

**UNIVERSITY OF ILLINOIS**  
**URBANA-CHAMPAIGN SENATE**  
MONDAY, APRIL 22, 2019  
3:10 – 5:15 PM  
**ILLINI UNION – ILLINI ROOM A**  
**AGENDA**

- I. CALL TO ORDER** –Chancellor Robert Jones
- II. APPROVAL OF MINUTES** – April 1, 2019
- III. SENATE EXECUTIVE COMMITTEE REPORT** – SEC Chair Bettina Francis
- IV. CHANCELLOR’S REMARKS** – Chancellor Robert Jones
- V. QUESTIONS** (*senators only*)
- VI. CONSENT AGENDA**

*Consent Agenda items distributed online only at <https://www.senate.illinois.edu/20190422a.asp>*

EP.19.34	Establish the Graduate concentration in Entrepreneurship and Innovation	Educational Policy <i>G. Miller, Chair</i>
EP.19.52	Establish the Graduate concentration in Aerospace Systems Engineering within the Master of Engineering in Engineering	Educational Policy <i>G. Miller, Chair</i>
EP.19.53	Deliver the Master of Engineering in Electrical and Computer Engineering online	Educational Policy <i>G. Miller, Chair</i>
EP.19.56	Establish the Master of Science in Health Technology	Educational Policy <i>G. Miller, Chair</i>
EP.19.58	Revise and Rename the BALAS in Comparative Literature	Educational Policy <i>G. Miller, Chair</i>
EP.19.59	Establish the Graduate Concentration in Pharmaceutical Engineering in the Master of Engineering	Educational Policy <i>G. Miller, Chair</i>
EP.19.60	Establish the Graduate Concentration in Plasma Engineering in the Master of Engineering	Educational Policy <i>G. Miller, Chair</i>
EP.19.62	Revise the Undergraduate minor in Art History	Educational Policy <i>G. Miller, Chair</i>
EP.19.63	Establish the Medical Scholars Program, a joint MD/PhD program	Educational Policy <i>G. Miller, Chair</i>
EP.19.64	Revise the undergraduate core curriculum, thereby revising the Bachelor of Science in the following majors (accountancy; finance; information systems; management; marketing; operations management; supply chain management)	Educational Policy <i>G. Miller, Chair</i>
EP.19.65	Revise the PhD in the Institute of Communications Research	Educational Policy <i>G. Miller, Chair</i>
EP.19.66	Establish a concentration in Bilingual-Bicultural Education in the Department of Curriculum & Instruction	Educational Policy <i>G. Miller, Chair</i>

EP.19.67	Establish the graduate concentration in Digital Learning in the Department of Curriculum & Instruction	Educational Policy <i>G. Miller, Chair</i>
EP.19.68	Revise the language in the Student Code on Computation of Scholastic Averages for Graduate Students	Educational Policy <i>G. Miller, Chair</i>
EP.19.70	Revise the undergraduate minor in Cinema	Educational Policy <i>G. Miller, Chair</i>
EP.19.71	Revise the Bachelor of Science in Food Science and Human Nutrition, Food Science Concentration	Educational Policy <i>G. Miller, Chair</i>
EP.19.73	Eliminate the Bachelor of Arts in the Teaching of Latin	Educational Policy <i>G. Miller, Chair</i>
EP.19.74	Revise two concentrations in the Bachelor of Science in Learning and Education Studies	Educational Policy <i>G. Miller, Chair</i>
EP.19.75	Establish the undergraduate Kinesiology minor	Educational Policy <i>G. Miller, Chair</i>
EP.19.76	Eliminate the Bachelor of Fine Arts in Craft	Educational Policy <i>G. Miller, Chair</i>

**VII. PROPOSALS (enclosed)**

EP.19.55	Establish the Discovery Partners Institute as a temporary institute of the University of Illinois system	Educational Policy <i>G. Miller, Chair</i>	1
SP.19.12	Proposed Revisions to the <i>Statutes</i> , Article VIII, Section 4 – Changes in Existing Units (Second Reading; Action)	University Statutes and Senate Procedures <i>S. Gilmore, Chair</i>	29
EP.19.50	Establish the Center on Health, Aging, and Disability as a permanent center	Educational Policy <i>G. Miller, Chair</i>	31
EC.19.03	Revisions to the <i>Election Rules for the Academic Professional Electorate</i>	Elections and Credentials <i>K. Graber, Chair</i>	53
EQ.18.04	Resolution on Employee Accessibility and Disability	Equal Opportunity and Inclusion <i>K. Oberdeck, Committee member</i>	65
GP.18.04	Senate Statement on Course Materials: Intellectual Property Rights and Professional Responsibility	General University Policy <i>N. Burbules, Chair</i>	67
SC.19.22	2019-2020 Senate and Senate Executive Committee (SEC) Meeting Schedule	Senate Executive Committee <i>B. Francis, Chair</i>	69

SP.19.03	Revision to the <i>Standing Rules</i> – Speaking at Senate and Senate Committee Meetings	University Statutes and Senate Procedures <i>S. Gilmore, Chair</i>	71
SP.19.13	Revision to the <i>Bylaws</i> , Part D.16 – Committee on Public Engagement and Institutional Advancement	University Statutes and Senate Procedures <i>S. Gilmore, Chair</i>	75

**VIII. REPORTS FOR INFORMATION** (enclosed)

AB.19.01	2018-2019 Annual Report: Athletic Board	Athletic Board <i>M. LeRoy, Chair</i>	79
EP.19.72	Administrative Approvals at the April 1, 2019 EP Meeting	Educational Policy <i>G. Miller, Chair</i>	123
EP.19.78	Administrative Approvals at the April 15, 2019 EP Meeting	Educational Policy <i>G. Miller, Chair</i>	125
FB.19.03	2018-2019 Annual Report: Faculty and Academic Staff Benefits	Faculty and Academic Staff Benefits <i>J. Kindt, Chair</i>	131
GP.07.04	Multi-Year Contract Option for Eligible Academic Staff: Implementation Proposals	General University Policy <i>N. Burbules, Chair</i>	133
UC.19.03	Report of the Revisions to the University Senates Conference <i>Bylaws</i>	University Senates Conference <i>J. Tolliver, Chair</i>	135
UC.19.04	Proposed Revision to the <i>General Rules Concerning University Organization and Procedure</i> , Article IV, Section 1 (i) (1) – Postdoctoral Research Associate Compensable Vacation (USC GR-50)	University Senates Conference <i>J. Tolliver, Chair</i>	159

**IX. 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.*

**X. ADJOURNMENT**

*Please Join Us  
in Illini Room B  
for a Reception  
Hosted by the Chancellor*



**UNIVERSITY OF ILLINOIS**  
**URBANA-CHAMPAIGN SENATE**  
 MONDAY, APRIL 1, 2019  
 SPURLOCK MUSEUM – KNIGHT AUDITORIUM  
**MINUTES**

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

**APPROVAL OF THE MINUTES**

- 04/01/19-01 The minutes from March 4, 2019 were approved as distributed.
- 04/01/19-02 The following individual was granted floor privileges without objection to speak about item SP.19.12. Lesley Wexler: Chair of the Joint Advisory Committee on Investment, Licensing, and Naming Rights.

**SENATE EXECUTIVE COMMITTEE REPORT**

Bettina Francis (LAS), a faculty senator and Chair of the Senate Executive Committee (SEC), encouraged people to register to vote if not already, and to vote in the upcoming election. Chair Francis also reminded those interested to submit their interest in serving on a Senate committee by April 2. The deadline for SEC Chair and Vice-Chair is also April 2. All elections will take place at the April 29 Elections and Organizational Meeting which is for the 2019-20 senators.

**CHANCELLOR'S REMARKS**

Chancellor Jones announced that American Airlines has recently introduced an additional flight to Charlotte from Willard Airport. Jones hopes this will be a step in attracting more flights and more airlines to Willard.

The most recent Illini Success report was released. The average starting salary of the 2017-2018 graduating class is \$61,000, and 91% secured a first destination of employment, additional education, or volunteer position. Overall, 66% of first destination graduates stayed in the state of Illinois. The Illini Success report is information based on undergraduate responses and this year the participation rate was 75%.

The Non-Tenure Faculty Coalition (NTFC) and the University bargaining team had initial meetings to begin negotiating the new bargaining agreement. The meetings have been positive and respectful. Updates will be posted online.

**QUESTIONS**

Faculty senator Barnes (LAS) noted that she does not think the two-factor authentication (2FA) system is working properly. Barnes was under the impression she would not need to login multiple times, but has needed to do so on numerous occasions. Jones requested that Provost Cangelaris follow-up with the appropriate University office regarding this concern.

Barnes also inquired to the progress of the Critical Conversations Native American Imagery Advisory Committee and the recent use of the Block-I on a Blackhawks hat. Jones noted that the Advisory Committee hopes to hold its final meeting in early May to finalize their observations and take the summer to analyze the outcomes. Jones added that it was very unfortunate the Blackhawks hat give-away included the Block-I. His understanding was this was an oversight, but not an oversight that will be tolerated. The approval processes for use of the Block- I has been updated.

Faculty senator Costello (LAS) expressed his concern for the safety of students and staff during the construction on Wright Street. Jones noted that he would see that the concerns were passed onto the appropriate University offices.

#### **CONSENT AGENDA**

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

- 04/01/19-03 EP.19.45\* Revision to the Incomplete Grade Policy for Graduate Students
- 04/01/19-04 EP.19.51\* Revise the MA and the PhD in Linguistics
- 04/01/19-05 EP.19.54\* Revise the Bachelor of Science in Biochemistry
- 04/01/19-06 EP.19.57\* Revise the BSLAS in Actuarial Science

#### **PROPOSALS**

- 04/01/19-07 SP.19.12\* Proposed Revisions to the *Statutes*, Article VIII, Section 4 – Changes in Existing Units

On behalf of the Senate Committee on University Statutes and Senate Procedures (SP), Chair Gilmore introduced proposal SP.19.12 for a first reading. Gilmore explained that this proposal will replace the previously approved SP.18.14. The only differences are the bolded items. Gilmore added that the University will move forward as if the proposed amendments were approved and in place. Other related policy documents will also need to be updated.

Faculty senator Tolliver (LAS) suggested the following language be considered by SP in lines 31-32, but did not make a formal motion to substitute. “The senate may specify a committee to provide advice on its behalf. In this case, the committee’s advice, taken and recorded by vote, will be reported to the Senate.”

Faculty senators Burbules (EDUC) added that the committee reviewing the name changes would have very clear guidelines or conditions about what would come to the Senate.

#### **CURRENT BENEFITS ISSUES**

Kindt, Chair of the Senate Committee on Faculty and Academic Staff Benefits (FB) announced that everyone should be receiving an email soon regarding the Faculty/Staff Emergency Fund Drive. The sole purpose of the fund is to assist others in financial crisis.

Kindt also noted that legislation to watch are bills HR1043 and SB460. The websites <https://surs.org> and <https://www.suaa.org> are recommended for keeping up-to-date on pending legislation and other benefits news.

#### **REPORTS FOR INFORMATION**

- 04/01/19-08 EP.19.61\* Administrative Approvals at the at the March 12, 2019 EP meeting
- 04/01/19-09 SC.19.19\* Report on the March 14, 2019 Meeting of the Board of Trustees of the University of Illinois System

#### **NEW BUSINESS**

No new business.

#### **ADJOURNMENT**

The meeting was adjourned at 3:50 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	4/1/19
Lyons	Angela	ACES	Agricultural and Consumer Economics	01-1	2019	e
Arends-Kuenning	Mary	ACES	Agricultural and Consumer Economics	01-2	2020	x
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	x
Juvik	Jack	ACES	Crop Sciences	03-1	2019	x
Hind	Sarah	ACES	Crop Sciences	03-2	2019	x
Branham	Bruce	ACES	Crop Sciences	03-3	2020	x
Lipka	Alex	ACES	Crop Sciences	03-4	2020	x
Wheeler	Matthew	ACES	Animal Sciences	04-1	2019	x
Fischer-Brown	Amy	ACES	Animal Sciences	04-2	2020	a
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	x
Chen	Hong	ACES	Food Science and Human Nutrition	06-1	2019	a
Lee	Soo-Yeun	ACES	Food Science and Human Nutrition	06-2	2020	x
Takhar	Pawan	ACES	Food Science and Human Nutrition	06-3	2020	e
Ward	Michael	ACES	Natural Resources and Environmental Sciences	07-1	2019	x
Wander	Michelle	ACES	Natural Resources and Environmental Sciences	07-2	2020	x
Morgan	Xavier	ACES	Student	A-01	2019	a
Poole	Maddie	ACES	Student	A-02	2019	a
Dombro	Audrey	ACES	Student	A-03	2019	a
Chiu	Chung-Yi	AHS	Kinesiology and Community Health	01-1	2020	x
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	e
Chambers	Ronny	AHS	Speech and Hearing Science	03-1	2020	a
Husain	Fatima	AHS	Speech and Hearing Science	03-2	2019	e
Rasmussen	Bridgette	AHS	Student	A-01	2019	a
	VACANT	AHS	Student	A-02	2019	---
Garner	Jenny	AP	District 6	01-1	2020	x
Ruud	Collin	AP	District 8	01-2	2020	x
	VACANT	AP	District 2	01-3	2020	---
	VACANT	AP	District 5	01-4	2019	---
Davis	Mark	AP	District 11	01-5	2019	x
Yfantis	Konstantinos	AP	District 3	01-6	2019	x
Christensen	Sarah	AP	District 9	01-7	2020	x
Lu	Qiyue	AP	District 4	01-8	2020	e
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	x
Hutchens	Matthew	BUS	Accountancy	01-3	2020	x
Silhan	Peter	BUS	Accountancy	01-4	2019	x
Sougiannis	Theodore	BUS	Accountancy	01-5	2020	x
	VACANT	BUS	Finance	02-1	2019	---
DeBrock	Larry	BUS	Finance	02-2	2020	a
Weisbenner	Scott	BUS	Finance	02-3	2019	x
Widdicks	Martin	BUS	Finance	02-4	2020	e
Wright	Margaret	BUS	Business Administration	03-1	2019	x
Liu	Yunchuan (Frank)	BUS	Business Administration	03-2	2019	e
Kindt	John	BUS	Business Administration	03-3	2020	x
Michael	Steve	BUS	Business Administration	03-4	2020	x
Martinez	Candace	BUS	Business Administration	03-5	2019	x
Zhang	Cindy	BUS	Student - Accountancy/Finance	A-01	2019	e
Yoo	Hwanjae	BUS	Student - Accountancy/Finance	A-02	2019	e
Dixit	Abhinav	BUS	Student - Business Admin/Undeclared	B-01	2019	a

**2018-2019 Senate Membership**

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/1/19
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	a
Burbules	Nicholas	EDUC	Education Policy Organization Leadership	01-1	2020	x
Span	Christopher	EDUC	Education Policy Organization Leadership	01-2	2020	x
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	e
Moller	Karla	EDUC	Curriculum and Instruction	03-2	2019	a
Shriner	Jim	EDUC	Special Education	04-1	2020	e
O'Callaghan	Natalie	EDUC	Student	A-01	2019	a
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	x
	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	x
Fahnestock	Larry	ENGR	Civil and Environmental Engineering	03-3	2019	x
Masud	Arif	ENGR	Civil and Environmental Engineering	03-4	2019	a
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	e
Parthasarathy	Madhusudan	ENGR	Computer Science	04-4	2019	x
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	e
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	e
Haran	Kiruba	ENGR	Electrical and Computer Engineering	05-4	2020	x
Iyer	Ravishankar	ENGR	Electrical and Computer Engineering	05-5	2020	x
Fliflet	Arne	ENGR	Electrical and Computer Engineering	05-6	2020	x
Dragic	Peter	ENGR	Electrical and Computer Engineering	05-8	2019	x
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	a
	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	x
Nam	SungWoo	ENGR	Mechanical Science and Engineering	07-3	2020	e
Bentsman	Joseph	ENGR	Mechanical Science and Engineering	07-4	2019	e
Johnson	Harley	ENGR	Mechanical Science and Engineering	07-5	2019	x
Brooks	Caleb	ENGR	Nuclear, Plasma and Radiological Engineering	08-2	2019	e
Gollin	George	ENGR	Physics	09-2	2020	x
Eckstein	Jim	ENGR	Physics	09-3	2019	e
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	e
Jensen	Karin	ENGR	Bioengineering	10-2	2020	x
	VACANT	ENGR	Student - ECE/CS/Undeclared	A-01	2019	---
	VACANT	ENGR	Student - ECE/CS/Undeclared	A-02	2019	---
Sur	Sayan	ENGR	Student - ECE/CS/Undeclared	A-03	2019	a
	VACANT	ENGR	Student - ECE/CS/Undeclared	A-04	2019	---
Chiodini	Brandon	ENGR	Student - Mech/Aero/Ag/Bio	B-01	2019	a

**2018-2019 Senate Membership**

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/1/19
Johnson	Jack M.	ENGR	Student - Mech/Aero/Ag/Bio	B-02	2019	e
Krupinski	Eric	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-01	2019	x
Anderson	Jacob	ENGR	Student - CEE/IESE/MatSE/NPRE/Physics	C-02	2019	a
	VACANT	FAA	Architecture	01-1	2019	---
	VACANT	FAA	Architecture	01-2	2020	---
	VACANT	FAA	Architecture	01-3	2020	---
	VACANT	FAA	Art and Design	02-1	2019	---
Romberg	Kristin	FAA	Art and Design	02-2	2019	e
Vazquez	Oscar	FAA	Art and Design	02-3	2020	x
Ross	Joel	FAA	Art and Design	02-4	2020	x
	VACANT	FAA	Art and Design	02-4	2020	---
	VACANT	FAA	Dance	03-1	2019	---
	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	x
Magee	Gayle	FAA	Music	05-5	2020	x
Dee	John	FAA	Music	05-6	2019	e
Silvers	Michael	FAA	Music	05-7	2020	x
Miraftab	Faranak	FAA	Urban and Regional Planning	06-1	2020	a
Griggs	J. Michael	FAA	Theatre	07-1	2019	x
Jenkins	Jeffrey Eric	FAA	Theatre	07-2	2020	x
Griffin	Casey	FAA	Student	A-01	2019	x
Walsh-Rock	Lydia	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
Torres	Jacob	GRAD	Student	A-04	2019	a
Edwards	Joseph	GRAD	Student	A-05	2019	e
	VACANT	GRAD	Student	A-06	2019	---
Bogue	Brandon	GRAD	Student	A-07	2019	a
Parthum	Bryan	GRAD	Student	A-08	2019	a
Harlan	John	GRAD	Student	A-09	2019	a
Zukosky	Meera	GRAD	Student	A-10	2019	x
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	e
Kemball	Athol	LAS	Astronomy	03-1	2020	x
O'Dwyer	James	LAS	Plant Biology	04-1	2020	e
Kaufman	Brett	LAS	Classics	05-1	2019	x
	VACANT	LAS	English	06-1	2019	---
Gilmore	Shawn	LAS	English	06-2	2020	x
Slobodnik	Syd	LAS	English	06-3	2020	e
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	e
Francis	Bettina	LAS	Entomology	07-1	2020	x
Fagyal	Zsuzsanna	LAS	French & Italian	08-1	2020	x
	VACANT	LAS	Geography & Geographic Information Science	09-1	2020	---
Sanford	Rob	LAS	Geology	10-1	2020	x
Conroy	Jessica	LAS	Geology	10-2	2019	e
Hilger	Stephanie	LAS	Germanic Languages & Literature	11-1	2019	a
Barnes	Teresa	LAS	History	12-1	2019	x
Brennan	James	LAS	History	12-2	2019	x
Symes	Carol	LAS	History	12-3	2020	e

**2018-2019 Senate Membership**

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/1/19
Striver	Ryan	LAS	Atmospheric Sciences	00-1	2019	x
Franks	Suzanne	LAS	Linguistics	13-1	2020	x
Yan	Xun	LAS	Linguistics	13-2	2020	x
Sadler	Richard	LAS	Linguistics	13-3	2019	a
Oikhberg	Timur	LAS	Mathematics	14-1	2019	x
Francis	George	LAS	Mathematics	14-2	2019	x
Reznick	Bruce	LAS	Mathematics	14-3	2019	x
Ivanov	Sergei	LAS	Mathematics	14-4	2020	x
Junge	Marius	LAS	Mathematics	14-5	2020	x
Rezk	Charles	LAS	Mathematics	14-6	2020	e
Tzirakis	Nikolaos	LAS	Mathematics	14-7	2019	e
	VACANT	LAS	Microbiology	15-1	2020	---
Shisler	Joanna	LAS	Microbiology	15-2	2019	a
	VACANT	LAS	Philosophy	16-1	2019	---
Anastasio	Thomas	LAS	Molecular & Integrative Physiology	17-1	2020	x
Ksiazkiewicz	Aleksander	LAS	Political Science	18-1	2020	e
Grossman	Nicholas	LAS	Political Science	18-2	2019	---
Fisher	Cindy	LAS	Psychology	19-1	2020	e
Derringer	Jaime	LAS	Psychology	19-2	2019	a
	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	x
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	x
Cisneros	Josue David	LAS	Communication	23-2	2019	x
	VACANT	LAS	Communication	23-3	2020	---
Roseman	Charles	LAS	Animal Biology	24-1	2020	x
Gennis	Robert	LAS	Biochemistry	25-1	2019	a
Huang	Tina	LAS	Chemistry	26-1	2019	x
Andino Martinez	Jose	LAS	Chemistry	26-2	2019	a
Girolami	Gregory	LAS	Chemistry	26-3	2020	e
Koerner	Michael	LAS	Chemistry	26-4	2020	x
Leckband	Deborah	LAS	Chemical & Biomolecular Engineering	27-1	2020	x
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	e
Perry	Martin	LAS	Economics	30-1	2019	a
Williamson	HF (Bill)	LAS	Economics	30-2	2020	x
Buckley	Bryan	LAS	Economics	30-3	2019	a
	<i>no results reported</i>	LAS	African American Studies	31-1	2020	---
Brown	Ruth Nicole	LAS	Gender and Womens Studies	32-1	2019	a
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	e
	<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
	VACANT	LAS	Student - Life Sciences	A-03	2019	---
	VACANT	LAS	Student - Humanities	B-01	2019	---
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

**2018-2019 Senate Membership**

LAST	FIRST	COLLEGE	UNIT	SEAT	TERM	4/1/19
Aggarwal	Vikrانش	LAS	Student - Physical Sciences/Math	C-02	2019	a
Sekiguchi	Anna	LAS	Student - Physical Sciences/Math	C-03	2019	a
Fetscher	John	LAS	Student - Physical Sciences/Math	C-04	2019	a
Shekara	Aishwarya	LAS	Student - Social Sciences	D-01	2019	a
Ayala	Arnoldo	LAS	Student - Social Sciences	D-02	2019	a
Finley	Marissa	LAS	Student - Social Sciences	D-03	2019	x
	VACANT	LAS	Student - Social Sciences	D-04	2019	---
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	e
Jung	Ji Wook	LER	School of Labor And Employment Relations	01-1	2019	a
Benton	Richard	LER	School of Labor And Employment Relations	01-2	2020	x
Benson	Sara	LIBR	Library	01-1	2020	e
Allison	Melody	LIBR	Library	01-2	2019	e
Trei	Kelli	LIBR	Library	01-3	2020	x
Holder	Sara	LIBR	Library	01-4	2019	x
Swain	Ellen	LIBR	Library	01-5	2019	x
	VACANT	LIBR	Library	01-8	2019	---
	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	a
Bonn	Maria	SIS	School of Information Sciences	01-1	2020	x
Knox	Emily	SIS	School of Information Sciences	01-2	2019	x
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	a
Munoz-Najar	Julie	SSW	School of Social Work	01-3	2020	x
	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	a
Reeves	Sarah	VMED	Student Professional	A-01	2019	e
						124

a absent  
e excused  
x present  
--- vacant



**Proposal to Establish a Temporary Institute of the University of Illinois System**

**Submitted to University of Illinois System, University Senates Conference**

**February 19, 2019**

**TITLE OF PROPOSED UNIT:**

Discovery Partners Institute (DPI)

**CONTACT INFORMATION:**

William H. Sanders  
Interim Director, Discovery Partners Institute  
Endowed Chair and Professor of Engineering  
EMAIL: whs@uillinois.edu  
PHONE: 217-300-1645

Phyllis Baker  
Visiting Special Assistant to the President  
University of Illinois System  
pbaker@uillinois.edu  
217-300-1274

**PROPOSED STATUS:**

This proposal is for the creation of a Phase 1, temporary institute. We will evaluate the unit's performance after five years and request permanent status at that time, assuming favorable results.

**DESCRIPTION OF THE CHARTER:**

The Discovery Partners Institute aims to be a joint education, research, and innovation institute led by the University of Illinois System (U of I System) and its three universities. DPI's mission is to establish collaborative partnerships that address 21st century societal grand challenges, promote entrepreneurship, and educate the next-generation workforce. Its primary goal is to conduct purpose-driven research and education that create actionable results that will have tangible results throughout the economy, including those for the underserved.

In order to fulfill its mission, DPI's research and public activities will:

- address key grand challenges and/or the critical needs of industry, governmental and non-governmental agencies, community and community-based agencies,
- attract students (current and new) who desire to engage in translational research and learn entrepreneurial skills,
- attract external partnerships with industry, governmental and non-governmental agencies, foundations, community or community-based agencies, and philanthropic organizations,
- have the potential for receipt of external funding or technology commercialization, and
- add jobs and grow the economy of the State of Illinois.

The DPI mission (described above) aligns well with the strategic direction of the U of I System's Strategic Framework, as outlined in the pillars below:

- to be an institution of and for our students, grow and diversify experiential learning and career guidance, and strengthen students' opportunities to excel beyond academic sphere (Pillar I),
- to conduct research and scholarship with global impact by building a culture of innovation, collaboration, and entrepreneurship, identify significant sociotechnical problems, and forge new research and development partnerships (Pillar II),
- to facilitate a healthy future for Illinois and the Midwest by investing in human capital and being an engine for economic development (Pillar III), and
- to promote our reputation as a leading global brand in higher education by helping create a technology platform that touches the whole university environment and ensures our long-term financial sustainability (Pillar IV).

DPI also aligns with the State of Illinois' need for increased economic activity, employees, and increased state income by providing facilities for the U of I System to serve additional students and conduct research that supports continued growth and innovation in Illinois.

#### **JUSTIFICATION:**

The DPI is designed with a goal of bringing together faculty, students, and corporate partners to work in proximity to each other to nurture new ideas and further research with an accelerated transition to results. DPI's research activities will create an increased demand for employees (faculty, students, and staff), equipment, and other expenses at the DPI and Illinois Innovation Network (IIN) sites, while DPI's educational initiatives will prepare students to contribute to the 21st century economy by engaging them with project-focused teams, entrepreneurial concepts, and corporate partners.

DPI has the potential to have a unique identity as a state, national, and international research and innovation leader. It is centered on four key focus areas that are strengths of our three universities: Computing & Data, Environment & Water, Food & Agriculture, and Health & Wellness. These areas serve as the backbone of the collaborative efforts within the institute. These are only starting points, however. They will be augmented and expanded to respond to challenges discovered in the course of DPI's evolution. Woven throughout DPI's four key themes are important cross-cutting areas of opportunity. These areas – Culture & Society, Entrepreneurship & Technology Transfer, Education & Workforce Development, and Public Policy – are where the innovation created within the DPI meets humanity in real and impactful ways. As such, DPI will ensure that it strategically aligns its research and development in ways that improve the human condition.

To facilitate this alignment, DPI research will be responsive to the input of stakeholders at the universities, in companies, in neighborhoods and communities, and throughout the state. DPI will be guided by principles of inclusivity (in all forms), transparency (in both process and governance), ethics and accountability, and engagement with the local community.

DPI will develop activities that connect top faculty and students with leading companies to create new technologies and products and accelerate their introduction into the public sphere. Students will work closely with DPI's corporate partners, which will increase the likelihood that they will remain in Illinois after graduation, grow the state's economy, and contribute to the overall well-being of the state and its residents. In addition to corporate partners, DPI will build relationships with leading international universities to promote knowledge and cultural exchange across borders.

In particular, DPI will have national, international, and state of Illinois partners (those already committed include Hebrew University, Northwestern University, Tel Aviv University, the University of Chicago, and MS Ramaiah Medical College), and will be part of the IIN. With IIN hubs planned at each of the U of I System locations, as well as other university partners in the state of Illinois (those already committed include Northern Illinois University), the IIN will help companies, schools, and researchers across Illinois connect and collaborate.

During the planning stage, DPI administrative leaders have organized several faculty planning groups that represent all three universities of the U of I System to generate proposals for research and teaching initiatives. More than 150 faculty across the system are involved in these planning committees, and another 1,000 faculty members have volunteered to serve as "experts" in one or more of the eight working groups. (See <https://dpi.uillinois.edu/>).

## **PROPOSED STRUCTURE:**

Reporting Structure: The Interim Director of DPI has a dual reporting structure to the President of the U of I System and to the Vice President for Economic Development and Innovation. The interim director provides leadership in all areas of DPI, overseeing the strategic vision, financial and business plan, and operational priorities.

Governance: To aid in planning, DPI's administrative leadership has appointed two advisory committees with representation from all three universities: the Academic Executive Committee (originally charged until end of spring semester 2018 but has been continuing) and the Academic Governance Advisory Group (charged until end of spring semester 2019). The *Academic Executive Committee* ([https://dpi.uillinois.edu/about/academic\\_executive\\_committee](https://dpi.uillinois.edu/about/academic_executive_committee)) is chaired by the Interim Director of DPI. It is comprised of the Vice President for Economic Development and Innovation, nine deans or associate deans, and five faculty members who hold administrative appointments at one of the three universities. It serves an advisory role to the interim director and other system-level leadership. The *Academic Governance Advisory Group*

[https://dpi.uillinois.edu/about/academic\\_governance\\_advisory\\_group](https://dpi.uillinois.edu/about/academic_governance_advisory_group)) includes the Executive Vice President for Academic Affairs, two deans, one of the university registrars, and three faculty members, two of whom also serve on the University Senates Conference (two of the three also serve on the DPI Academic Executive Committee to ensure coordination between the committees). The Academic Governance Advisory Group serves an advisory role to the interim director, other system-level leadership, and the Academic Executive Committee.

Proposed Faculty Governance Structure: The structure and function of the DPI are similar to those of a major interdisciplinary research institute, such as the Beckman Institute (UIUC), the Center for State Policy and Leadership (UIS), and the U of I Cancer Center (UIC). However, the DPI is a system-wide unit that reports to the president and is not unique to any single university. Similar to other interdisciplinary research institutes, DPI will not be the “home” unit of any member of the faculty nor will faculty tenure lines reside in the DPI. In addition, any courses offered through DPI will be courses established and approved by one of the three universities of the U of I System. Therefore, the DPI governance structure will not mirror that of an academic college or department because it will neither administer faculty lines nor establish new courses, degrees, or academic programs. Nevertheless, like a major interdisciplinary research institute, there is a role for shared governance in the DPI.

As recommended by the DPI Academic Governance Advisory Group, an elected executive committee will be established for DPI that will advise the Director of DPI on academic as well as research matters pertaining to the institute. The executive committee will consist of 10-12 faculty (tenure system and NTT) that represent all three universities and that serve staggered terms to ensure steady experience. The provosts from each university, the University Senates Conference, and faculty who are participating in DPI will be canvassed for nominations for the committee. Nominees will be voted on by the faculty electorate of the DPI. The committee will ensure that there is broad input from the faculty on governance issues as well. The committee should have both advisory and communicative roles, interfacing regularly with the Director of DPI, system-level leadership, and the USC.

Other Advisory Groups: External advisory groups that provide guidance and input will be created. These are likely to include a *DPI Corporate Advisory Board* (appointed) consisting of stakeholders from partner companies to ensure that research and academic activities are relevant to the current needs of industry. There may be other advisory groups as needed.

Faculty and Staff Currently Involved: The faculty and staff that are currently engaged include:

- the Interim Director
- a Visiting Special Assistant to the President
- an Administrative Assistant

- the Academic Executive Committee ([https://dpi.uillinois.edu/about/academic\\_executive\\_committee](https://dpi.uillinois.edu/about/academic_executive_committee)),
- the Academic Governance Advisory Committee ([https://dpi.uillinois.edu/about/academic\\_governance\\_advisory\\_group](https://dpi.uillinois.edu/about/academic_governance_advisory_group)),
- Thematic Working Groups (<https://dpi.uillinois.edu/themes>)
- Cross-cutting Working Groups ([https://dpi.uillinois.edu/cross\\_cutting\\_areas](https://dpi.uillinois.edu/cross_cutting_areas)), and
- A hand full of staff and faculty from other units that support the development of DPI on a part-time basis (<https://dpi.uillinois.edu/directory>).

Staffing Needs: Given the tremendous amount of work that needs to be accomplished in the planning phase of development, the current staffing is not sufficient. Thus, the president has authorized four new positions that will report to the Director of DPI; searches are underway for these positions:

- Managing Director (will provide managerial oversight of all unit functions and operations)
- Director of External Engagements and Partnerships (will oversee DPI’s strategy to connect with industry; governmental and non-governmental agencies, community-based agencies, and cultural and philanthropic organizations)
- Director of Academic Affairs (will facilitate academic activities and student involvement)
- Director of Administration (will serve as the chief financial officer and human resources liaison)

## **ACADEMIC IMPLICATIONS:**

There will be no tenure-track or specialized faculty appointments at DPI. All non-zero appointments of tenure-track or specialized faculty will be held at the university (not system) level. However, faculty may hold zero-time appointments at DPI, as is common practice in university-level interdisciplinary research units.

Faculty ownership of the curriculum is basic to our universities and faculty governance. DPI is not a university or a college and it will not own degree-related courses or programs. All curricular matters related to student degree programs will continue to be governed by existing faculty governance structures at the various universities in the system. DPI will provide physical space for courses that have gone through appropriate faculty governance structures using existing policies and procedures at the relevant university. Courses may be offered that originate at partner universities outside of the U of I System. In these cases, course articulation of credit will be done through direct agreements between participating universities using articulation agreements such as those used for study abroad programs.

DPI will not offer academic degrees for students. Instead it will support existing academic programs at participating universities to prepare the next generation workforce along the aims of DPI. Through deep integration with industry partners, a project-focused team environment, and a culture of entrepreneurship, DPI's education initiatives will include such student activities as: internships, student exchange, and study abroad opportunities. For example, these may include entrepreneurship classes and boot camps that help startups validate business models, technology acceleration programs such as the NSF I-Corps, and short courses and workshops designed for industry.

Decisions regarding faculty participation in and compensation for activities such as teaching and research leaves will be determined by chancellors, provosts, deans, unit heads, and the faculty involved. DPI will follow best practices of other interdisciplinary centers and institutes within the three universities of the U of I System when engaging faculty.

As DPI builds, it will do so in collaboration with and advised by relevant groups across the three universities of the U of I System to make sure that the institute builds on and enriches the strengths and successes of departments, centers and institutes, and colleges at the three universities.

#### **BUDGET AND FUNDING STRATEGY:**

On June 4, 2018 then Governor Rauner signed into law the fiscal 2019 state budget that included a capital appropriation of \$500 million to support the DPI. The funding is designed to construct the DPI facility and build out the IIN through capital projects at hub locations around the state. A proposal to Department of Commerce and Economic Opportunity for release of these funds is undergoing a routine review by the new state of Illinois administration. There also has been \$249.1 million promised to the DPI and the IIN from non-grant sources (mostly comprised of matching funds from the three system universities).

The U of I System has committed to provide a budget for DPI's administrative and operating costs. The administrative costs consist primarily of salaries (for an Interim Director, an Administrative Assistant, and four positions that are currently in search mode: a Managing Director, a Director of Administration, a Director of External Engagement and Partnerships, and a Director of Academic Affairs). The current operating costs consist primarily of the rental costs of the Wacker facility.

To date the U of I System has invested a total of \$1.1 million in DPI.

Additionally, the Office of the President and the Office of the Vice President for Economic Development are currently providing support from current system-level staff for the following:

- Operations
- HR

- Finance
- Communications
- Academic and research initiative administration

The goal for DPI is to keep costs down for the U of I System and to seek revenue generation from six sources:

- Corporate investments
- Philanthropy
- Government funding
- State appropriation
- Federally funded research grants
- Program revenue

DPI currently has 20,000 square feet of classrooms and office space along the Chicago River in downtown Chicago, which can be used for meetings, events, workshops, and classes. DPI is working with developer Related Midwest to build the future DPI site in the South Loop by 2021 as part of Related Midwest's plans for "The 78" neighborhood. A gift agreement for the land between Related Midwest and the U of I System is currently being reviewed.

## **OUTCOMES:**

The criteria and outcomes that will be used to demonstrate the quality and effectiveness of DPI will be based on its ability to fulfill its mission. For example, given that DPI's approach to its mission includes partnerships with a variety of stakeholders, purpose-driven research that creates actionable results, and educating the next generation workforce, the following metrics are examples of those that may be used to demonstrate quality and effectiveness:

- 1) number of active partnerships and joint projects with partners
- 2) number of disclosures/patent applications
- 3) number of research projects funded by companies and other external partners and the total dollar value of this support
- 4) number of students and faculty involved
- 5) amount of external funding and technology commercialization
- 6) number and prestige of awards, prizes, and honors received as a result of faculty and staff involvement with DPI

DPI will be evaluated through generally accepted review processes used at the three universities for interdisciplinary research units and that are agreed upon by the U of I System president and chancellors of the three universities. In conducting such reviews, DPI's internal governance bodies and external advisory board(s), faculty, staff, and other stakeholders will be consulted. Furthermore, since DPI is expected to have multiple external partners, input from these partners

also will be sought to evaluate the success/impact of the DPI for each of these groups.

In addition, informal input from stakeholders will be sought once a year. This input will likely be in the form of surveys as well as discussions and will be used to make improvements at DPI.

February 28, 2019

Professor Bettina Francis, Chair  
UIUC Senate Executive Committee  
Dept. of Entomology  
320 Morrill Hall MC 118

Professor Catherine Vincent, Chair  
UIC Senate Executive Committee  
College of Nursing  
506 NURS MC 802

Professor Ranjan Karri, Chair  
UIS Campus Senate  
Dept. of Management  
MS UHB 4060

Re: Discovery Partners Institute (USC OT-356)

Dear colleagues,

On February 26, 2019, the University Senates Conference considered the attached proposal to establish the Discovery Partners Institute (DPI) as a Temporary Institute of the University of Illinois System. We now transmit the proposal to you for consideration by your senate, in accordance with Article VIII, Section 3 of the University *Statutes*.<sup>1</sup> We urge you to bring the proposal before your respective senates as expeditiously as possible.

In what follows, we summarize our comments and advice regarding the proposal.

1. General considerations:

As a System-wide research and education entity focused on collaboration among the three universities as well as with external academic and industrial partners, DPI is unprecedented. In

<sup>1</sup> *d. Units Organized at the University Level.* [“University” here refers to what we now call “System.”]

Units organized at the university level, such as institutes, councils, and divisions, may be formed for the development and operation of teaching, research, extension, and service programs which are statewide or intercampus in their scope and which cannot be developed under a campus administration. Such an organization may be proposed by a senate, a chancellor/vice president, the University Senates Conference, or the president. *The president shall submit the proposal for the new organization together with the advice of the appropriate senates, taken and recorded by a vote of each such senate, of the appropriate chancellors/vice presidents, and of the University Senates Conference to the Board of Trustees for action.*”

keeping with its unique status, the current proposal requests establishment of the Institute *on a temporary basis*, to be considered for permanent establishment at the end of an initial five-year period. Because requests for temporary status are made in order to give centers or institutes the opportunity to first experiment with and then eventually establish longer-term practices and policies, they typically provide considerably less detail than do proposals to permanently establish such entities.

Over approximately the past year, as faculty interest in the DPI initiative has burgeoned, USC has thoroughly considered and discussed central questions of policy and procedure raised by system-wide initiatives like this one, including appropriate governance structures, control of academic programs, and faculty hiring and appointments. On January 24, 2019, USC approved a statement outlining our view of the general principles that should underlie the planning of initiatives like this one (transmitted to the Senates on January 29, 2019, and attached here). USC is pleased to note that the proposal has hewn closely to these principles. In particular, we note that the proposal properly specifies that “all curricular matters related to student degree programs will continue to be governed by existing faculty governance structures at the various universities in the system” (p.5). Equally importantly, we note with approval the specification that “there will be no tenure-track or specialized faculty appointments at DPI” (p. 5). (We understand “tenure-track” to refer to tenure-system faculty members, and “specialized faculty” to refer to non-tenure-system faculty members.)

As the proposal notes, as part of DPI’s initial planning process, members of an *ad hoc* Academic Governance Advisory Group were appointed to recommend specific structures and governance practices (pp. 3-4). The recommendations of that group were shared with USC in draft form. Most notably, the Academic Governance Advisory Group recommends that the proposed Institute follow the Statutory norm of elected faculty executive committees as the locus of unit shared governance. The AGAG report also correctly indicates the need for DPI-affiliated faculty members to determine a set of bylaws as their primary governing document once the Institute is formally established. USC is pleased to note that these key recommendations regarding the DPI’s governing structure are reflected in the proposal.

In addition to the Academic Governance Advisory Group, an *ad hoc* “Academic Executive Committee” was appointed, also for initial planning purposes. That group consists primarily of deans and other faculty members holding administrative appointments (pp. 3-4). USC recognizes that, if the Institute is granted temporary status, there must be regular and active guidance from our three universities’ deans and other academic officers, and a structure for that guidance must be provided, in addition to the planned faculty executive committee. However, it is our understanding and expectation that, in accordance with their *ad hoc*, appointed status, both the Academic Executive Committee and the Academic Governance Advisory Group, as currently constituted, will be discharged.

## 2. Areas for further consideration:

USC notes that, because it is a request for *temporary* status, this document cannot address every issue in detail. However, USC recommends that the following aspects be addressed before permanent status is requested:

1. An estimate of annual System investment in DPI should be provided;
2. Some examples should be given of the sources of “program revenue” (p. 7);
3. The proposal should provide a description of a general funding strategy allowing DPI to replace internal funding (whether from the System or our universities) with external funding;
4. The list of criteria for assessment of the Institute’s success should include a reference to the demonstrated added value to our three universities (UIC, UIS, and UIUC), fiscal or otherwise (p. 7);
5. A list of long-term milestones to gauge success should be provided.

Finally, the University Senates Conference recommends:

1. that the proposed structure of DPI’s faculty executive committee be slightly revised to specify that it consist of 12 members, two of whom will be University Senates Conference designees, and 10 of whom will be elected by and from among the DPI faculty electorate, with representation of all three universities (p.4);
2. that an annual self-assessment process be implemented once the Institute is formally established on a temporary basis, rather than waiting until the proposal for permanent status is prepared.

Summary:

The members of the University Senates Conference recommend that the proposal to establish the Discovery Partner Institute on a temporary basis be forwarded to the Board of Trustees, along with the above recommendations.

We request that your university senate endorse these recommendations as you consider your own advice on the proposal.

Sincerely,



Joyce Tolliver, Chair  
University Senates Conference

Enclosures

cc: President Timothy Killeen  
Executive Vice President Barbara Wilson  
Vice President Edward Seidel  
Dr. William Sanders  
Dr. Phyllis Baker  
Elizabeth Dooley, UIC Senate  
Brian Moore, UIS Senate  
Jenny Roether, UIUC Senate  
Members, University Senates Conference

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



February 28, 2019

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

Dear Professor Miller:

Enclosed is a copy of a proposal from University System Office via the University Senates Conference (USC) to establish the Discovery Partners Institute as a Temporary Institute of the University of Illinois System. The proposal documents include:

- Letter of transmission from Joyce Tolliver, USC Chair, that provides a summary of USC's comments and advice;
- The proposal itself;
- USC OT-351, *Guidelines for Shared Governance and System-Wide Academic and Research Initiatives at the University of Illinois*, approved by USC on January 24, 2019.

Sincerely,

Kathryn A. Martensen  
Assistant Provost

Enclosures

c: C. Sailor  
B. Francis  
J. Roether  
J. Tolliver  
W. Sanders  
P. Baker

## GUIDELINES FOR SHARED GOVERNANCE AND SYSTEM-WIDE ACADEMIC AND RESEARCH INITIATIVES AT THE UNIVERSITY OF ILLINOIS

1. In planning and implementing system-wide academic or research initiatives, active engagement of shared governance processes as well as faculty/administration buy-in are essential. Faculty, administrative leaders, and other stakeholders must work in collaboration to establish a culture of trust and collegiality in order for system-wide initiatives to succeed.
2. Substantial effort should be made to resolve questions or disagreements as early as possible in the initiative planning and implementation process. Uniform and agreed-upon governing policies and procedures should be built into the design and planning from the outset.
3. While initiatives that involve external stakeholders who may not share the same commitments to shared governance may be more delicate, the fundamental principles of transparency still apply. Our commitment to institutional principles and processes cannot be set by others.
4. To the greatest extent practicable, the planning and implementation of such initiatives should draw on existing shared governance processes and structures, because these processes have already been vetted and approved by system stakeholders. The substitution of these processes and structures with ad hoc alternatives or decisions is unlikely to result in widespread support for the initiatives.
5. Faculty, students, and courses involved in system-wide academic or research courses, projects, or initiatives should be based in home universities, and be subject to the processes and regulations of their home universities. The procedures for hiring, evaluation and promotion, admissions, course approval and transfer credit are all university based and well-established.
6. The integrity, quality, and national profile of the university departments/units must be protected. New hires, new programs, and new R&D initiatives should enhance their reputations, not detract from them. The fundamental quality and identity of the University of Illinois System is in the profile and success of its three universities, and the colleges and departments within them.
7. The System's role should be to enable and encourage collaboration and interdisciplinarity through incentives, and it should not do anything that could be perceived as taking away resources of the units. For instance, the ranking of a given department should stand to

gain, not lose, because of the participation of its faculty in a system-wide initiative. This applies to revenue as well, and may necessitate discussions about buy-out policies to fairly compensate units in exchange for faculty time spent on system-wide initiatives, as well as MOUs concerning IP and related revenues.

8. Where system-wide initiatives are funded out of the system budget or use existing system resources, there should be budgetary transparency. An examination of the impact of providing budget and support to such initiatives should be conducted and reported to the University Senates Conference and university senates.
9. System-wide initiatives whose participants engage in academic or research endeavors should have elected committees as their primary advisory committees, whose members represent the relevant system stakeholders. In the formative stage prior to having an electorate, the administration should work with the USC to appoint an interim advisory committee. Advisory committees should be independent from the administrative leaders of an initiative and contributing an independent perspective to the decision-making process.
10. All system-wide academic or research entities should have written bylaws that have been reviewed and approved by the appropriate elected representative committee. (See 9 above.)
11. The governance structure of the system-wide initiative should have close articulation with and membership from USC, since the Conference is a key stakeholder as the sole system-wide governance body and as the coordinating hub between the system and the three university senates. Articulation may be achieved through a committee of elected representatives, members from USC, and members from other system-wide stakeholder groups.

Date: April 18, 2019

To: University of Illinois, Urbana Champaign Senate

From: Phyllis L. Baker and William H. Sanders  
Discovery Partners Institute

Re: University of Illinois, Urbana Champaign Combined Addendum to the Discovery Partners Institute Proposal to Establish a Temporary Institute of the University of Illinois System

Below is our response to 28 questions forwarded by the UIUC Education Policy Committee (EPC) to the Discovery Partners Institute (DPI) regarding the proposal to establish a temporary institute of the University of Illinois System. These questions come from email requests by Eric Meyer on April 5, 8, and 9, and also include the questions raised during the April 15 EPC meeting. They are listed in chronological order.

1. Overall, several committee members expressed concern about what they regarded as relatively vague details in the proposal. As one put it: “I have to say I find the proposal quite surprisingly ‘undercooked.’ There is typically much more detail and precision in most proposals for a new minor within a department.”

*The DPI is requesting to establish DPI as a temporary institute following all the relevant State of Illinois and U of Illinois Statutes, General Rules, and procedures. Over the next few years, DPI will work to establish longer-term practices and policies, using a shared governance model that is being developed by our current DPI Academic Governance Advisory Group (AGAG), which includes members of the University Senates Conference (USC). Eventually, the AGAG will be replaced by an elected faculty executive committee that is described in #6 below.*

2. Several suggested that approval for a five-year period, without clear landmarks and reporting procedures along the way, might be too long. They suggested that some form of annual review would be more appropriate given the natural degree of uncertainty surrounding such a large proposal in its very early stages of development. Even in the private sector, startups seem to be rarely approved for five-year development periods without greater degrees of annual or more frequent evaluation.

*We believe that a 5-year temporary status, which is standard for such proposals, is crucial to facilitate partnerships and stability as we formulate this institute. To ensure regular updates and communication, DPI will be happy to provide annual reports to the USC and other relevant bodies as needed. In these reports we will share information that is being shared with the U of I System president and vice presidents, the Board of Trustees, and the legislature. In addition, DPI is in regular communication with several outside organizations, providing information and receiving important feedback during this development stage. For example:*

- *Since October 2018, DPI has been providing monthly reports to the Illinois legislature that include information such as of 1) amount and kinds faculty interactions, workshops/retreats held, 2) types of meetings with companies, councils, and groups, 3) updates on the Department of Commerce and Economic Opportunity (DCEO) proposal, 4) updates on organizational meetings held with IIN hubs, 5) updates on hiring, and 6) any agreements signed.*
  - *Once the \$500 million capital appropriation grant is released, the DPI will be reporting regularly to the legislature on such metrics as patents developed and commercialized, temporary and long-term full-time employees, rate of new entrepreneurs, university graduates retained in Illinois, number of companies financially invested in DPI including investment dollars, and the number of future companies attracted to Illinois.*
3. Because the task of the Urbana-Champaign Senate appears at least in part to be reporting back to the University Senates Conference (USC), members also suggested addition of a bullet-point appendix, listing each specific concern of USC and how that concern was addressed or dismissed, perhaps with good reason, in the proposal.

*Please see our responses to USC recommendations (Appendix A).*

4. Much concern was expressed about the source of funding for many of the proposed activities. At several points, the proposal discusses the need for rather large investments for operational overhead or seed money but fails to indicate likely sources of that money. It also seems to imply that each campus will be required to share in expenses annually but fails to offer details of what each campus's share might be or even a rubric to determine that answer. Although this is an unusual, almost unprecedented proposal, nearly all proposals of this nature typically are accompanied by detailed memoranda of understanding or budgets that as clearly as possible establish funding expectations.

*DPI currently has two sources of funding. One is a proposed state appropriation of \$500 million for capital projects. We have submitted the required proposal for release of those monies, but the funds have not yet been released. The second source of money is the U of I System Offices. Specifically, the president and the chief financial officer (Avijit Ghosh) have committed to covering operational expenses for DPI using central resources. In the long run, much of the operational costs will be covered through a corpus of endowments established through philanthropic contributions, industry partners and others. For example, annual funding is expected from industry partners as well as other universities (non UI System) joining the DPI. We also expect that federal funds will be awarded through standard grant applications and that some of the costs will be covered from ICR.*

*The U of I System Offices have committed to provide (from central funds) for DPI's administrative and operating costs until longer term funding models explained above are established. Currently this funding level is equivalent to \$2.2 million per year and the President and CFO have both indicated their commitment to continue such support.*

*There is no expectation that the three universities will share in paying for the operational costs of DPI.*

5. Several also noted that no clear indication is made of how monies are to be used (incentives, seed grants, etc.) beyond the creation of many new staff and administrative positions and facilities.

*The money proposed to be appropriated from the state will be used for capital expenses. The budgeted money from the UI System will be used for operational expenses including salaries and support for the core team.*

6. Despite statements in the proposal, several questioned whether shared governance in reality exists. Members seemed to want much more detail on how faculty would be involved in governance and more than in just an advisory way. How will the composition of the faculty electorate be determined? Who will appoint members of any corporate advisory board? The executive committee, unlike nearly all other such committees, seems to be limited to an advisory role, without even the typical charge of regularly reviewing the performance of key unit executives and reporting to the top official outside the unit who is charged with selecting or renewing leadership appointment. It also is unclear whether, as typically is done, nearly all administrators are excluded from executive committee membership. Typically, for new units of any size and scope, much greater detail, including at least draft bylaws and a sense of how they were drafted and how they will be considered for adoption, are included.

*The elected executive committee will be composed of full-time faculty members who are not administrators. AGAG submitted a set of recommendations (Appendix B) regarding faculty governance to the USC. DPI will follow these recommendations, which address this set of concerns.*

7. Courses are discussed, but there appears to be no clear path for developing other course offerings or details on how those courses merge with offerings on any of the campuses. Much of this appears to be brushed off with a general statement that campus course articulation procedures would handle any questions. Course articulation may be a very poor fit for what is planned. Articulation generally works best with introductory level courses, the content and scope of which are measured after the course has been conducted previously. Here, we probably are talking about very advanced courses, typically independent studies, which have never been taught before. How articulators could evaluate these in advance, on a speculative basis, is unclear. Students from one campus might be confronted with a situation of wanting to work with a professor from another campus on a project he or she is directing. It would be unfair to that student to be unsure whether his or her work qualified for course credit when another student, from the professor's home campus, was getting credit for the exact same experience. Moreover, controls would be necessary to ensure that class credit was universally used for actual educational activity, not just as a reward in lieu of fair-market payment for simply working in some lab or on some project.

*Course offerings and course content will be faculty driven and faculty from the three U of I System universities will oversee all courses taught at DPI. Course content is the purview of*

*the faculty, not DPI staff. What counts for credit on a student's transcript will be the purview of that student's academic program, college, and university, not the DPI staff. We envision DPI affiliated courses to work in a fashion that is similar to a student in a study abroad program, whereby the home institution/academic program determines what counts for academic credit. The DPI Director of Academic Affairs will work closely with the student's university and academic program to make sure that progress toward degree is not impeded. AGAG is currently developing a set of principles and policies regarding courses and curriculum. We attach a draft of some of those principles (Appendix C) to illustrate the guidelines we will be employing.*

8. Members expressed concern about whether a clear path for development, evaluation, and targeted utility has been charted. They found the metrics to be used for assessing outcomes vague. If not a specific set of numbers that would indicate success, some sort of basic logic model, as one member put it, or rubric might be desirable for a project of this size, with this sort of investment to date. A phrase indicating that DPI will be evaluated through "generally accepted review processes" was regarded by several members as overly vague. At least some detail about what those standards might be and whether they might shift over five years was requested.

*Please see answer to questions 2, 14, 17, and 18 which detail several proposed metrics for success and the plans for future reporting. We assume that metrics and standards for evaluation of DPI will evolve over time and will be responsive to changing foci in the institute.*

9. How does DPI relate or compare to projects at peer universities, such as the Austin Technology Incubator at UT-Austin, the Center for Entrepreneurship at Michigan (top rated undergrad entrepreneurial program) or Berkeley's Engineering Center for Entrepreneurship and Technology? This is a concern both overall and as it applies to faculty governance procedures and processes.

*AGAG has reviewed several other initiatives across the country and has taken them into consideration when they wrote their recommendations for faculty governance. The projects listed above are narrower in focus than what is planned for the DPI. They are primarily tech incubators that promote entrepreneurship.*

10. How were already committed partner universities chosen? Is the comment about building relationships with leading international universities aspirational or reflective of the list of already committed partners?

*Partner universities have been chosen in consultation with the president, faculty across the three universities, the vice president for economic development, and the interim associate vice president for corporate and international engagement. Focus has been on countries and institutions a) that are recognized as world class in research and education, and b) that have expertise that matches the research strengths and interests U of I System faculty.*

*The comment about building relationships with leading international universities is both aspirational and reflective.*

11. What mechanisms will exist to ensure that “DPI research will be responsive to the input of stakeholders,” and how will potential disagreements among those stakeholders — faculty, businesses and communities — be resolved?

*As with other research institutes across the U of I System, DPI research will be determined by the DPI affiliated faculty and will be faculty driven. Research themes are envisioned to be entrepreneurial and innovative, and to promote economic development and social equity. Resolutions to potential disagreements by stakeholders ultimately will be decided by DPI faculty governance and the Director of DPI.*

12. How were members of the various faculty planning groups selected? A member suggests that the market potential of the eight working groups appears uneven.

*The DPI working groups were formed to address significant societal grand challenges that match the research strengths of our three universities. Each group has a leadership team that is comprised of three faculty members, one from each university. The leadership team was chosen by the interim director and other DPI staff, with input from the provosts. Members of the working groups were recommended by the chairs and co-chairs of the groups and then appointed by the interim director. The main charge of the working groups is to write a report that proposes several research and teaching foci for each area as well as any suggestions for partners.*

13. A minor typo was noted in the last of the bullet points at the top of Page 4: handful instead of hand full.

*Thank you.*

*During our conversation with you as well as other faculty bodies, questions about intellectual property (IP) and indirect cost recovery (ICR) have been raised. Below we address those questions.*

*As a University of Illinois institute, we envision that DPI will follow the procedures for intellectual property (IP) followed by other U of I institutes and prescribed by the offices of technology management (OTM) at UIC and UIUC, Sponsored Programs Administration (SPA) at UIUC, the Office of Research Services (ORS) at UIC, and the Research and Sponsored Programs Office at UIS, both for IP that is licensed to outside entities, and to the royalties that are provided to creators.*

*Likewise, cognizant of fact that academic departments are ranked and institutes are not, and that academic departments rely on the ICR that is currently provided to them for operating expenses, it is envisioned that 1) an accounting will be made of all DPI research expenditures and “credit” for the expenditures will be transferred to the academic department(s) of the faculty that are involved in the project (as is already done, e.g., for NCSA and other interdisciplinary research institutes at UIUC), and 2) DPI will learn from “best practices” that are current used for ICR*

*distribution for research expenditures, following the principle that no harm be done. For example at UIUC there is no reduction in ICR that goes to a PI's home department if a grant is run through an interdisciplinary research institute such as IGB and Beckman.*

14. A member suggested that if monthly reports are being supplied to the Legislature, the same reports might be copied to each Senate for inclusion as information items on their agendas. Other members suggested that, if monthly reporting proved too burdensome or problematic, yearly reporting still would be desired given the almost unprecedented scope of the project. No votes were taken, but the notion of waiting five years for any sort of follow-up report generally did not seem to be favored.

*We agree that reporting should be more frequent. DPI will provide annual reports to the University Senates Conference (USC) and appropriate university senate committees (e.g., UIUC Senate EPC) and if desired, discuss these reports with the members.*

15. Some members were concerned by what they thought were ambiguous or contradictory references to courses. While it seems clear that any course offered would have to be approved via normal channels by its campus, another section of the documents seemed to indicate that agreements would be executing requiring each campus to accept for credit any course approved by any other campus. A clear statement on this point would seem to be in order.

*We apologize for the confusion. We appreciate that the sections may sound contradictory and that was not the intention. The most important statement in the "Proposal to Establish a Temporary Institute of the University of Illinois System" (page four) is this: "In addition, any courses offered through DPI will be courses established and approved by one of the three universities of the U of I System." However, we do not intend to imply or suggest that a UI System university would be required to accept for credit any course approved by another UI System university. Although the only for-credit courses for UI System students that would be taught at the DPI would be those that are approved by one of our three universities, each university will determine on its own what courses count for which degree programs and for which students. Put another way, full determination of whether any course that is taught at the DPI could be taken for degree credit by a U of I student resides with that student's academic program, not with the DPI.*

16. Some members questioned whether shared governance could truly be achieved if the faculty electorate were limited to choosing among two nominees submitted by each provost. Some questioned why election to the executive committee should not be by open ballot. Failing that, the notion of faculty sending nominees to administrators and having administrators choose from among them might be a more inclusive alternative — one that has been established in other areas. The reverse — having administrators pick the nominees — seemed unusually restrictive to some committee members.

*DPI agrees that shared governance could be hampered if the faculty electorate were limited to choosing among two nominees submitted by each provost. Indeed, we plan to follow the recommendation of the DPI Academic Governance Committee, which has recommended that*

*the provosts from each university, the USC, and DPI faculty all should identify nominees. The details of the composition of the committee and the faculty electorate will be delineated in the bylaws to be established by the DPI affiliated faculty.*

17. Comparing the level of clarity and specificity regarding financing and success metrics to levels cited in other institute proposals did not prove overly persuasive. Members suggested that because this project is of near unprecedented scope, greater amounts of information are needed as a result of the much higher stakes.

*We agree that clarity, specificity, and transparency are vital elements to DPI's success. Because the DPI is still in the early stage of creation (as is expected for an institute requesting temporary status), there are details that still need to be determined, including financing and success metrics. Our goal is that by the end of summer 2019 we will have established initial metrics and a plan for assessment. Regarding finances, please see the answer to questions 4, 5 and 19.*

18. To emphasize transparency as DPI grows, stating that you plan to share your self-assessment (mentioned in answer to question 3 on page 3) might be desirable.

*We agree. The annual self-assessment process to be led by DPI's managing director will be included in DPI's reporting to the USC and other relevant bodies.*

19. On page 4, while you express no expectation that the three universities will share DPI's operational costs, it may be more the opportunity costs that faculty members are worried about. Any assurances that can be offered that other investments or activities will not suffer would be advisable. Likewise, faculty will have a strong interest in knowing on an annual basis how much is being invested in what at DPI.

*DPI's goal is to grow the pie of resources and opportunities, not take pieces of the current pie away from the three universities. Operational costs will be kept low, following the model of other interdisciplinary research institutes. It is our intention that in the long run, much of the operational costs will be covered through a corpus of endowments established through philanthropic contributions, industry partners, and others. Establishing philanthropic, industry and non-U of I System university partners as well as ICR principles are immediate goals and we are working hard on them.*

*DPI is committed to transparency in its budget and investments. As we grow and develop policies and procedures, we will ensure ongoing mechanisms for obtaining feedback and for sharing the financials parameters of DPI.*

20. On page 5, in response to EPC question 7, a member questions anyone's ability to ensure that progress toward a degree is not impeded because progress can be relative. Rephrasing or simply striking the sentence was recommended.

*Progress toward degree will continue to be assessed and managed by the academic programs in which students are enrolled. DPI is committed to hosting courses that do not*

*slow time to degree, but as one of your members correctly notes, we cannot ensure that. The DPI Director of Academic Affairs will work hard to coordinate with the student's university and academic program so that DPI affiliated courses are appropriate and advantageous for the student.*

21. On page 6, in response to EPC question 10, a member suggests providing reasons for choosing matching institutions rather than complementary institutions. The member suggests this is particularly important given the mission of DPI and its social equity focus.

*DPI will continue to choose partner institutions based on fit with the institute's mission and with U of I System faculty research strengths across of range of disciplines. The research at DPI will be faculty-driven, which will influence choice of partner universities.*

22. Finally, on page 7, under item 13, a member suggests that deeper thought about this issue may be needed. The member urges that DPI explicitly encourage recalculation of ICR rates and contribute data to help determine the best and most accurate ICR rate for UI, given DPI and its associated structures and expenses.

*DPI's ICR policies will be determined through a process of discussion and modeling that will involve the chancellors, the provosts, the vice chancellors for research, and various deans at each university as well as faculty leaders on the DPI executive committee. The process will be informed by best practices currently in place for other interdisciplinary research institutes at UIUC and UIC. The overriding principle will be that "no harm be done." Our goal is that all parties be at the table and collectively negotiate ICR policies that encourage, not discourage, departments and colleges to motivate their faculty to participate DPI.*

**The UIUC EPC asked more questions during its meeting on April 15, 2019. Those questions and our responses to them are below.**

23. How much of the \$249 million that is promised would be coming from the Urbana-Champaign campus?

*The capital funds that have been promised from the three university campuses to augment the DPI funding provided to the campus for DPI-related capital projects will be entirely used for projects on the campus that provides them. We have proposed to the State that projects at UIUC utilize \$100 million in DPI grant funds: \$40 million for the replacement of Illini Hall with a new Data Science Center, \$25 million for the Illinois Biomedical Translational Facility, \$20 million for an expansion of the National Center for Supercomputing Applications (NCSA) and the Siebel Center for Computer Science, and \$15 million for an expansion of the Research Park, achieving a positive inflow to the campus of \$100M. These projects were selected by the UIUC Chancellor based on their relevance to DPI. UIUC has committed \$60 million in non-grant funds to the Data Science Center project, \$50 million to the Biomedical Translational Facility, and \$27 million to the expansion of NCSA and the Siebel Center for Computer Science.*

24. How much money has already been extended on this project?

*Approximately \$1.1 million has currently been extended to DPI. See #'s 4, 5, and 19 for more detailed information about DPI funding.*

25. Why would DPI work any better than the other 58 incubators in Chicago?

*DPI is not primarily a tech incubator. It is an interdisciplinary research institute that intends to do purpose-driven research that produces actionable results that build prosperity for all. In doing so, it will engage community and industry stakeholders in projects from the beginning, and produce results that, among several transfer strategies, can be transitioned to incubators in Chicago. It thus will do research that is at an earlier stage than appropriate for an incubator, and while some companies that involve students and faculty may be incubated at DPI, will work closely with the existing incubators to transition results.*

26. Will the monthly reports be shared with the three senates?

*We agree to share monthly reports with the USC and appropriate university senate committees (e.g., UIUC Senate EPC) and if desired, discuss these reports with the members. In these reports we will share information that is being shared with the U of I System president and vice presidents, the Board of Trustees, and the legislature. See #'s 2 and 14.*

27. What will happen if any of the senates didn't approve the proposal?

*Each of the three senates transmits its advice on the proposal to the University Senates Conference. The USC then transmits the advice of the three senates, along with its own advice, to the President for transmittal to the Board of Trustees for its consideration at action.<sup>1</sup> (See University Statutes (Article VIII, Section 3, [d]) "Units Organized at the University Level. Units organized at the university level, such as institutes, councils, and divisions, may be formed for the development and operation of teaching, research, extension, and service programs which are statewide or intercampus in their scope and which cannot be developed under a campus administration. Such an organization may be proposed by a senate, a chancellor/vice president, the University Senates Conference, or the president. The president shall submit the proposal for the new organization together with the advice of the appropriate senates, taken and recorded by a vote of each such senate, of the appropriate chancellors/vice presidents, and of the University Senates Conference to the Board of Trustees for action.")*

## **Appendix A: University Senates Conference Seven Recommendations and DPI's Responses**

1. the proposed structure of DPI's faculty executive committee be slightly revised to specify that it consist of 12 members, two of whom will be University Senates Conference designees, and 10 of whom will be elected by and from among the DPI faculty electorate, with representation of all three universities (p.4);

*The DPI welcomes regular involvement by the USC in the faculty executive committee, that members of the faculty executive committee be elected by the DPI faculty electorate, and that all three universities are represented in the DPI faculty executive committee.*

2. an annual self-assessment process be implemented once the institute is formally established on a temporary basis, rather than waiting until the proposal for permanent status is prepared.

*As DPI gathers momentum and related activities occur, DPI's managing director will develop and oversee an annual self-assessment process. The structure and process for a self-assessment of the first two years should be in place by the end of the summer 2019. We envision that after the initial self-assessment, we will be able to have in place a robust self-assessment process based on our experiences with and the results from the initial two years.*

3. before permanent status is requested, an estimate of annual U of I System investment in DPI should be provided;
4. before permanent status is requested, some examples should be given of the sources of "program revenue" (p. 7);
5. before permanent status is requested, the proposal should provide a description of a general funding strategy allowing DPI to replace internal funding (whether from the System or our universities) with external funding;
6. before permanent status is requested, the list of criteria for assessment of the Institute's success should include a reference to the demonstrated added value to our three universities (UIC, UIS, and UIUC), fiscal or otherwise (p. 7);
7. before permanent status is requested, a list of long-term milestones to gauge success should be provided.

*DPI agrees that these five recommendations (#s 3 – 7) are important and that they will be addressed and in place before we submit our application for permanent status.*

## **Appendix B: DPI Academic Governance Advisory Group Proposed Governance Structure (submitted to USC, 2.20.19)**

### *Overview*

The DPI Academic Governance Advisory Group recommends that a primary governance structure for the DPI be an elected body known as the DPI Executive Committee (DPIEC), reporting to the U of I System and serving as a liaison to the University Senates Conference (USC). Additional governance and advisory structures both internal and external to DPI (e.g., an elected or appointed DPI Advisory Committee, a board of advisors) may be established at the discretion of the DPI Director and the System Offices, including the President and the Vice President for Innovation and Economic Development.

### *Rationale and Assumptions*

The structure and function of the DPI are similar to those of a major interdisciplinary research institute, such as the Beckman Institute at UIUC, the Cancer Center at UIC, and the Institute for Legal, Legislative and Policy Studies at UIS but the DPI sits at the U of I System level, not at the level of any one of the universities. It is understood that the DPI will not be the “home” unit of any member of the faculty, and that any courses offered through DPI will be approved courses of one of the three universities of the U of I System. Therefore, the DPI governance structure need not mirror that of an academic college, since the DPI will neither administer faculty lines nor establish new courses, degrees, or programs. Nevertheless, like a major interdisciplinary research institute, there is a role for shared governance in the DPI, and the governance body, which should be elected by stakeholder voting members of the faculty, should advise the DPI director, report to the appropriate UI System administrator (e.g., the President or designee), and perform a liaison function with respect to the system-level shared governance body, the USC.

### *Membership of Committee*

The DPIEC should consist of elected representatives from among the faculty (tenure system and NTT) stakeholders of the DPI. The DPIEC should be a standing committee, and some members of the committee should be members or designees of the USC, to facilitate the liaison role of the committee. The committee should have both advisory and communicative roles, interfacing regularly with the DPI director, system leaders, and the USC.

Details of the composition of the committee should be articulated in the by-laws of the DPI. For now, the DPI Academic Governance Committee recommends that the DPIEC consists of 10-12 members, on staggered terms, so that once the committee is fully staffed, some seats would be open for election each year. The committee members should be organized so as to represent all three universities. The provosts from each university, the USC, and DPI faculty should identify nominees to fill these seats. The list of nominees should then be voted on by the faculty electorate of the DPI, which should also be delineated in the DPI by-laws.

### *The Role of the DPIEC*

The duties of the DPIEC should be articulated in the by-laws of the DPI, but, for example:

- The DPIEC should consider and recommend courses as possible DPI-affiliated courses. DPIEC advice on such courses should be forwarded to the DPI director or designee for final formal approval.

- The DPIEC should consider and comment on external institutions as possible DPI partners. DPIEC advice on such partnerships should be forwarded to the DPI director and the U of I system leadership.
- The DPIEC should provide advice to the DPI director.
- The DPIEC should provide regular feedback and consultation to U of I system leaders and to the USC.
- The DPIEC should carry out an annual evaluation of the DPI director, to be communicated to the U of I president and system leaders.

Submitted on February 20, 2019 by the DPI Academic Governance Advisory Committee:

Matt Ando, Academic Executive Committee representative, UIUC, Professor of Mathematics and Associate Dean CLAS

Phyllis Baker, Visiting Special Assistant to the President, U of I System

Sandra DeGroote, USC representative, UIC, Professor and Scholarly Communications Librarian

Rob Dixon, Registrar, UIC

Harley Johnson, USC representative, UIUC, Professor, Kritzer Faculty Scholar, Mechanical Science and Engineering

Pete Nelson, Academic Executive Committee representative, UIC, Professor Electrical Engineering and Computer Science, Dean College of Engineering

Kathy Novak, USC representative, UIS, Associate Professor, Department of Communication

Barb Wilson, Executive Vice President and Vice President for Academic Affairs, U of I System

## **Appendix C: Academic Governance Advisory Group DRAFT Guiding Principles and Approaches to DPI Affiliated Courses**

April 5, 2019

Principle One: Faculty ownership of the curriculum is basic to our universities and faculty governance. DPI is not a university or a college and it will not own courses or programs. All curricular matters will be governed by the existing faculty governance structures within the System. Therefore:

- a) Approval of new courses or course modifications associated with DPI will happen through already existing faculty governance rules.
- b) If faculty associated with DPI would like to participate in or create a course or program grounded in the work of DPI, (e.g. badges, certificates, minors) they will follow the procedures of their own university.
- c) DPI will need to interface with departments vis a vis majors and curricular decisions and will need formal mechanisms for doing that. This will take place through the DPI Office of Academic Affairs.
- d) Every DPI affiliated course must go through the regular faculty governance process at one of the respective campuses.

Principle Two: The overall process for collaborating with UI System and partner universities will include formal agreements to accept credit and determine tuition sharing from DPI affiliated courses entered into by all DPI partners.

Principle Three: The DPI Office of Academic Affairs will facilitate the processes for reaching the agreements and will oversee their implementation.

Principle Four: Communication between universities and to participating students will be the responsibility of key contacts at each partner institution and be coordinated through the DPI Office of Academic Affairs.



UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

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

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

**BACKGROUND**

At its November 12, 2018 meeting, the Senate approved a proposed revision to the *Statutes*, Article VIII, Section 4, establishing two tracks for the renaming of academic units. That proposal, SP.18.14 included a background which read in part:

It has become clear that the current language did not anticipate the need to change the names of academic units to recognize financial donors or honor distinguished individuals. This gap in the *Statutes* has led to somewhat conflicting guidance in the *General Rules* and Campus Administrative Manual, as well as to differing understandings of the lines of consultation required in various types of renaming. The proposed language below specifies and separates the renaming of units into two cases: (1) those reflecting a change in the organization of a unit, and (2) those meant to recognize financial donors or honor distinguished individuals. In the first case, this revision states more clearly the current statutory logic for instances of renaming tied to organization or disciplinary change. In the second case, this revision spells out a streamlined path for the approval of the eponymous naming of academic units, while maintaining input from the faculty and the Senate in the process.

This set of proposed changes has been developed concurrently with discussions between representatives from the Senate Committees on University Statutes and Senate Procedures, General University Policy, and the Joint Advisory Committee on Investment, Licensing, and Naming Rights, meeting over the last year with the Office of the Provost, University Counsel, the University Foundation, and others. The administration has developed interim procedures, set out in the Campus Administrative Manual, to attempt to honor the logic presented here. Should this set of revisions ultimately be approved by the Board of Trustees, other modifications will be necessary to other policy documents to ensure that this process is consistently expressed across our governing documents.

Since the passage of SP.18.14, it has become clear that one additional option should be spelled out in the *Statutes*, so that each Senate can exercise flexibility in how it implements the second naming option (Article VIII, Section 4.b.2). This addition in lines 30-33 specifies that a Senate may delegate portions of the renaming process to a committee, provided that the committee has clear conditions which must be approved by the Senate. This addition allows each Senate latitude when dealing with the coordination and flow of the wide variety of renaming efforts. At the first review of these potential revisions at the April 1, 2019 Senate meeting, clearer substitute language was proposed – this language has been integrated into lines 30-33 and does not change the substance of the revisions proposed.

Because this is a modification to a previously-passed proposal, the Committee on University Statutes and Senate Procedures re-presents the language changes from SP.18.14, only additionally modifying “which” to “that” in line 13, “shift” to “change” in line 19, and striking “by vote” in line 30 to clarify (presented in **bold**, along with the new modification in Article VIII, Section 4.b.2, lines 30-33), and recommends that this new document *supersede* the previous.

**RECOMMENDATION**

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

Text to be added is underscored and text to be deleted is ~~struck through~~. New changes since SP.18.14 are shown in **bold**.

**PROPOSED REVISIONS TO THE *STATUTES*, ARTICLE VIII, SECTION 4**

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

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

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

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

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

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

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair  
H. George Friedman  
Michael Grossman  
Saani Joshi  
William Maher  
Annalisa Roncone

Dorothee Schneider  
Jeffrey Stein  
Jessica Mette, *Ex officio*  
Sharon Reynolds, *Ex officio*  
Jenny Roether, *Ex officio*



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## **Proposal to the Senate Committee on Educational Policy for the Creation of a New Unit of Research or Public Service (includes Centers and Institutes)**

### **TITLE OF PROPOSED UNIT:**

The Center on Health, Aging, and Disability (CHAD)

### **CONTACT INFORMATION:**

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### **PROPOSED STATUS:**

This proposal is for moving the Center on Health, Aging, and Disability (CHAD) within the College of Applied Health Sciences (AHS) from temporary (Phase 1) to permanent (Phase 2) status. As the Center has existed since 2006 as a temporary Center, the fact that it has grown and that it still serves AHS effectively gives us full confidence to move the Center from temporary to permanent status under the auspices of the UIUC campus and state of Illinois.

### **DESCRIPTION OF THE CHARTER:**

- Population demographics are such that the number of older adults are increasing rapidly. This, coupled with the increase in chronic disease and disability, requires an academic response to the ever-growing healthcare and societal implications

associated with this demographic shift. CHAD's role is to provide support for research, education, and community outreach for the College of Applied Health Sciences and our campus and external collaborators.

- CHAD is a catalyst and infrastructure support unit for innovative translational and applied social and behavioral research, education, and outreach efforts addressing the many facets of health, wellness, aging, disability, and quality of life
- CHAD's mission aligns well with all the units in AHS including Kinesiology and Community Health; Recreation, Sport, and Tourism; Speech and Hearing Science; The Chez Center for Wounded Veterans in Higher Education; and the Disability Resources and Educational Services. Within the campus context, CHAD works with the Health Care Engineering Systems Center, Illinois Health Science Institute, the Beckman Institute for Advanced Science and Technology, U of I Extension, the ACES Office of Research, Research Data Service and other entities to foster visibility for interdisciplinary work in health, aging, and disability research, education, and outreach. CHAD collaborated with the College of Engineering in championing health technology research, education, and outreach and was instrumental in advocating for health technology inclusion in the Health Sciences Strategic Task Force report as a crosscutting theme.
- We are requesting permanent Center status on the University of Illinois at Urbana-Champaign campus as an embedded Center within the College of Applied Health Sciences
- Current research, education, and outreach themes include: health, technology, and aging; Age-Friendly Champaign-Urbana; digital information accessibility; health and the built environment; independent living and full participation of older adults and persons with disabilities; health equity and quality of life; health and wellness across the lifespan. Our public outreach effort, Age-Friendly Champaign-Urbana, is an excellent example of community engagement for mutual benefit of the external stakeholders and our campus. Our focus on aging and disability aligns well with societal and campus grand challenges. CHAD is poised to contribute its expertise and partnerships for campus benefit.

## **History and Mission**

The Center on Health, Aging, and Disability (CHAD) was formed within the College of Applied Health Sciences in 2006 to support the growth and development of research on health, aging, and disability and to develop the infrastructure necessary to support interdisciplinary collaborations across the departments in the College of Applied Health Sciences, across our campus and externally. The request was sent to and reviewed by the Office of the Provost. The request was forwarded to the Illinois Board of Higher Education for Authorization for Reasonable & Moderate Extension – Temporary Approval of Center / Institute with an Assigned CIP Code: 90-3099. Temporary approval was granted on May 12, 2006. We are currently submitting for permanent status for the Center. The delay in the application for permanent status beyond the typical 3-5 year period was due to a transition in leadership within the Center and the College. This application rectifies the situation, documenting the sustainability and utility of the Center.

The Center on Health, Aging, and Disability within the College of Applied Health Sciences (AHS) serves as a campus, state, national, and international resource for the integration and advancement of knowledge in these distinct but interrelated topics – health, aging, and disability. More information can be found at <http://chad.illinois.edu/>. All faculty in AHS are Full Members. Faculty in other UIUC units can apply for Affiliate Member status (see below).

CHAD supports the research, education, and outreach missions of the College of AHS and the University through addressing the many facets of health, wellness, aging, disability, and quality of life through a variety of strategies and services. We support the development of innovative research through our pre-award grant and contract proposal services. CHAD also contributes to the training mission of the University, providing outreach and internship programs that enhances the quality of educational experiences on campus related to health, aging, and disability and better prepare our undergraduate and graduate students to serve the growing population of at-risk children and adolescents, older adults, and persons with disabilities.

### **Research Goals**

The Center's research goals are to promote and support research in the area of health, aging, and disability. The two-fold *research* mission of the Center is to support existing faculty-driven research, while also developing and supporting new research themes, in health, aging, and disability.

We provide research support services for AHS faculty, students, and their campus and external colleagues. Our current staff consists of a Director (Jeff Woods), an Associate Director (Jake Sosnoff), a Proposal and Community Outreach Specialist (Wendy Bartlo), a Biostatistician (Sa Shen), and a Grant Proposal Specialist (Heidi Krahling). In addition to leadership, supervision, and direction, the Director provides support by keeping informed of campus, federal, and private research support and opportunities and communicating these to faculty and students; assisting faculty in developing interdisciplinary teams; and guiding and mentoring faculty and students relative to professional development, scholarship, and proposal development. The portfolio of the Associate Director includes assistance with industry relations, navigating intellectual property and technology management issues, while also providing leadership to Veterans health and movement disorders research support and direction. Our proposal development team including our Proposal and Community Outreach Specialist and Grant Proposal Specialist provide support by assisting faculty with grant proposal development, writing of non-technical sections, budgets and budget justifications, and liaising with sponsor officials, co-investigators, and sub-awardees regarding proposal documents. Our Biostatistician assists faculty and students with quantitative statistical analyses for grant proposals and journal manuscripts, as well as providing bio-statistical effort of grants.

In 2017, CHAD developed and instituted its first research theme called Collaborations in Health, Aging, Research, and Technology (CHART). Directed by Professor Wendy Rogers, CHART's goals are to enable successful aging through fundamental research; advanced

technology development; education of researchers, developers, health professionals, and older adults; and guide policy decision-making, with the goal of positively affect lives of older adults. We plan to add more strategic themes in the future as resources allow.

### **Educational Goals**

CHAD's educational goals are to promote the training of faculty and students in the areas of health, aging, and disability as well as make our external stakeholders aware of our campus strengths in this area. CHAD has established a successful undergraduate internship program and hosted a number of interns who have worked to serve both our research and outreach missions. Throughout the academic year, we host of series of seminars for faculty on a variety of research and career development topics. We also host an annual CHAD Symposium dedicated to cutting-edge research and community outreach that acts as an educational opportunity for faculty and students. We are in our second year of a newly developed seminar series for AHS faculty new to AHS and the University of Illinois, led by Emeritus Professor Eddie McAuley. The series, entitled COMPASS, serves to provide new faculty with a roadmap to navigating a successful career in research, teaching, and service.

Additionally, we work to identify and coordinate educational opportunities with community partners and provide educational outreach in the community. In the past, we have hosted educational programming for local park districts, organizations that serve older adults, and we have collaborated with University of Illinois Extension Services for a webinar for elected officials and government employees across the state.

### **Outreach Goals**

CHAD's outreach goals include being a local and national voice in the areas of aging and disability. Since 2016, CHAD has served as the logistical home and provided support for Age-Friendly Champaign-Urbana. This community led initiative seeks to make our community more livable for residents of all ages. In March of 2017 CHAD secured a place in both the WHO and AARP Networks of Age-Friendly Communities. We are actively at work with a Steering Committee comprised of Community Leaders to develop an Action Plan of strategies to increase livability of our community (see current list at end). We have committed to supporting Age-Friendly Champaign-Urbana for the long-term.

In addition, we keep in touch with our stakeholders through our listserv, delivery of bimonthly newsletter, a monthly seminar during the academic year, and our website ([chad.illinois.edu](http://chad.illinois.edu)).

### **JUSTIFICATION:**

#### **Rationale**

The Center on Health, Aging, and Disability within AHS is the only campus entity dedicated to scholarship related to the challenges of aging and disability. We are largely dedicated to serving faculty within AHS. However, as most of our faculty are involved in

interdisciplinary work on campus, we provide indirect resources to others in that context. While individual faculty have established laboratories focused on aging or disability, no central unit dedicates research-related resources/supports to these topics. The Division of Disability Resources and Educational Services (DRES), also within AHS, is mainly a service-oriented center to assist with accommodations for students with visible and non-visible disabilities and doesn't provide support for research. The Illinois Health Sciences Institute (IHSI) has a role in supporting all (not just aging and disability) campus health-related research and CHAD staff work closely with IHSI to support its mission and benefit from its assistance. At Beckman, there is a research group called Cognition, Lifespan Engagement, Aging, and Resilience (CLEAR) that promotes scientific research on the nature of aging and successful cognitive development during adulthood, with a focal interest in how engagement contributes to cognitive health and well-being with aging. While CHAD collaborates with CLEAR, the cognitive focus of this group is much narrower than the broader focus of aging promoted by CHAD. We also help promote research goals surrounding veterans' health.

### **Impact for AHS and Campus**

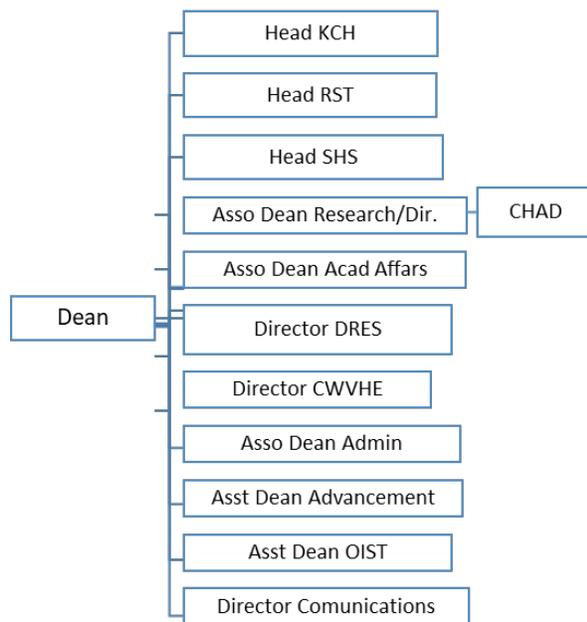
CHAD is a center within the College of AHS and serves faculty in that unit, but enriches all campus units by assisting AHS faculty and non-AHS Affiliate Members in forming interdisciplinary campus research teams and by liaising with research sponsors, industry, local and state government, non-governmental organizations. For example, CHAD has collaborated with the Health Care Engineering Systems Center to obtain a cluster hire focused on health technology and aging and to bringing together health scientists and engineers to compete for center grants from National Institutes of Health (NIH), National Institute on Disability, Independent Living, and Rehabilitation (NIDILRR), and the National Science Foundation (NSF). In addition, as part of our Age-Friendly Champaign-Urbana effort, we have engaged external stakeholders to improve livability in our local community. We have also partnered with other entities, including the Champaign and Urbana City Governments and Park Districts, Clark Lindsey Village, Carle Foundation Hospital, CU Mass Transit District, Community Foundation of East Central Illinois, CRIS Healthy Aging, AARP, Health Alliance, Housing Authority of Champaign County, Osher Lifelong Learning Institute, Senior Resource Center – Family Service, United Way of Champaign County, Village of Savoy, Champaign Regional County Planning Commission, and Champaign-Urbana Public Health District, on a number of projects. These relationships are beginning to establish unique research interactions with AHS and campus faculty. For example, CHAD leases an apartment in Clark Lindsey Village as part of its CHART research theme to engage with older adults on health technology research in their living community. By initiating and standing up specific research themes related to health, aging, and disability CHAD helps position faculty within the College of AHS to form innovative, interdisciplinary research teams that will successfully compete for external funding. CHAD also helps promote research to translation by introducing faculty and their projects to external stakeholders. Likewise, stakeholders' challenges inform research, resulting in work that has mutual benefit.

## PROPOSED STRUCTURE:

### Reporting Lines

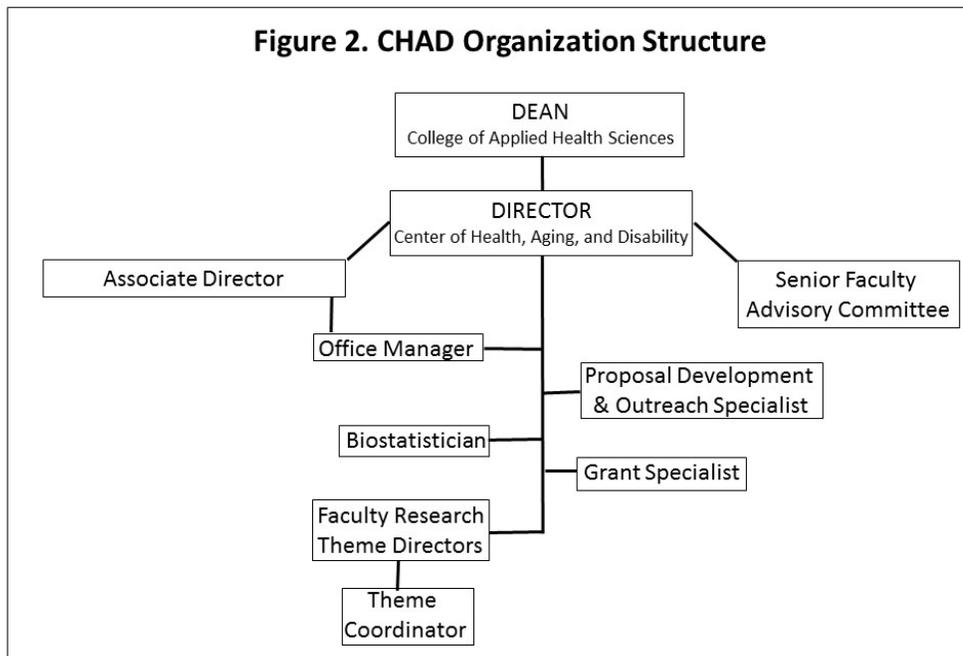
The Center on Health, Aging and Disability (CHAD) is a unit within the Office of the Dean of the College of Applied Health Sciences (**see Figure 1 below**). The Director of the Center on Health, Aging, and Disability reports directly to the Dean of the College of Applied Health Sciences. The College of AHS supports the Center financially as well as by providing assistance with information technology, communications, and human resources.

**Figure 1. College of AHS Organizational Structure**



**Figure 2** depicts CHAD's organizational structure. This figure includes internal reporting lines. The Center Director reports to the Dean of the College of Applied Health Sciences. The Senior Faculty Advisory Committee provides advice and guidance to the Center Director. This committee is composed of the senior faculty/staff from all units within the College. The Director also consults with the academic unit department heads on items of importance to the college and center. The Director and Associate Director are supported by a part-time administrative aide. The Associate Director reports to the Director and currently holds a portfolio containing corporate relations, intellectual property and technology management, Veterans health, and movement disorder research. The Proposal Development and Outreach Specialist has the dual role of facilitating community outreach (including major support of Age-Friendly Champaign-Urbana) and assisting with faculty proposal development. The Grants Specialist is the major contact for proposal development including acting as a liaison between faculty PI's and the Office of Sponsored Programs (SPA). The CHAD Biostatistician provides statistical support to faculty and graduate students and is involved in many grant projects. CHAD hosts Faculty Research Theme Directors to promote innovative, interdisciplinary research themes by providing partial

support for a Theme Coordinator who reports to the Theme Director. All of these positions report to the CHAD Director.



CHAD provides faculty and graduate students with a variety of services, educational and outreach opportunities, and activity space. **Table 1** (following page) depicts most of the services, activities, and space provided by CHAD. As examples, CHAD supports a Pilot Grant Program that provides funding for junior faculty to generate important preliminary research data for external grant submission. CHAD hosts or participates in several research and career development activities designed to improve faculty productivity in the best interests of our campus. CHAD stands up new research themes designed to bring together campus strengths to compete for external funding. Lastly, CHAD maintains meeting and research space for its missions.

### **Staffing Needs**

Support for CHAD staff comes from revenue generated by college-specific activities (e.g., Undergraduate and graduate student tuition, donor funds, ICR), while CHAD's programmatic activities are supported by gift funds and a portion of the college-generated ICR. As a part of the original application for temporary status, one of the goals was to establish a permanent director. Dr. Kenneth Watkin became the permanent Center Director in 2011. With Dr. Watkin's retirement, Dr. Jeff Woods became Director in 2014. Dr. Woods is a Professor in Kinesiology and Community Health and the Associate Dean for Research of the College of AHS with appointments in the Division of Nutritional Sciences

<b>Table 1. CHAD Service, Activities, and Space</b>		
<b>Service/Activity/Space</b>	<b>Description</b>	<b>Rationale/Benefit</b>
<b>Pilot Grant Program</b>	Annual \$30,000 awards (2-6) to generate preliminary data for external grant submissions (mainly for junior faculty)	Junior faculty need support to generate pilot data to be competitive in external grant submissions, this supplements the campus Research Board and other mechanisms. Since 2009; this program has awarded \$590,000 in grants which have attracted a little over \$6 million in external funding (~10 fold return on investment)
<b>Travel Award Program</b>	Award program to assist with travel costs associated with research presentations at scientific conferences	Helps faculty become visible and increase the impact of their work, including in front of potential P&T reviewers
<b>Proposal Development</b>	CHAD staff assist PI's with proposal development from inception to submission	Staff support to conserve our most valuable resource, faculty time. Assistance removes barriers to proposal submission resulting in more proposals and more competitive proposals
<b>Proposal Review Program</b>	CHAD provides internal proposal review and provides incentives for disciplinary external proposal review	Proposal pre-review before submission to sponsor improves competitiveness and likelihood for funding
<b>Compass Program</b>	First semester orientation program for new faculty regarding career development and UIUC policies	Acquaints new faculty members to UIUC campus culture and procedures, provides best practices for research and career development
<b>CHAD Seminar Series</b>	A monthly seminar series dedicated to research and career development for faculty and graduate students	Provides faculty and students with information about local and campus research resources, administration, and strategies/best-practices about research development
<b>CHAD Symposia</b>	Annual symposium supported by CHAD on topics relevant to our mission and advertised campus-wide	Provides visibility to the Center and AHS faculty, promotes interdisciplinary research, provides outreach mechanism
<b>Grantsmanship Mentoring</b>	CHAD has partnered with the ACES Research Academy and the Interdisciplinary Health Sciences Institute's NIH Grants Workshop to support AHS faculty participation and grant mentoring	Provides junior faculty with training and knowledge to compete for external funding; AHS senior faculty provide a service to the University
<b>Undergrad internships</b>	CHAD hosts 1-3 undergraduate students/semester to partake in activities related to our community outreach Age-Friendly Champaign-Urbana effort	Provides participating students with an immersive experience in community outreach related to aging
<b>Erickson Family Grants</b>	Provides small pilot grants for research in schizophrenia (open to campus)	Supports data generation for proposal submissions in schizophrenia

<b>CHART Research Theme</b>	Collaborations in Health, Aging, Research, & Technology, or CHART, is an interdisciplinary research program comprised of University of Illinois Urbana-Champaign faculty, community members, and healthcare providers devoted to supporting research efforts that promote aging successfully by using technology.	Provides a campus framework for research in health, technology, and aging. Directed by Dr. Wendy Rogers, this program has already garnered several high profile center grants including TechsAge2 (collaboration with Ga Tech) and CREATE. Supports the lease of the CHART Apartment in Clark-Lindsey Village for research and outreach.
<b>Formation of Interdisciplinary Research Teams</b>	Junior faculty and more established faculty require assistance in finding the right disciplinary and collegial partners to engage in interdisciplinary research	Thoughtful and purposeful formation of research teams leads to more successful external proposals and research outcomes
<b>Poster Print Service</b>	CHAD provides a high resolution poster printing service (on paper or fabric) for AHS faculty and graduate students	High quality posters improve visibility and quality of faculty/student research presentations, while also saving money spent on external vendors
<b>Conference Room and Laboratory Space</b>	CHAD maintains several conference rooms and laboratories for faculty and student use	Provides valuable space for interaction, videoconferencing, and research
<b>LIFE Home Research Laboratory</b>	CHAD/AHS is developing an ~6,000ft <sup>2</sup> smart home research laboratory called Living in Interactive Future Environments (LIFE) Home in the research park	This facility will be a campus-wide research hub for simulated home environment research, classroom and learning event space, industry and community partnerships, and collaborations with health care professionals

and the Carle Illinois College of Medicine. A half-time Office Manager supports the administrative activities of CHAD. In addition, CHAD provides pre-award support for College grants and contract proposals with staff support being provided by 3 full-time positions including a Proposal Development and Outreach Specialist, Grant Specialist, and Biostatistician. Staff salaries and sources of support can be found later in the proposal in the Budget and Funding Strategy section. The College Office of Information, Security, and Technology provides support for CHAD-based laboratories, computers, conference rooms, CHAD servers for the website, conferences and seminars, and other technological needs. The College Communications (Media Support) staff provides print, electronic, and web media services to the Center.

**ACADEMIC IMPLICATIONS:**

**Membership (Full or Affiliate)**

All tenure-track and tenured faculty and specialized faculty in AHS are *Full Members* of CHAD. This affiliation is a zero-time appointment but comes with the ability to utilize CHAD and all of its services. Full members agree to support CHAD and its initiatives. Research Theme Directors are supported by a coordinator paid for by CHAD but have no formal effort outside of their research appointment to their home department. Faculty at UIUC

external to AHS can join CHAD as an *Affiliate Member* (also zero-time appointments). Potential *Affiliate Members* need to fill out a brief application that is reviewed by CHAD's Senior Faculty Committee for approval. Affiliate member status is reviewed every 5 years. Affiliate members also agree to support CHAD and its initiatives and are eligible to receive some of the benefits of *Full Members* including

- access to CHAD conference rooms
- poster print service
- biostatistical support
- assistance with grant proposal submissions
- matchmaking with external stakeholders
- receiving our bimonthly newsletter
- CHAD seminars with some restrictions and priority considerations (e.g. AHS Full Members have scheduling priority).

A current list of members and affiliates can be found at the end of this proposal. CHAD currently has 91 Full Members and 65 Affiliate Members. Affiliate members come from many campus units including (but not limited to) Social Work, Psychology, Library and Information Sciences, Engineering, ACES, and Education.

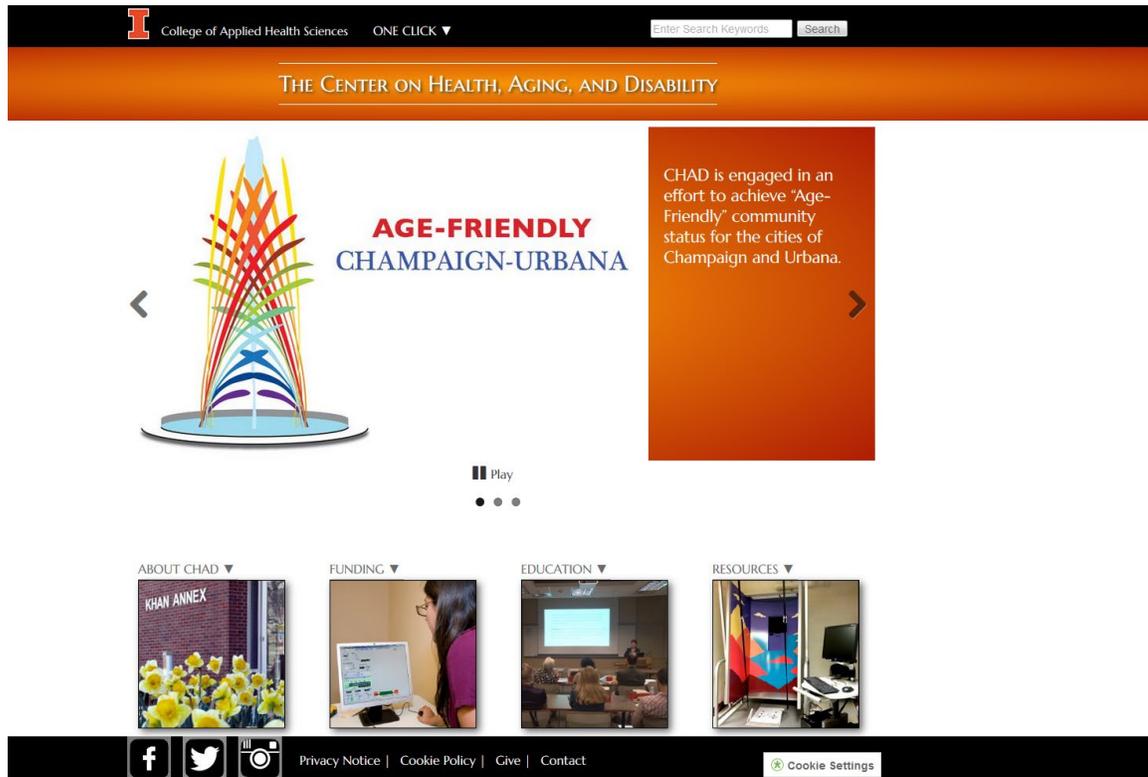
### **Educational Mission**

CHAD does not currently offer any courses for student credit, nor does it have plans to do so. Currently, several CHAD staff guest lecture in AHS academic programs. The Director does offer independent study credit under his KCH rubric for undergraduates to be involved in various activities mainly related to our Age-Friendly Champaign-Urbana outreach effort. For example, students have provided weekly support to Connections Café (an outreach effort with older adults), special events (e.g., Falls Expo, Celebrate Aging Week), and conducted research on other Age-Friendly communities helping us prepare our action plan. Main educational activities revolve around faculty research and career development and grantsmanship activities. The Director also supervises 2 graduate students who focus on digital information accessibility with other campus stakeholders through a two year gift from Microsoft as an example of corporate relations activities CHAD pursues.

### **Impact of CHAD on AHS and Campus Resources**

CHAD does not impact the library beyond normal faculty use. CHAD depends on college service units like the Office of Information, Security, and Technology for its information technology and website needs (**see Figure 3** CHAD homepage below or at <http://chad.illinois.edu/>). It also depends on the college Communications Office and Development Office. Importantly, CHAD depends on the College of AHS, its gifts, and generated ICR for financial support. CHAD acts as a liaison between AHS faculty and campus research-support services. In this way, CHAD helps to maximize the use of campus resources like, for example, IHSI, the Office of Proposal Development, Research Data Services, Office of Technology Management, Office of Corporate Relations, the Independent Research Units (e.g. Beckman, IGB), IPRH, and the Social and Behavioral Sciences initiative.

**Figure 3. CHAD Homepage**



## **Facilities**

The College of Applied Health Sciences provides the space and facilities for the Center. They include access to AHS classrooms and seminar/conference rooms. The Director's Office and a support staff person are on the first floor (NW corner) of the Khan Annex to Huff Hall. The Center on Health, Aging, and Disability is housed in the Khan Annex of Huff Hall. This new, modern facility is the nucleus of studies bringing together leading scholars from throughout the campus, nation, and world. We are currently renovating an additional space in 104 Huff Hall to serve as the CHAD Proposal Service Center where our research development staff will be housed.

Center members have access to state-of-the-art facilities, including conference facilities, seminar rooms, the McKecknie Laboratory, and the Living in Interactive Future Environments (LIFE) Home, a smart home research facility. All of these facilities may be scheduled through the CHAD office. Specifically, the CHAD Main Conference Room is located in the CHAD office - Room 1008a in the Khan Annex of Huff Hall. It seats 14 people and offers audio conferencing and video projection facilities.



The CHAD Videoconference Room is located in 3015 in Khan Annex of Huff Hall. The facility will seat 14 people. This is a complete video teleconferencing facility. Research laboratory space is located in 3019 Khan Annex of Huff Hall and the James K. and Karen S. McKechnie Laboratory is also located in the Khan Annex and currently houses the Illini Fall Clinic. In addition, there a number of classrooms and seminar rooms available to CHAD members. These are: 1001 Khan Annex of Huff Hall - 40 people, 1002 Khan Annex of Huff Hall - 50 people, 2001 Khan Annex of Huff Hall - 120 people, 3005 Khan Annex of Huff Hall – 30 people.



The LIFE Home Research Facility will be a new campus hub for activities related to technologies that promote health and independence including: in-home sensors, connected wearables, human-computer interfaces, telemedicine, telerehabilitation, home materials, smart appliances, indoor climate technologies, assistive devices, social and assistive robots, and communication technologies.

Groundbreaking for this ~5,700ft<sup>2</sup> facility will occur in March of 2019 with completion by December 2019. It will be located on Bailey Drive at the southern end of the Research Park behind Ashton Woods Apartment complex off of 1<sup>st</sup> Street. It will support CHART, but also foster new interdisciplinary activities between AHS and the College of Engineering, ACES, Social Work, Architecture, Landscape Architecture, iSchool, and the Carle-Illinois College of Medicine to name a few. It will include a small 2 bedroom home environment surrounded by an observation deck, Transportation Research Laboratory, Health Maker Space, a conference room and gathering space, and 4 offices. Partial revenue support to sustain the facility will come in the form of fee-for-service use on research grants, naming rights, industry leases, and philanthropic support.



## **BUDGET AND FUNDING STRATEGY:**

### **Operating Expenses**

Staff salaries account for a significant (~71%) fraction of CHAD's overall budget. Current salary expenses can be found in **Table 2** below. Staff includes the Director, Associate Director, and other staff. The Director (Woods) also holds the title of Associate Dean for Research for AHS. The Associate Director receives a stipend for his efforts with the Center. A Grants Specialist, Proposal Development and Outreach Specialist, and Biostatistician staff our pre O award/proposal development office. Our Research Coordinator provides support for our Collaborations in Health, Aging, Research, and Technology (CHART) theme.

The remaining ~29% of CHAD's operating expenses are attributable to its programs (**Table 2**). Our gift funds support disability research (Disability Research Fund), CHAD seminars

and outreach activities (Merrick), pilot grants and support services for faculty and senior research staff (Neer Research), disability research or establishment of integrated rehabilitation science center (Koopman), and schizophrenia research (Erickson). The ICR account is flexible. The annual income from these sources is ~\$140,000 annually and we take this into account when planning our annual programmatic activities.

**Table 2. CHAD 2019 Budget**

EXPENSES		INCOME			
Salaries (college supported)		College Funding		Gift and ICR	
Director (50%)	109,825				
Associate Director	7,000				
Biostatistician	108,926				
Proposal Development and Outreach Specialist	60,600				
Grants Specialist	52,000				
Research Coordinator (CHART)	41,000				
<b>Total</b>	<b>379,351</b>		<b>379,351</b>		
Programmatic Activities (Gift/ICR supported)		ACCOUNTS	Annual Income (**)	Current Balance (as of 1/18/19)	Change since last year
Pilot Grant Program	90,000	ICR	30,000	220,494	23,048
Travel Grant Program	40,000	Neer	57,000	252,737	1,518
Symposia/Seminars	15,000	Disability Research	15,000	150,506	41,502
Research Academy	4,000	Koopman	33,000	221,878	120,844
Poster Printing	2,500	Merrick	4,000	36,238	14,519
Office, Miscellaneous	1,000	Erickson	1,000	3,993	1,164
<b>Total</b>	<b>152,500</b>		<b>140,000</b>	<b>885,846</b>	<b>156,499</b>

## **Funding Strategy**

The College receives no central campus funding as it relates to the general revenue (state) funds and is not requesting central campus funding to support the Center. The College of AHS currently supports Center staff salaries through revenue generated by college-specific activities (e.g., undergraduate enrollments and IUs, graduate tuition, donor-generated funds). External gift and ICR funds have supported CHAD’s programmatic activities. Our gift funds support disability research (Disability Research Fund), CHAD seminars and outreach activities (Merrick), pilot grants and support services for faculty and senior research staff (Neer Research), disability research or establishment of integrated rehabilitation science center (Koopman), and schizophrenia research (Erickson). The ICR account is flexible.

There are no plans to replace College-generated revenue support for CHAD staff salaries as these staff serve important support functions for the college. However, when appropriate, select CHAD staff (i.e. biostatistician) have and will have allotted effort on grant proposals. This support pays a portion of the salary thus reducing reliance on College support. If CHAD is to grow beyond its current size, it must realize increased support from either gifts or ICR generation. CHAD is currently working with college advancement staff to prioritize and highlight activities that would resonate with potential donors. The development of the LIFE Home and CHART are highly attractive activities to potential donors. CHAD indirectly strives to increase AHS and campus external research award success (and ICR generation) by assisting faculty with proposal development.

## **OUTCOMES:**

### **Indicators of Success**

There are a number of indicators of success that CHAD tracks and analyzes to inform effectiveness our services and programs and align our priorities.

A primary function of CHAD is to provide faculty and student support for research proposals. As such, we track proposal metrics for the college. Research benchmarks include: number of proposals submitted (as PI or co-I), size of proposals (dollars requested, years of project), indirect costs requested and awarded, source of funding, level of faculty involvement (% effort, intellectual contributions), success rates, and grant expenditures. We use these metrics to track how our research support services affect faculty research productivity as it relates to grant submissions and awards. In addition to the quantitative metrics, we also administer occasional surveys to our users (faculty and students) to gauge use of our services and their usefulness. We also track faculty productivity metrics like honors and awards, publications and impact, intellectual property disclosures, patents, licenses, and mentions in the press.

As an example, we provide data for our CHAD Pilot Grant Program since its inception in 2010. CHAD has awarded \$590,000 across 29 grant proposals. As a direct result of this seed funding, the College of AHS has been awarded \$6,018,063 in external research support; a ten-fold return on investment. Of note are grants from NIH (Boppart R21 and R01, Mullen R01), the Department of Defense (Husain), the National Multiple Sclerosis Society (several from Sosnoff), and the Renal Research Institute (Wilund). In addition, CHAD's CHART research theme Directed by Professor Wendy Rogers has generated early successes including a 5-year \$4.6 million grant from NIDILRR for a Rehabilitation Engineering Research Center on Technologies to Support Aging-in-Place for People with Long-Term Disabilities in collaboration with Georgia Tech University.

We also perform outreach functions and track those interactions and activities that develop from them. Public engagement benchmarks include: number of interactions with external stakeholders, research projects (and associated metrics) with external partners, the number of attendees at workshops, symposia, and seminars, interactions with for profit companies and resulting research, entrepreneurial, or educational opportunities.

Lastly, we are engaged in some educational activities and measure their effectiveness. Educational benchmarks include financial support for student research, attendance and feedback from workshops on faculty research and career development, the number of undergraduate interns and their feedback about their experiences.

### **Evaluation of the Unit**

The Dean of the College of AHS evaluates the unit annually. The Dean request an annual report from the Director. This report outlines the overall state of the unit, progress relative to its mission and to past goals, opportunities and threats, strategic priorities and goals, actionable steps, and financial information. The Dean and Director meet after the report is

submitted to discuss it and for the Director to receive feedback. This report also informs the college annual plan. Within the unit, the Director meets annually with CHAD staff in preparing an annual evaluation report. The Director then meets again to discuss the report with each staff member.

**CLEARANCES:**

A letter of support from the unit to which the proposed unit will directly report must be included.

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



\_\_\_\_\_  
Proposal Clearances:

2/19/19  
\_\_\_\_\_

Date:

Dean, College of Applied Health Sciences



\_\_\_\_\_  
Proposal Clearances:

2/19/19  
\_\_\_\_\_

Date:

Director, Center on Health, Aging, and Disability

## AHS Members of CHAD

Bartlo	Wendy	Proposal Development and Outreach Specialist	CHAD
Shen	Sa	Research Biostatistician	CHAD
Hunniecutt	Jeni	Visiting Research Specialist	CWVHE
Lange	Dustin	Associate Director Academic & Career Services	CWVHE
Wheeler	Ingrid	Assistant Director, Behavior Health Programs	CWVHE
Collins	Kimberly	Clinical Psychologist, DRES Associate Director	DRES
Malik	Patricia	Director	DRES
Adamson	Brynn	Teaching Assistant Professor	KCH
Aguinaga	Susan	Assistant Professor	KCH
Alston	Reginald	Associate Dean for Academic Affairs / Professor	KCH
An	Ruopeng	Assistant Professor	KCH
Andrade	Flavia	Associate Professor	KCH
Bobitt	Julie	Director of I-Health, Assistant Teaching Professor	KCH
Boppart	Marni	Associate Professor	KCH
Burd	Nicholas	Assistant Professor	KCH
Chiu	Chung-Yi	Assistant Professor	KCH
DiFilippo	Kristen	Assistant Teaching Professor	KCH
Gobin	Robyn	Assistant Professor	KCH
Gothe	Neha	Assistant Professor	KCH
Graber	Kim	Professor	KCH
Grigsby-Toussaint	Diana	Associate Professor	KCH
Hernandez	Manuel	Assistant Professor	KCH
		Asst. Director of Technology, Health & Independence Program	
Holtzclaw-Stone	Nicole	Program	KCH
Jan	Yih-Kuen	Associate Professor	KCH
Kaplan	Justine	Lecturer/Interim Director of MPH Program	KCH
Khan	Naiman	Assistant Professor	KCH
Klonoff-Cohen	Hillary	Professor	KCH
Konopka	Adam	Assistant Professor	KCH
Koon	Lyndsie	Post Doc Research Associate	KCH
Krahling	Heidi	Visiting Research Specialist	KCH
Lara-Cinisomo	Sandraluz	Assistant Professor	KCH
Littlefield	Melissa	Professor	KCH
Lopez-Ortiz	Citlali	Assistant Professor	KCH
McAuley	Edward	Emeritus	KCH
Mejia	Shannon	Assistant Professor	KCH
Mullen	Sean	Assistant Professor	KCH
Notaro	Stephen	Teaching Associate Professor	KCH
Pastor	Brian	Research Coordinator	KCH
Petruzzello	Steven	Professor / Associate Head for Graduate Affairs	KCH
Pindus	Dominika	Assistant Professor	KCH

Rice	Ian	Assistant Professor	KCH
Rice	Laura	Assistant Professor	KCH
Richards	Kevin	Assistant Professor	KCH
Rogers	Wendy	Professor	KCH
Rosenblatt	Karin	Associate Professor	KCH
Schwingel	Andiara	Associate Professor	KCH
Singleton	Chelsea	Assistant Professor	KCH
Sosnoff	Jacob	Professor / Associate Director CHAD	KCH
Strauser	David	Professor	KCH
Sydnor	Synthia	Associate Professor	KCH
Trinh	Linda	Assistant Professor	KCH
Wilund	Ken	Professor	KCH
Woods	Amy	Dept. Head / Professor	KCH
Woods	Jeffrey	Associate Dean for Research, Director CHAD, Professor	KCH
Zhu	Weimo	Professor	KCH
Barnett-Morris	Lynn	Associate Professor	RST
Berdychevsky	Liza	Assistant Professor	RST
Browning	Lara	Lecturer	RST
Browning	Matthew	Assistant Professor	RST
Huang	Joy	Assistant Professor	RST
Liechty	Toni	Associate Professor	RST
Lizzo	Bin	Lecturer	RST
McCann	Kenneth	Director, Office of Recreation and Park Resources	RST
Payne	Laura	Professor/Dir-Graduate Studies	RST
Raycraft	Michael	Lecturer	RST
Rigolon	Alessandro	Assistant Professor	RST
Santos	Carla	Professor/Interim Department Head	RST
Shinew	Kimberly	Professor/Director -Undergraduate Studies	RST
Stewart	Bill	Professor	RST
Stodolska	Monika	Professor	RST
Welty Peachey	Jon	Associate Professor	RST
Woolf	Julian	Assistant Professor	RST
Aronoff	Justin	Assistant Professor	SHS
Bottalico	Pasquale	Assistant Professor	SHS
Chambers	Ron	Associate Professor	SHS
Channell	Marie	Assistant Professor	SHS
Flaherty	Mary	Assistant Professor	SHS
Hadley	Pam	Associate Professor	SHS
Hahn	Laura	Assistant Professor	SHS
Hengst	Julie	Associate Professor	SHS
Husain	Fatima	Associate Professor	SHS
Ishikawa	Keiko	Assistant Professor	SHS
Johnson	Cynthia	Associate Professor	SHS

Kirk	Karen	Department Head	SHS
Lawrence	Amanda	Clinical Assistant Professor	SHS
Mendes	Clarion	Clinical Assistant Professor/Director of Clinical Ed	SHS
Mertes	Ian	Assistant Professor	SHS
Monson	Brian	Assistant Professor	SHS
Mudar	Raksha	Associate Professor	SHS
Reidy	Brittney	Clinical Assistant Professor	SHS
Rispoli	Matt	Associate Professor	SHS

### **Non-AHS Affiliates of CHAD**

Rachel Michelle Magee	Assistant Professor, Library and Information Science
Amanda M Ciafone	Assistant Professor, Media and Cinema Studies
Masooda N Bashir	Assistant Professor, School of Information
Dr. Karen Tabb Dina	Assistant Professor, School of Social Work
JJ Pionke	Assistant Professor, University Library
Patty Jones	ASSOC DIR FOR RESEARCH, Beckman
Antonios Michalos	ASSOC DIR, HCESC
William G Goodman	Associate Dean Admin, AHS
Barry James Ackerson	Associate Dean for Academic Affairs, School of Social Work
Margaret Browne Huntt	Associate Director - Cancer Center at Illinois
Katheryne Rehberg	Associate Director of Corporate Relations
Ruby Mendenhall	Associate Professor of African American Studies
Carla Desi-Ann Hunter	Associate Professor of Psychology
Miles James Efron	Associate Professor School of Information
Kevin J Hinders	Associate Professor, Architecture
Liang Y Liu	Associate Professor, Civil Engineering
Brian Gabriel Ogolsky	Associate Professor, Human Development and Family Studies
Paul E McNamara	Associate Professor, Nutritional Sciences
Christopher R Larrison	Associate Professor, School of Social Work
Janet Liechty	Associate Professor, School of Social Work
Hong Li	Associate Professor, School of Social Work
Lynne Marie Dearborn	Associate Professor, Urban Planning
Tor Jensen	BIOMDCL RSCH LAB DIR, IHSI
Wynne Sandra Korr	Dean and Professor of Gender and Women's Studies
Bridget A Melton	Director of Communications, IHSI
Leanne Knobloch PhD	Director of Graduate Studies, Professor of Communication
Melissa Edwards	Director of Research Communications, OVCR
Brent A McBride	Director, Child Development Lab & Professor, Human Development
Rodney W Johnson	Director, Nutritional Services
Rashid Bashir	Dean, College of Engineering
Carolyn L Beck	Industrial & Enterprise Sys Eng
Michelle L Osborne	Office Manager, Coordinated Science Lab

Margaret S Kelley	Professor
William C Sullivan	Professor and Head, Landscape Architecture
Jennifer Kirkpatrick Robbennolt	Professor College of Law
Kevin Chen-Chuan Chang	Professor Computer Science
Ezekiel Kalipeni	Professor Geography
Helen A Neville	Professor of African American Studies Educational Psychology
Robert Hughes Jr	Professor of Child Development
Elvira de Mejia	Professor of Food Science
Deana C McDonagh	Professor of Industrial Design
Mohamed Boubekri	Professor, Architecture
Richard L Kaplan	Professor, College of Law
Alex Kirlik	Professor, Computer Science
Klara Nahrstedt	Professor, Computer Science
Tao Xie	Professor, Computer Science
Mary Kalantzis	Professor, Education Policy, Organization and Leadership
Daniel G Morrow	Professor, Educational Psychology
Dorothy Espelage	Professor, Educational Psychology
Elizabeth A L Stine-Morrow	Professor, Educational Psychology
Ravishankar K Iyer	Professor, Electrical & Computer Eng
Mark Hasegawa- Johns	Professor, Electrical and Computer Engineering
Sara McLafferty	Professor, Geography and Geographic Information Science
Barbara Fiese	Professor, Human Development and Family Studies
T. Kesavadas	Professor, Industrial and Enterprise Systems Engineering
Rakesh Nagi	Professor, Industrial and Enterprise Systems Engineering
Naira Hovakimyan	Professor, Mechanical Science and Engineering
Andrew G. Alleyne	Professor, Mechanical Science and Engineering
Elizabeth T Hsiao-Weckslar	Professor, Mechanical Science and Engineering
Dolores Albarracin	Professor, Psychology
Sandra Kopels	Professor, School of Social Work
Cynthia Buckley	Professor, Sociology
Gillian Snyder	Research Development Manager, IHSI
Rama Ratnam	Senior Research Scientist

<b>Age-Friendly Champaign-Urbana Steering Committee (December 2018)</b>			
<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Organization</b>
Drew	Bargmann	Special Services Manager	Champaign-Urbana Mass Transit District
Tim	Bartlett	Executive Director	Urbana Park District
Wendy	Bartlo	Proposal Development and Community Outreach Specialist	Center on Health, Aging, and Disability
Amy	Brown	CEO	CRIS Healthy Aging
Linda	Coleman	Chair, Board of Directors	Osher Lifelong Learning Institute
Joe	DeLuce	Executive Director	Champaign Park District
Joan	Dixon	CEO & President	Community Foundation of East Central Illinois
Dennis	Donaldson	Treasurer	Village of Savoy
Kristen	Gisondi	Human Services Transportation Coordinator	Champaign County Regional Planning Commission
Sue	Grey	President and CEO	United Way of Champaign County
Patrick	Harness	Community Activist	Retired
Dawn	Henry	Director of Rehabilitation	Carle Foundation Hospital
Kathleen	Holden	Retired Administrator	University of Illinois at Urbana-Champaign
Anna	Lane	MTW Coordinator	Housing Authority of Champaign County

Ben	LeRoy	Associate Planner	City of Champaign
Rosanna	McLain	Director	Senior Resource Center, Family Service
Julie	Pryde	Public Health Administrator	Champaign-Urbana Public Health District
Debra	Reardanz	President and CEO	Clark-Lindsey Village
Linda	Tauber-Olson	Regional Director Volunteers & Faith in Action	OSF HealthCare Heart of Mary Medical Center
Jeff	Woods	Associate Dean for Research and Director	Center on Health, Aging, and Disability
		TBD	City of Urbana



UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

Committee on Elections and Credentials  
(Final; Action)

EC.19.03 Revisions to the *Election Rules for the Academic Professional Electorate*

**BACKGROUND**

The Senate Committee on Elections and Credentials thoroughly reviewed the *Election Rules for the Academic Professional 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 academic professional senators.

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

**RECOMMENDATION**

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

**PROPOSED NEW VERSION OF THE *ELECTION RULES FOR THE ACADEMIC PROFESSIONAL ELECTORATE***

1 **1. DELEGATION OF POWER**

2 1.1 The Senate Committee on Elections and Credentials (EC) may delegate to the Council of  
3 Academic Professionals (CAP) or Senate Clerk various duties by way of the *Election Rules*.  
4 In all voting units, CAP will conduct nomination and election procedures under the  
5 supervision of the Senate Clerk.

6 1.2 *Restriction of Power*. All activities of the EC and CAP shall conform to the relevant  
7 provisions of the *Constitution* and *Bylaws* adopted by the Senate. The Urbana-Champaign  
8 Senate has ultimate jurisdiction in the election of its senators.

9

10 **2. VOTING UNITS**

11 2.1 Voting units shall be based on current CAP districts excluding the district that is comprised of  
12 the university system administration.

13 2.2 Elections shall be held on the basis of ten voting units, each with one seat.

14 2.3 CAP shall consult with EC before any redistricting plans are implemented.

15

16

17 **3. ELIGIBILITY**

18 3.1 The *Constitution*, Article III, Section 1 lists the eligibility criteria for the academic  
19 professional electorate.

20 3.2 *Process for Determining Eligibility.*

21 a. Annually, CAP requests a list from Academic Human Resources Office of all academic  
22 professionals who meet the eligibility requirements.

23 b. CAP sends the list to the Deans and/or Unit Executive Officers of the units that are  
24 included in the eligible voting districts for verification of eligibility. Once verified, the list  
25 is returned to CAP.

26 3.3 *Split Appointments.* Members of the academic professional electorate who hold appointments  
27 in more than one unit may choose the unit in which they vote. However, a member must hold  
28 an appointment of greater than zero percent in a unit in order to qualify for the academic  
29 professional electorate of that unit.

30 3.4 *Time of Determining Status.* Eligibility to vote and membership in a particular voting unit  
31 will be determined by the person's status at the time the ballot is cast.

32

33 **4. GENERAL ELECTION PROVISIONS**

34 4.1 All persons included in the academic professional electorate may vote and be eligible for  
35 election to the Senate, without distinction on the basis of rank or other criteria.

36 4.2 *Current Membership in Unit.* No person may be a candidate for a seat in a voting unit if not a  
37 member of that voting unit at the time of the election.

38 4.3 *Single Seat Limitation.* No person can be a candidate for more than one Senate seat.

39 4.4 *Limited Terms.* The terms of senators elected from the academic professional electorate shall  
40 be two years, with a maximum of three consecutive terms. The election of an academic  
41 professional senator in a regular election constitutes a full term unless the senator resigns  
42 prior to the organizational meeting of the Senate. A replacement senator who is elected prior  
43 to January 1 of the first year of the term of a vacant seat shall be considered to have served a  
44 full term.

45 4.5 *Use of University Funds.* No University resources shall be used for production or distribution  
46 of any campaign materials.

47

48

49

50 **5. CONDUCTING ELECTIONS**

51 5.1 CAP is responsible for conducting the election of academic professionals to the Senate. In  
52 addition, elections of senators shall take place during the spring semester, but not later than  
53 the eighth week of classes.

54 5.2 *Nominating Period.* The nominating period shall be 7 consecutive calendar days in length.  
55 All nominations must include willingness to serve and a 150 words or fewer statement of  
56 interest and experience. Nominations must be submitted to CAP during the designated  
57 nominating period. Self-nominations are allowed.

58 5.3 *Election Period.* CAP shall prepare ballots for each voting unit with the names of all those  
59 nominated and willing to serve, along with the nominee's title, name of the nominee's home  
60 unit, and the statement of interest and experience. Names shall appear in random order on  
61 each ballot.

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

65 b. If the number of those nominated and willing to serve exceeds two for any voting  
66 unit, a preliminary ballot shall be used to reduce the number of nominees to two for  
67 each voting unit. If a tie exists among those eligible for the last position, all the tied  
68 names shall appear on the final election ballot.

69 5.4 The election shall be held on 7 consecutive calendar days.

70 5.5 The nominees receiving the highest numbers of votes shall be deemed elected.

71 5.6 Ties shall be resolved by a coin flip or drawing of lots by CAP.

72 5.7 CAP is responsible for notifying the winning nominees as soon as possible after the  
73 certification of the election results.

74

75 **6. CERTIFICATION OF ELECTION RESULTS**

76 6.1 The Chair of CAP or the Chair's designee shall certify the elections.

77 6.2 CAP shall report the winning nominees, their titles, and email addresses to the Office of the  
78 Senate via the method determined by the Senate Clerk.

79

80 **7. ELECTION CERTIFICATION BY SENATE COMMITTEE**

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

84 **8. GRIEVANCES AND APPEALS**

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

87

88 **9. RESIGNATIONS AND VACANCIES**

89 9.1 *No Nominations.* If no person is nominated for a Senate seat, the voting unit shall elect an  
90 eligible member of the academic professional electorate to that seat as soon as reasonably  
91 possible.

92 9.2 *Disqualification from Electorate.* If a senator fails to satisfy the requirements for  
93 membership in the electorate during their term of office, the EC committee shall determine  
94 whether the senator may remain seated.

95 9.3 *Vacancies.* Vacancies shall be filled by election of a member of the voting unit for the  
96 remainder of the vacant term in accordance with the nomination and election procedures  
97 prescribed in Article III of the Senate *Constitution* and these *Election Rules*. Vacancies  
98 shall not be filled based on the results of the previous election unless the elected academic  
99 professional member resigns prior to the beginning of the term of office as defined in  
100 Article III, Section 6 of the *Constitution*.

101 9.4 *Change of Unit.* If a senator changes voting units after the election, the senator will  
102 continue to represent the original unit unless the EC committee determines otherwise.

ELECTIONS AND CREDENTIALS  
Kim Graber, Chair  
Logan Cailteux  
H. George Friedman  
Jeffrey Jenkins  
Rhonda McElroy  
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

### CURRENT VERSION OF THE *ELECTION RULES FOR THE ACADEMIC PROFESSIONAL ELECTORATE*

#### 1. Short Title; Purpose

- 1.1 *Title.* These Rules will be referred to as the Senate Election Rules for the Other Academic Staff Electorate Group D.
- 1.2 *Purpose.* The purpose of these Election Rules shall be to establish orderly procedures and rules for the election of senators from the Other Academic Staff Electorate Group D to the Senate of the Urbana-Champaign campus.

#### 2. Electorate Qualifications

- 2.1 *General Qualifications.* The *Constitution*, Article III, Sections I, provides:

The Other Academic Staff electorate is composed of those members of the Other Academic Staff who are engaged in and responsible for the educational function of the University; ordinarily this will involve teaching and research. Specifically, the Other Academic Staff electorate shall consist of all persons of the campus non-visiting academic staff who have a full-time appointment, are paid by the University, are not candidates for a degree from this University, and who: . . .

d. Are members of the academic staff as defined in the *University Statutes*, Article II, Section 5, and satisfy the teaching or research criteria established by the Senate Committee on University Statutes and Senate Procedures and approved by the Senate.

The *Constitution*, Article II, Section 3, provides:

. . . Seven senators will be elected by those described in section 1d. Elections for this group shall be held on the basis of employment in an academic unit or the University of Illinois Extension or the Institute for Natural Resource Sustainability. These election units shall be as nearly equal in size as is practicable and shall be the same as the voting units for the relevant Council of Academic Professionals election districts.

Each member of the electorate shall be entitled to cast one vote for the one open senatorial position apportioned to the voting unit.

- 2.2 *Process for Determining Eligibility to Vote.* These Election Rules are structured so the decision process is made at the College level. To satisfy these criteria, everyone in the electorate must have some type of regular contact with students, whether undergraduate or graduate, which involves teaching or furthering the student's research. With respect to the Institute for Natural Resource Sustainability (INRS), the person must be actively involved in research. With respect to the University of Illinois Extension, the person must actively be involved in teaching. The process is:

- (a.) Annually, the Division of Management Information (DMI) creates the list of all academic professionals who fulfill criteria for Group D electorate, above, sorted by

unit code. USSP shall determine what information this list should contain beyond name, unit affiliation, and job title.

- (b.) USSP sends this list to the appropriate College-level or similar level Unit Executive Officer (typically a Dean or Director).
- (c.) The UEO establishes who in their unit does or does not comply with the basic criterion that each member of the electorate must have some type of regular contact with students, whether undergraduate or graduate, which involves teaching or furthering the research of the student. The UEO may delegate this responsibility to the UEOs of individual internal units.
- (d.) The UEO collects this information, collates it and insures consistency of application of the criteria given in 2.2 across the unit. The UEO sends the list of those who do or do not meet the criteria back to USSP.
- (e.) If USSP approves, the list is forwarded to the Clerk of the Senate for the election. If USSP does not approve, the chair will contact the UEO and discuss any possible problems. USSP does not envision this as an appeal process, per se, but as a general look at the types of positions excluded. USSP will make sure that similar types of positions are included or excluded across the academic unit or ask the UEO to explain the differences among the various units. Guidance on this matter will be given to the UEO, so by the time it reaches USSP there is an appearance of uniform application of the guidelines.

2.3 *Time of Determining Status.* Eligibility to vote, and membership in a particular department or college, will be determined by the person's status at the time the ballot is cast. All names to be added to the list of qualified members of the electorate must go through the process in Section 2.2, above.

### **3. Election and Credentials Committee**

- 3.1 *Designation.* The Council of Academic Professionals (CAP) is designated the Elections and Credentials Committee for the Other Academic Staff Group D Senate Elections. Under the Bylaws this committee may perform whatever duties are delegated to them by the Senate Committee on University Statutes and Senate Procedures (USSP).
- 3.2 *Delegation of Power.* The USSP will delegate various duties to CAP 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.
- 3.3 *Specific Powers.* The USSP hereby delegates to the CAP the following duties, subject to any limitations set forth in the Rules and Guidelines of the USSP. In all units, the CAP will conduct nomination and election procedures under the supervision of the Clerk of the Senate.
- 3.4 *Restriction of Power.* All activities of the USSP and of the CAP shall conform to the relevant provisions of the Constitution and Bylaws adopted by the Senate.

#### **4. Election Units**

4.1 *Election Unit.* As per the *Constitution*, the Other Academic Staff electorate defined in Article III, Section 1d (Group D) is composed of all those members of the other academic staff who satisfy the qualifications in Section 2 of these Rules. Elections shall be held on the basis of voting units. These election units shall be as nearly equal in size as is practicable and shall be the same as the voting units for the relevant CAP election districts. Seven senators will be elected by those in the Other Academic Staff Group D. The electorate for this group shall be held on the basis of employment in an academic unit or the University of Illinois Extension or the Institute for Natural Resource Sustainability (INRS). Everyone in the electorate must have some type of regular contact with students, whether undergraduate or graduate, which involves teaching or furthering the student's research. With respect to INRS, the person must be actively involved in research. With respect to Extension, the person must actively be involved in teaching. The academic units are defined at the College or similar level, and the process for determining qualification in the electorate is articulated in Section 2.2, above.

#### **5. Time and Duration of Elections**

5.1 *Duration.* The final election shall be held on seven calendar days, at a time starting as specified by USSP in the Timetable issued to all voting units.

5.2 *Time.* Nominating elections and final elections shall be held at such times as shall be specified by the USSP.

#### **6. Candidate Qualifications**

6.1 *General Qualifications.* All persons included in the Other Academic Staff electorate Group D shall be eligible for election to the Senate, without distinction on the basis of rank or other criteria.

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

6.3 *Limited Terms.* The terms of senators elected from the Other Academic Staff electorate Group D shall be two years, with a maximum of three consecutive terms. The election of an Other Academic Staff electorate Group D senator in a regular election constitutes a full term unless the senator resigns prior to the Organizational Meeting of the Senate. A replacement senator who is elected prior to January 1 of the first year of the term of a vacant seat shall be considered to have served a full term.

#### **7. Notice of Election; Publicity**

7.1 *Requirement of Notice.* The CAP shall distribute information concerning elections to members of the electorate. Election information includes the composition of the election units within the College-level or similar level Unit, the location of polling places for each election unit, the hours during which the polls will be open, and the names of the candidates in each election unit as well as the name of their department or equivalent unit designation.

7.2 *Method of Notice.* A recommended method of informing persons about the elections is a mailing via hardcopy or electronic means to the constituent members of the voting unit

telling them which voting unit they are in, who the candidates in that unit are, and where and when they may vote.

- 7.3 *Use of University Funds.* No University funds shall be spent for production or distribution of any campaign statements.
- 7.4 *Methods of Voting.* The Notice of Election (Section 7), Publicity (Section 7), Nomination Process (Section 8) and Election Procedures (Section 9) 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.

## **8. Nomination Process**

- 8.1 *By Election.* Nominations of Other Academic Staff Group D senators shall be by election in accordance with Article III, Section 4 of the Senate *Constitution*:

Those eligible to vote in each Other Academic Staff voting unit shall be notified that an election is to be held. Any member of the Other Academic Staff electorate who desires to run for election from their electorate unit shall submit a statement to that effect and a short biography to the appropriate Other Academic Staff voting unit elections and credentials committee. The nominee receiving the highest number of votes shall be deemed elected.

During the nomination process, the number of nominations that can go forward for the election is twice the number of senators to be elected or all those nominated and willing to serve if their number is less than twice the number to be elected.

- 8.2 *Casting Ballots.* Ballots shall be cast in person or returned by mail to the Clerk of the Senate or via electronic means approved by USSP.
- 8.3 *Time of Balloting.* Completed nominating ballots must be received by the chair of CAP no later than 5:00 p.m. on the seventh day (inclusive) following the day upon which the ballots are first made available to Other Academic Staff Group D members.
- 8.4 *Nominating Ballots.*
- (a.) *Willingness to Serve.* The CAP shall send an announcement to all those eligible to vote that an election is to be held. Any member of the Other Academic Staff Group D electorate who desires to run for election from their electorate unit shall submit a statement to that effect and a short biography to the CAP.
  - (b.) *Preparation of Ballots.* Nominating ballots shall be prepared and distributed by the Clerk of the Senate, and shall conform as nearly as possible to the model ballot issued by the USSP.
  - (c.) *Contents.* Ballots shall contain

- (1.) the names and unit designation of all those who have fulfilled the requirements in section 8.4(a), and
  - (2.) directions concerning how each ballot is to be marked, and where and when the ballot must be returned.
- (d.) *Order of Names.* Names of eligible Other Academic Staff Group D members may be placed on the ballot in alphabetical order or any other reasonable order.
- 8.5 *Notice.* The CAP is responsible for notifying the winning nominees and shall forward to the Clerk of the Senate a list of those nominees, their email address, and their campus address.

## **9. Election Procedures**

- 9.1 *Ballot Contents.* The names on the final election ballot shall be a maximum of two and a minimum of one as only one seat is up for election in each voting unit.
- 9.2 *Order of Names.* Names of candidates shall be placed on the election ballot in random order.
- 9.3 *Withdrawal.* Before the election ballot is prepared, any Other Academic Staff Group D member who has received nominating votes may withdraw by delivering a signed notice of withdrawal to the Clerk of the Senate.
- 9.4 *Conducting the Polling.*
- (a.) *Location of Polling Places.* Ballots shall be available at the Senate Office or via electronic means for seven calendar days.
  - (b.) *Signature of Voter.* Before voting, each member of the electorate shall sign opposite their name on the official electorate list of that voting unit or if using an electronic voting system, have a way to ensure only those eligible to vote can participate and that those eligible to vote can vote only 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 of the votes nor saved with the election results.
  - (c.) *Official Electorate List.* An official listing of the Other Academic Staff Group D electorate shall be kept in the Senate Office, and shall be marked to show each member who has voted. This listing shall be kept on file and made available upon request.
- 9.5 *Election Supervision.* The CAP shall be responsible for ensuring that the Other Academic Staff Group D election is carried on in accordance with these Rules.
- 9.6 *Requirements for Election.*
- (a.) *Automatic Election.* If the number of Other Academic Staff Group D members nominated and willing to serve for each opening is one an election need not be held; that person, nominated and willing to serve, may be declared automatically elected.
  - (b.) *Plurality Required.* The nominees receiving the highest number of votes in the final election shall be deemed elected.

- (c.) *Ties in the Final Election.* Ties in the final election will be resolved by a coin flip or a drawing of lots by the Clerk of the Senate.

#### 9.7 *Returns; Counting; Certification.*

- (a.) *Removal of Ballots from Boxes.* If hardcopy methods are used, ballots may be removed from the ballot box only at the end of the voting period or when the box is filled to capacity. Ballots shall be removed from the ballot box only by an election official. Ballots shall be transferred immediately to some sealed container, such as a paper bag or envelope. The sealed container shall be signed by the election officer who transferred the ballots. The sealed container also shall be marked with information showing the date and time of the ballot transfer, the number of ballots transferred (to be determined by reference to the signature sheet), and the election unit in which the ballots are cast. The sealed container shall be stored in a safe place. 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.
- (b.) *Counting.* The CAP shall provide for the counting of the ballots immediately following the deadline for casting ballots. No interested party shall participate in the counting process. If hardcopy methods are used, any member of the Other Academic Staff Group D electorate may be present during the counting process within reasonable limits of space. 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.
- (c.) *Write-in Ballots.* No write-in ballots are to be counted.
- (d.) *Doubtful Ballots.* Intention of the voter shall be the only standard for interpreting doubtful ballots. If the intention can be determined, the ballot shall 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.
- (e.) *Certification by CAP.* If hardcopy methods are used, the tally sheet and all ballots shall be delivered or made available immediately to the CAP. 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. The CAP, after satisfying itself that the vote shown on the tally sheet is correct, shall so certify by signing certification cards provided by the Senate Office, and shall deliver the cards immediately to the Senate Office. The Senate Office shall arrange for the preservation of all ballots, tally sheets, or electronic files for a period of six months.

### **10. Election 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.

## **11. Formal Reports**

All reports from USSP shall be addressed to the Senate Clerk.

## **12. Absentee Ballots – Applicable only if hardcopy methods are used.**

- 12.1 *Identification Statement.* If using hardcopy methods, each absentee voter shall be required to sign and return an identification form (prepared by the department), in lieu of signing the voter list as required of voters on campus.
- 12.2 *By Request Only.* An absentee ballot can be obtained only by requesting it from the administrative office of the voting unit.
- 12.3 *Time Limit.* To be valid an absentee ballot must be received no later than 5:00 p.m. of the last day of the election in the administrative office of the voting unit.
- 12.4 *Mailing.* Absentee ballots must be mailed early enough to allow ample time for their return before the deadline.

## **13. Grievances and Appeals**

- 13.1 *CAP Jurisdiction.* CAP shall have original jurisdiction over certification of successful election of candidates.
- 13.2 *Appeal to University Statutes and Senate Procedures (USSP).* Any aggrieved person may appeal a decision to the USSP, and actions and decisions of the USSP may be appealed to the Senate by any senator.
- 13.3 *Procedure for Unlisted Persons Claiming Electorate Status.* If any Other Academic Staff Group D member whose name does not appear on the official listing desires to vote and claims entitlement to do so, the validity of that claim shall be decided by the chair of USSP before termination of the voting period. If the claim cannot be so decided, the member shall be provided a ballot after signing a statement that he/she is a qualified member of the electorate. The voter's signed statement and vote shall be kept separate and shall not be counted with the other votes; they shall be delivered to the USSP at the same time as the other ballots and the tally sheets are delivered. The USSP will decide whether the member is or is not entitled to vote. If the person is so entitled, the chair of USSP will add that vote to the tally sheet.

## **14. Resignations and Vacancies**

- 14.1 *No Nominations.* If no person is nominated for a Senate seat during the general election, then the Other Academic Staff Group D electorate shall have the option of electing an eligible member of the electorate to that seat in the fall. Election procedures shall be developed by USSP.
- 14.2 *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.

- 14.3 *Review of Status.* The Clerk of the Senate will review official records each semester, and will report to the USSP the names of all those senators no longer in the employ of the University.
- 14.4 *Vacancies.* Vacancies shall be filled by election of a member of the voting unit for the remainder of the vacant term in accordance with the nomination and election procedures prescribed in Article III of the Senate Constitution.

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

**EQ.18.04** Resolution on Employee Accessibility and Disability

WHEREAS, 15% of the world population has a disability (*World Health Organization*), 20% of the US population has an anxiety disorder in any given year (*Mental Health First Aid*), and 58% of people will experience a mental disability in their lifetimes (*Mental Health First Aid*);

WHEREAS, the University has an obligation to accommodate employees with disabilities due to the Americans with Disabilities Act (ADA);

WHEREAS the Chancellor has recently convened a committee of University administrators and staff responsible for disability-related policy and procedures;

WHEREAS; a Senate resolution can serve to publicize this important work to include constituencies whose voices will be important to its success;

WHEREAS, the Office of Access and Equity (OAE) has struggled to meet the accommodation needs of employees with disabilities in a timely manner due to issues involving adequate staffing, support for accommodations from units in which they are requested, and questions about sources of funding to comply with accommodation needs;

WHEREAS, like other universities, the University of Illinois at Urbana-Champaign lacks adequate data about employees with disabilities, their needs, or their accommodations;

WHEREAS, departments across the University are experiencing a rise in a demand for accommodations for employees;

WHEREAS, unmet accessibility needs can produce crises for faculty and staff faced with delays in the accommodation process and lack of understanding at the unit level;

WHEREAS, accessibility and accommodation support are factors in retention of faculty and staff; and

THEREFORE, be it resolved, that the Senate applauds the formation of a committee to address these issues, and encourages the administration to:

1. Mobilize its committee to engage appropriate internal and external consultants to assess campus climate related to disability needs, collaborating with the Senate Committee on Equal Opportunity and Inclusion to target underserved faculty and staff in any survey collecting such information;
2. Ensure that the accommodations processes of the OAE are properly staffed and funded;
3. Educate faculty and staff to come forward with accommodation requests and properly support those requests;
4. Consult with universal and accessible designs experts on and off campus to address facilities such as signage, parking location and other proper building and workspaces;
5. Comprehensively integrate issues of accessibility and disability in discussions on diversity;
6. Conduct a policy and implementation review across all departments;
7. Require departments to include discussion of accommodation procedures as part of employee onboarding; and
8. Require sensitivity and empathy training for all supervisors in how they interact with their employees with disabilities.

EQUAL OPPORTUNITY AND INCLUSION

Rolando Romero, *Chair*  
Meghan Burke  
Nicole Cooke  
Tina Cowsert  
LaDarius DuPree  
Jingxiao Fu  
Yih-Kuen Jan  
Kathryn Oberdeck  
JJ Pionke  
Anna Sekiguchi  
Rusty Barcelo, *ex officio*

SENATE STATEMENT ON COURSE MATERIALS:  
INTELLECTUAL PROPERTY RIGHTS AND PROFESSIONAL RESPONSIBILITY

Co-Sponsored  
General University Policy Committee  
Educational Policy Committee

Copyright of Course Materials

As the University of Illinois *General Rules* specify, instructors own the copyright to course materials, including syllabi, that they create independently at their own initiative, and without University resources over and above “what is usually and customarily provided.”<sup>1</sup> As the intellectual property of the creator, these materials may not be used by the University without his or her permission.

It is important to distinguish between copyright, on the one hand; and privacy rights, on the other. While the creators of syllabi usually hold the copyright to those syllabi, these documents are not private. Under certain circumstances, faculty members may be required to preserve copies of their syllabi or to submit them for review.<sup>2</sup>

Course Syllabi

It is essential to maintain a balance between instructors' copyright over the instructional materials they create, on the one hand; and the University's responsibility to ensure the consistency and quality of the education it provides, on the other. The following are intended to achieve that balance:

1) Regarding syllabi:

- a) Instructors are required to provide enrollees with a course syllabus. Guidelines for syllabus creation can be found here: <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus>
- b) Instructors who create their own syllabi are required to submit a copy of their syllabus to their unit for each course taught. Units are responsible for collecting syllabi on a regular basis. (Note: A syllabus is required to revise or establish a new course and is also required when a course is reviewed for General Education.)
- c) Instructors are encouraged to protect their copyright by including a copyright notice on each copy of their syllabus. This provides some protection from students or others distributing one's syllabus or posting it online without one's permission.

2) Instructors may be required to modify the format of course materials, or to share them with other than enrolled students, under certain circumstances, including the following:

- a) So that departments may maintain consistency of instruction across sections of multi-section courses;
- b) For purposes of tenure, promotion, or annual performance evaluations;
- c) In response to a request for reasonable accommodation of a person with a disability issued by the Division of Disability Resources and Educational Services, the Counseling Center, or the Office for Access and Equity;

- d) In cases of emergency in which the instructor is unable to meet his or her teaching responsibilities; and
- e) When required for accreditation or for regulatory approval. For these purposes, an instructor may submit only the minimum content outlined in 1(a) and may withhold additional content as their own intellectual property.<sup>3</sup>

3. Instructors may be required or requested to add specific information to their syllabus. For instance:

- a) The inclusion of some syllabus content might be required in order to comply with laws such as the Americans with Disabilities Amendment Act.<sup>4</sup> Compliance with the ADA might require instructors to include an explicit statement about accommodation in their syllabus, to modify the format of their course materials, or to provide them to the Division of Disability Resources and Educational Services in order to provide a reasonable accommodation to a student with a documented disability. In addition, the Higher Learning Commission requires evidence that syllabi specify projected learning outcomes.
- b) Additional syllabus content can be recommended in order to provide students with general information not bearing directly on the content and requirements of the course – such as advice on student safety, or information on resources such as the Student Services Center or the Counseling Center. Such recommendations are optional. Creators of syllabi are encouraged to consult the wording recommended by the General Education Board, including the requirement for a stated attendance policy.<sup>5</sup>

<sup>1</sup> In situations where faculty believe their intellectual property rights have been infringed, they have a right to appeal these under: [https://www.bot.uillinois.edu/governance/general\\_rules#sec34](https://www.bot.uillinois.edu/governance/general_rules#sec34)

<sup>2</sup> UI System and State of Illinois policies on retention of University documents can be found here: [https://www.uillinois.edu/cio/services/rims/policy\\_and\\_recommendations/](https://www.uillinois.edu/cio/services/rims/policy_and_recommendations/)

<sup>3</sup> <http://www.hlcommission.org/Policies/criteria-and-core-components.html>

<sup>4</sup> [https://www.eeoc.gov/eeoc/internal/reasonable\\_accommodation.cfm#A](https://www.eeoc.gov/eeoc/internal/reasonable_accommodation.cfm#A)

<sup>5</sup> [http://provost.illinois.edu/files/2018/05/GEB\\_gen-ed-syllabi-requirements.pdf](http://provost.illinois.edu/files/2018/05/GEB_gen-ed-syllabi-requirements.pdf)

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

SC.19.22 2019-2020 Senate and Senate Executive Committee (SEC) Meeting Schedule

- Meetings begin at 3:10 pm unless otherwise noted.
- SEC meetings are held in 232 English Building unless otherwise noted.
- Senate meetings are held at the Illini Union unless otherwise noted.

		<u>Senate</u> <u>Agenda Items</u> Due 3:00 pm	<u>Senate</u> <u>Packet Items</u> Due 5:00 pm
<b><u>FALL 2019</u></b>			
<i>AUG 26 Instruction Begins</i>			
AUG 26	SEC		
SEP 9	SEC		
<b>SEP 16</b>	<b>SENATE</b> – Illini Union – Illini Room A	SEP 6	SEP 11
OCT 7	SEC		
<b>OCT 14</b>	<b>SENATE &amp; Annual Meeting of the Faculty</b> Alice Campbell Alumni Center – Ballroom	OCT 4	OCT 9
NOV 4	SEC		
<b>NOV 11</b>	<b>SENATE</b> – Spurlock – Knight Auditorium	NOV 1	NOV 6
<i>NOV 23 Thanksgiving Vacation: Nov 23-Dec 1</i>			
DEC 2	SEC		
<b>DEC 9</b>	<b>SENATE</b> – Illini Union – Illini Room A	NOV 27	DEC 4
<i>DEC 13-20 Final Examinations</i>			
<b><u>SPRING 2020</u></b>			
<i>JAN 21 Instruction Begins</i>			
FEB 3	SEC		
<b>FEB 10</b>	<b>SENATE</b> – Illini Union – Illini Room A	JAN 31	FEB 5
FEB 17	SEC – Annual Special Meeting with the System President		
MAR 2	SEC		
<b>MAR 9</b>	<b>SENATE</b> – Spurlock – Knight Auditorium	FEB 28	MAR 4
<i>MAR 14-22 Spring Vacation</i>			
MAR 30	SEC		
<b>APR 6</b>	<b>SENATE</b> – Spurlock – Knight Auditorium	MAR 27	APR 1
APR 20	SEC		
<b>APR 27</b>	<b>SENATE</b> – Illini Union – Illini Room A	APR 17	APR 22
<b>MAY 4</b>	<b>SENATE – 2020-2021 Elections &amp; Organizational Meeting</b> – Illini Union – Illini Room A	APR 17	APR 29
<i>MAY 8-15 Final Examinations</i>			
<i>MAY 16 Commencement</i>			
MAY 18	SEC – Special Meeting with the Chancellor to evaluate the Vice Chancellors		
JUN 15	SEC – Special Meeting with the President to evaluate the Chancellor		
JUL 20	SEC		

## 2019-2020 SENATE/SEC MEETING SCHEDULE

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	SEC	27	28	29	30	31

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	AGD	7
8	SEC	10	PKT	12	13	14
15	SEN	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	AGD	5
6	SEC	8	PKT	10	11	12
13	SEN AMF	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					AGD	2
3	SEC	5	PKT	7	8	9
10	SEN	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	AGD	28	29	30

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	SEC	3	PKT	5	6	7
8	SEN	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	AGD	

February 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	SEC	4	PKT	6	7	8
9	SEN	11	12	13	14	15
16	SEC <sup>1</sup>	18	19	20	21	22
23	24	25	26	27	AGD	29

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	SEC	3	PKT	5	6	7
8	SEN	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	AGD	28
29	SEC	31				

April 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			PKT	2	3	4
5	SEN	7	8	9	10	11
12	13	14	15	16	AGD	18
19	SEC	21	PKT	23	24	25
26	SEN	28	PKT	30		

May 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	ORG	5	6	7	8	9
10	11	12	13	14	15	16
17	SEC <sup>2</sup>	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	SEC <sup>3</sup>	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	SEC	21	22	23	24	25
26	27	28	29	30	31	

<sup>1</sup> Annual Special Meeting with the System President

<sup>2</sup> Closed Session with the Chancellor to evaluate the Vice-Chancellors

<sup>3</sup> Closed Session with the President to evaluate the Chancellor

ORG Senate Organizational Meeting

AMF Annual Meeting of the Faculty

SEC	Senate Executive Committee meeting
SEN	Senate meeting
PKT	Senate packet deadline
AGD	Senate agenda item deadline

**UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE**

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

SP.19.03 Revision to the *Standing Rules* – Speaking at Senate and Senate Committee Meetings

**BACKGROUND**

The *Illinois Open Meetings Act* requires that “Any person shall be permitted an opportunity to address public officials under the rules established and recorded by the public body.” This is generally referred to as public comment. The proposed time allocation for Senate meetings is parallel to the rules adopted by the Board of Trustees. The proposed time allocation for committee meetings is scaled down from the Senate meeting allocation in order to accommodate public comment but not prohibit the committee from completing its business.

The Senate also permits non-senators to request the privilege of the floor at Senate and Senate Committee meetings to speak during the discussion of a particular item listed on the business portion of the agenda. This is generally referred to as floor privileges.

The new rule below would outline the two separate processes: one for requesting to speak during the public comment portion of a meeting and one for requesting floor privileges on an item of business.

**RECOMMENDATION**

The Senate Committee on University Statutes and Senate Procedures recommends that the Senate approve the following amendment to the *Standing Rules*. As this is to be a new Rule, the text to be added is not underscored.

**PROPOSED REVISION TO THE *STANDING RULES***

**NEW RULE**

1 **16. Requesting to Speak at a Senate or Senate Committee Meeting**

2 The Senate has developed procedures in compliance with the *Illinois Open Meetings Act* by  
3 which individuals may request the opportunity to speak at Senate or Senate Committee  
4 meetings. This is generally referred to as public comment.

5 The Senate has also developed procedures permitting non-senators to request the privilege of  
6 the floor at Senate and Senate Committee meetings to speak during the discussion of a

7 particular item listed on the business portion of the agenda. This is generally referred to as floor  
8 privileges.

9 The procedures for requesting the opportunity to speak during public comment and requesting  
10 floor privileges on an item of business on the agenda are listed separately below.

11 A. Public Comment

12 Public comment is a portion of the meeting set aside specifically for the public to  
13 address the Senate or a Senate committee (the body). A response to the individual  
14 making the public comment is not required by the presiding officer or by members of  
15 the body. When addressing the body, individuals shall first state their name and any  
16 relevant title or affiliation.

17 1. *Requests to address the body.*

18 Requests to make a public comment at a Senate meeting must be submitted to the  
19 Office of the Senate in writing no later than twelve hours before the scheduled start  
20 of the meeting at which the individual wishes to speak.

21 Requests to make a public comment at a Senate committee meeting must be  
22 submitted to the chair of the Senate committee in writing no later than twelve hours  
23 before the scheduled start of the meeting at which the individual wishes to speak.

24 In making a request to appear before the Senate or Senate committee, individuals  
25 must give their names and any relevant title or affiliation. The request must state the  
26 subject matter to be presented and must relate to matters within the jurisdiction of  
27 the Senate or Senate committee. The Senate Clerk or committee chair will review  
28 each request and notify the individual making the request whether the individual  
29 may give public comment at the next meeting. Substitute speakers will not be  
30 permitted.

31 2. *Time allocation.*

32 The Senate will allow public comment at each meeting. An individual will be  
33 limited to speak for no more than three minutes. This limit will be strictly adhered to  
34 with assistance of a timekeeper. A maximum of ten speakers will be recognized for  
35 each Senate meeting.

36 Senate committees will allow public comment at each meeting. An individual will  
37 be limited to speak for no more than two minutes. This limit will be strictly adhered  
38 to with the assistance of a timekeeper. A maximum of five speakers will be  
39 recognized for each committee meeting.

40 3. *Scheduling of speakers.*

41 When the number of requests to address the Senate or Senate committee at a given  
42 meeting exceeds the number allocated in section A.2 above, requests will be  
43 approved based on the date and time the written request was received by the Office  
44 of the Senate or chair of a committee. In addition, preference may be given to  
45 subject matters that relate to the agenda for the relevant meeting or relate to items  
46 under the committee charge in the Senate *Bylaws*, and to avoid repetitiveness.

47 4. *Discussion moderation.*

48 The presiding officer or committee chair may truncate repetitious or disruptive  
49 comments.

50 B. Floor Privileges

51 The Senate or a Senate committee may grant floor privileges to an individual to  
52 participate in the discussion of an item listed on the business portion of the agenda.

53 1. *Requests to address the body.*

54 Requests for floor privileges at a Senate meeting must be submitted to the Office of  
55 the Senate in writing no later than twelve hours before the scheduled start of the  
56 meeting at which the individual wishes to speak. The individual must include in the  
57 request the business item on the agenda the individual wishes to speak about. At the  
58 beginning of each meeting, the presiding officer will announce the names of those  
59 who have requested floor privileges and the business item the individual wishes to  
60 speak about, and the Senate shall vote on those requests, either separately or  
61 collectively.

62 Requests for floor privileges at a Senate committee meeting must be submitted to  
63 the chair of the Senate committee in writing no later than twelve hours before the  
64 scheduled start of the meeting at which the individual wishes to speak. The

65 individual must include in the request the business item on the agenda the individual  
66 wishes to speak about and must include a brief explanation for the request. At the  
67 beginning of each meeting, the presiding officer will announce the names of those  
68 who have requested floor privileges and the business item the individual wishes to  
69 speak about, and the committee shall vote on those requests, either separately or  
70 collectively.

71 2. *Scheduling of speakers.*

72 Individuals who have been granted floor privileges by the body shall state their  
73 name and relevant title or affiliation before addressing the body and shall speak only  
74 during discussion of the business item on the agenda to which floor privileges were  
75 granted.

76 3. *Discussion moderation.*

77 Precedence of the floor will be given to members of the body. The presiding officer  
78 or committee chair shall moderate the discussion in accordance with *Robert's Rules*  
79 *of Order Newly Revised*. The presiding officer or committee chair may truncate  
80 repetitious or disruptive comments.

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair  
H. George Friedman  
Michael Grossman  
Saanil Joshi  
William Maher  
Annalisa Roncone  
Dorothee Schneider  
Jeffrey Stein  
Jessica Mette, *Ex officio*  
Sharon Reynolds, *Ex officio*  
Jenny Roether, *Ex officio*

UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

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

SP.19.13      Revision to the *Bylaws*, Part D.16 – Committee on Public Engagement and Institutional Advancement

**BACKGROUND**

The Senate Committee on Public Engagement and Institutional Advancement (PE) seeks a revision of the Senate *Bylaws* to more clearly articulate the committee's focus on issues of engagement and outreach. A previous revision to the *Bylaws*, passed by the Senate on October 6, 2008, expanded the committee's focus on public engagement to also include institutional advancement, as recommended by the Sixth Senate Review Commission (SP.09.04, <https://www.senate.illinois.edu/sp0904.asp>). At the time, this new focus matched the administrative division of labor at the University. Committee work on both advancement and engagement was noted in PE's 2008-09 annual report. Subsequent annual reports from the committee (2009-10, 2010-11, 2011-12) note that the activities of the committee centered primarily, if not exclusively, on issues of engagement.

PE requests that the *Bylaws* reflect a new commitment to public engagement and the evolving notion of outreach. For faculty, outreach grounded in scholarship enriches teaching, research, creativity, and service, while working to resolve societal concerns. For staff and students, engagement with communities, in the form of service projects, aids in connecting learning to civic accountability and community well-being. For communities, partnering with Illinois increases their ability to address social, economic, and cultural issues. Outreach activities offer faculty, academic professionals, students, staff, and partnering communities the opportunity to generate mutually beneficial interactions through collective leadership in learning, discovery, and engagement.

Led by Chancellor Robert Jones' emphasis on expanding public engagement, PE seeks to realign its duties to specifically address issues of public engagement and outreach. This shift more closely aligns with the University's current administrative division of labor. PE proposes the elimination of institutional advancement from the committee's charge. Further, PE calls for the addition of a second academic professional member to the committee, recognizing the central role they play in University outreach and engagement across many colleges and interdisciplinary centers. PE also calls for the replacement of the representative from institutional advancement with a representative to be designated by the Director of Extension, highlighting the importance of the University's activities in this core charge for land-grant universities. The changes to the committee charge and composition will facilitate on-going efforts to revitalize shared governance in the important areas of engagement and outreach.

## RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to the *Bylaws*, Part D. Text to be added is underscored and text to be deleted is ~~struck through~~.

### PROPOSED REVISIONS TO THE *BYLAWS*, PART D.16

#### Part D – Standing Committees

#### 1 **16. Committee on Public Engagement and Outreach ~~and Institutional Advancement~~**

##### 2 a. Duties

3 Public engagement is the ~~application for~~ enhancement of the public good by  
4 interconnecting of the knowledge and expertise of a faculty, academic professionals, or  
5 staff member, students, and partnering communities to on issues of societal importance.  
6 Typically, this ~~activity~~ work is done in collaboration with others inside and outside the  
7 university. ~~The activity, and~~ may enrich research and teaching, as well as lead to new  
8 directions within the university. Outreach activities offer faculty, academic professionals,  
9 students, staff, and partnering communities the opportunity to generate mutually  
10 beneficial interactions through collective leadership in learning, discovery, and  
11 engagement.

12 ~~Institutional advancement relates to fund-raising and development efforts at the campus~~  
13 ~~level, with strong ties to the University of Illinois Foundation. These activities are~~  
14 ~~targeted to support the multiple missions of the university in teaching, research, service~~  
15 ~~and public engagement.~~

16 The Committee shall:

- 17 1. Identify and consider programs, needs, concerns, and interests of ~~the~~ faculty,  
18 academic professionals, staff, and students pertaining to public engagement and  
19 outreach, institutional advancement, and alumni relations, and recommend  
20 desirable changes in campus policy;
- 21 2. ~~Examine trends in public engagement and institutional advancement here and in~~  
22 ~~higher education generally, and recommend appropriate changes in campus policy~~  
23 ~~and ways to facilitate best practices with internal and external constituencies,~~  
24 Review practices of evaluation and support for faculty, academic professionals,  
25 staff, and student involvement in public engagement and outreach;
- 26 3. Research shared governance strategies among peer institutions regarding public  
27 engagement and outreach opportunities;

- 28           4. Advise the administration concerning the development of short- and long-term  
29           public engagement and outreach planning;  
30           5. Facilitate opportunities to increase the University’s public engagement and  
31           outreach activities and to promote existing and new public engagement and  
32           outreach efforts;  
33           ~~3.~~ 6. Advise the Senate on matters of institutional advancement and public engagement  
34           and outreach as appropriate, including relevant matters brought forward by the  
35           Senate membership, faculty, academic professionals, staff and students, and the  
36           administration;  
37           4. 7. Serve in a broad advisory capacity to the Vice Chancellor for Public Engagement  
38           and to the Vice Chancellor for Institutional Advancement, in matters related to  
39           public engagement and outreach; and  
40           ~~5.~~ 8. Appoint subcommittees as needed to address specific needs.
- 41       b. Membership
- 42           The Committee shall consist of:
- 43           1. Five faculty members,  
44           2. ~~One~~ Two academic professional members,  
45           3. Two students members,  
46           4. ~~The Vice Chancellor for Public Engagement or the Vice Chancellor’s designee~~  
47           One designee of the Chancellor (ex officio),  
48           5. ~~The Vice Chancellor for Institutional Advancement or the Vice Chancellor’s~~  
49           designee A representative from the University of Illinois Extension, designated by  
50           the Director of Extension (ex officio), and  
51           6. Such other *ex officio* members from among the administrative officers of the  
52           campus as the voting members shall recommend and the Senate shall approve.

UNIVERSITY STATUTES AND SENATE PROCEDURES

Shawn Gilmore, Chair  
H. George Friedman  
Michael Grossman  
Saanil Joshi  
William Maher  
Annalisa Roncone  
Dorothee Schneider  
Jeffrey Stein  
Jessica Mette, *Ex officio*  
Sharon Reynolds, *Ex officio*  
Jenny Roether, *Ex officio*



## **Report of the Athletic Board to the UIUC Senate (2018-2019)**

From: Prof. Michael H. LeRoy, Athletic Board Chair

To: UIUC Senate Executive Committee

Date: March 29, 2019

This Report begins with two personal mea culpas. Last year—my first as Chair— I did not report to the Senate. While the Senate Bylaws do not designate a reporting role to the Chair or anyone else, this obligation defaults to the Chair. In addition, as a member of the Athletic Board Executive Committee, I voted to approve a proposal to reduce our meetings from four to three times per year. In hindsight, I realize this change conflicts with the Senate Bylaws.

I am solely responsible for this neglect of duties.

### **I. OVERVIEW**

We are having a routine year in our activities as a Board. We have reviewed detailed financial information, marketing initiatives, and the academic progress of our 500+ student athletes. The most recent data we have on academic achievement shows that 15 of our 19 athletic teams had cumulative GPAs of 3.00 or higher for fall 2018. This is a good barometer of the organizational effectiveness of DIA (Division of Intercollegiate Activities) in supporting the academic mission of UIUC intercollegiate athletics.

### **II. ORIGINS OF THE BYLAWS OF THE ATHLETIC BOARD**

The primary emphasis of this Report is the internal operations of Athletic Board— particularly, areas where our Board has not complied with the Senate Bylaws, or areas where the Bylaws should be reviewed for possible modifications. The concerns raised in this Report do **not** pertain to DIA.

Before enumerating particular concerns, this Report provides background.

In 1988, UIUC dissolved the Athletic Association. This was a freestanding body outside many of the University's reporting and accountability functions. The UIUC Athletic Board was created as a successor organization.

A UIUC Task Force provided analysis and policy recommendations. The culmination of their work was a report titled "Governance Review Task Force for the Intercollegiate Athletics Programs University of Illinois at Urbana-Champaign."

Hereafter, I refer to this as the 1988 Report. I also attach a copy of the 1988 Report.

The best way to digest this information is to compare two organizational charts. At page 12, the 1988 Report shows the Athletic Board of Control (ABC), the predecessor to the current form of the Athletic Board. At page 17(a), the 1988 Report depicts the proposed reorganization of the ABC. The most significant change is a sole reporting line from the Athletic Board to the Senate. This intended to strengthen faculty control over academics

for the newly created Athletic Board by solely linking the Board to the Senate. *See* p. 17, stating:

The major characteristics of the recommended structure are as follows: the reporting line for the Athletic Director is directly to the Chancellor; the Athletic Board is advisory to the Chancellor and to the Athletic Director (*but as developed further below, retains authority in most academic areas, emphasis added*)....

The organizational chart at p. 17a is in place today with minor changes since 1988.

The 1980s were a period of upheaval in collegiate athletics: Faculty at UIUC and elsewhere chafed at their loss of institutional control of athletics. *See* 1988 Report at p. 20, stating: “Prior to the formation of the Athletic Board of Control in 1982, two faculty-majority committees governed intercollegiate athletics at UIUC.” The ABC structure which ran from 1982-1988 had many successes but also “episodes involving NCAA rules violations and recent disclosures of business and personnel irregularities which violated Athletic Association policies or were of questionable propriety.” *See* 1988 Report at p. 14.

This background is germane today because the 1988 reorganization served, in part, to restore *advisory* oversight by faculty and other Board members, including alumni and students. Emphasis is added to make clear that the Athletic Board was organized as an advisory body, not a policy-making or operational control group (excepting certain purely academic matters, such as setting and enforcing UIUC academic standards for student-athletes).

The 1988 Report emphasized three areas that are germane to this Report.

*First:* Faculty were given a prominent role in academic oversight of UIUC athletics. The first among five procedures recommended in the 1988 Report said:

Academic governance should be exercised by the Athletic Board.... To maintain present procedures in academic governance, the Athletic Board should continue the Academic Progress and Eligibility Committee, as mandated by the Senate in 1982.

*See* 1988 Report at pp. 25-26.

*Second:* The 1988 Report also recommended a broad advisory role for the Athletic Board. To highlight one specific area, the 1988 Report recommended:

To provide clarification in governance of academic and athletic policy matters, and to ensure faculty, alumni, and student involvement in other athletic matters, the Athletic Board should be advisory in the following areas: budget; the employment and terms of employment of the Athletic Director, the Associate Athletic Director for Women, and Head Men’s and Women’s Basketball Coaches, the Head Football Coach, the Head

Volleyball Coach, and the Assistant Director of Academic Services; and the addition or termination of varsity sports programs.

In those policy matters in which the Athletic Board has advisory responsibilities and in the event that its advice is not accepted by the Chancellor or the Athletic Director, the Athletic Board chair may report such disagreement to the Senate in open meeting at the next scheduled opportunity or to the Senate Council.

*See* 1988 Report at p. 28.

*Third:* UIUC's institutional relationship to the Big 10 and NCAA was a third area of emphasis. The 1988 Report preserved a strong role for faculty governance in this realm. *See* 1988 Report at pp. 25-26.

To put this broad framework into practice, the 1988 Report recommended the following composition of the UIUC Athletic Board:

That the Athletic Board should have seventeen members consisting of the two Faculty Representatives (**referring to faculty representatives to the Big 10 and NCAA**) and six additional faculty members (staggered three year terms); three UIUC alumni (staggered three year terms) and the Chair of the Board of Directors of the University of Illinois Alumni Association; two students (two-year terms); two administrators *ex officio* without vote (the Chancellor or designee and the University Comptroller or designee; and the Director of Athletics, *ex officio* without vote), all appointed in accordance with Section E.1 of the Senate Bylaws as adjusted for three-year terms. Annually the Board shall elect a chair from among its faculty members.

*See* 1988 Report at p. 6.

Now let us consider how this background relates to the present.

The main recommendations of the 1988 Report are operational 31 years later in the amended Senate Bylaws. *See* Appendix, Senate Bylaws (As Amended through February 4, 2019), at E.1 *et seq.*

There are some departures from the 1988 Report: Board members have four-year terms, to offer one example.

In substantive terms, the Bylaws enacted an expanded version of the 1988 Report's advisory jurisdiction. Specifically, the Athletic Board's advisory jurisdiction expanded from oversight of specific coaches and budget to this broad statement:

**b. Duties as an advisory committee to the Chancellor and Athletic Director:**

**The Athletic Board shall work with the Chancellor in defining a meaningful advisory role for the Board with respect to policies concerning financial management, personnel, and other operational aspects of the Division of Intercollegiate Athletics (emphasis added). The Senate shall be kept informed of such policies.**

See Appendix, Senate Bylaws (As Amended through February 4, 2019), at E.1.b.

**In sum: The 1988 Report stated several core principles, including this: “the new governance system should contain elements of checks and balances that provide effective oversight and input into policy by administrative, faculty, student, alumni, and other constituent groups.” See 1988 Report at p. 3, No. 4. The following recommendations fulfill that comprehensive purpose.**

### III. RECOMMENDATIONS

The following recommendations should be considered:

1. The discrepancy between three annual Board meetings, and quarterly meetings referred to in the Bylaws, should be resolved: Either restore the *status quo ante* or revise the Bylaws to conform to the new practice.
2. As specified in the Bylaws (see section titled “Membership”), the Chancellor should consult the Board annually, beginning this year, in his consideration of reappointment of the incumbent Faculty Representatives.
3. The ten-year term limit for Faculty Representatives should be reviewed with consideration of a shorter term of office. The University of Minnesota model of a maximum of six years offers one example.
4. Consideration should be given to revising the internal practice of assigning only the two Faculty Representatives to the nineteen UIUC athletic teams. One possibility is to expand this contact to all faculty members of the Board.
5. Consideration should be given to a UIUC version of the University of Wisconsin’s Equity, Diversity, and Student-Welfare Committee for student-athletes.
6. The Board should have one year to consider these recommendations. Specifically, the Board should explore processes to share information more equally and solicit advisory input from all members “concerning financial management, personnel, and other operational aspects of the Division of Intercollegiate Athletics,” as stated in the Bylaws (*see Duties as an advisory committee to the Chancellor and Athletic Director* in Appendix below).
7. The Chair for 2019-2020 should follow-up with a report to the Senate on these matters in April or May 2020.

## APPENDIX

*Senate Bylaws (As Amended through February 4, 2019)*

*Part E - Governing and Advisory Bodies*

This section as amended through April 26, 2010

### **Athletic Board**

The Athletic Board is the committee concerned with intercollegiate athletics (varsity sports) at the University of Illinois at Urbana-Champaign. This Board is responsible to the Senate for the intercollegiate athletic program as it relates to the University's academic and educational objectives as defined by the Senate. The Athletic Board serves also as an advisory committee to the Chancellor and the Athletic Director on the financial management, personnel, and other operational aspects of the intercollegiate athletics program in the Division of Intercollegiate Athletics.

#### ***Duties as a Senate committee***

The Athletic Board shall:

Establish the standards relating to recruitment and eligibility for student participation in intercollegiate athletics, and monitor their implementation.

Establish a Subcommittee on Academic Progress and Eligibility, composed of six or more faculty or student members of the Board. The Subcommittee shall review and approve or disapprove all certifications of athletic eligibility to, and all petitions for waivers of rules and regulations of, the Intercollegiate Conference of Faculty Representatives (Big Ten Conference) and the National Collegiate Athletic Association (NCAA).

Review and approve or disapprove schedules for all intercollegiate athletic contests which involve participants from the Urbana-Champaign campus.

Meet, as necessary, with responsible officials and others concerning the intercollegiate athletic program, including solicitation of the views and concerns of student athletes.

Hear reports from and offer guidance on the institutional vote of the campus representatives to NCAA meetings. In the event of disagreement between the Board and the Chancellor, they should meet to attempt to work out a resolution of the differences.

Establish the institutional vote of the faculty representatives to the Big Ten on all matters of academic policy.

Keep informed of issues and developments in the Big Ten and NCAA which affect the intercollegiate athletic program.

Keep informed in appropriate ways of campus desires and needs in intercollegiate athletics.

Establish liaison and ensure cooperation with the Senate Committee on University Student Life.

Monitor, review, and assess the intercollegiate athletic program in terms of academic requirements, and report the findings to the Senate.

Report to the Senate at least twice each year, with at least yearly input from the Athletic Director.

Be subject to Senate Bylaws, except where Part E.1 provides otherwise.

***Duties as an advisory committee to the Chancellor and Athletic Director***

The Athletic Board shall work with the Chancellor in defining a meaningful advisory role for the Board with respect to policies concerning financial management, personnel, and other operational aspects of the Division of Intercollegiate Athletics. The Senate shall be kept informed of such policies.

***Membership***

The Athletic Board shall consist of:

Nine faculty members:

The two Faculty Representatives of this campus to the Big Ten Conference, appointed annually by the Chancellor, following consultation with the Athletic Board. The Faculty Representatives shall serve at the pleasure of the Chancellor, but for a period normally not to exceed ten years. The Senate shall approve any extensions beyond ten years.

Seven faculty members, appointed by the Chancellor from nominations by the Senate.

Four graduates of the University of Illinois at Urbana-Champaign, who are members of the Alumni Association of the University, appointed by the Chancellor from nominations by the Urbana-Champaign Council of the Alumni Association.

Three student members:

One student appointed by the Chancellor from a slate of two candidates from the Student Athlete Advisory Board.

Two students appointed by the Chancellor from a slate of four candidates from the Illinois student government.

Designee of the Chancellor, ex officio without vote.

University Comptroller or designee of the Comptroller, ex officio without vote.

Athletic Director, ex officio without vote.

### ***Appointment procedures, criteria and terms***

Two nominees for membership on the Board shall be elected by the Senate for each faculty and student position to be filled from the Senate. The Senate Committee on Committees shall propose nominees; additional proposals may be made from the floor of the Senate. The Chancellor will be invited to meet with the Committee to discuss the composition of the Board and to suggest nominees. In proposing student nominees the Committee shall solicit the views of student groups. New appointees shall be selected soon enough that they may attend the last quarterly meeting of the Board that precedes the beginning of their term of office.

The nominations by the Senate and all appointments by the Chancellor shall be made with due regard for representation of those interested and knowledgeable in men's athletics, women's athletics, and minority participation in the intercollegiate athletic program, and knowledgeable of the University's educational and academic objectives, as well as those knowledgeable in business and financial management.

Terms of faculty (c.1) and alumni (c.2), ordinarily shall be four years, and of students (c.3) one year. Appointments ordinarily shall be staggered so that the terms of two faculty (one in leap years), one alumnus and three students begin each year. Faculty and alumni may be reappointed to a second term but are then ineligible for reappointment until a period equaling the length of their second term has passed. Students may be appointed to a second one-year term. Terms of office shall commence at the beginning of the first quarterly meeting of the Board in August.

All appointments made by the Chancellor to the Athletic Board shall be subject to the approval of the Board of Trustees including the two faculty representatives to the Big Ten.

Policies of the Athletic Board or the Senate providing for the suspension or removal of Board members shall be subject to the approval of the Board of Trustees.

### ***The Chair***

The Chair of the Athletic Board shall be a faculty member elected annually by the Board. The Faculty Representatives will not be eligible for the position of Chair.



Governance Review Task Force  
for the  
Intercollegiate Athletics Programs  
University of Illinois at Urbana-Champaign

REPORT

November 30, 1988



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University of Illinois at  
Urbana-Champaign

Governance Review Task Force  
for the  
Intercollegiate Athletics Programs  
REPORT

SECTION I

SUMMARY OF CHARGE, GUIDING PRINCIPLES AND RECOMMENDATIONS

Chancellor Morton Weir appointed the Governance Review Task Force for the Intercollegiate Athletics Programs of the Urbana-Champaign campus on July 22, 1988.

The charge given the Task Force by Chancellor Weir was to develop recommendations for bringing "the governance of intercollegiate athletics from its current, stand-alone structure to a position within the structure of this campus."

The Chancellor asked that the report of the Task Force be submitted by Thanksgiving.

The membership of the Task Force is composed of fourteen persons with considerable knowledge of and experience with various aspects of intercollegiate athletics and its administration, including six faculty members (all of whom have served on the Athletic Board of Control, four as chairpersons and one as faculty representative); one student (a current member of the Athletic Board of Control); five

administrators (all with experience in the administration of athletics), including the Associate Athletic Director for Internal Affairs; and two alumni (one a former member of the pre-1982 Athletic Association Board of Directors and the other involved in capital fund raising for athletics).

Following an organizational meeting on August 12, the Task Force met on a weekly basis beginning on August 30 with a meeting with Chancellor Weir and continuing through most of November. Information was gathered and assessed through a survey of athletic governance and funding patterns of nine educational institutions (two are state educational institutions in Illinois), review of previous studies of athletic governance at the University of Illinois, information provided by specialists in various aspects of athletic administration, and various documentary materials available to or specially developed for the Task Force.

Much of the work of the Task Force and the development of recommendations were undertaken by three subcommittees on Academics, Finance and Business Affairs, and Personnel, chaired respectively by Emily Watts, Richard Margison, and Donald Wendel. This subdivision of work reflects the importance in athletic governance of assuring academic integrity and faculty control, providing for adequate funding and financial controls, and developing appropriate processes and policies for transferring employees from a separate

corporation into the University's employment systems.

As the Task Force examined how to bring "the governance of intercollegiate athletics from its current, stand-alone structure to a position within the structure of this campus," four principles guided its consideration of governance reform: (1) lines of administrative authority, control, and accountability should be clarified and strengthened; (2) the strengths of the present governance system in the areas of academics and faculty control should be preserved; (3) the new governance system should provide flexibility in business and personnel policies necessary for an effective intercollegiate athletic program without sacrificing necessary control; and (4) the new governance system should contain elements of checks and balances that provide effective oversight and input into policy by administrative, faculty, student, alumni, and other constituent groups.

Application of these principles led to the following recommendations, presented here in summary form and developed in further detail in following sections of this Report:

1. That the Athletic Association should be dissolved, that the intercollegiate athletics program should be designated as an "Activity" as defined in the University Guidelines 1982 (Illinois Legislative Audit Commission), and that a new unit, the Division of Intercollegiate Athletics, should be established to conduct the

intercollegiate athletics program at the University of Illinois at Urbana-Champaign.

2. That a governance structure for athletics should be established in which (see Figure 2):
  - a. the Athletic Director reports to the Chancellor;
  - b. the Athletic Board is advisory to the Chancellor and to the Athletic Director, but retains authority in most academic matters;
  - c. the Athletic Board continues as a Committee of the Senate and reports to the Senate;
  - d. the Business and Finance and Academic Services units of the Division of Intercollegiate Athletics report directly to the Athletic Director, but also have reporting responsibilities, respectively, to the campus chief business officer and the Academic Progress and Eligibility Committee of the Athletic Board; and
  - e. the Athletic Director becomes a participant in key committees (e.g. Deans & Directors) and is expected to attend meetings of the Chancellor's Cabinet on a regularly scheduled basis.
3. That the current Athletic Board of Control (ABC) should be reconstituted as a Senate committee, named the Athletic Board, and be advisory to the Chancellor and

the Athletic Director in all administrative policy matters related to athletics. The Athletic Board should maintain its present authority in academic governance, primarily through continuation of the ABC's present subcommittee, the Academic Progress and Eligibility Committee (APEC). Four other functions of the Athletic Board are recommended to be instituted or clarified:

- a. the University's position on NCAA matters related to academic policy should be determined by the Athletic Board;
- b. the University's position in Big Ten matters related to academic policy and on "White Resolutions" should be determined by the Athletic Board;
- c. the Chairperson of the Athletic Board should report (at least once a year) to the Senate in open meeting; the Athletic Director should accompany the chairperson; and
- d. the Assistant Director of Athletics for Academic Services, a position recommended to be upgraded from Director of Academic Services, should sit ex officio without vote as a member of the Academic Progress and Eligibility Committee of the Athletic Board and have a job description jointly defined by the Athletic Board and the Athletic

Director.

4. That with the exception of academic matters, the Chancellor should have final campus authority on all athletic matters. Where there is conflict between the Chancellor and the Athletic Board over the University's position on NCAA and Big Ten legislative proposals related to academics, the Senate should have final authority.

5. That the Athletic Board should have seventeen members consisting of the two Faculty Representatives and six additional faculty members (staggered three-year terms); three UIUC alumni (staggered three-year terms) and the Chair of the Board of Directors of the University of Illinois Alumni Association; two students (two-year terms); two administrators ex officio without vote (the Chancellor or designee and the University Comptroller or designee); and the Director of Athletics, ex officio without vote, all appointed in accordance with Section E.1. of the Senate Bylaws as adjusted for three-year terms. Annually the Board shall elect a chair from among its faculty members.

6. That the business and financial operations of the intercollegiate athletic program should be conducted in accordance with University policies and guidelines governing such activities, recognizing that certain

8 Faculty  
4 Alumni  
2 Students  
2 Adm. (ex officio)  
1 AD (ex officio)  
17  
14 voting members

policy and procedural modifications will be required to account for the special characteristics of athletic administration and to maintain the efficiency and effectiveness of the athletic program. Areas requiring modification include: (a) contracting beyond the current fiscal year for scheduling athletic events in future years; (b) procedures for handling costs associated with recruitment travel, team travel, and hosting recruits on campus; (c) the sale of advertising and the involvement of advertisers in promotional activities; (d) the broadening of policies and procedures for gifts-in-kind; (e) mechanisms for the preservation of contractual arrangements for the endorsement or use of athletic equipment which provide substantial price advantages for athletic equipment and a significant portion of coaches' compensation packages; and (f) other steps necessary to preserve and enhance existing sources of athletic program revenue, including royalties derived from registered marks or logos and merchandise sales.

7. That the President or the President's designee should be authorized by the Board of Trustees to make exceptions to University business policies and procedures when deemed appropriate and important to develop and maintain an excellent athletic program.

These exceptions should be reviewed and approved by the Comptroller and the University Counsel to assure compliance with sound fiscal policies and applicable law. Further action by the Board of Trustees may be required in this area.

8. That the University should approach the integration of Athletic Association personnel into the University personnel system as if it were a successor organization. Athletic Association employees should be assigned to appropriate University academic professional, student, and nonacademic employment categories to the extent possible without loss of status, salary, job position, job security, or accumulated vacation and sick pay.

9. To the extent possible, Athletic Association employees should be provided the options of (a) transferring to University employment with their accumulated Athletic Association sick pay and vacation time intact or (b) treating the Athletic Association's dissolution as their termination, in which case they would receive, upon termination, pay for their accumulated sick and vacation time.

10. That the Board of Trustees should authorize the President or the President's designee to enter into employment contracts with certain athletic personnel which contain terms and conditions different from those

currently in existence for the academic-professional classification. It is recognized that this may require modification to the University Statutes and General Rules. Therefore, pending the final completion of the incorporation of the varsity athletic program into the University, the Board of Trustees should grant interim authority to the President or the President's designee to assume existing employment contracts and to enter into new employment contracts with athletic personnel with special employment terms. Examples of special terms are multi-year employment contracts, additional employee benefits, operation of sports camps, radio/television sports shows, sportswear manufacturer representation, and endorsements. All such contracts must be reviewed and approved by the Comptroller and University Counsel.

11. That in the new structure, facilities maintenance staff (and golf course staff) should be employees of the new Division of Intercollegiate Athletics, following the precedent for facilities maintenance and operation staff in other select campus units.

12. That to carry out the complex transition to a new governance structure for athletics, the Chancellor should appoint a transition team immediately with responsibility, in cooperation with athletic department

administrators, for creating an effective Division of Intercollegiate Athletics within the Urbana-Champaign campus.

13. That a Business and Finance Transition Coordinator should be appointed on a temporary basis and assigned to the intercollegiate athletics program to assist in the transition. This appointment should be half-time or more.

SECTION IIADMINISTRATIVE STRUCTURE AND CONTROLHistorical Perspective

Since 1892, intercollegiate athletic programs at the University of Illinois have been the responsibility of the Athletic Association of the University of Illinois. The Athletic Association is a not-for-profit corporation whose members are its Board of Directors. Prior to 1982 the Board of Directors shared governance responsibilities with a committee of the Urbana-Champaign Senate (Senate Committee on Athletics and Recreation), which was responsible for educational policy concerning student athletes and which reported to the Senate. The Board of Directors had responsibility for policy concerning the athletic program and the financial and administrative activities of the Athletic Association.

In 1982, growing out of recommendations developed in 1981 by the Ad Hoc Committee to Review the Organizational Structure of the Athletic Association, a committee established by then-Chancellor John Cribbet, the Senate committee was reorganized as the Athletic Board of Control (ABC) with membership identical to that of the Board of Directors. The ABC is a committee of the Urbana-Champaign Senate with specific responsibilities related to academic

standards, and reports to the Senate. The Board of Directors of the Athletic Association is responsible for program, financial, and administrative policy for intercollegiate athletics. The Athletic Director reports to the Board of Directors. The Bylaws of the Senate set forth the governing arrangement for athletics as follows (Part E-1):

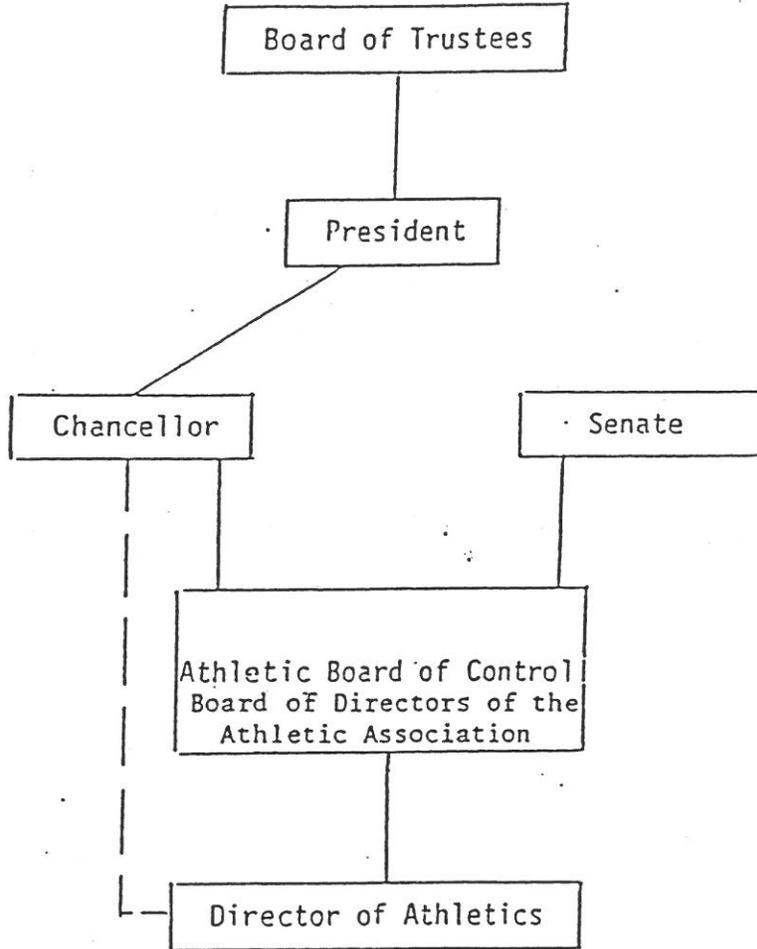
The Athletic Board of Control is the governing body for intercollegiate athletics (varsity sports) at the University of Illinois at Urbana-Champaign. Acting as the Athletic Association Board of Directors, this Board is responsible, through the Chancellor and the President, to the Board of Trustees for the fiscal and operational aspects of the intercollegiate athletic program. Acting as a Senate Committee this Board is responsible to the Urbana-Champaign Senate for the intercollegiate athletic program as it relates to the University's academic and educational objectives as defined by the Senate.

There are nineteen members of the ABC and the Board of Directors of the Athletic Association: seventeen voting and two non-voting. This includes ten faculty members, two students, two administrators (non-voting), and five graduates of the University of Illinois at Urbana-Champaign. Members of the ABC are appointed by the University's Board of Trustees upon recommendations of the Chancellor and the President.

The governance system for athletics that has been in place since 1982 is depicted in Figure 1. This system was recommended by the 1981 Ad Hoc Committee to remove confusion about the roles of the Athletic Association Board of Directors and the previously separate Senate Committee on Athletics and Recreation. The 1981 Ad Hoc Committee also

Figure 1

Current Governance Structure  
for Athletics  
University of Illinois  
at Urbana-Champaign



———— Reporting lines  
- - - - Lines of coordination

considered a governance model that would abolish the current corporate structure for administering athletics and place athletics within the normal administrative structure of the University. This model was rejected, the Committee concluding that the advantages of a separate corporate entity for administering athletics outweighed the disadvantages.

In many respects the current governance system for athletics has served the University well. Judged with respect to some of the provisions of the 1988 statement on "Philosophy and Governance of Intercollegiate Athletics at the University of Illinois at Urbana-Champaign" that was adopted by the Athletic Board of Control and approved by the Chancellor, intercollegiate athletics under the current governance system has earned high marks. The faculty-controlled board has responsibility for nearly all academic governance issues, for budget review, and for most policy matters. Academic progress of student athletes receives high priority and is closely monitored. A broad-based sports program is supported by the Athletic Association. Until recently the Athletic Association has been successful in raising the revenues from non-State sources necessary to support the nineteen sports programs available to men and women undergraduate students. The level of excellence of the University's athletic programs has improved. The University and its many constituencies have benefited from the

excellence and success of its intercollegiate sports programs.

On the other side of the ledger are the episodes involving NCAA rules violations and recent disclosures of business and personnel irregularities which violated Athletic Association policies or were of questionable propriety. These departures from expectations led Chancellor Weir in summer, 1988, to conclude that he did not have authority commensurate with his responsibility for the intercollegiate athletics program.

Aspects of athletics governance at Illinois differentiate it substantially from University governance generally. The Athletic Director reports and is responsible to the Athletic Board of Control, not to an administrative officer. The Athletic Association has its own business affairs operation, which in a number of respects functions with financial procedures and controls different from those of units fully within the University structure. Employees of the Athletic Association are under the Association's independent personnel system, and none of the University's personnel systems (faculty, academic-professional, nonacademic) is totally applicable to them.

The Governance Choice: A Division of Intercollegiate Athletics

The Task Force explored a structure which would retain

a separate corporation (the Athletic Association) within the University and modify the Association's Bylaws, policies, and regulations to provide for the controls and administrative reporting lines deemed necessary for effective integration into the campus administrative structure.

That structure was not recommended for two reasons. It is apparent that increasing regulation and constraints placed upon the separate corporation by the University and state government have significantly altered the freedom and flexibility that were its main attractions, thereby reducing or eliminating its advantages as a governance form for athletics. Secondly, the activities of the Athletic Association differ in a fundamental way from the activities of the University of Illinois Alumni Association and the University of Illinois Foundation in that athletics are primarily related to and involve students. For this reason, it is appropriate that athletics be integrated within the University structure. The Task Force believes that the University can and should operate its athletic program successfully within its normal administrative structure, which is the situation at nearly all peer institutions.

In accordance with the charge from the Chancellor, the Task Force recommends that the Athletic Association (the not-for-profit corporation) be dissolved and that a new unit, to be called the Division of Intercollegiate Athletics, be

established at the Urbana-Champaign Campus with the purpose of conducting its intercollegiate athletics program.

University Guidelines 1982, promulgated by the Illinois Legislative Audit Commission and adopted by the University of Illinois Board of Trustees, establishes the financial management practices of university revenue-generating enterprises, activities, and services and defines two organizational forms for such units. One is Auxiliary Enterprises, defined as "operations which are not directly related to instruction, research or service organizational units, but which support the overall objectives of the university." Among examples of Auxiliary Enterprises given in the Guidelines are bookstores, parking operations, student unions, and assembly halls.

The other organizational type is Activities, defined in the Guidelines as "functions which are self-supporting in whole or in part which are directly related to instructional, research or service units." Among examples of Activities given in the Guidelines are athletics, student programs and services, recreation centers, and clinics.

The Task Force recommends that the intercollegiate athletics program be designated as an "Activity." Intercollegiate athletics contain a significant educational component; therefore, designation as an Activity is appropriate.

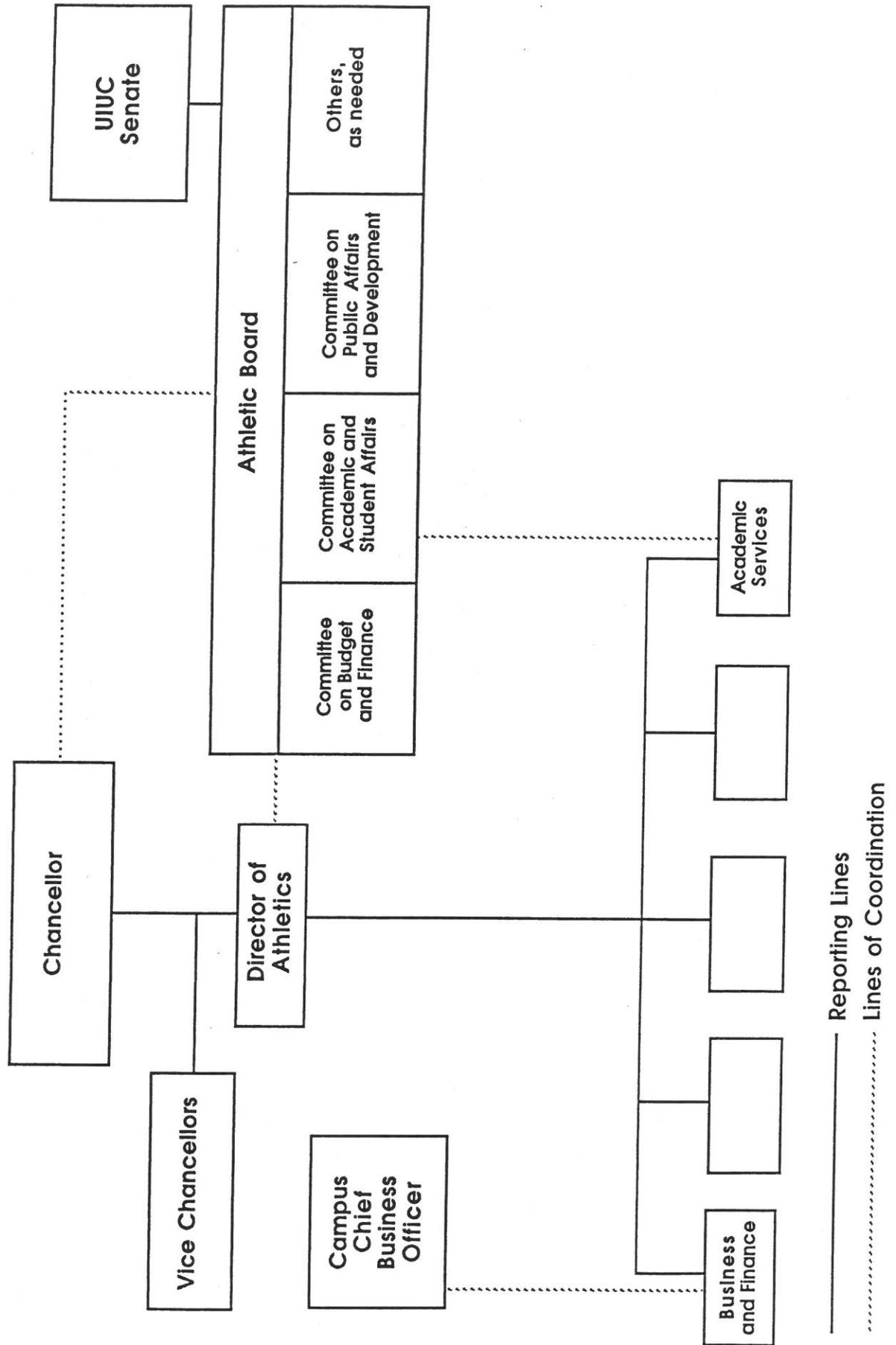
### Administrative Organization of Athletics as an "Activity"

The recommended governance structure for athletics as an Activity is depicted in Figure 2. This structure includes several standing committees of the Athletic Board, recognizing that the Board is likely to appoint additional committees as it finds appropriate.

The major characteristics of the recommended structure are as follows: the reporting line for the Athletic Director is directly to the Chancellor; the Athletic Board is advisory to the Chancellor and to the Athletic Director (but, as developed further below, retains authority in most academic areas); the Athletic Board continues as a Committee of the Senate and reports to the Senate; the Business and Finance and the Academic Services units of the new Division of Intercollegiate Athletics report directly to the Athletic Director but also have reporting responsibilities, respectively, to the campus chief business officer and the Academic Progress and Eligibility Committee of the Athletic Board.

The Task Force considered whether the Athletic Director should report to the Chancellor or to one of the Vice Chancellors. The norm on this campus is for major operating units to report to a Vice Chancellor; the Task Force is aware of no examples of operating units with a reporting line

Figure 2



directly to the Chancellor. The Task Forces believes, however, that the Athletic Director must have direct access to the Chancellor for decisions on major policy issues because many athletic matters have implications for the entire campus, including those related to academics, students, public relations, maintaining a balanced budget, and fund raising. On the other hand, a direct reporting line to the Chancellor places significant additional burdens on the Chancellor's time. Moreover, many "day-to-day" matters which require administrative consultation and consideration can be adequately managed at levels below the Chancellor.

The conclusion of the Task Force is that the advantages of establishing the direct reporting line from the Athletic Director to the Chancellor outweigh the disadvantages. In recommending that the Athletic Director report directly to the Chancellor, the Task Force recognizes that many of the "day-to-day" relationships will need to be assigned to either a member of the Chancellor's staff or one or more Vice Chancellors.

The Director of Athletics is responsible for the program of intercollegiate athletics at the University of Illinois at Urbana-Champaign. The Athletic Director should be a professional administrator skilled in the area of athletic administration, sensitive to the academic traditions and mission of the University, and be charged with responsibility

for providing an excellent and balanced intercollegiate athletic program. The Director should be granted the authority necessary to accomplish this responsibility within the guidelines of the Senate in academic matters and the supervisory controls of the Chancellor and the advice of the Athletic Board.

High priority should be given to assuring greater participation by the Athletic Director in the broader affairs of the University than has occurred in the past. The development of athletic policy and practice will be more consistent with the goals of the University when the Athletic Director is well informed about and understands the basis for decisions that are made in non-athletic affairs of the University.

The Task Force considered a number of possibilities for attaining the goal of greater involvement by the Athletic Director. These possibilities included membership of the Athletic Director on the Chancellor's Cabinet, or invitations to the Athletic Director to meet with the Cabinet on a regularly scheduled basis, and/or participation of the Athletic Director in the meetings of the Council of Deans or of the Deans and Directors. The Task Force recommends that the Athletic Director become a participant in key committees (e.g., Deans and Directors) and be expected to attend Cabinet meetings on a regularly scheduled basis.

SECTION III  
ACADEMIC GOVERNANCE

Establishment of a Division of Intercollegiate Athletics requires restructuring of the present Athletic Board of Control, a redefinition of its goals, and a reconsideration of campus policy and procedures related to Senate, faculty, alumni, and student involvement in intercollegiate athletics.

This section is divided into two subsections. The first explains the recent history of athletic governance at UIUC, including NCAA and Big Ten governance policy, and is a prologue to the second. The second portion delineates procedures necessary to maintain academic integrity and to mandate involvement of the Senate, faculty, alumni, and students in athletic policy concerns.

Recent History of Athletic Governance at UIUC

Prior to the formation of the Athletic Board of Control in 1982, two faculty-majority committees governed intercollegiate athletics at UIUC. The Senate Committee on Athletics and Recreation was charged with direction of both athletics and recreation and was also responsible for academic governance of intercollegiate athletics, including eligibility and scheduling. The committee was composed of

five faculty members, two students, and the campus representative to the Big Ten (non-voting, ex officio). The Board of Directors of the Athletic Association was composed of seven faculty members, six alumni, and two administrators (non-voting, ex officio) and was charged with the supervision of financial, personnel, facilities, and other policy related matters. Both committees met the Big Ten mandate of faculty control of athletic governance committees.

In the late 1970's, it became apparent that the Senate Committee on Athletics and Recreation had become a largely ineffective body for academic governance of intercollegiate athletics. There were two reasons. First, the charge to the committee was too broad. The supervision of both recreation and academic governance of intercollegiate athletics was appropriate at a time when the Athletic Association had been responsible for both recreation and intercollegiate athletics. However, in 1976, when recreation was assigned to the Vice Chancellor for Academic Affairs and intercollegiate athletics remained with the Board of Directors of the Athletic Association, the Senate Committee found itself spread too thin. Second, the Senate Committee had never had enforceable access to the Athletic Director or the Chancellor, and the Senate Committee and Board of Directors had contact with one another only through the Faculty Representative. Hence, especially after 1976, academic

governance of intercollegiate athletics was divided between two groups, and neither was clearly aware of the other's goals and actions.

In the fall of 1982, after a year-long study by the Ad Hoc Committee to Review the Organizational Structure of the Athletic Association (report dated May 1981), the Senate Committee was disbanded and the Athletic Board of Control (ABC) was established as a Senate committee, with a joint charge as the Board of Directors of the Athletic Association. The delineation of the ABC is Part E of the Bylaws of the Urbana-Champaign Senate (attached as Appendix 1 to this Report). The supervision of recreation was charged to another committee.

With the academic governance functions of the Senate Committee on Athletics and Recreation and the responsibilities of the Board of Directors combined, academic governance of athletics, as well as involvement of alumni and students, was assured. During the 1980's, through the efforts of the ABC and the Faculty Representatives, and with the cooperation of then-Chancellor John Cribbet and Athletic Director Neale Stoner, major initiatives were quickly achieved: the establishment of firm guidelines for scheduling of season games and for post-season football bowl competition; the hiring of a full-time director of academic services within the Athletic Association; the increased

activity in the admissions process by the assistant and associate deans (resulting in the Committee on Admission of Student Athletes [CASA], a committee appointed by the Vice Chancellor for Academic Affairs); the monitoring of academic records of student athletes by the campus Office of Admissions and Records; and the inclusion of athletes in the Bridge and Transition programs. Although the campus athletic program has been investigated twice in the 1980's by the NCAA, no irregularities were discovered in the areas of academic compliance.

During this same period, the athletic program passed a Title IX Review--the first major university to be so investigated and approved. The Title IX review confirmed that the UIUC athletic program in the early 1980's had met standards of equity and affirmative action.

In 1983, authority over internal auditing procedures, including travel and purchases, was assumed by the University pursuant to Section 3.2 of the "Agreement of the Board of Trustees and the Athletic Association, May 31, 1983." The ABC retained responsibility for developing the budget and recommending the budget for approval by the Chancellor, the President and the Board of Trustees.

In 1987, the Council of Ten incorporated the Western Conference of Intercollegiate [Faculty] Representatives as the Big Ten Conference. Control of Conference matters was

effectively shifted from the Faculty Representatives to the Council of Ten: "Ultimate authority over all Conference matters lies with the [Council of Ten], including policy matters" ("Summary of the Bylaws and Certification of Incorporation of the Big Ten Conference," dated September 24, 1987, p. 4).

In the past decade, therefore, faculty have lost ultimate control of the Big Ten Conference. Faculty at UIUC, however, currently exercise governance on most academic matters, determine athletic policies, and play an active role in the hiring of the Athletic Director, the Associate Director for Women's Athletics, and Head Men's Basketball Coach and Head Football Coach.

Finally, it should be noted that, under the current structure, there is no established means of resolving a conflict between the Chancellor and the ABC in determining our institutional vote in NCAA matters. Although the Chancellor and the ABC have generally agreed on the vote during the 1980's, there have been a few instances of disagreement.

#### Recommended Structure for Academic Governance

With the establishment of the Division of Intercollegiate Athletics as a unit of the campus, the Athletic Board would become an advisory committee except in academic matters. Administrative control would be shifted

directly to the Chancellor. With the reduction of the present faculty role, as well as the alumni and student roles, to advisory, the Task Force concluded that specific procedures and controls had to be established, especially in the area of academic governance. The Task Force recommends:

A. A faculty-majority committee should be appointed to govern all the academic aspects of intercollegiate athletics and to advise the Chancellor and the Athletic Director in all other policy matters related to athletics. The committee should be named the Athletic Board. The Athletic Board should be a Senate Committee and should have as its chairperson a member of the faculty. The composition of the membership "shall be made with due regard for representation of those interested and knowledgeable in men's athletics, women's athletics, and minority participation in the intercollegiate athletic program, and knowledgeable of the University's educational and academic objectives, as well as those knowledgeable in business and financial management" (Senate Bylaws E.1. [d.2]).

B. Academic governance should be exercised by the Athletic Board. To establish and enhance academic governance, five procedures should be instituted:

1. To maintain present procedures in academic governance, the Athletic Board should continue the

Academic Progress and Eligibility Committee, as mandated by the Senate in 1982.

2. To ensure faculty governance at UIUC in NCAA matters related to academic policy, the determination of the Athletic Board should govern the institutional vote. If the Chancellor is in disagreement, he/she should meet with the Athletic Board to work out a resolution of the differences. If there is an unresolvable conflict, the matter should be submitted to the Senate, in open meeting, with the vote of the Senate considered final. If, as often occurs, the institutional vote must be established within a narrow time frame, such unresolvable conflict should be submitted to the Senate Council, which will establish the institutional vote and will report the matter and its resolution at the next open meeting of the Senate. If, in the course of debate on the NCAA floor, the institutional representative believes that there are compelling reasons to modify any instructed institutional vote, he/she may alter the vote, but, at the earliest opportunity, must report the altered vote and the circumstances to the Athletic Board and the Senate. In certain instances, the Athletic Board may choose not to

take a position and to delegate the determination of the institutional vote to the institutional representative.

3. To ensure faculty governance in Big Ten matters relating to academic policy and on the occasion of a "White Resolution," the determination of the Athletic Board should govern the institutional vote. If the Chancellor is in disagreement, he/she should meet with the Athletic Board to work out a resolution of the differences. If there is an unresolvable conflict, the matter should be submitted to the Senate, in open meeting, with the vote of the Senate considered final.
4. To ensure Senate involvement in athletic governance, the Chair of the Athletic Board should report (at least once a year) to the Senate during an open meeting. At least one report each year should also involve the Athletic Director.
5. To ensure faculty supervision of academic advising in the athletic program, the present position of Director of Academic Services within the Athletic Association should be redesignated as Assistant Director of Athletics for Academic Services, with a direct reporting line to the Athletic Director. The Assistant Athletic Director

for Academic Services should sit as an ex officio non-voting member of the Academic Progress and Eligibility Committee of the Athletic Board. Finally, the Athletic Board, along with the Athletic Director, should define the job description for the Assistant Athletic Director for Academic Services.

C. To provide clarification in governance of academic and athletic policy matters and to ensure faculty, alumni, and student involvement in other athletic matters, the Athletic Board should be advisory in the following areas: budget; the employment and terms of employment of the Athletic Director, the Associate Athletic Director for Women, the Head Men's and Women's Basketball Coaches, the Head Football Coach, the Head Volleyball Coach, and the Assistant Athletic Director for Academic Services; and the addition or termination of varsity sports programs.

In those policy matters in which the Athletic Board has advisory responsibilities and in the event that its advice is not accepted by the Chancellor or the Athletic Director, the Athletic Board chair may report such disagreement to the Senate in open meeting at the next scheduled opportunity or to the Senate Council.

D. To provide continuity of governance in academic

and policy matters and to ensure the involvement of faculty, alumni, and students in athletic matters, the Athletic Board should be composed of the following members:

1. eight faculty members, including the two Faculty Representatives;
2. three alumni of UIUC;
3. the Chair of the Board of Directors of the UIUC Alumni Association, or his/her designee, either of whom must be a UIUC graduate and a member of the Alumni Association Executive Board;
4. two students;
5. the Chancellor or designee, ex officio, without vote;
6. University Comptroller, or his/her designee, ex officio, without vote;
7. Athletic Director, ex officio, without vote.

The terms of office for the six faculty members nominated at large and the three alumni should be for staggered three-year terms, with projected reappointment for a second three-year term. At the time of reappointment, the nominating bodies in the Senate and Alumni Association should consider attendance and contributions of the faculty members or alumni. After a three-year absence from the Athletic Board, faculty members and alumni may be eligible for reappointment. The term of office for student members

should be two years. Student members of the Board should participate and vote on all matters and be assigned to standing and ad hoc subcommittees of the Board.

The mechanism for appointment of all members of the Athletic Board should be as described in Section E.1. (d) of the Senate Bylaw as adjusted for three-year terms. Sections E.1. (e), (f), and (g) should also apply.

Annually the Board shall elect a chair from among its faculty members. The Athletic Board should establish three standing committees and such other committees as needed. The suggested duties and composition of the standing committees are contained in Appendix 2 of this Report. The three standing committees are:

1. The Academic Progress and Eligibility Committee;  
See Senate Bylaws E.1.(a) 2);
2. Public Affairs and Development Committee;
3. Budget and Finance Committee.

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

EP.19.72 Report of Administrative Approvals at the April 1, 2019 meeting of the EPC.

**Undergraduate Programs**

**BALAS in Anthropology, Archaeology Concentration** – Remove ANTH 376, Aztec Civilization (3 hours) from the list of Archaeology courses from which students are to choose 9 hours. This course has been discontinued. There are no changes in the number of hours required for the concentration or for the degree.

**BLA in Landscape Architecture** – Add STAT 100, Statistics (3 hours) as an option to fulfill the major's Quantitative Reasoning I requirement. Currently, MATH 115, Preparation for Calculus, (3 hours) is the specified course for this category. The addition of this course both gives students more flexibility, it is also in keeping with the discipline, as trigonometry/pre-calculus were much more central to the work in the profession in the past, but technology has made that less the case today. Statistics is equally if not more relevant today, as familiarity with it allows future landscape architects to be consumers of research that will have an impact on their profession. There are no changes to the number of hours required for the degree.



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

EP.19.78 Report of Administrative Approvals at the April 15, 2019 meeting of the EPC.

**Graduate Programs**

**MA in Sociology** – Remove SOC 571, Demography and Human Ecology (4 hours) from the list of courses from which students are to select one course. SOC 571 has been discontinued effective Fall, 2019. Four courses remain for students to choose from to fill the requirement. There is no change to the total number of hours required for the degree.

**PhD in Sociology** -- Remove SOC 571, Demography and Human Ecology (4 hours) from the list of courses from which students are to select one course. SOC 571 has been discontinued effective Fall, 2019. Four courses remain for students to choose from to fill the requirement. There is no change to the total number of hours required for the degree.

**MS in Agricultural Production, Professional Science Master's Concentration** – ACES 501, Advanced Bioenergy Topics (2 hours) was required to be taken twice for a total of 4 hours. This course has been discontinued, so the program requests removing the requirement of ACES 501 for 4 hours and changing the number of hours in coursework from departmental-approved lists in any one of three specialty areas (Food Animal Production, Crop Production, Sustainable Production Systems) from 28 to 32. This change increases flexibility for students. There is no change in the total number of hours required for the degree.

**Graduate programs in the College of Education:**

1. Revision to the Philosophical and Social foundations courses in Education Policy, Organization and Leadership for the CAS, MA, MS and EDM degrees in the departments of EPOL, C&I, SPED and EPSY: *Remove* EPS 426: Comparative Education (4 hours); EPS 401: History of Educational Ideas; EPS 403: European Education to 1600; and EPS 404: European Education since 1600.
2. Revision to the Psychological Foundations courses in Educational Psychology for the CAS, MA, MS and EDM in the departments of EPOL, C&I, SPED and EPSY: Add EPSY 553: Global Issues in Learning.
  - **EDM in Education Policy, Organization and Leadership** - *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of

courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.

- **CAS in Education Policy, Organization and Leadership** – *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **MA in Education Policy, Organization and Leadership** – *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **CAS in Curriculum and Instruction** – *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
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- **MS in Curriculum and Instruction** – Remove EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **EdM in Educational Psychology** – Remove EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **MA in Educational Psychology** – Remove EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **MS in Educational Psychology** – Remove EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course.

Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.

- **EdM in Special Education** – *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.
- **MS in Special Education** – *Remove* EPS 401, History of Educational Ideas (4 hours); EPS 403, European Education to 1600 (4 hours); EPS 404, European Education since 1600 (4 hours); and EPS 426, Comparative Education (4 hours) from the list of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership from which students are to select one course. Thirteen courses remain for students to select from to fulfill this requirement. In the Psychological Foundations Courses in Educational Psychology list from which students are to select one course, *add* EPSY 553, Global Issues in Learning (4 hours). This brings the total number of courses from which students may select for this requirement to 12. There is no change in the total number of hours required for the degree.

### Undergraduate Programs

**BSLAS in Psychology** –revise the “choose-from” lists in the concentrations within the program as follows:

- Behavioral Neuroscience Concentration – In the list of electives from which students are to choose 12 hours, *remove* PSYC 316, Intro to Psyc of Hearing (3 hours), and *add* IB 329, Animal Behavior (3 hours) and PSYC 408, Human Behavior Genetics (3 hours).
- Clinical/Community Psychology Concentration – In the 4-hour concentration research methods requirement, *add* PSYC 332, Social Psych Methods Lab (4 hours); PSYC 333, Social Psych in Society Lab (4 hours); and PSYC 363, Developmental Child Psych Lab (4 hours). In the list of electives from which students are to choose 9 hours, *remove* PSYC 370, Intro to Psyc of Hearing (3 hours), and *add* PSYC 308, Psychology of Religion and Spirituality (3 hours); PSYC 324, Developmental Psychopathology (3 hours); PSYC 365, Stress, Trauma and Resilience (3 hours); and PSYC 402, Intro Clin Neuropsych (4 hours).
- Cognitive Neuroscience Concentration – In the list of electives from which students are to select 12 hours, *add* BCOG 100, Introduction to the Brain and Cognitive Science (3 hours); BCOG 301, Intelligence and the Brain (3 hours); PSYC 302, Applied Neuroscience (3 hours); and PSYC 402, Intro Clin Neuropsych (4 hours).

- Cognitive Psychology Concentration – In the list of electives from which students are to select 12 hours, *remove* PSYC 356, Evolution of Mind (3 hours), and *add* BCOG 100, Introduction to the Brain and Cognitive Science (3 hours); BCOG 200, Introduction to Programming for the Brain and Cognitive Science (4 hours); PSYC 224, Cognitive Psych (3 hours); PSYC 248, Learning and Memory (3 hours); and BCOG 301, Intelligence and the Brain (3 hours).
- Diversity Science Concentration – In the list of electives from which students are to select 12 hours, *add* PSYC 308, Psychology of Religion and Spirituality (3 hours), and PSYC 327, Psychology of Human Sexuality (3 hours).
- Personality Psychology Concentration – In the list of electives from which students are to choose 12 hours, *add* PSYC 306, Psychology of Morality (3 hours); PSYC 327, Psychology of Human Sexuality (3 hours); PSYC 332, Social Psych Methods Lab (4 hours); PSYC 333, Social Psych in Society Lab (4 hours); PSYC 361, The Psychology of Aging (3 hours); and PSYC 365, Stress, Trauma and Resilience (3 hours).
- Social Psychology Concentration – In the list of electives from which students are to choose 12 hours, *add* PSYC 306, Psychology of Morality (3 hours); PSYC 327, Psychology of Human Sexuality (3 hours); PSYC 361, The Psychology of Aging (3 hours); PSYC 408, Human Behavior Genetics (3 hours); and PSYC 468 (Psych and Law), 3 hours.

There are no changes to the hours required within the respective concentrations nor in the degree.

**BALAS in Geography and Geographic Information Science, Human Geography Concentration** – Remove GEOG 215, Resource Conflicts (3 hours); GEOG 310, Political Geography (3 hours); GEOG 381, Environmental Perspectives (3 hours); GEOG 394, Special Topics in Social Geography (4 hours); GEOG 481, International Environmental Cooperation (3 hours); and GEOG 493, Democracy and Environment (3 hours) from the list of 200- to 400-level Geography and Geographic Information Science courses from which students are to select 25-27 hours. These courses have been discontinued effective Fall, 2019. Thirty courses remain from which students can select to fulfill this requirement. There are no changes to the total number of hours required for the concentration or for the degree.

**BSLAS in Geography and Geographic Information Science, Physical Geography Concentration** – in the list of Geography and Geographic Information Science courses from which students are to select 25-27 hours, *remove* GEOG 381, Environmental Perspectives (3 hours). This course has been discontinued effective Fall, 2019. Twenty-three courses remain for students to choose from to fulfill this requirement, and there are no changes to the total number of hours required for the concentration or for the degree.

**BSLAS in Computer Science and Geography and Geographic Information Science** – In the list of courses from which students are to select 6 hours of human and/or physical geography courses, *remove* GEOG 215, Resource Conflicts (3 hours); GEOG 310, Political Geography (3 hours); GEOG 381, Environmental Perspectives (3 hours); GEOG 481, International Environmental Cooperation (3 hours); and GEOG 493, Democracy and Environment (3 hours). These courses have been discontinued effective Fall, 2019. Twenty-seven courses remain for students to choose from to fulfill this requirement. There is no change to the total number of hours required for the degree.

**Minor in Geography and Geographic Information Science** – In the list of human geography courses from which students are required to complete 3 hours, *remove* GEOG 310, Political Geography (3 hours). This

course has been discontinued Fifteen courses remain in this list. In the list of physical/environmental geography courses from which students are required to complete 3 hours, remove GEOG 215, Resource Conflicts (3 hours); GEOG 381, Environmental Perspectives (3 hours); GEOG 481, International Environmental Cooperation (3 hours); and GEOG 493, Democracy and Environment (3 hours). These courses have been discontinued effective Fall, 2019. Eleven courses remain for students to choose from to fulfill this requirement. There is no change to the total number of hours required for the minor.

**Minor in Scandinavian Studies** – In the course list from which students are to select 18-22 hours, remove SCAN 110, Intensive Intermediate Scandinavian (4 hours); SCAN 240, Arctic Narratives (3 hours); and GLBL/SCAN 386, Arctic Environment and Society (6 hours), as these courses have been discontinued effective Fall, 2019. As a consequence of the removal of SCAN 110, the footnote which states “Students with credit in SCAN 103 and SCAN 104 will not receive credit for SCAN 110” needs to be deleted. Sixteen courses remain for students to select from, and there is no change to the total number of hours required for the minor.

**UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE**

Senate Committee on Faculty and Academic Staff Benefits  
(Final; Information)

FB.19.03 2018-2019 Annual Report

**Committee Charge**

The Senate Committee on Faculty and Academic Staff Benefits (FB) shall investigate and regularly report to the Senate on the adequacy and other attributes of the University's provisions for salaries, retirement benefits, sabbatical leaves, other leaves, hospitalization and medical insurance, life insurance, other insurance, investment and savings plans, travel reimbursement, housing benefits, educational benefits, recreational benefits, and other perquisites, benefits and conditions of faculty and academic staff employment.

This past year, FB took up a variety of issues including pensions, state legislation updates, campus recreation, the professional employment redesign, and health benefits. FB appreciated the excellent reports which were presented by staff members from System Human Resource Services, University Payroll and Benefits, Council of Academic Professionals, State Universities Retirement System Members Advisory Committee, State Universities Annuitants Association, Illinois Human Resources, State University Retirement System, and Faculty/Staff Assistance Services. FB presented informational updates on current benefits issues and events to the Senate throughout the academic year.

**Websites for Continual Updates on Benefits Issues and New Legislative Proposals**

In response to questions and requests by faculty, staff, and educational associates, FB has outlined the following public websites which provide concise information regarding ongoing legislative developments:

System Human Resource Services	hr.uillinois.edu
Illinois Human Resources	humanresources.illinois.edu
State Universities Retirement System	surs.org
State Universities Annuitants Association	suaa.org

Illinois governmental offices may be reached via the State Directory at 217-782-2000 or [www2.illinois.gov/agencies](http://www2.illinois.gov/agencies).

Members of the public may express an opinion on any topic to Illinois decision makers. Public employees, however, are courteously reminded there should be conformity with ethical guidelines, e.g. state time or resources should not be used.

**SENATE COMMITTEE ON FACULTY AND ACADEMIC STAFF BENEFITS**

John Kindt, Chair	Larry Curtis, <i>ex officio (designee)</i>
Ellen deWaard	Micah Kenfield, <i>ex officio (designee)</i>
Runhuan Feng	Mark McGiles, <i>ex officio (designee)</i>
Justin Kern	Katie Ross, <i>ex officio (designee)</i>
John Prussing	Deborah Stone, <i>ex officio (designee)</i>
Sever Tipei	H.F. Williamson, <i>ex officio</i>
Emily LB. Twarog	Karie Wolfson, <i>ex officio</i>



**UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE**

Committee on General University Policy  
(Final; Information)

GP.07.04 Multi-Year Contract Option for Eligible Academic Staff: Implementation Proposals

In 2006 the Senate approved a *Statutes* revision (Article X, Section 1.a) mandating a binding ceiling on the percentage of non-tenure track (now called specialized) faculty holding multi-year contracts. Later, in 2008, the campus administration proposed a ceiling of 15% and the Senate approved it (this figure is included in Provost’s Communication #17). The Senate Executive Committee was charged with monitoring these numbers on an annual basis, which was then delegated to the Senate Committee on General University Policy (GP).

GP wants to share with the full Senate the current percentage – which is well below the 15% level. This data is for your information; we are not recommending any action on the matter.

As we were collecting this data, we also tracked the overall ratio of specialized to tenure track faculty on this campus. As the percentage of non-tenure track faculty nationally continues to grow (now by some measures over 70%), we know that some colleagues have wondered if the ratio is changing here.

The trends over the past several years are listed below. As you can see, the numbers are fairly consistent on this campus. Again, this is for your information; we are not recommending any action.

Because decisions on converting tenure track to non-tenure track positions are frequently made at the local level solely with an eye toward programmatic needs and budget constraints, we think it is imperative to continue to monitor how these local decisions, aggregated across the campus, might have cumulative unintended consequences. GP plans to continue to monitor these numbers and report them to the Senate as appropriate.

	Total MYCs	Total Tenure Sys Fac Headcount per DMI	%
14-15	23	1931	1.19%
15-16	17	1972	0.86%
16-17	14	1932	0.72%
17-18	23	1914	1.20%
18-19	47	1921	2.45%

### Ratio of Specialized Faculty to Tenure Track Faculty

	October 2018	October 2017	October 2016	October 2015	October 2014
All Specialized Faculty Headcount >0 FTE	960	944	925	950	928
Tenure System Faculty	1949	1936	1955	1998	1966
All Faculty Headcount*	2909	2880	2880	2948	2894
% of Specialized Faculty to All Faculty	33.00%	32.78%	32.12%	32.23%	32.07%

\*Includes Specialized faculty, NTFC, UFO, and Tenure System faculty; must be >0 FTE for Specialized Faculty

\*\*The total numbers for the Tenure System Faculty are slightly different in these tables because these are taken from two different data bases.

March 27, 2019

President Timothy Killeen  
364 Henry Administration Building  
MC 346

Re: *University Senates Conference Bylaws*

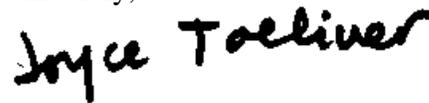
Dear President Killeen,

The University Senates Conference approved bylaws for the first time on April 21, 2015. The previous USC governance document was called the *University Senates Conference Organization and Functions*. The current *Statutes* do not mention that USC is to have bylaws, although the proposed version of the *Statutes* that is going through the approval process does.

Even though there was no requirement in the *Statutes*, in May 2015 USC sent its bylaws to President Easter with the request that they be transmitted to the Board. Since that time, there have been four revisions to the *USC Bylaws*. The bylaws indicate that changes “shall be reported to the campus senates and to the Board of Trustees through the president.”

Please see the attached bylaws, which have been revised, and the four proposed amendments that were approved by USC. I ask that you transmit these documents to the Board of Trustees for information.

Sincerely,



Joyce Tolliver, Chair  
University Senates Conference

Enclosures

c: Executive Vice President Barbara Wilson  
Professor Bettina Francis  
Professor Ranjan Karri  
Professor Catherine Vincent  
Elizabeth Dooley, UIC Senate  
Brian Moore, UIS Senate  
Jenny Roether, UIUC Senate  
Members, University Senates Conference



**University of Illinois**  
**UNIVERSITY SENATES CONFERENCE**

**Bylaws**

Approved April 21, 2015

(Revised May 26, 2015; February 21, 2018; May 3, 2018; January 24, 2019)

Based on the framework of *Robert's Rules of Order* and actions taken by the Conference, these *Bylaws* outline the operating rules and authority for the University Senates Conference. The Conference draws its authority from the University of Illinois *Statutes*, and *The General Rules Concerning University Organization and Procedure*, which supersede any provision herein in case of conflict. As a cross-senate body, the Conference also derives authority from its relationship with the campus senates, who elect its members.

**1 NAME**

- 1.1 As authorized by the *Statutes*, Article II, Section 2 b, this body shall be known as the University Senates Conference.

**2 OBJECT AND FUNCTIONS**

- 2.1 **OBJECT:** The Conference advises the President and, through the President, the Board of Trustees, on matters of university-wide concern, coordinates actions of the campus senates, and facilitates communication among the senates.

2.2 **FUNCTIONS**

2.2.1 **Advice:**

- 2.2.1.1 The USC advises, or may authorize its executive committee to advise, the Board of Trustees (through the president), other administrative officials, and the senates on matters of university-wide concern. It is a special concern of its executive committee to aid in maintaining harmonious relations among such officers and the units of the University.
- 2.2.1.2 The USC advises the president concerning changes in *The General Rules Concerning University Organization and Procedure*.
- 2.2.1.3 The USC advises the Board of Trustees on proposed changes to the *Statutes*.
- 2.2.1.4 The USC advises the president on the appointment of the university officers.
- 2.2.1.5 The USC may comment on certain senate actions.
- 2.2.1.6 The USC advises on the proposed transfer of any line of work from one campus to another.
- 2.2.1.7 The USC advises on the creation of new units.
- 2.2.1.8 The USC advises on the establishment of procedures for a new campus.
- 2.2.1.9 The USC advises on changes in academic organization, including unit termination.

### 2.2.2 Transmission:

- 2.2.2.1 The USC reviews and classifies all senate actions and transmits certain actions to appropriate university officials or groups.
- 2.2.2.2 Items of policy affecting one campus only are transmitted to the Board of Trustees. These items are classified "I" in USC minutes.
- 2.2.2.3 Items affecting more than one campus are transmitted to the other campus if not yet approved there, then to the Board of Trustees. These items are classified "II" in USC minutes.
- 2.2.2.4 A senate proposal for a change in the Statutes is transmitted to the other senates if not yet approved there, then to the Board of Trustees. These items are classified "III" in USC minutes.
- 2.2.2.5 A proposal of the Board of Trustees for a change in the Statutes is transmitted to the senates. These items are also classified "III" in USC minutes.
- 2.2.2.6 The Conference will inform the Senates of approved amendments to the General Rules.
- 2.2.2.7 The USC may refer certain senate actions to appropriate university bodies.

### 2.2.3 Coordination. The USC coordinates among university officials and the senates.

- 2.2.3.1 The USC aids in maintaining harmonious relations among the president, other administrative officials, and the several senates on matters of university-wide concern.
- 2.2.3.2 The USC assists the senates to communicate with each other.
- 2.2.3.3 The USC seeks to promote agreement or consistency among the senates.

## 3 MEMBERS

- 3.1 The University Senates Conference shall comprise twenty members. The basic representation shall be two members from each senate. Additional members shall be apportioned to each senate, at least one from each senate, in numbers proportional to the number of faculty members on each campus.
- 3.2 The Conference Secretary shall recalculate the apportionment every five years. Each senate shall elect its own representatives from its membership.
- 3.3 The term of office shall be three years beginning on the first day of the academic year following the election. Approximately one-third of the Conference members from each senate shall be elected annually.
- 3.4 Senators whose senatorial terms expire before their Conference terms expire shall complete their Conference terms.
- 3.5 Any faculty senator or faculty senator-elect shall be eligible for election to the Conference. Each senate may set its own policies regarding limitations on the number of terms that individual senators can serve on the Conference.

- 3.6 Each senate is encouraged to elect the chair of its senate executive committee, or other primary senate leader, among its representatives to the USC. If not elected, they may attend USC as non-voting *ex officio* members at their senate's expense.

## 4 OFFICERS AND ELECTIONS

- 4.1 The Conference officers shall be a chair and a vice chair, who shall be elected for one year terms by and from the Conference. The Conference Chair guides and coordinates the work of the Conference, and serves as its official spokesperson. In consultation with the Conference executive committee, the Chair sets the agenda for each Conference meeting. The Vice-Chair performs such duties as may be assigned by the chair, and represents the Conference in the absence of the Chair.
- 4.2 Executive Committee. The executive committee of the Conference shall consist of two members from each senate: the Conference chair, the Conference vice chair, and four additional members elected annually by and from the Conference. The Conference authorizes the Executive Committee to act on behalf of the Conference between scheduled meetings after individual consultation with as many members of the Conference as possible. It is a special concern of the Conference executive committee to aid in maintaining harmonious relations among the University officers and the units of the University.
- 4.3 Nominations and Elections
- 4.3.1 The Chair of the University Senates Conference will appoint a three person Nominating Committee to be announced no later than the third from the last meeting of the academic year, including summer session. Each senate shall be represented on the Nominating Committee. The Chair of the Nominating Committee shall be designated by the USC Chair. At least one member shall hold a term that continues into the following academic year.
- 4.3.2 The Nominating Committee will present a slate of nominees for Chair, Vice Chair, and Executive Committee to the Conference as soon as possible after the Conference has been informed of the results of annual senate elections to the Conference. In developing the slate, the Committee will contact each member of the sitting Executive Committee and as many other members as possible for suggestions and advice, and will determine in advance the willingness of all nominees to serve if elected.
- 4.3.3 Nominees for Chair, Vice Chair, and at least one member of the Executive Committee from each campus will be persons who have served as members of the Conference in the current year. The Chair and Vice Chair, who shall be elected for one-year terms, shall not be from the same senate. The Chair shall not be from the same senate in two consecutive years.
- 4.3.4 The Nominating Committee is also responsible for preparing a slate of nominees for the Conference's standing committees, as specified in Article 6 below.

- 4.3.5 At the organizational meeting, the outgoing Chair will preside and call for nominations from the floor in addition to the Nominating Committee's slate. The election for contested offices will be by secret ballot provided by the secretary of the Conference.
- 4.3.6 In the election at the organizational meeting, only members for the following year who are present may vote. The Conference may authorize members who attend by telephone or videoconference to vote, subject to provisions of the Illinois Open Meetings Act.
- 4.3.7. As soon as possible after the election, the outgoing Chair will inform the President, the Secretary of the Board of Trustees, the campus senate offices, and the members of the Conference of the newly elected officers.

## **5 MEETINGS**

- 5.1 Ten regular meetings will be held per year, with additional meetings as needed. All guests and visitors shall be introduced at the time of their arrival, and their presence recorded in the minutes. Minutes will be taken by the USC secretary, approved by the USC, and deposited in the University Archives.
- 5.2 Quorum. A quorum for Conference meetings shall consist of a physically present simple majority of the total membership of the Conference.
- 5.3 At any open meeting at which a quorum is physically present, Conference members unable to be physically attend may attend and vote by other means.
- 5.4 Meetings of the Conference shall ordinarily be open to the public. Accredited representatives of the news media may observe Conference meetings. The Conference reserves the right to close its sessions where the matters being considered fit within one of the specific exemptions stated in the Open Meetings Act [5 ILCS 120/2(c)]. The specific exemption must be cited before closing a session.
- 5.5 Committee meetings also require an agenda in advance and minutes recorded.

## **6 COMMITTEES**

### **6.1. Standing Committee Membership**

(a) Membership in the standing committees will be determined by election by the Conference following the Nominating Committee's preparation of a slate of members. The Nominating Committee will prepare the slate so as to apportion the representatives of each Senate among the standing committees as evenly as possible. Floor nominations will be requested prior to the full Conference's election of the final slate.

(b) Members will be elected for two-year terms, staggered to insure overlap and continuity within the standing committees over time. Changes to standing

committee assignments of any member before the term is over may be made upon the approval of the Conference.

(c) Each standing committee will elect its own chair.

(d) The USC Chair will not normally serve as a regular member of any standing committee, but is encouraged to attend the meetings of any of the committees in order to keep apprised of their activities. The USC Chair is not eligible to serve as chair of any of the standing committees.

## 6.2 Standing Committee Relations with Board and University Officers

(a) The Chair or another representative member of each standing committee should attend the meetings of its parallel committee of the Board of Trustees and report to the rest of the Conference on those meetings.

(b) The Chair of each standing committee should invite University Officers whose duties are relevant to the committee charge to meet with the committee at least once a year.

## 6.3. Standing Committee Charges

### (a) Statutes and Governance Committee

The Statutes and Governance Committee reviews amendments to the *General Rules* and amendments to *Statutes* as approved by the senates. Where versions forwarded by the senates differ, the Committee is charged with proposing compromise language to the USC. The committee also may draft similar documents or amendments for consideration by the USC and the senates. In addition, this committee will consider more general governance issues, particularly those concerning the relation of the Conference to the President and the Board of Trustees, and the relations of the Conference to the respective campus senates.

### (b) Academic Affairs and Research Committee

The Academic Affairs and Research Committee reviews policies related to academic and research issues that cross the campuses such as, for example, cross-campus transferability of credit or proposals for collaboration across the campuses.

### (c) Finance, Budget and Benefits Committee

The Finance, Budget and Benefits Committee reviews the University Administration budget in order to assist the University Senates Conference in advising the President on University Administration budget priorities and policies. This committee also promotes the faculty role in overseeing University policies on faculty employment and benefits.

## 6.4. *Ad Hoc* Committees

The Conference shall charge such *ad hoc* committees as it deems necessary for clearly defined purposes of a temporary nature.

## **7 PARLIAMENTARY AUTHORITY**

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Conference in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Conference may adopt.

## **8 AMENDMENT OF BYLAWS**

8.1 Any member of the Conference may propose an amendment to these *Bylaws*, except that no amendment may conflict with the *University of Illinois Statutes* or the *University of Illinois General Rules Concerning University Organization and Procedure*.

8.2 Proposed amendments must include a brief written rationale for the proposal, and must clearly show both the original wording and text that is proposed for addition, deletion, or revision.

8.3 Proposed amendments must be distributed in writing to the full Conference at least three calendar weeks before the meeting at which the vote on adoption will be taken. No proposed amendment shall be adopted without the approval of at least two-thirds of those voting, a quorum being present.

8.4 The bylaws and any changes thereto shall be reported to the campus senates and to the Board of Trustees through the president.

Amended 5/26/15 (OT-319)

Amended 2/21/18 (OT-343)

Amended 5/3/18 (OT-344)

Amended 1/24/19 (OT-353)

**ADDENDUM: FUNCTIONS OF THE UNIVERSITY SENATES CONFERENCE**  
According to the University of Illinois *Statutes* and *General Rules Concerning University Organization and Procedure*

To clarify the meaning and method of the execution of the Conferences Functions (i.e., Bylaws Sections 2.2.1, 2.2.2, and 2.2.3), and their several sub-sections, this addendum provides quotations of the relevant authorizing language from the *Statutes* or the *General Rules*. To ensure currency of this document, the Secretary of the Conference is authorized and directed to update the Addendum when any of the material quoted from the *Statutes* or *General Rules* is amended.

The Conference functions as an advisory, a transmitting, and a coordinating body. For purposes of simplification, the functions of the USC are presented here under the headings “Advice,” “Transmission,” and “Coordination.” Not all functions fit conveniently into one of the three categories. For example, some USC responsibilities are both advisory and coordinative.

**A. Advice**

1. The USC advises the president concerning changes in *The General Rules Concerning University Organization and Procedure* [*Statutes*, Article I, Section 6].

*“The General Rules supplement the Statutes. The General Rules are subordinate to the Statutes and deal with administrative organization, with the powers, duties, and responsibilities of officers of the University, and with university employment policies, property, and other matters. The General Rules are adopted by the Board of Trustees acting on the advice of the president of the University. The board reserves the right to make changes in The General Rules after consultation with the president. Before providing such advice or consultation, the president shall consult with the University Senates Conference, with due regard for the provisions of Article XII, Section 5. However, consultation with the Conference is not required when because of exceptional circumstances a proposed action of the Board of Trustees would authorize a deviation from The General Rules for a specific transaction.”*

[*Statutes*, Article XII, Section 5.]

*“The General Rules Concerning University Organization and Procedure shall contain rules and regulations governing patents, copyrightable works, recordings, sponsored periodicals, and the acceptance of contracts, gifts, and grants for research, and the procedures to be followed.*

Proposed changes in *The General Rules* related to patents, copyrightable works, or recordings shall be sent to the University Senates Conference which shall move as expeditiously as practicable and, if necessary, reconcile the views of the senates and advise the president and through the president the Board of Trustees before such a rule change is adopted.”

[*The General Rules*, Article VII, second paragraph.]

“The *General Rules* are adopted by the Board of Trustees acting on the advice of the president of the University. The board may make changes in the *General Rules* after consultation with the president of the University. Before providing such advice or consultation, the president shall consult with the University Senates Conference, which shall give due regard to the provisions of Article XII, Section 5 of the University of Illinois *Statutes*. However, consultation with the Conference is not required when because of exceptional circumstances a proposed action of the Board of Trustees would authorize a deviation from the *General Rules* for a specific transaction.”

2. The USC advises the Board of Trustees on proposed changes to the *Statutes* initiated by the board [*Statutes*, Article XIII, Section 8b].

“The Board of Trustees may initiate proposals to amend the *Statutes*, but the board shall not finally adopt any such proposal without first seeking the advice of the president, the senates, and the University Senates Conference. Any proposal to amend the *Statutes* which is initiated by the Board of Trustees shall be transmitted through the president to the University Senates Conference and transmitted by the Conference, with its recommendations, to the senates for consideration and advice. The proposed amendment shall be placed promptly on the agenda of each of the senates. If the senates do not agree in their advice concerning the proposed amendment, the Conference shall endeavor to promote agreement; where agreement cannot be achieved within a reasonable period of time, the Conference shall send the advice of the senates and its own recommendations to the president for transmission to the Board of Trustees and shall simultaneously notify the senates of its action. A senate may record and send its further comments to the president for transmission to the Board of Trustees.”

3. The USC advises the president on the appointment of the university officers [*Statutes*, Article I, Section 3].

“The university officers are identified in *The General Rules Concerning University Organization and Procedure*. Prior to recommending to the Board of Trustees the initial appointment of any university officer except the president and the chancellors the president shall seek the advice of the University Senates Conference. On the occasion of the reappointment of any university officer, the University Senates Conference may submit its advice if it so elects.”

[*General Rules*, Article I, Section 2(b).]

“In addition to the president, the University officers are the vice presidents, including the vice president for academic affairs, the vice president/chief financial officer, the vice president for research, the vice president for health affairs, the vice presidents/chancellors, the university counsel, the secretary of the University, all of whom report directly to the president, and such additional

administrative officers as shall be designated by the president after consultation with the University Senates Conference. Prior to recommending to the Board of Trustees the initial appointment of any university officer except for the president and the vice presidents/chancellors, the president shall seek the advice of the University Senates Conference. On the occasion of the reappointment of any University officer, the University Senates Conference may submit its advice if it so elects.

4. The USC advises on matters of university-wide concern [*Statutes*, Article II, Section 2c].

“The Conference may act and may authorize its executive committee to act as an advisory group to the Board of Trustees (through the president), the president, other administrative officials, and the several senates on matters of university-wide concern. It shall be a special concern of the Conference executive committee to aid in maintaining harmonious relations among such officers and the units of the University.

5. The USC may comment on certain senate actions [*Statutes*, Article II, Section 2b].

“The University Senates Conference shall review all matters acted upon by each senate. The Conference shall determine whether senate actions requiring implementation or further consideration by officials or other groups within the University have been referred to the appropriate officials or groups. The Conference itself may make any original or additional referral it deems advisable, and may append its comments and recommendations. ...”

[*Statutes*, Article XIII, Section 8a, first paragraph.]

“... The proposed amendment [to the *Statutes*] shall be referred to the University Senates Conference for its consideration and transmission to the other senates for action; the Conference may append its comments and recommendations.”

6. The USC advises on the proposed transfer of any line of work from one campus to another [*Statutes*, Article III, Section 1c].

“The transfer of any line of work or any part thereof from one campus to another shall be made on the recommendation of the senates and chancellors of the campuses involved, the University Senates Conference and the president upon approval by the Board of Trustees.”

7. The USC advises on the creation of new units [*Statutes*, Article VIII, Section 1].

“a. *Departments*. The formation of a new department or similar academic unit within a school or college may be proposed by the faculty or executive officer of that school or college. The president shall submit the proposal for

the new unit together with the advice of the faculty of the school or college of each higher unit, of the appropriate senate and chancellor and of the University Senates Conference to the Board of Trustees for action.

b. *Intermediate Units.* An academic unit of intermediate character, such as a school organized within a college, may be proposed by the faculty or the executive officer of the higher unit. The president shall submit the proposal for the intermediate unit together with the advice of the higher unit, of the appropriate senate and chancellor, and of the University Senates Conference to the Board of Trustees for action.

c. *Colleges and Independently Organized Campus Units.* A college or other independently organized campus unit, such as a school, institute, center, or similar campus unit not within a school or college, may be proposed by the appropriate senate or chancellor. The president shall submit the proposal for the unit together with the advice of the senate and chancellor and the University Senates Conference to the Board of Trustees for action.

d. *Units Organized at the University Level.* Units organized at the university level, such as institutes, councils and divisions, may be formed for the development and operation of teaching, research, extension, and service programs which are statewide or intercampus in their scope and which cannot be developed under a campus administration. Such an organization may be proposed by a senate, a chancellor, the University Senates Conference, or the president. The president shall submit the proposal for the new organization together with the advice of the senates and chancellors and the University Senates Conference to the Board of Trustees for action.

e. *Campuses.* The formation of a new campus may be proposed by the president, by a senate, or by the University Senates Conference. The president shall submit the proposal for the new campus together with the advice of the senates and chancellors and the University Senates Conference to the Board of Trustees for action. If the proposal is adopted, the University Senates Conference shall serve as an advisory body to the president in developing procedures to implement the action of the board.”

8. The USC advises on the establishment procedures for a new campus (see 7e above).
9. The USC advises on changes in academic organization, including unit termination [*Statutes*, Article VIII, Section 2].

“From time to time, circumstances will favor changes in academic organization such as the termination, separation, transfer, merger, change in status (e.g., department to school), or renaming of the academic units specified in Section 1. The procedures for the various changes shall be the same as those specified for formation of such a unit, except that the proposal may originate in the unit(s) or at any higher administrative level. The advice of each unit involved shall be requested. For transfer, merger, separation, and

change in status, the procedures shall be those applicable to the type of unit which would result. ...”

## **B. Transmission**

1. The USC reviews all senate actions and transmits certain actions to appropriate university officials or groups.

a. Items of policy affecting one campus only are transmitted to the Board of Trustees [*Statutes*, Article II, Section 1b]. These items are classified "I" in USC minutes.

“Each senate may exercise legislative functions in matters of educational policy affecting the University as a whole or its own campus only. No such senate action shall take effect until it has been submitted to the University Senates Conference as provided in Article II, Section 2, and either approved by the Board of Trustees itself or approved in a manner agreed to by the board.”

b. Items affecting more than one campus are transmitted to the other campus if not yet approved there, then to the Board of Trustees [*Statutes*, Article II, Section 2b, first paragraph]. These items are classified "II" in USC minutes.

“... Should the Conference find a matter acted upon by one of the senates to be of concern to another senate, it shall refer the matter and the action to that senate. ...”

c. A senate proposal for a change in the *Statutes* is transmitted to the other senates if not yet approved there, then to the Board of Trustees [*Statutes*, Article II, Section 1f]. These items are classified "III" in USC minutes.

“Each senate may propose amendments to these *Statutes* through the University Senates Conference to the president and the Board of Trustees as provided in Article XIII, Section 8.”

[*Statutes*, Article XIII, Section 8a, first and second paragraphs.]

“*Initiation by a Senate.* ... The proposed amendment shall be referred to the University Senates Conference for its consideration and transmission to the other senates for action; the Conference may append its comments and recommendations.

... If every senate acts affirmatively on the proposed amendment and concurs as to its text, the Conference shall send the proposed amendment to the president for transmission to the Board of Trustees and shall simultaneously notify the senates of its action; the

Conference may append its comments. ...”

- d. A proposal of the Board of Trustees for a change in the *Statutes* is transmitted to the senates [*Statutes*, Article XIII, Section 8b]. These items are also classified "III" in USC minutes.

“Any proposal to amend the *Statutes* which is initiated by the Board of Trustees shall be transmitted through the president to the University Senates Conference and transmitted by the Conference, with its recommendations, to the senates for consideration and advice.”

- e. The Conference will inform the Senates of approved amendments to the *General Rules*.

2. The USC may make referrals of certain senate actions [*Statutes*, Article II, Section 2b, first paragraph].

“The University Senates Conference shall review all matters acted upon by each senate. The Conference shall determine whether senate actions requiring implementation or further consideration by officials or other groups within the University have been referred to the appropriate officials or groups. The Conference itself may make any original or additional referral it deems advisable, and may append its comments and recommendations. ...”

### C. Coordination

1. The USC aids in maintaining harmonious relations [*Statutes*, Article II, Section 2c].

“The Conference may act and may authorize its executive committee to act as an advisory group to the Board of Trustees (through the president), the president, other administrative officials, and the several senates on matters of university-wide concern. It shall be a special concern of the Conference executive committee to aid in maintaining harmonious relations among such officers and the units of the University.”

2. The USC assists the senates to communicate with each other [*Statutes*, Article II, Section 2b, second paragraph].

“The University Senates Conference shall assist the senates to communicate with one another, with university and campus administrative officials, and with the Board of Trustees (through the president), and may develop and implement procedures to enhance such communication.”

3. The USC seeks to promote agreement or consistency between the senates [*Statutes*, Article II, Section 2b, first paragraph].

“... If two or more senates have acted differently on a subject, the Conference shall attempt to promote agreement or consistency. Where agreement or consistency cannot be effected within a reasonable period of time, the

Conference shall transmit the related actions of the senates together with its own recommendations to the appropriate officials or groups within the University and shall simultaneously notify the secretary of each senate of its action. Any senate may record and transmit its further comments to the same addressees and to the Conference.”

[*Statutes*, Article XIII, Section 8a, second paragraph.]

“... If the senates do not agree as to the proposed amendment, the Conference shall endeavor to promote agreement of the senates. Where agreement cannot be effected among all senates within a reasonable period of time, but the text of a proposed amendment has been agreed upon by all but one of the senates, the Conference shall send that proposed amendment, the recommendations of the dissenting senate, and its own recommendations to the president for transmission to the Board of Trustees and shall simultaneously notify the senates of its action. A senate may record and send its further comments to the president for transmission to the Board of Trustees.”

[*Statutes*, Article XIII, Section 8b.]

“... If the senates do not agree in their advice concerning the proposed amendment [an amendment to the *Statutes* originally proposed by the Board of Trustees], the Conference shall endeavor to promote agreement; where agreement cannot be achieved within a reasonable period of time, the Conference shall send the advice of the senates and its own recommendations to the president for transmission to the Board of Trustees and shall simultaneously notify the senates of its action. A senate may record and send its further comments to the president for transmission to the Board of Trustees.”

4. The USC helps keep track of certain senate actions [*Statutes*, Article II, Section 2b].

“The University Senates Conference shall review all matters acted upon by each senate. The Conference shall determine whether senate actions requiring implementation or further consideration by officials or other groups within the University have been referred to the appropriate officials or groups. ...”



*University Senates Conference Bylaws*

**8 AMENDMENT OF BYLAWS**

8.1 Any member of the Conference may propose an amendment to these *Bylaws*, except that no amendment may conflict with the *University of Illinois Statutes* or the *University of Illinois General Rules Concerning University Organization and Procedure*.

8.2 Proposed amendments must include a brief written rationale for the proposal, and must clearly show both the original wording and text that is proposed for addition, deletion, or revision.

8.3 Proposed amendments must be distributed in writing to the full Conference at least three calendar weeks before the meeting at which the vote on adoption will be taken. No proposed amendment shall be adopted without the approval of at least two-thirds of those voting, a quorum being present.

8.4 ~~The Conference will promptly inform the President and each of the senates of any amendments made to these Bylaws. The bylaws and any changes thereto shall be reported to the campus senates and to the Board of Trustees through the president.~~



## Proposed Revision to the University Senates Conference *Bylaws*

Additions are in underline.

### Section 3

- 3.5 Any faculty senator or faculty senator-elect shall be eligible for election to the Conference. Each senate may set its own policies regarding limitations on the number of terms that individual senators can serve on the Conference.



## Proposed Revision to the University Senates Conference *Bylaws*

### Rationale:

The University Senates Conference *Bylaws* indicate that the Chair of the Nominating Committee shall be a continuing member. The basis for this requirement is not clear. A continuing member might not have served on USC for more than a year or two, whereas someone whose term is ending most likely would have served on the Conference for at least one full term and presumably would have the depth of experience and knowledge to understand the needs of USC. Furthermore, senate elections of USC members often are not held until after the USC Chair must appoint the USC Nominating Committee, leaving the USC Chair uncertain as to which members will be continuing and which will not. Therefore, this proposal would remove the requirement that the Chair of the Nominating Committee shall be a continuing USC member.

Additions are in underline and deletions are in ~~striketrough~~.

- 4.3.1 The Chair of the University Senates Conference will appoint a three person Nominating Committee to be announced no later than the third from the last meeting of the academic year, including summer session. Each senate shall be represented on the Nominating Committee. The Chair of the Nominating Committee, to be shall be designated by the USC Chair, ~~shall be a continuing member of the Conference.~~ At least one member shall hold a term that continues into the following academic year.



## **Proposed Revisions to the University Senates Conference *Bylaws***

Additions are in underline. Deletions are in ~~strikethrough~~.

### **5 MEETINGS**

- 5.1 Ten regular meetings will be held per year, with additional meetings as needed. All guests and visitors shall be introduced at the time of their arrival, and their presence recorded in the minutes. Minutes will be taken by the USC secretary, approved by the USC, and deposited in the University Archives.
- 5.2 Quorum. A quorum for Conference meetings shall consist of a physically present simple majority of the total membership of the Conference.
- 5.3 At any open meeting at which a quorum is physically present, Conference members unable to be physically attend may attend and vote by other means.
- 5.4 Meetings of the Conference shall ordinarily be open to the public. Accredited representatives of the news media may observe Conference meetings. The Conference reserves the right to close its sessions where the matters being considered fit within one of the specific exemptions stated in the Open Meetings Act [5 ILCS 120/2(c)]. The specific exemption must be cited before closing a session.
- 5.5 Committee meetings also require an agenda in advance and minutes recorded.

### **6 COMMITTEES**

#### 6.1. Standing Committee Membership

- (a) Membership in the standing committees will be determined by election by the Conference following the Nominating Committee's preparation of a slate of members. The Nominating Committee will prepare the slate so as to apportion the representatives of each Senate among the standing committees as evenly as possible. Floor nominations will be requested prior to the full Conference's election of the final slate.
- (b) Members will be elected for two-year terms, staggered to insure overlap and continuity within the standing committees over time. Changes to standing committee assignments of any member before the term is over may be made upon the approval of the Conference.
- (c) Each standing committee will elect its own chair.
- (d) The USC Chair will not normally serve as a regular member of any standing committee, but is encouraged to attend the meetings of any of the committees in

order to keep apprised of their activities. The USC Chair is not eligible to serve as chair of any of the standing committees.

## 6.2 Standing Committee Relations with Board and University Officers

(a) The Chair or another representative member of each standing committee should attend the meetings of its parallel committee of the Board of Trustees and report to the rest of the Conference on those meetings.

(b) The Chair of each standing committee should invite University Officers whose duties are relevant to the committee charge to meet with the committee at least once a year.

## 6.3. Standing Committee Charges

### (a) Statutes and Governance Committee

The Statutes and Governance Committee reviews amendments to the *General Rules* and amendments to *Statutes* as approved by the senates. Where versions forwarded by the senates differ, the Committee is charged with proposing compromise language to the USC. The committee also may draft similar documents or amendments for consideration by the USC and the senates. In addition, this committee will consider more general governance issues, particularly those concerning the relation of the Conference to the President and the Board of Trustees, and the relations of the Conference to the respective campus senates.

### (b) Academic Affairs and Research Committee

The Academic Affairs and Research Committee reviews policies related to academic and research issues that cross the campuses such as, for example, cross-campus transferability of credit or proposals for collaboration across the campuses.

### (c) Finance, Budget and Benefits Committee

The Finance, Budget and Benefits Committee reviews the University Administration budget in order to assist the University Senates Conference in advising the President on University Administration budget priorities and policies. This committee also promotes the faculty role in overseeing University policies on faculty employment and benefits.

### ~~(d) Hospital and Health Affairs Committee~~

~~The Hospital and Health Affairs Committee reviews any proposals pertaining to the University of Illinois Medical Center or university medical programs operating in other locations.~~

## 6.4. *Ad Hoc* Committees

The Conference shall charge such *ad hoc* committees as it deems necessary for clearly defined purposes of a temporary nature.

April 10, 2019

President Timothy Killeen  
364 Henry Administration Building  
MC 346

Re: Proposed Revision to the *General Rules Concerning University Organization and Procedure*, Article IV, Section 1 (i) (1) – Postdoctoral Research Associate  
Compensable Vacation (USC GR-50)

Dear President Killeen,

Associate Vice President Jami Painter asked the University Senates Conference to review the proposed revision to the *General Rules* listed above. At its meeting on April 2, the Conference supported the change.

Please consider this our advice on this matter.

Sincerely,



Joyce Tolliver, Chair  
University Senates Conference

c: Jami Painter  
Barbara Wilson  
Bettina Francis  
Ranjan Karri  
Catherine Vincent  
Elizabeth Dooley  
Brian Moore  
Jenny Roether  
Members, University Senates Conference





**PROPOSED CHANGE TO POSTDOCTORAL RESEARCH ASSOCIATE  
COMPENSABLE VACATION**

Postdoctoral Research Associates are integral parts of our research community. The University of Illinois System continues to offer competitive employment opportunities for postdoctoral research associates, particularly at Urbana-Champaign and Chicago. Over recent years, faculty and administrators at the University of Illinois System have requested financial relief associated with the employment of postdoctoral research associates.

This proposal is in response to those requests and has been vetted and endorsed by the following at each university and the system offices:

- Chancellors Amiridis, Jones, and Koch
- Provosts Cangellaris, Poser, and Papini
- Executive VP/VPAA Wilson
- VP/CFO Ghosh
- Legal Counsel
- Vice Chancellors for Research
- System Human Resources
- Illinois Human Resources
- UIC Human Resources
- UIS Human Resources
- UIUC Graduate College
- UIC Graduate College

**PROPOSAL**

Change future postdoctoral research associates vacation leave benefits from **compensable** - accrued but unused hours are paid out at the time of separation, to **non-compensable** - same vacation leave accrual and usage but **no** payout of unused hours at the time of separation.

This retains the amount of vacation available to postdoctoral research associates while addressing the financial impacts of a terminal vacation payout.

**IMPLEMENTATION**

- May 16, 2019 Board of Trustees Meeting – Submit proposed changes to *General Rules*<sup>1</sup>, Article IV, Section 1 (i).
- May/June – If approved, communicate to colleges/units and revise HR systems and procedures.
- August 16, 2019 – Effective for new offers made to Postdoctoral Research Associates

***Current Postdoctoral Research Associates***

No change - all current vacation eligible postdoctoral research associates will continue to be paid at the time of separation, any accrued and unused vacation leave up to a maximum of 48 days.

***New Hire Postdoctoral Research Associates***

All new postdoctoral research associates who receive an employment offer on or after August 16, 2019, will not earn compensable vacation leave and thus will not receive a vacation payout at the time of separation. They will, however, continue to accrue and rollover vacation leave hours each year at the same rate if on a 12-month appointment.

## BACKGROUND

Due to the structure of the state's Central Management Services and State Universities Retirement System, employees are only eligible for health insurance if they are eligible for retirement benefits. The dual cost of these two benefits is the most significant factor in our high fringe rate. While we may wish to look at altering the retirement benefits for postdoctoral research associates, we cannot do so without eliminating insurance benefits which would make our employment offers simply uncompetitive.

One cost savings measure we control relates to vacation benefits. Our postdoctoral research associate appointments are time-limited; they can be held for only up to five years, and are often held for a much briefer period. The average length of a postdoctoral research associate position is around two years. If we support the idea that compensable vacation payouts are intended for longer term positions, it would be feasible that our time-limited postdoctoral research associates do not earn **compensable** vacation leave – meaning they do not receive payment for unused vacation leave at the time of termination. Fringe termination rates are intended to pay for terminal vacation payouts, however, these funds are not sufficient to cover terminal vacation payouts for time-limited appointments; faculty often are required to pay for part of the terminal vacation payout from other funds.

Currently, postdoctoral research associates on a 1 FTE, twelve-month service basis appointment accrue 24 vacation days per academic year which may roll-over and accumulate each academic year up to 72 days a year. At the time of termination, unused vacation leave up to a maximum of 48 days are paid out to the separating post-doc. Currently, there are approximately 500 postdocs at UIUC and 200 at UIC. In Academic Year 2016-2017, a total of \$725,478.62 at UIUC and \$216,072.17 at UIC was paid out due to vacation accrual and compensation after 261 postdoc separations.

Among our peer institutions, most do not offer vacation rollover each year, nor offer compensable terminal pay for unused vacation. Most also accrue vacation at lower rates per year.

Government Costing indicates this will impact the fringe rate assessed to postdoctoral research associates. The FY19 termination rate included in fringe benefit rates for postdocs is 1.06% (termination rate is solely for vacation payouts). If postdoctoral research associates were no longer eligible for terminal vacation pay, the termination rate would not be included in the fringe rate. Government Costing, however, did state that the overall termination rate for all SURS eligible employees hired after 4/1/86 could increase.

## <sup>i</sup> ARTICLE IV. EMPLOYMENT POLICIES

### SECTION 1. TERMS OF EMPLOYMENT OF ACADEMIC AND ADMINISTRATIVE STAFF

(a) The terms of employment of the academic and administrative staff, as defined in the University of Illinois *Statutes* shall be explicitly stated by the nominating officer, indicating that services are required for:

- (1) The academic year, which shall consist of two semesters.
- (2) Twelve months, including allowable vacation.
- (3) The summer session.
- (4) Other stated periods.

(b) The teaching staff shall be appointed with services required for either the academic year or for twelve months. Those who are appointed for the academic year shall be free for other employment, either in the University or elsewhere, during the summer months, except that they shall report for any departmental meetings before registration and render all services requested of them in connection with registration and the preparation of materials and reports for the academic year. No vacation benefits accrue on appointments with services required for the academic year.

(c) The administrative, research, and extension staffs generally shall be appointed with services required for twelve months, including allowable vacation. Allowable vacations for those appointed for twelve months shall consist of 24 working days per appointment year. Vacation shall be arranged to accommodate the convenience of the staff member and the requirements of the unit. Vacation may be accumulated up to a maximum of 48 working days. During a partial-year appointment, vacation shall be prorated. Vacations taken during the holiday recesses, other than the actual holidays recognized by the University, shall be considered a part of the annual vacation allowance of 24 days. Holidays recognized by the University shall be New Year's, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas, and such other days as may be determined by the president of the University.

(d) Procedures for the determination of compensation for services for periods less than the full academic year shall be approved by the appropriate chancellor/vice president and by the president.

(e) Members of the staff required to render services during the academic year may be employed in the summer session or to perform research or other services during a period not exceeding two months and receive for each month of such service additional compensation at the monthly rate of one-ninth of the full-time rate paid for services required during the preceding academic year. Such employment may be for longer periods during the summer only upon the advance approval of the chancellor/vice president. Staff members required to render services for twelve months, with allowable vacation, shall not receive additional compensation for services rendered during the summer. For staff members rendering services partly on a twelve-month basis and partly on an academic-year basis, this regulation applies only to the twelve-month portion.

(f) Full-time employees shall not receive compensation for services in excess of a normal schedule within the University except for a reasonable amount of instruction in continuing education courses or grading of special examinations (outside regular course work), all to be done at a time that does not conflict with other university duties. Exceptions may be made to this rule only with advance approval of the chancellor/vice president. These exceptions should be held to a minimum.

(g) All staff members rendering services on a twelve-month basis with allowable vacation shall be compensated in twelve equal monthly installments.

(h) Staff members with the exception of assistants rendering services during the academic year shall be compensated in twelve monthly installments or on a pro rata basis for shorter periods. Assistants shall be compensated in monthly installments during the period over which services are rendered.

(i) In case of termination of service of members of the academic and administrative staff, the following rules shall govern the determination of salaries:

(1) Services required for twelve months, with allowable vacation:

a) After the first month of service, a pro rata share of earned vacation shall be paid, except to research associates modified by the postdoctoral title. Postdoctoral research associate vacation shall be ineligible for termination pay and shall not transfer to any position which is not postdoctoral.

b) A pro rata reduction in final salary payment shall be made for any vacation taken but not earned.

(2) Services required for the academic year: Total payments shall equal a percentage of the annual salary determined by the services rendered in relation to the academic year established for the campus.