualified voters to the voting lists;
- (b.) determination of a student's satisfactory progress toward a degree;
- (c.) determination of college membership for electoral purposes;
- (d.) certification of successful election of candidates; and
- (e.) any other matters arising within their colleges.

15.2 *Appeal to University Statutes and Senate Procedures Committee (USSP).* Any aggrieved person may appeal to the USSP a decision of a college committee; actions and decisions of the USSP may be appealed to the Senate by any senator.

15.3 *Procedure for Unlisted Persons Claiming Electorate Status.* If a student whose name does not appear on the official listing desires to vote and claims the right to do so, the validity of that claim shall be decided by the chair (or designee) of the appropriate college committee before the end of the voting period. If the claim cannot be so decided, the student shall be provided a ballot after signing a statement that the student is a qualified member of the electorate in the particular voting unit involved. The signed statement and vote shall be kept separate and shall not be counted with the other votes; both shall be delivered to the appropriate college committee along with the other ballots and tally sheets. The college committee will decide whether the person is or is not entitled to vote. If the voter is so entitled, the chair of the committee will add that vote to the tally sheet.

15.4 *Grievances with the CSEC.* For any election conducted by the CSEC, students may file complaints in accordance with procedures specified in the CSEC General Elections Packet.

Resignations and Vacancies

16.1 *No Nominations*. If no one is elected to a Senate seat from a voting unit during the general election, then the college in which that voting unit resides shall have the option of electing an eligible member of the student electorate to that seat in the fall. Election procedures shall be developed by each college elections and credentials committee and shall be subject to approval by the USSP.

16.2 *Disqualification from Electorate*. If a senator fails to satisfy the requirements for membership in the electorate during their term of office, the Senate shall determine whether the senator may remain seated.

16.3 *Vacancies*. A vacant student Senate seat may be filled by appointment by the Illinois Student Senate. In selecting the replacement for a student senator, priority should be given, in descending order, to:

- (i) The first runner-up (if any) in the appropriate election unit;
- (ii) The successive runners-up (if any) in the appropriate election unit; and
- (iii) candidate(s) selected in a search conducted by the Illinois Student Senate's Standing Committee on Internal Affairs in consultation with the Clerk of the Senate. In the case of graduate student vacancies, the Committee on Internal Affairs must seek the advice and consent of the Subcommittee on Graduate and Professional Student Affairs or of the USSP, when the former has not been constituted.

16.4 *Change of Unit*. If a senator changes voting units after the election, the senator will continue to represent the original unit.

16.5 *Recall of a Senator*. A student senator can be recalled by a vote of two-thirds of those voting in the recall election.

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

Committee on Honorary Degrees
(Final; Action)

HD.19.05 Nominations for Honorary Degrees

The Senate Committee on Honorary Degrees is pleased to nominate the following individuals for an honorary degree to be conferred at the May 2019 Commencement exercises:

- Michael T. Aiken

Information relative to the background and achievements of these nominees is attached. Based on the criteria approved by the Senate, the Committee has selected these individuals for Senate consideration.

The Committee wishes to express its sincere appreciation to all who participated in the process, particularly those who spent considerable amounts of time and effort in preparing documentation for these nominees.

COMMITTEE ON HONORARY DEGREES

Matthew Wheeler, Chair
Elvira Demejia
Larry Fahnestock
Ane Icardo Isasa
Thomas Nevins
Rolando Romero
Antonio Sanchez

Michael T. Aiken Retired Chancellor

EDUCATION: A.B., Sociology, University of Mississippi, 1954
M.A., University of Michigan, 1955
Ph.D., University of Michigan, 1964

Nominated by:

James D. Anderson, Dean, College of Education, University of Illinois at Urbana-Champaign

Feng Sheng Hu, Harry S. Preble Dean of the College of Liberal Arts & Sciences, University of Illinois at Urbana-Champaign

Yoon Kyung Pak, Interim Head, Department of Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign

Brian Dill, Department Head, Department of Sociology, University of Illinois at Urbana-Champaign

BASIS FOR NOMINATION:

As the sixth chancellor of the University of Illinois at Urbana-Champaign, Michael T. Aiken provided strong, visionary leadership that laid a foundation for regular and transparent strategic planning, robust philanthropic support of faculty, experiential learning for students and support for translational research as an engine of economic development for the state. Chancellor Aiken, a highly regarded sociologist, explored organizations as social and political domains, focusing on alienation and the integration of workers, especially in matters of race and age. His later research emphasized the importance of looking at organizations not only in terms of internal processes, but also within the context of the wider society in which they existed and the history through which they evolved. He firmly believed that organizations were capable of dynamic growth and change. All of this came to inform his increasingly prominent roles as a university administrator, where he brought his theoretical knowledge to bear at departmental, college and institutional levels. These ideas, put into action at Illinois, strengthened its foundation as it entered the 21st century, equipping it to face an era of uncertain funding, changing demographics and new expectations.

EXCERPT FROM THE NOMINATION LETTER:

Chancellor Aiken was the sixth chancellor of the University of Illinois at Urbana-Champaign, leading the campus from 1993 until his retirement in 2001. Only one chancellor has served longer.

Drawn by the strength of this institution, Dr. Aiken also believed that the student experience and the faculty work environment could be improved, and he undertook many initiatives to accomplish his goals. Several of them have become so much a part of the Illinois experience that few may remember how and when they started. Among his accomplishments:

- | | |
|-------------------------------------|-------------------------------|
| • Framework for the Future | • Discovery Classes |
| • Endowed Chairs and Professorships | • Freshman Convocation |
| • Study Abroad | • Campustown 2000 |
| • Living/Learning Communities | • Campus Beautification |
| • Research Park | • Remodeling and Construction |

EXCERPTS FROM THE LETTERS OF RECOMMENDATION:

Stanley O. Ikenberry, Professor and President Emeritus, University of Illinois at Urbana-Champaign

“Michael Aiken came to Illinois with roots grounded in Mississippi, with leadership experience from his days at Penn, and extensive experience at other great public universities, Michigan and Wisconsin. For Illinois, Michael’s perspective was fresh and invigorating. Michael helped craft a clearer strategic vision, sharpened the focus and lifted the priority of undergraduate education, led the expansion of research capacity and programs and forged meaningful relationships between town and gown.”

Richard Schacht, Emeritus Professor of Philosophy and Jubilee Professor of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign

“Another aspect in which Aiken was exemplary was his stance on the matter of “shared governance.” For him this did not simply mean: shared between higher administrators and the Trustees. It meant shared between administration and faculty, as represented by the Senate in particular. And he did not simply go along with it. He believed in it, and was a committed partner with the Senate in strengthening shared governance on our campus. This is a significant part of his legacy.

Aiken was not only someone with higher-educational administrative knowledge and abilities. He also was a genuine academic, from a significant discipline; and he further was imbued with a real commitment to the values that are at the very heart of our three-fold land-grant mission of teaching, research, and service. He never lost sight of these values, and of what their realization entailed; and he worked to ensure that they all were enhanced, rather than short-changed under pressures (financial, political, or trendy) to compromise them.”

Richard F. Wilson, President Emeritus, Illinois Wesleyan University

“I marveled at Chancellor Aiken’s organizational skills in putting together Framework for the Future, a strategic plan for the campus. There were two aspects of the planning process that I found compelling. First, the plan was developed in a very decentralized way with the help of a number of councils and committees. He had an abiding confidence that the faculty and staff would create a plan that was compelling and would provide the right direction for the future. It was a complex process but one that he knew was essential for the results to be legitimate and impactful.

Second, he worked tirelessly to ensure that the plan was a “living document”, one that would guide decision making, particularly in terms of resource allocation. Every element of the plan was assigned to a member of his leadership team and each one was asked to report on progress regularly. These process considerations were important but only to the extent that the plan yielded results.

A second major contribution made by Chancellor Aiken related to Campaign Illinois, a hugely successful fund-raising campaign that occurred during his tenure. ... Chancellor Aiken knew that many elements of the strategic plan would require that resources be secured from other sources, particularly our alumni and friends.

He worked tirelessly on behalf of the University and had a significant impact on the success of the campaign. Our original target of \$700 million was increased to \$1 billion, a goal that was easily surpassed. As impressive as the numbers were, the real impact of the campus can be traced to its effect on people, programs, and facilities. The campaign was instrumental to the strategic plan and facilitated many of the elements listed above. One result, in particular, deserves special mention: the dramatic increase in the number of endowed chairs and professorships.”

Larry R. Faulkner, President Emeritus, The University of Texas at Austin

“His period of leadership at Illinois was marked by outstanding achievements, including the success of the first billion-dollar fundraising campaign, the establishment of the first endowed chairs and professorships, and a collegially developed budget-reform initiative that gave the University an important basis for managing through the much tougher years a decade later.

But perhaps most impressive of all was his patient attention to an improved campus environment, especially including neighboring zones outside the University’s control. Chancellor Aiken’s work eventually led to improvements that scarcely could have been imagined at the time I left the University in 1998. All of the improvements in neighboring areas had to be accomplished through vision, persuasion, trust, and personal relationships built over years. Almost none came from his executive authority or from financial resources under the University’s control. The legacy is important. These improvements will provide decades of benefit toward the recruitment and retention of students, faculty, and staff, even beyond the continuing benefit for the daily life of people in the University community.”

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

Urbana Senate Observer
(Final; Information)

SC.19.09 Report on the November 15, 2018 Meeting of the Board of Trustees (BOT) of the University of Illinois System held at UI Chicago

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

Chairman Koritz opened the meeting with an apology for running over in the time for the executive session. He then asked for a moment of silence to recognize our citizens who serve in the military.

Chairman Koritz introduced Captain Deanna Love to sing the State Song: *Illinois* after the presentation of colors

President Timothy Killeen introduced senate observers and academic professional staff representatives and gave opening remarks. He recognized and thanked the following BOT members for their service as they rotate off the BOT: Tim Koritz (member since 2009), James Montgomery (member since 2007), and Patrick Fitzgerald (member since 2013).

Dr. Michael Amiridis, Chancellor/Vice President, University of Illinois at

Chicago gave a welcome to all attending and an update of activities at UIC. Asked to approve a new VC for Innovation at UIC recognizing focus toward innovation to measure and define impact. Enrollment has exceeded expectation surpassing 31,600 students with UIC now the fastest growing university in Illinois. UIC College of Medicine (COM) admitted 320 medical students and they prepare the most Latino/a MDs of all COMs, and the UIC COM is among the top 5 medical schools admitting African American students. Challenges and tough decisions needed because of limited resources. UIC can no longer support the gymnastics scholarships. The Union members attending want to conclude the negotiations related to their contracts. Perhaps 60 UIC Unions United members attended holding signs with written statements of concerns.

Chairman Koritz announced recognition of Prof. Gene Robinson's work with bees, and recognized other award recipients.

President Killeen gave details about IPAC (Investment, Performance, and Accountability Commitment) and associated updates. He thanked the BOT who works for us – the Public's University – recognizing the BOT support of the strategic plan 30 months ago. He will discuss the following over the next several BOT meetings.

- education
- enrollment
- facilities
- innovation
- legislation

President Killeen's comments focused on the legislative agenda. It is rooted in the key points of the Strategic Framework. Bipartisan in nature and comes from both sides of the aisle. UI System pumps \$17.5 Billion into the IL economy and supports 1 in every 46 jobs in IL. Appropriations request is \$692.5 Million for day-to-day operations which is a 16.9% increase. This is needed to maintain world class excellence and the highest enrollment ever. Also requesting \$722.4 Million capital funding. Facilities need to match the excellence of our academic programs. These are investments, not expenses. While pursuing traditional appropriations, he will continue to work on IPAC. All performance metrics are updated regularly on the UI System website. Includes a package of proposals for regulatory reforms.

Priorities in next round of regulatory reform:

- Increase in lease agreement time to allow 30-year lease agreements (currently only allow 10-year leases).
- Vendor diversity – reciprocity agreements which would make those vendors recognized in Chicago to expand to the state; benefits vendors too since registration needs only occur once.
- Illinois PROSPER – tax breaks for new or expanding businesses that locate near Illinois Universities where the business partners with the University in some way. Incentives to existing companies to partner with Universities. This hopefully also keeps students in Illinois and will include our growing innovation ecosystem that includes DPI - IIN. This will allow rural Illinois to better compete too.
- Three Universities – One System – Infinite Possibilities. BOT help and support will be needed to accomplish the goals.

He ended with this quote: “There is no passion to be found playing small - in settling for a life that is less than the one you are capable of living.” Nelson Mandela.

Financial Report by Vice President/CFO Avijit Gosh:

- Robust Financial Results – unaudited report
 - \$638 M increase in net position in FY 2018.
 - revenues used to fund operations \$7.0 B (including payments on behalf = POB) vs \$5.3 B (without payments on behalf = WPOB)
 - Held operating expenses substantially at 2-3% so inline with inflation, while revenues increased by 16.8% (WPOB) or 8.7% considering POB
 - Also \$364 Million received in retroactive payments which helped, although these will not occur going forward.
 - Retiree health benefits must include in UI financial accounting for those who are on soft money; not a change in how we make payments but does influence the accounting for this liability.
 - Key is that UI has very diverse sources of revenues – i.e. very diverse revenue portfolio.
- Changes observed for FY18:
- state appropriations increased 150%
 - payments on behalf increased 6.1%
 - tuition increased 2.1%
 - patient care increased 3.1%
 - sponsored programs decreased 3.5%

- gifts increased 1.8%
- 5 year revenue trends
 - steady increase in tuition revenues
 - sponsored programs relatively flat
 - patient care revenues increasing
 - appropriations decreased and then increased
 - gifts slow increase
- Compensation and benefits represents 53% of total expenses and increases in last five years of 2.1%.
- Total expenses have increased only 1.7% in past five years, so they have held expenses well.
- He thanked his university wide colleagues for all of their help in making choices that have provided for stable financial position which allows for investment.

Barbara Wilson, Executive Vice President/Vice President for Academic Affairs

- Fiscal Year 2020 Budget Request – deep dive into the budget request
- Context:
 - 4-year tuition freeze (FY16-19)
 - enrolled 3,345 more Illinoisan undergraduates = 8% increase (FY14-18)
 - increased financial aid by 162% in 10 years
 - more than half (55%) of student aid comes from institutional aid (\$219 Million) compared to federal, state and other (\$175 million)
 - 60% of Illinois students pay less than full tuition
 - 70% of UIC ...
 - 79% of UIS...
 - reduced administrative costs
 - reduced non-instructional FTE by 270 people – decrease of 1.7% in staffing – has gone up a bit since budget has come back but still less
 - in 2010 state appropriations were close to \$900 Million and now just below \$600 M.
 - lack of regular salary program is harming us – System advocating a 2% merit program will get us further along and also a separate CMRE program advocated.
 - even adjusting for cost of living UIUC are 5/10 in peer group; UIC is 5/10 in peer group; UIS is 6/8 in peer group.
 - losing competitiveness in faculty/student ratios – UIUC now 10/10 in peer group – “dead last”.
 - need money to recruit and retain faculty
 - new buildings are needed and never know if we will get a capital budget so System needs to budget for this.
 - adjusting for inflation, we will still be slightly below 2015 allocation with the requested appropriations.
 - Total capital appropriation – recommended to be 3% of value of buildings now.
 - In Q&A the following:
 - Trustee Edwards – Absent a capital appropriation from the state, our operating and capital appropriations are basically tied, but long term financial plan needs to be sustainable. Nothing more important than student/faculty

ratio and the quality of faculty providing the education; people are most important and they can work/teach in poorer facilities.

- Trustee McMillan – can't depend on state appropriations for UI work; have to figure out how to do it on our own.
- President Killeen – don't let the state off the hook – he said go hard for state appropriations; quality of the faculty is also key. He agrees to be prudent.

Faculty report given by Prof. Nick Burbules, UIUC

Shared Governance: Principles and Pragmatism

- Shared governance (SG): the rules
 - governing documents (Statutes and General Rules)
 - principles: democracy, community, legitimacy, accountability, the tenure contract
 - Process is our friend – in everyone's interests
- SG not just following the rules
 - what does advice and consultation mean
 - the letter and the spirit
 - what does 'shared' mean – people have to really be listened to
 - a culture of collegiality – in institutional culture, and tone set at the top
- SG is a communicative relation
 - how we talk with one another
 - presumption of shared commitment and good will
 - respect for one another's role and sphere of responsibility
 - not adversarial, which doesn't mean no disagreement
 - trust, confidentiality, sharing information, transparency
- SG: the pragmatic dimension
 - big initiatives are unlikely to succeed without faculty support
 - shared responsibility for a decision promotes shared effort
 - difficult decisions are less divisive when people are consulted, even when they disagree
- SG at multiple levels
 - high stakes initiatives need to be co-owned
 - USC role – more than just advice
 - need to keep the university senates informed and engaged with system-level initiatives

Chancellor Michael Amiridis: UIC Master Plan

- Amiridis shared the timeline for their plan which includes 4 phases: discovery and analysis, master planning, final documentation, implementation.
- Master Plan based on guiding principles to lead plan development
 - drive excellence
 - enhance identity
 - put emphasis on Chicago
 - transform UIC
- Showed maps and working to create better connectivity between the two halves of the university (East and West).
 - West Campus - green space to make areas where people want to hang around

- East campus is divided by Taylor Ave into
 - East Campus North (very important entrance to UIC and working to create a north quad here which is a good green space; they are replacing dormitories so the visual looking toward the city is much more clear and appealing – can see the Sears Tower; includes the business school and even the center of this area will be green or in the winter with an ice rink maybe); eventually will have a new performance center.
 - East Campus South (STEM students); advanced chemical technology building will hopefully start soon. Eventually hoped for entertainment complex.

BOT Committee Reports:

- Audit, Budget, Finance, and Facilities Committee: report given by Trustee Ramon Cepeda
 - reviewed budget requests and updates to capital plans
 - VP Wilson gave a detailed report on the budget requests
 - reviewed all materials associated with BOT agenda items 17-24.
- University Healthcare System Committee: report given by Trustee Steward King, Chair
 - US Surgeon General was hosted at UIC College of Nursing – great success
 - Strategic Hospital plan received
- Academic and Student Affairs Committee: report given by Trustee Jill Smart, Chair
 - appointments were reviewed
 - proposed honorary degrees
 - heard excellent reports on research
 - Prof Barbara Di Eugenio on interactions between computers and language
 - Prof Anne George on calcified tissue regeneration with dental applications
 - updates received about the new COM in Urbana – their admissions and next group of applicants.
 - no new business was discussed.
- Governance, Personnel, and Ethics Committee: report given by Trustee Patrick Fitzgerald, Chair.
 - reviewed items 2-5 on today's BOT agenda
 - updates received from Jennifer Creasey – Director of State Relations
 - legislative agenda to suggest that Higher Education is the solution for the needed state's growth
 - Melissa Haas, Associate Director of Federal Relations
- Chairman Koritz thanked all committee chairs and committee members for their work.

Public Comments to the BOT:

Laura Jungles:

Member of UIC Gymnastics; gave a presentation asking the BOT to save UIC gymnastics. Provides for many unique students at UIC. They have interests outside football and basketball. Maybe more successful in a city University like UIC. This athletic area will not detract from the UI budget. 100% graduation rate for women UIC gymnasts in the past 10 years. Many have perfect 4.0 GPAs. UIC men gymnastics was the only UIC sport represented last year at NCAA finals. UIC gymnasts have competed at large universities (e.g. Ohio State and Michigan) bringing the UIC name across the country. UIC Gymnastics needs to be reinstated.

CM McCoy:

Speaking to the symbol for UIUC. She created a petition which is presented to the BOT about creating a mascot.

Requests Illinois will recognize the Peoria tribe and create and enter into a meaningful relationship with the Peoria tribe. She said the relationship may include scholarships, a member of the tribe on BOT, Fighting Illini as name used by sports teams, and a new stomp dance will be developed and performed by a member of the Peoria Tribe. She commended Chancellor Jones for inviting the Peoria tribe to participate with the University in celebrating Indigenous People's Day. She asked if it was appropriate to ask where things stood with Chancellor Jones. Jones responded that he was on the phone last week with Chief Harper of the Peoria Tribe who was invited to the Indigenous people day but couldn't attend. No process right now that would get rid of using the name of Fighting Illini; Jones said we would look at developing new traditions with the Peoria Tribe. Chief Harper will come with a delegation to Illinois in the next few months to outline their specific hopes.

James Martin:

UIC Captain of gymnastics team; his time at UIC has been the best of his life. Aug 31 at 8am both men and women's gymnastics teams were brought in to a meeting where it was announced that this year would be the last year for their teams. There had been no consultation with team members prior to the announcement. He was subsequently invited to provide input. None of gymnastics members would have been attending UIC without gymnastics; most attended to be Division I gymnasts and most have no scholarships. No plan to reallocate the funding currently budgeted for gymnasts. He was told that a \$25.2 M endowment would be needed to continue, and UIC Athletic Director said this is what was needed to save these two teams. He has no confidence that the UIC Athletic Director will keep the promised statements he has made to these teams. Request is both teams be reinstated.

William Vavarim:

He is in the UIC teaching in Spanish program. He represents the proud students at UIC and goal of increasing access in higher education. Proud that UIC is focused on eliminating disparities. Yes Apply Illinois. The request is to stop asking in students applications about previous convictions – this has a chilling impact on applications. When this information is requested on an application, the assumption by the applicant is: "don't apply". 47% of people in IL have a criminal record (I note a report that said 42% have an arrest or criminal record; see <https://wrex.com/category/2018/09/18/more-illinois-residents-apply-to-seal-criminal-records-after-changes-in-law/>). African American and Latino/a make up a disproportionate percentage of prison populations compared to their proportions in the populations. Request is to advance access and inclusion by eliminating this from the admissions application.

Joseph Strickland:

Honored to make his statement. Academic support program from the Jane Adams College of Social works to decrease recidivism. Their policy Center conducts research, analyzes public policies, tests new program models and other activities. The aim is to focus on what works to result in prisoners successfully transforming their lives. Goal is to create academic resource center to provide for network support and help so previous prisoners can be mentored and achieve their goals in higher education.

Trustee Stewart King requests a report to get further clarity about UIC athletics. Amiridis said there is a report and he will respond with it.

Claudia DeBryan:

Senior majoring in philosophy and premed student at UIC. Public accountability. Request to add disability cultural center and increase outreach to various ethnic groups. President Franklin D Roosevelt advocated the “Importance of Higher Education as a Public Good.” Civic crisis of our time is current imprisonment rates: 47% of adults have a criminal record. US Criminal justice system is broken. Need to act to bring people back into full civic life. Dick Durbin has requested Universities to go beyond the box. Criminal records should not be societal banishment.

Consideration of BOT Agenda Items and Voting:

See details of the agenda items for the meeting and various approvals:

<http://www.trustees.uillinois.edu/trustees/agenda/November-15-2018>

Chair Koritz stated that agenda items 12 and 13 were removed for technical reasons and will be considered at the January meeting. There were two votes taken:

1. Regular voice vote: items 1-11, and items 14-16 on the above agenda; all passed with no oppositions.
2. Regular roll-call agenda vote: items 17-27 on the above agenda; Trustee Fitzgerald abstained on 19, 20, 22 and 25. Trustee Montgomery abstained on item 20. All others passed without opposition or comment.

Chair Koritz gave a special thank you to Jim Montgomery for the many years of service on the BOT.

Chair Koritz gave a special thanks to Patrick Fitzgerald for his six years of service on the BOT.

Chair Koritz gave a special thanks to all the people he has had the honor to serve with over these many years on the BOT named among these were: Bob Easter, Joe White, Stan Ikenberry, Phyllis Wise, many university officers, and his fellow trustees. He is optimistic for the future given all the intelligence and dedication of the people who are working on behalf of UI ending saying “Ladies and Gentlemen, it has been an honor flying with you.”

Final comments by President Killeen – there has been many noteworthy actions of the BOT during the time of Chairman Koritz: kept steady tuition, increased enrollment, new cohorts of excellent hires, approved appropriations increase, capital appropriations, and successful development campaigns.

There was no Old or New Business.

The BOT convened for executive session during lunch and after the open meeting; the BOT was scheduled had another executive session scheduled to occur on 11-16-18.

The next BOT meeting will be on Jan 31, 2019 in Urbana.

The open meeting of the BOT which is the basis of this report adjourned to executive session to discuss university appointment related matters at 12:50 pm.

Respectfully submitted by Gay Miller

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

EP.19.31 Report of Administrative Approvals at the December 3, 2018 meeting of the EPC.

Graduate Programs

PhD in Agricultural and Biological Engineering – Add ABE 501, Graduate Research (1 hour) and reduce the number of elective hours from the current range of 11-22 to 10-21. This change meets the Graduate College Handbook's definition of a minor revision as it is credit changed by adding a requirement for research hours while deleting an equal number of hours of coursework. There is no change to the number of hours required for the degree.

Undergraduate Programs

Bachelor of Social Work – Add SOCW 370, Social Work and Disability Studies, (3 hours) to the list of approved Social Work electives from which students are to select 9 hours. This newly-approved course adds breadth and depth to the curriculum and broadens the range of choices for students. There is no change to the number of hours required for the degree.

Bachelor of Arts in Dance – Add DANC 200, Explore Music through Dance (3 hours) to the list of Theory/Pedagogy/History courses from which students are to select 12 hours. The addition of this course expands the range of choices for students and does not change the number of hours required for the degree.

Minor in Sociology – Add SOC 479, Law and Society (3 hours), to the list of list of core courses from which students are to select 3 hours. Add SOC 375, Criminal Justice System (3 hours) and SOC 479, Law and Society (3 hours) to the list of courses from which students are to select 9 hours, with at least 3 at the 300- or 400-level. Students may select SOC 479 from the second list if not taken as part of the core. The additions of these courses expand the range of choices for students and do not change the number of hours required for the minor.