

COLLEGE OF APPLIED HEALTH SCIENCES
NEW FACULTY ORIENTATION GUIDE
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AHS COLLEGE ADMINISTRATIVE OFFICES

DEAN'S OFFICE

- Cheryl Hanley-Maxwell (AHS Dean)
 - Chief Executive Officer of the college
 - Responsible for college administration
 - Executes educational policy
 - Chairs Executive Committee
 - Chairs Administrative Council
 - Member of Council of Deans
 - Appoints assistant and associate deans
- Robbin King (Assistant to the Dean)
 - Coordinate administrative services for the college
 - Administrative Assistant to the Dean
 - Support Associate Dean for Faculty Affairs
 - Coordinate Dean's Office events:
 - Fall & Spring College Meetings
 - Staff appreciation brunch
 - Holiday events
 - Prepare Final Offer Letters in coordination with HR Director
 - Staff representative for Executive Committee and Administrative Council
 - Coordinate and support the Educational Policy Committee & Awards Committee
 - Responsible for final review and submission of:
 - AHS Annual Report
 - Promotion and Tenure Dossiers
 - Tenure Rollbacks
 - Sabbatical Requests
 - Back-up support for CHAD
- Sally Marshall (Office Manager)
 - Support for Associate Dean for Undergraduate Academic Affairs
 - Assist with support for Associate Dean for Faculty
 - Back-up support for search committees
 - Back-up support for room reservations
 - Parking Reservations (Dean's Office spots only)
 - Dean's Office Reception
 - Maintain College Directory
 - Support Elections and Credentials Committee
 - Support Information Technology Department
 - Support Director of Communications
 - Support CHAD

- Suzanne Rinehart (Associate Dean of Administration)
 - College Budget Officer with oversight of all financial affairs, budget and personnel policies
 - College liaison with Chancellor and Provost Offices for budget and personnel policies
 - Facility planning including the coordination of major remodeling and renovation projects
 - Administrative oversight of the following AHS activities: Information Technology, Budget, Business, Human Resources, and Facility Management.
 - Assist Dean on long range planning, allocation of college resources, policy and procedures, and business policies.
 - Conflict of interest officer for the College
 - Approval of AHS contracts and agreements
 - Special projects for the Dean's Office
 - AHS HIPPA liaison

- Reggie Alston (Associate Dean for Undergraduate Academic Affairs).
 - Monitor the strategic planning of the campus and university to ensure that student and program academic affairs in the college are closely aligned with institutional goals
 - Serves as liaison with the Office of the Provost, Graduate College, and other campus offices related to undergraduate education
 - Consult with the Heads on department and college academic policies
 - Coordinate college educational policy
 - College Ed Pol facilitation
 - IBHE review processes
 - Advisory to unit Ed Pol committees
 - Liaison to Faculty Senate Ed Pol
 - Liaison to the Graduate College
 - Serve on the Council of Associate Deans of Graduate Education (CADGE)
 - Sharing information about resources, grant opportunities
 - Provide leadership to AHS Graduate Council
 - PhD Recruitment Day
 - PhD program review processes and improvement strategies
 - Serve as liaison to the following campus committees
 - Campus International Advisory Council
 - Entrepreneurship Roundtable
 - INSPIRE and ad hoc international programming
 - EDGE Enhancing Diversity and Guiding Excellence
 - Office of Access and Equity Title IX Harassment and Discrimination Review Panel
 - College primary point of contact for international programs
 - Development of programs, advise on policies and best practices

- College committee to develop policies and best practices for international programs and oversee implementation of those policies and practices
 - Oversee the Assistant Dean for Undergraduate Student Affairs and undergraduate activities
 - Coordinates orientation program for new graduate students
 - Provides guidance to faculty advisors
 - Collaborate with Advancement on strategies for increasing scholarship resources
 - Promote inclusive and diverse undergraduate and graduate programs
 - Oversee the Director of Online Learning
- Amy Woods (Associate Dean for Faculty Affairs)
 - Represents the Dean in matters affecting faculty affairs of the college
 - Advise and support the Dean in college resource planning matters pertaining to salary and startup for faculty recruitments and retentions, and salary raise programs
 - Support the Dean on strategic planning as it relates to formulating annual and long-term faculty hiring plans
 - Oversees college policies/bylaws relating to faculty and specialized faculty
 - Ensure compliance with university policies and procedures related to faculty recruitment and retention
 - Works with college EEO and Diversity Committee in relation to diversity initiatives and recruitment and retention of diverse faculty
 - Coordinates, oversees and provides mentorship on the following processes:
 - 3rd year faculty reviews
 - Promotion and promotion and tenure processes
 - Sabbatical requests
 - Modified teaching duties
 - Tenure rollback requests
 - Liaise with College Promotion and Tenure Committee
 - Provide leadership, guidance and support for senior management and faculty members related to personnel matters
 - Liaise with AHS Grievance Committee and campus offices to resolve faculty personnel issues
 - Conducts exit interviews with faculty
 - Coordinate and oversee the college level faculty orientation, welcome, promotion and other recognition programs
 - Leads the college efforts in providing professional development for heads, directors, faculty and specialized faculty
 - Chair of the Special Designations Faculty Committee

- Develop and coordinate the college's nomination process for university-level awards and recognition

ACADEMIC AFFAIRS

- Reggie Alston (Associate Dean for Undergraduate Academic Affairs).
 - Monitor the strategic planning of the campus and university to ensure that student and program academic affairs in the college are closely aligned with institutional goals
 - Serves as liaison with the Office of the Provost, Graduate College, and other campus offices related to undergraduate education
 - Consult with the Heads on department and college academic policies
 - Coordinate college educational policy
 - College Ed Pol facilitation
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 - Development of programs, advise on policies and best practices
 - College committee to develop policies and best practices for international programs and oversee implementation of those policies and practices
 - Oversee the Assistant Dean for Undergraduate Student Affairs and undergraduate activities
 - Coordinates orientation program for new graduate students
 - Provides guidance to faculty advisors
 - Collaborate with Advancement on strategies for increasing scholarship resources
 - Promote inclusive and diverse undergraduate and graduate programs
 - Oversee the Director of Online Learning

UNDERGRADUATE STUDENT AFFAIRS & I-LEAP

- Gretchen Adams (Assistant Dean for Student Affairs)
 - Supervise the following:
 - Chris Cosat, Community Health Academic Advisor
 - Hollie Heintz, Community Health Academic Advisor
 - Cassie Meinert, Kinesiology Academic Advisor
 - Amy O'Neill, Kinesiology Academic Advisor
 - Patty Pyrz, Recreation, Sport & Tourism Academic Advisor
 - Beth Frasca, Interdisciplinary Health Sciences Academic Advisor
 - Kathi Ritten, Speech & Hearing Science Academic Advisor
 - Tonya Pulley, Interdisciplinary Health Sciences Academic Advisor/AHS Honors
 - Tina Klebek, Academic Records Officer
 - April Carter, I-LEAP Director
 - Patty Hudek, AHS Undergraduate Recruiter
 - Charles Stephens, AHS Director of Career Services
 - Rachael Sanders, Office Manager
 - Office Support Specialist – TBD
 - Advise the Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP)
 - Review and coordinate student petitions, withdrawals, probationary, academic integrity and grievance issues
 - Provide leadership for admission, recruitment and registration processes
 - Oversee undergraduate intercollegiate transfer process
 - Facilitate communication and administration of the James Scholar Honors Program/SPARK Undergraduate Research Program
 - Assist with coordinating special events for students (e.g., Fall Welcome, Inclusive Illinois, AHS Convocation)
 - Advisor for AHS Student Council
 - Coordinate Study Abroad offerings for college

I-LEAP

- Responsible for working with stakeholders to communicate the program vision and mission, establishes goals and priorities and evaluates the effectiveness of the program
- April Carter (Director)
 - Manage upperclassmen experience of students
 - Administration of the mentorship program
 - Provision of academic, leadership and community service enrichment experiences
 - Assist in admissions and recruitment efforts

- Elizabeth Mason (Academic Skills Specialist)
 - Manage first year experience of students
 - Implement the events and initiatives developed by the Director
 - Develop and implement study skills workshops
- Joseph Cross (Academic Skills Specialist)
 - Manage first year experience of students
 - Implement the events and initiatives developed by the Director
 - Develop and implement study skills workshops

BUSINESS AFFAIRS & BUDGET AND PLANNING

DEAN'S OFFICE

- Suzanne Rinehart (Associate Dean of Administration)
 - College Budget Officer with oversight of all financial affairs, budget and personnel policies
 - College liaison with Chancellor and Provost Offices for budget and personnel policies
 - Facility planning including the coordination of major remodeling and renovation projects
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 - Special projects for the Dean's Office
 - AHS HIPPA liaison
- Liz Clawson (CPA – Assistant Dean for Budget & Strategic Business Operations)
 - Coordinates implementation of budget decisions and business functions for the College
 - Coordinates college-wide business intelligence and strategy, data systems & analysis, reporting metrics
 - College-wide data analytics and analysis related to business operations
 - College liaison for SPA contract award negotiation and execution
 - Assist unit departmental business staff on College and University budget and finance procedure and policy
 - College liaison for OBFS (Office of Business & Finance)
 - Purchasing liaison for the College
 - High dollar purchases over the bid limit
 - College liaison for payroll issues
 - Contract assistance and submission
 - Consultant agreement execution
- Bryan Jones Jr. (Facilities Manager)
 - Coordinates AHS facility maintenance, repair, and room renovation projects in coordination with departmental business contacts
 - Requests work orders for building maintenance & miscellaneous services
 - Maintains inventory of surplus furniture and issues building keys/swipe card access
 - College Liaison with Facilities & Services for areas concerning building service issues, surplus, and scrap.
 - Biennial inventory audit lead
 - AHS space survey liaison

- Jennifer Russell (Assistant Director of Human Resources)
 - AHS human resource policy & procedures
 - Oversee search process for academic and civil service positions
 - Resource for campus personnel policies
 - College liaison for academic and staff human resources appointment processing
 - Employee leaves, FMLA, retirement
 - Oversee I-9, VISA and green card processing
 - On & Off boarding procedures
 - Leadership and counsel for employee relations
 - Personnel files and job description reviews and updates

- Clayton Fink (Accounting Associate)
 - Grant award anticipatory fund requests
 - Reconcile grant activity
 - Grant post award grant management including detail analytical work on multi-year grants, budget assistance, proposal submission, grant transfers, sub awards, re-budget requests, no cost extension requests
 - Grant pre-award budget development
 - Process routine business transactions including labor redistributions, payroll adjustments, journal vouchers, inventory, purchasing, payables, accounts receivable
 - RST unit accountant
 - Contract processing

- Melinda Porter (Administrative Assistant)
 - Maintains Huff Hall building key inventory and distribution
 - Submit simple work orders in absence of Facilities Manager
 - Responsible for FabWeb property updates for Admin and certain units
 - Maintain Archibus space data and updates
 - Various human resources administrative tasks supporting Jennifer Russell as lead
 - AHS AVSL portal
 - Bi-weekly timesheets and payroll entry
 - Business Office calendar scheduling
 - Travel fund tracking and record keeping

Departmental Business Functions	KCH	RST	SPHS	DRES
Purchasing, P-card, T-card	E. Farrar	T. Daniels C Fink (PO's)	S. Cole M. Jones	J. McCoy
Human Resource questions	E. Farrar	J. Russell	S. Cole	M. Rick
Monthly grant statements, questions	E. Farrar	C. Fink	M. Jones	J. McCoy
Monthly ICR statements, questions	E. Farrar	C. Fink	M. Jones	J. McCoy
Travel Reimbursement	E. Farrar	T. Daniels	S. Cole	J. McCoy
Expense Reimbursement or Payment	E. Farrar	T. Daniels	S. Cole	J. McCoy
Telecommunications Unit Coordinator	E. Farrar	T. Daniels	S. Cole	M. Rick

Departmental Business and Human Resource Staff

**AHS Business Service Center
107 Huff Hall**

Liz Clawson, CPA

Assistant Dean for Budget & Strategic Business Operations

clawson@illinois.edu

244-4313

Areas include: Business Strategy & Reporting, Payroll, High \$ Purchasing, College Liaison for OBFS (Office of Business and Financial Services)

Clayton Fink

Accounting Associate

claytonf@illinois.edu

300-7597

Areas include: Grant proposal budget assistance and post-award management, RST unit accountant

Bryan Jones Jr.

Facilities Manager

bcjones@illinois.edu

244-0233

Areas include: Building Services, Facilities & Renovations

Jennifer Russell

Assistant Director, Human Resources

jenrusl@illinois.edu

300-1637

Areas include: Human Resources

Melinda Porter

Administrative Assistant, Business Service Center

Melinda4@illinois.edu

300-7880

Areas include: Human Resources, Building Services & Business

Kent Reel (Director of Communications)

- Coordinates the AHS Communications staff
- Provides overall direction of communication activities to strengthen the college's communication and marketing efforts
- Through collaboration with college and campus leaders, conceptualizes and implements marketing strategies that support faculty recruitment, student recruitment, research, fundraising, and alumni relations to promote the college's reputation and its influence among important constituency groups.
- Serve as the College of AHS's Chief Communications Officer (CCO), representing AHS to the Office of Public Affairs.

Anna Flanagan (Communications Specialist)

- Works with all units in the college to prepare materials for print and online dissemination
- Interviews faculty for feature articles and writes copy covering AHS alumni and events
- Coordinates the production of the yearly AHS annual report ("Moving Forward") and quarterly issues of AHS E-News (both sent to alumni, donors, as well as internal audiences)
- Coordinates the production of all unit-based award program booklets

Dick Detzner (Senior Web Designer)

- Programs and designs layouts, themes, and dynamic content for the web platform
- Provides updates to content for college and research websites
- Collaborates with college and campus IT staff to stay abreast of infrastructure developments and technology issues related to web design
- Creates and designs formatted/branded email html templates
- Ensures compliance of college website with accessibility and university branding standards

Courtney Malcolm (Advanced Media Specialist - Social Media)

- Creatively and strategically manages the college's social media accounts, presenting content in a way that increases engagement and awareness of the college and its programs
- Consults with departments and units in the college on social media strategy and implementation
- Supports the college by creating print and digital marketing assets
- Designs, creates, monitors, and reviews social media advertising in support of the college and its units

- Aggregates social media marketing data to disseminate to key stakeholders within the college

Vincent Lara-Cinisomo (Media Relations/Editorial Specialist)

- Identifies opportunities to engage members of the news media, employees, stakeholders, and other community members in communicating information that strengthens the College of AHS.
- Draft press releases, including text/creating visuals/delivering information via various channels and distribution systems
- Establish professional connections with local, regional, and national press and media outlets.
- Continually scans the campus and external environment to suggest opportunities for AHS units and faculty to engage or contribute to topical, trending news stories.
- Determine the appropriateness of media requests for information and formulates the content, timing, and manner of media releases, in accordance with appropriate policies.

TBD (Web Services Specialist)

Assists in:

- front-end functions of building and maintaining websites
- content updates of college and research websites
- accessibility reviews of websites
- production of html emails for events and announcements

OFFICE OF INFORMATION, SECURITY, AND TECHNOLOGY

- **What we do**
 - We provide technology hardware, software, infrastructure, and support for the College's faculty, students, and staff as they conduct their instructional, research, and public engagement activities.
- **Standard IT services and support for faculty**
 - New computer provided every five years, specs based on faculty member's needs
 - Skype for Business phone, IM, and video conferencing including headset or handset. Zoom is also provided
 - Microsoft Office, Box.com cloud storage, Qualtrics, Adobe Creative Cloud, and many other products provided with no cost to the faculty member
 - Email, phone, remote, and in-person IT support
 - Networked printing and data storage services
- **Additional IT services provided to all faculty**
 - Assist faculty in the evaluation, acquisition, and implementation of technology in support of teaching, research, and public engagement
 - Aid faculty with technology and security for grant applications and grant-funded research
 - Assist faculty in acquiring software and services from other sources such as the University WebStore
 - Facilitate technology services from other vendors and campus collaborators such as Technology Services, the National Center for Supercomputing Applications (NCSA), and other Colleges
 - Support A/V technology in conference rooms, classrooms, and other spaces
 - Architect, implement, and maintain additional technology services. Past projects include:
 - HIPAA-compliant networked data storage
 - Virtualized web application environments
 - Research subject video live monitoring and storage
- **Help desk service standards**
 - Contact us by email at helpdesk@ahs.illinois.edu or by calling 217-333-2113
 - All email requests triaged within 2 hours
 - All requests receive a response within 8 hours
 - No more than two business days between responses

OUR TEAM

- Mike Bohlmann, mikeb@illinois.edu (Director of Information Technology)
 - Align technological services with the mission and strategic goals of the College. Direct and continuously adjust organizational resources accordingly

- Supervise the recruitment, development, retention, and organization of all AHS IT staff. Lead and manage the staff in AHS IT Services, including setting expectations for departmental and individual goals
- Act as a representative for the College to the rest of campus on IT matters, including serving on the IT Council and participating in other campus IT Governance committees. Maintain cooperative relations between the College and other IT leaders
- Mark Joseph (Manager of Research & Clinical Support)
 - Lead support for research and clinical needs
 - Architect, implement, and maintain technology used in the support of research and clinical activities
 - Design and maintenance of audio/visual systems
- Gary Kambic (Senior IT Specialist)
 - Purchasing support for IT hardware, software, and services.
 - Support Skype for Business communications technology include software and hardware
 - Assist faculty, staff, and students in the implementation and utilization of Box.com cloud-based storage.
 - Support Qualtrics access and usage
- Frederick Beuttler (IT Specialist)
 - Provides lead support for Disability Resources & Educational Services as well as Speech & Hearing Science
 - Help desk support including desktop and laptop computers, mobile devices, software, and associated peripherals
 - Educate users on best computing practices, security measures, backup techniques for personal and research purposes
- Aaron Davis (IT Specialist)
 - Lead support on Apple computers and mobile devices
 - Help desk support including desktop and laptop computers, mobile devices, software, and associated peripherals
 - Educate users on best computing practices, security measures, backup techniques for personal and research purposes
- Tyler Sassine (IT Specialist)
 - Provides lead support for Kinesiology & Community Health, Speech & Hearing Science, and the Chez Veterans Center
 - Help desk support including desktop and laptop computers, mobile devices, software, and associated peripherals
 - Educate users on best computing practices, security measures, backup techniques for personal and research purposes.

OFFICE OF ADVANCEMENT

- Jean Driscoll (Assistant Dean for Advancement)
 - Oversees all fundraising and alumni relations activities for AHS
 - Major Gifts
 - Annual Funds
 - Alumni Relations
 - Corporate Relations
 - Stewardship
 - Events (Donor-centric such as Distinguished Alumni Awards, Investitures for Professorships, etc.)
- Mark Reitan (Senior Director of Advancement)
 - Major Gifts
 - Stewardship
 - Annual Funds
 - Alumni Relations
- Betsy Rodriguez (Associate Director of Advancement)
 - Major Gifts
 - Stewardship
 - Annual Funds
 - Alumni Relations
- Danielle Runyon (Associate Director of External Engagement)
 - Manages Alumni programming, stewardship & college outreach/engagement
- Kathy Saathoff (Office Administrator)
 - Supports Assistant Dean for Advancement, Senior and Associate Directors, & Associate Director of External Engagement
 - Important contact for campus-wide Advancement community

CHEZ VETERANS CENTER

Building on its pioneering success in serving individuals with disabilities since 1948, the College of Applied Health Sciences is continuing its mission to provide access and inclusion to military-connected students of the modern era. The Chez Veterans Center is a place of affiliation and community for our student veterans. Our primary goal is to provide the programs and services to help the student veteran navigate the higher education landscape and achieve meaningful employment upon graduation. Support services are individualized and comprehensive to ensure their multilayered needs are being met. The services provided by the Center, coupled with the educational preparation the University of Illinois offers in its broadly inclusive, world-class educational degree programs, enables our veterans to obtain the tools and knowledge they need for their next rewarding career.

Staff

Reginald Alston, Interim Director, Chez Veterans Center

Dustin Lange, Assistant Director for Academic/Career Services and Facility Operations

Ingrid Wheeler, Assistant Director, Behavioral Health Programs

Jason Sakowski, Assistant Director, Veteran Student Support Services

Garrett Anderson, Outreach Coordinator and Student Recruiter

Jeni Hunnicutt, Visiting Research Specialist

Vacant, Business Administrative Associate

Department of Veterans Affairs

Brian McFarland, Clinical Psychologist

Katie Keil, Clinical Psychologist

Laura Leigh Mowery, Transition and Care Management Program Manager

CHAD Contacts

Jeffrey Woods, Associate Dean for Research/Director CHAD

- Oversees AHS research and research support services

Jacob Sosnoff, Professor/Associate Director CHAD

- Corporate relations
- Commercialization of technologies and innovations
- CHAD Travel Grants

Wendy Bartlo, Asst Direct Strategic Initiatives and Research Relations

- Research relations
- strategic initiatives & planning
- CHAD Pilot grants
- public engagement
- external grant review service

Heidi Krahling, Grant Specialist

- Pre-award grant services
- Budget Preparation
- Grant proposal submissions
- SPA liaison

Sa Shen Director of Biostatistical Services

- Biostatistical Expertise

Brian Pastor, Assistant Director

- CHART Program
- participant recruitment registry
- Age-Friendly

Harshal Mahajan, Assistant Director LIFE Home

- LIFE Home

ILLINOIS
Center on Health, Aging & Disability

Faculty SERVICES

**Grant Proposal
and Budget
Development**



**Grant
Submission
Assistance**

**Pilot Grant
Awards**



Travel Awards

**External Grant
Review**



**Faculty
Development
Seminars**

**Biostatistical
Expert
Consultation**



**Poster Printing
Services**

For More Information, Visit our Website



www.chad.illinois.edu

DIVISION of DISABILITY RESOURCES and EDUCATIONAL SERVICES

Staff Directory

Director's Office

Kim Collins	Interim Director
Maureen Gilbert	Assistant Director
Susann Sears	Assistant Director
Krystle Simmons	Office Administrator

Accessible Media Services

Ann Fredricksen	Coordinator
Angella Anderson	Disability Specialist (Text Conversion)
Velviet Adams	Office Support Specialist
Alex Cordain	Office Support Associate

Assistive Communication and Information Technology

Jon Gunderson	Coordinator
Nicholas Hoyt	Software Development and User Interface Design Specialist
Christy Blew	IT Accessibility Specialist
Lori Lane	IT Accessibility Specialist

Beckwith Residential Support Services

Susann Sears	Director
Paige Lindahl-Lewis	Associate Director/Disability Specialist
Jason Murphy	Coordinator – Staffing and Education
Katy Hoyer	Visiting Disability Advisor

Business Office

Jeffrey McCoy	Accounting Associate
Daniel Kuk	Office Support Associate

Campus Life

Maureen Gilbert	Coordinator
Matt Buchi	Head Coach, Men's Wheelchair Basketball
Adam Bleakney	Head Coach, Men's and Women's Wheelchair Track and Road Racing
Stephanie Wheeler	Head Coach, Women's Basketball
Jeannette Elliott	Physical Therapist
Connor Doherty	Athletic Trainer

Student Services

Sue Han	Assistant Director of Mental Health Services
Rachel Graddy	Coordinator of Access Specialists
Teresa Davenport	Licensed Clinical Psychologist
Amanda Carey	Access Specialist
Tina Cowsert	Access Specialist
Brian Siemann	Access Specialist
Rachel Green	Access Specialist
Ashley Dyke	Visiting Access Specialist
Lindsey Haitz	Career Services Specialist
Heidi Johnson	Senior Interpreter
Nina O'Brien	Clinical Counselor
Marlene Hedrick	Office Support Associate

Testing Accommodations Center

Tina Rolfe	Coordinator
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Transportation

My linda Netherton	Coordinator
David Morgan	Head Disability Transportation Specialist
Rebecca Wilsey	Disability Transportation Specialist
Jim Goudie	Disability Transportation Specialist

History of Disability Services at the University of Illinois

In the 1947-48 academic year, a former Veterans Administration Hospital in Galesburg, Illinois, was converted into a satellite campus of the University of Illinois. This action was necessary to accommodate the many WW II veterans returning to the United States who were seeking to utilize GI Bill funding to earn college degrees.

In 1949, it was decided that the Galesburg campus would be closed. At that time, the first act of self-advocacy by University of Illinois students with disabilities occurred, as they loaded into several cars and set off for Springfield to request that Governor Stevenson intervene to stop the closure. This event was so significant that on March 24, 1949, the headline of the Citizen's Tribune of Springfield read, "Crippled Students Fight College Closing, Demand Branch at Galesburg be Maintained." Clearly, the wording in the headline indicated that the students were battling far more than the closure of the Galesburg campus. Unfortunately, their gallant effort was not rewarded—the campus was closed.

After the Galesburg closure, the students continued their self-advocacy by seeking to move the "Rehab Program," as it was affectionately called, to Urbana-Champaign. Of course, as one might expect, given the social climate captured in the aforementioned headline, support for the continuation of the program at the main campus was anything but widespread. Indeed, conventional wisdom held that individuals with such severe physical disabilities could not possibly live "normal" lives, could not have families, and could not obtain gainful employment. Therefore, they should not have their hopes unrealistically inflated by being "granted" access to a prestigious University of Illinois degree.

This great social experiment might have ended had it not been for the fact that the group of self-reliant, self-advocating students with disabilities took their show on the road to Urbana-Champaign. Their goal in traveling to the main campus was to demonstrate that with minimal architectural and personal assistance, they could successfully negotiate the campus, and that they were more than equal to the challenge of the institution's academic programs.

As a result of their day of demonstrations and enlightenment, the U of I rehabilitation program was begrudgingly granted provisional or "experimental" status at Urbana-Champaign. For the next six years, the students continued to advocate for themselves by demonstrating their abilities through a myriad of activities sponsored by Delta Sigma Omicron (DSO), including Sigma Signs, the DSO annual publication, and athletic exhibitions.

In 1954, a politically savvy group of DSO students succeeded in convincing Illinois Governor William Stratton to serve as the keynote speaker at the annual DSO awards banquet. Although the banquet had not previously been attended by University administrators, the Governor's appearance packed the house. That evening, Governor Stratton gave a stirring speech on the benefits of rehabilitation and the importance of the effort under way at Illinois. From that point on, although many battles would have to be fought and won in the war for egalitarian access, the program's legitimacy was never again seriously questioned.

Over the ensuing years, DRES has helped thousands of students with disabilities earn college degrees and has made the Urbana-Champaign campus a leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations, including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities ([Delta Sigma Omicron](#)); and
- The first collegiate adapted sports and recreation program for students with disabilities, which also produced the first wheelchair athlete in the world to win an Olympic Gold Medal.

However, our legacy did not stop there. For the past 20 years, we have lead the way for intensive supports and programming for nonvisible disabilities. DRES continues to promote innovative programs to allow inclusion for our students including significant supports for students with mental health disabilities, students on the autism spectrum, and students with ADHD, learning disabilities, acquired brain injury, and chronic health conditions. We also continue to be a leader in accessibility on the world wide web and digital technology.

DEPARTMENT OF KINESIOLOGY AND COMMUNITY HEALTH

KCH Department Overview:

Faculty in the Department of Kinesiology and Community Health (KCH) are nationally and internationally recognized for their research, teaching and public engagement; with outcomes that focus on the promotion of optimal health for all individuals. The Kinesiology doctoral program is ranked #1 in the nation by the National Academy of Kinesiology, and six faculty are Fellows in the Academy. Faculty in KCH and their students consistently publish research and scholarship in the most highly regarded journals. They are members of review boards, serve as editors of academic journals, function as officers of major national organizations, and present their work at national and international professional meetings. They are effective teachers and mentors of undergraduate and graduate students. Notably, four of our current faculty have received the Campus Award for Excellence in Undergraduate Teaching. Many KCH faculty and our advisors have also received other College and University teaching, mentoring, and advising awards and been recognized for their significant professional service and outreach accomplishments. In addition, they provide high levels of service in all areas of the University.

In Fall 2019, 1515 undergraduate majors were enrolled in the Department. Among the undergraduate students, 539 were Kinesiology, 588 were Community Health, and 388 were I-health majors (I-Health has increased by 98 students). The Department currently enrolls 137 graduate students. Among these, 20 are pursuing the Masters of Public Health, 9 are pursuing the M.S. in Community Health, 7 are pursuing an M.S. in Health Administration, 24 are pursuing a M.S. in Kinesiology, 28 are pursuing a Ph.D. in Community Health, and 49 are pursuing a Ph.D. in Kinesiology. Placement rates upon graduation are high. Graduating students consistently express high satisfaction with the quality of our faculty, course work, and overall educational experiences. A majority of KCH students continue their education in professional allied health or graduate degree programs, with most doctoral graduates pursuing academic or research positions.

The undergraduate degree program in Interdisciplinary Health Sciences (I-Health) is a recent addition to the Department of Kinesiology and Community. This program is focused on applied health and societal issues that span a range of traditional fields. The program of study includes a set of core courses that builds an interdisciplinary scientific foundation in the study of health, and provides a basic knowledge of health-related issues. The degree program also includes a set of three concentrations, of which a student must complete at least one, that emphasize some of the foremost issues facing society: health and aging; health behavior change; and health diversity.

Faculty/Staff

Courses in Kinesiology and Community Health are taught by members of the faculty who bring their expertise and personal commitment to the classroom which creates a learning environment where student initiative is encouraged. Ratings by students place the courses and instructors in the Department well above campus averages.

Faculty

- Susan Aguinaga, Ph.D., Assistant Professor
- Reginald Alston, Ph.D., Professor, Associate Dean of Academic Affairs
- Marni Boppart, Ph.D., Associate Professor
- Nicholas A. Burd, Ph.D., Assistant Professor
- Chung-Yi Chiu, Ph.D., Assistant Professor
- Robyn L. Gobin, Ph.D., Assistant Professor
- Neha Gothe, Ph.D., Assistant Professor
- Kim Graber, Ed.D., Professor, Associate Head
- Manuel E. Hernandez, Ph.D., Assistant Professor
- Yih-Kuen Jan, Ph.D., Associate Professor
- Hyojung Kang, Ph.D., Assistant Professor
- Naiman Khan, Ph.D., Assistant Professor
- Hillary Klonoff-Cohen, Ph.D., Professor
- Adam Konopka, Ph.D., Assistant Professor
- John Kosciulek, Ph.D., Professor
- Sandraluz Lara-Cinisomo, Ph.D., Assistant Professor
- Shannon Mejia, Ph.D., Assistant Professor
- Sean Mullen, Ph.D., Associate Professor
- Steven Petruzzello, Ph.D., Professor, Associate Head
- Dominika Pindus, Ph.D., Assistant Professor
- Laura Rice, Ph.D., Assistant Professor
- Kevin Richards, Ph.D., Assistant Professor
- Wendy Rogers, Ph.D., Professor, Director, Health Technology Education Program
- Andriara Schwingel, Ph.D., Associate Professor
- Chelsea Singleton, Ph.D., Assistant Professor
- Jacob Sosnoff, Ph.D., Professor, Associate Director of CHAD
- David Strauser, Ph.D., Professor
- Synthia Sydnor, Ph.D., Associate Professor
- Kenneth Wilund, Ph.D., Professor
- Amelia Mays Woods, Ph.D., Professor, Department Head
- Jeffrey Woods, Ph.D., Professor, Associate Dean for Research, Director of CHAD
- Weimo Zhu, Ph.D., Professor

Instructional/Research

- Brynn Adamson, Ph.D., Teaching Assistant Professor
- Julie Bobitt, Ph.D., Teaching Assistant Professor, Director of I-Health
- Kristin Carlson, Ph.D., Teaching Assistant Professor
- Nicole DelMastro-Jeffrey, M.Ed., Assistant Director, MPH Program
- Kristen DiFilippo, Ph.D., Teaching Assistant Professor
- Tim Hale, Ph.D., Teaching Assistant Professor
- Justine Kaplan, M.S.P.H., Clinical Assistant Professor, Interim Director of MPH Program
- Harshal Mahajan, Ph.D., Research Assistant Professor
- Cezar Mamaril, Ph.D., Teaching Assistant Professor

- Jamie O'Connor, Ph.D., Teaching Associate Professor
- Ginger Reeser, Ph.D., Visiting Research Specialist
- Ian Rice, Ph.D., Teaching Associate Professor
- Alicia Richards, M.S., Instructor
- Tammy Seraphin, M.S.N., Assistant Director, Health Administration Program

Emeritus Faculty

- Richard Boileau, Ph.D.
- David Buchner, Ph.D.
- Les Carlton, Ph.D.
- Susan Greendorfer, Ph.D.
- Rainer Martens, Ph.D.
- Edward McAuley, Ph.D.
- Jim Misner, Ph.D.
- Thomas O'Rourke, Ph.D.
- Glyn Roberts, Ph.D.
- Karin Rosenblatt, Ph.D.
- Mary Slaughter, Ph.D.

Undergraduate Advising

- Kim Graber, Ed.D., Professor, Director of Undergraduate Studies
- Chris Cosat, M.S., CHLH Undergraduate Advisor
- Beth Frasca, M.S., I-Health Undergraduate Advisor
- Hollie Heintz, M.S., CHLH Undergraduate Advisor
- Cassandra Meinert, M.S., KIN Undergraduate Advisor
- Amy O'Neill, M.S., KIN Undergraduate Advisor
- Tonya Pulley M.S., I-Health Undergraduate Advisor

Graduate Advising

- Steven Petruzzello, Ph.D., Director of Graduate Studies
- Nicole DelMastro-Jeffery, M.Ed., Assistant Director, Masters of Public Health Program
- Nicole Holtzclaw-Stone, Ph.D., Assistant Director, Health Technology Education Program
- Tammy Seraphin, M.S.N., Assistant Director, Health Administration Program

Support Staff

- Mohammed Ayoub, Accounting Associate
- Tina M. Candler, Administrative Aide
- Erin Farrar, Business/Admin Associate
- Andrew Howie, Office Support Specialist
- Julie Jenkins, Office Administrator
- Carleen McCormick, Admin Aide, Assistant to the Department Head
- Tracy Wilson, Account Tech II

DEPARTMENT OF RECREATION, SPORT AND TOURISM

Faculty and staff of the Department of Recreation, Sport and Tourism (RST) at the University of Illinois work to advance knowledge about the choices that people make for their discretionary time throughout the lifespan, including outcomes of those choices at personal, family, community, and institutional levels. RST faculty and staff apply their expertise to enhance the delivery of leisure services, recognizing that recreation, sport and tourism are synergistic elements of a unique and multifaceted industry. RST appreciates the significance of play, the contribution of arts, and the value of diversity. The research and engagement of RST foster healthy lifestyles, environmental stewardship, effective management and marketing of organizations, and social and economic development of communities.

Faculty/Staff

The RST faculty is world-renowned for research and scholarly endeavors. They represent a complement of backgrounds ranging from psychology to sociology, from marketing to economics, from geography to rehabilitation, from communication to leisure behavior, from health and wellness to natural resources. As a result, students are exposed to a variety of diverse and relevant perspectives on the park, recreation, sport, and tourism profession. Every member of the faculty teaches and brings state-of-the-art knowledge to the classroom.

Faculty

- Lynn Barnett-Morris, Ph.D., Associate Professor
- Liza Berdychevsky, Ph.D., Associate Professor
- Michael Duignan, Ph.D., Assistant Professor
- Toni Liechty, Ph.D., Associate Professor
- Laura Payne, Ph.D., Professor
- Carla Almeida Santos, Ph.D., Professor, Department Head
- Mikihiro Sato, Ph.D., Assistant Professor
- Kimberly J. Shinew, Ph.D., Professor, Director of Undergraduate Studies
- Joelle Soulard, Ph.D., Assistant Professor
- William Stewart, Ph.D., Professor
- Monika Stodolska, Ph.D., Professor, Director of Graduate Studies
- Jon Welty-Peachey, Ph.D., Associate Professor
- Julian Woolf, Ph.D., Assistant Professor
- Sharon Zou, Ph.D., Assistant Professor

Instructional Faculty

- Feng-Shun Bin, Ph.D., Adjunct Instructor
- Carla Costa, Ph.D., Adjunct Instructor
- Robyn Deterding, M.S., Adjunct Instructor
- Kyle Emkes, J.D., Adjunct Instructor
- Don Hardin, M.S., Visiting Instructor
- Michael Raycraft, Ph.D., Clinical Associate Professor
- Steven Staples, Ph.D., Adjunct Instructor
- Cindy Wachter, Ph.D., Senior Lecturer
- Stephanie Wheeler, Adjunct Instructor

Emeritus Faculty

- Joseph J. Bannon, Ph.D., Professor Emeritus of Leisure Studies
- Michael Ellis, Ph.D., Professor Emeritus of Leisure Studies
- Robert D. Espeseth, Ph.D., Professor Emeritus of Leisure Studies
- John R. Kelly, Ph.D., Professor Emeritus of Leisure Studies
- Cary McDonald, Ph.D., Associate Professor of Recreation, Sport and Tourism
- William R. McKinney, Ph.D., Professor Emeritus of Recreation, Sport and Tourism
- Bruce E. Wicks, Ph.D., Associate Professor Emeritus of Recreation, Sport and Tourism

Office of Recreation and Park Resources (ORPR)

- K. Dave McCann, MBA, Director of Office of Recreation and Park Resources

Departmental Staff

- Terri Daniels, Business Administrative Associate
- TBD, Office Support Specialist

Advising

- Patty Pyrz, Academic, Advisor & Lecturer
- Timothy Tiger, Online Master's Program, Student Services Advisor

DEPARTMENT OF SPEECH AND HEARING SCIENCE

The Department of Speech and Hearing Science, located within the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign, offers a broad background in physical, behavioral, and social aspects of human communication. Our programs and award-winning professors prepare students to enter the critically important fields of speech and hearing science, health, and related research. Department research laboratories study communication challenges and clinics assist people with communication impairments. The Department of Speech and Hearing Science is dedicated to improving all aspects of interpersonal communication through research, programs, and outreach.

Faculty/Staff

Courses in Speech and Hearing Science are taught by members of the faculty who bring their expertise and personal commitment to the classroom which creates a learning environment where student initiative is encouraged. Ratings by students place the courses and instructors in the Department well above campus averages.

Faculty

- Justin Aronoff, Ph.D., Associate Professor
- Pasquale Bottalico, Ph.D., Assistant Professor
- Ron D. Chambers, Ph.D., Associate Professor
- Marie Moore Channell, Ph.D., Assistant Professor
- Carlos I. Colon, M.A., Instructor
- Susan Dramin-Weiss, B.A., Instructor
- Mary Flaherty, Ph.D., Assistant Professor
- Pamela A. Hadley, Ph.D., Associate Professor
- Laura Hahn, Ph.D., Assistant Professor
- Julie Hengst, Ph.D., Associate Professor
- Fatima Husain, Ph.D., Associate Professor
- Keiko Ishikawa, Ph.D., Assistant Professor
- Cynthia J. Johnson, Ph.D., Associate Professor
- Karen Iler Kirk, Ph.D., Professor, Department Head
- Ian Mertes, Ph.D., Assistant Professor
- Brian Monson, Ph.D., Assistant Professor
- Raksha Anand Mudar, Ph.D., Associate Professor
- Matthew Rispoli, Ph.D., Associate Professor

Clinical Faculty

- Jennifer Dahman, M.S., CCC-SLP, Clinical Assistant Professor
- Abby Franz, M.S., CCC-SLP
- Noa Hannah, Ph.D., CCC-SLP, BCBA-D, Clinical Assistant Professor
- Amanda Lawrence, AuD, CCC-A, Clinical Assistant Professor
- Clarion Mendes, M.A., CCC-SLP, Director of Clinical Education

- Jaime Olson, M.A., CCC-SLP
- Brittney Reidy, AuD, CCC-A Clinical Assistant Professor

Emeritus Faculty

- Nicoline Ambrose, Ph.D., Associate Professor
- David P. Kuehn, Ph.D.
- Charissa Lansing, Ph.D.
- Adrienne L. Perlman, Ph.D.
- F. Adele Proctor, Ph.D.
- Robert K. Simpson, Ph.D.
- Ehud Yairi, Ph.D.

Undergraduate Advising

- Justin Aronoff, Ph.D., Director of Undergraduate Studies
- Kathi Ritten, M.S., Undergraduate Advisor

Graduate Advising

- Cynthia Johnson, Ph.D., Director of Graduate Studies

Support Staff

- Stefanie Cole, Administrative Aide
- Deanna DeBord, Office Support Assistant
- Mary Jones, Business Specialist
- Andrea Paceley, Office Manager

AHS Faculty/Staff Directory - Office of the Dean

Last Name	First Name	Title	Address	MC	Phone	E-Mail
Adams	Gretchen	Assistant Dean for Undergraduate Student Affairs	116 Huff Hall	MC-586	300 - 4435	gadams4@illinois.edu
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Cosat	Christopher	Special Projects		MC-586	300 - 6881	cosat@illinois.edu
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Driscoll	Jean	Assistant Dean for Advancement	311 Armory	MC-535	244 - 0270	jdris@illinois.edu
Fink	Clayton	Accounting Associate	107 Huff Hall	MC-586	300 - 7597	claytonf@illinois.edu
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Hudek	Patty	Undergraduate Recruiter	211SA Huff Hall	MC-586	300 - 7343	phudek@illinois.edu
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Joseph	Mark	IT Manager of Research & Clinical Support	305 Huff Hall	MC-586	265 - 7551	markjos@illinois.edu
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King	Robbin	Administrative Assistant	110 Huff Hall	MC-586	333 - 2129	rlking10@illinois.edu
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Meinert	Cassie	Kinesiology Advisor (A-K)	155 Freer Hall	MC-052	300 - 6883	cmeinert@illinois.edu
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Pyrz	Patty	RST Advisor	130 Huff Hall	MC-586	300 - 0315	pspyrz@illinois.edu
Reel	Kent	Director of Communications	304 Armory	MC-535	244 - 6127	kreel@illinois.edu
Reitan	Mark	Senior Director of Advancement	302 Armory	MC-535	300 - 0154	mreitan@illinois.edu
Rinehart	Suzanne	Associate Dean for Administration	109 Huff Hall	MC-586	333 - 9526	srinehar@illinois.edu
Ritten	Kathi	SHS Advisor	221 SHS	MC-586	300 - 6885	ritten@illinois.edu
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Runyon	Danielle	Associate Director for External Engagement	310 Armory	MC-535	300 - 2952	drunyon@illinois.edu
Russell	Jennifer	Assistant Director of Human Resources	108A Huff Hall	MC-586	265 - 9360	jenrusl@illinois.edu
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Sanders	Rachael	Office Manager	118 Huff Hall	MC-586	244 - 9943	rsander@illinois.edu
Sassine	Tyler	IT Specialist	305 Huff Hall	MC-586	300 - 0132	ts2@illinois.edu
Shrader	Sara	Director of Online Learning	203 Huff Hall	MC-586	300 - 5038	shrader@illinois.edu
Stephens	Charles	Director of Career Services	123B Huff Hall	MC-586	244 - 2330	cts19@illinois.edu
Woods	Amy	Associate Dean for Faculty Affairs	110 Huff Hall	MC-586	244 - 0823	amywoods@illinois.edu
Woods	Jeff	Associate Dean for Research, Director CHAD	1008B Khan Annex	MC-586	244 - 6815	woods1@illinois.edu
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Dean's Office Fax					333 - 0404	
CHAD Main Office					333 - 4965	
CHAD Fax					265 - 0358	
CHAD TTY					244 - 6274	
108A Huff Hall - Business Affairs Conference Room					333 - 1818	

AHS Faculty/Staff Directory - Office of the Dean

114 Huff Hall - Seminar Room			244	-	1554	
1008A Khan Annex - Conference Room			244	-	6583	
2021C Khan Annex - Conference Room			244	-	6077	
3015 Khan Annex - Videoconference Room			244	-	0189	
AHS Help Desk - 305 Huff Hall			333	-	2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - Center on Health, Aging, and Disability

Last Name	First Name	Title	Address	MC	Phone	E-Mail
Bartlo	Wendy	Asst Director Strategic Initiatives and Research Relations	104A Huff Hall	MC-586	300 - 4323	wbartlo@illinois.edu
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Pastor	Brian	Assistant Director	104D Huff Hall	MC-586	244 - 2866	pastor2@illinois.edu
Shen	Sa	Research Biostatistician	104B Huff Hall	MC-586	300 - 9211	sashen2@illinois.edu
Sosnoff	Jake	Associate Director	301A Freer Hall	MC-052	333 - 9472	jsosnoff@illinois.edu
Woods	Jeff	Director	1008B Khan Annex	MC-586	244 - 8815	woods1@illinois.edu
CHAD Main Line					333 - 4965	
Conference Room 1008a					244 - 6583	
Fax					265 - 0358	
AHS Help Desk - 305 Huff Hall					333 - 2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - The Chez Family Foundation Center for Wounded Veterans in Higher Education

Last Name	First Name	Title	Address	MC	Phone	E-Mail
Alston	Reggie	Interim Director	1005 CVC	MC-090	333 - 3789	alston@illinois.edu
Anderson	Garrett	Outreach Coordinator & Student Recruiter	2012 CVC	MC-090	300 - 8261	gtander2@illinois.edu
Hunnecutt	Jeni	Visiting Research Specialist	2003 CVC	MC-090	300 - 2814	jeni@illinois.edu
Lange	Dustin	Asst Director for Academic/Career Services and Facility Operations	1009 CVC	MC-090	300 - 5368	dlange2@illinois.edu
Sakowski	Jason	Assistant Director, Veteran Student Support Services	1015 CVC	MC-090	300 - 6704	jsakowsk@illinois.edu
Wheeler	Ingrid	Assistant Director, Behavioral Health Programs	1030 CVC	MC-090	300 - 5186	ithorso2@illinois.edu
CWWHE Main Line					300 - 3515	
VA Counseling Staff					265 - 0753	
VA Benefits Staff					265 - 0744	
VA PT Staff					300 - 4882	
Conference Room 1011					265 - 0722	
Fax					244 - 9008	
AHS Help Desk - 305 Huff Hall					333 - 2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - Disability Resources and Educational Services

Last Name	First Name	Title	Address	MC	Phone	E-Mail
Adams	Velviet	Office Support Specialist	LL REC	MC-574	300 - 1768	vzang@illinois.edu
Anderson	Angella	Disability Specialist, Text Conversion	59 REC	MC-574	244 - 3983	aanders2@illinois.edu
Bleakney	Adam	Disability Sport Coach	169 REC	MC-574	244 - 5869	bleakney@illinois.edu
Blew	Christy	IT Accessibility Specialist	84 REC	MC-574	244 - 6759	cblew@illinois.edu
Buchi	Matthew	Head Coach, Men's Wheelchair Basketball	168 REC	MC-574	244 - 6083	buchi@illinois.edu
Carey	Amanda	Access Specialist	116 REC	MC-574	300 - 7836	carey10@illinois.edu
Collins	Kimberly	Interim Director	105 REC	MC-574	265 - 0775	kdcollin@illinois.edu
Cordain	Alex	Office Support Associate	64 REC	MC-574	300 - 0257	acordain@illinois.edu
Cowsert	Tina	Access Specialist	118 REC	MC-574	244 - 6972	tcowsert@illinois.edu
Davenport	Teresa	Licensed Clinical Psychologist	119 REC	MC-574	300 - 2412	tdavenpo@illinois.edu
Doherty	Connor	Athletic Trainer	178A REC	MC-574	300 - 9647	dohert15@illinois.edu
Dyke	Ashley	Visiting Access Specialist	117 REC	MC-574	300 - 5683	aia4@illinois.edu
Ebeling	Katie	Office Support Associate	136 DRES	MC-574	333 - 4604	ebeling@illinois.edu
Elliott	Jeannette	Physical Therapist	178 REC	MC-574	333 - 4608	elliott3@illinois.edu
Fredricksen	Ann	Coordinator, Accessible Media Services	86 REC	MC-574	244 - 5785	ajfredr1@illinois.edu
Gilbert	Maureen	Coordinator, Campus Programs	158 REC	MC-574	333 - 4607	mlgilbrt@illinois.edu
Goudie	James	Disability Transportation Specialist	142 REC	MC-574	333 - 4616	goudie@illinois.edu
Graddy	Rachel	Coordinator of Access Specialists	111 REC	MC-574	300 - 3646	rgraddy@illinois.edu
Green	Rachel	Access Specialist	123 REC	MC-574	300 - 5698	rjjacksn@illinois.edu
Gunderson	Jon	Coordinator, Assistive Comm/Info Tech	58 REC	MC-574	244 - 5870	jongund@illinois.edu
Haitz	Lindsay	Career Services Specialist	121E REC	MC-574	300 - 7226	lah@illinois.edu
Han	Sue	Assistant Director of Mental Health Services	120 REC	MC-574	300 - 7111	suehan@illinois.edu
Hedrick	Marlene	Office Support Associate	111 REC	MC-574	333 - 4603	jhedric@illinois.edu
Hoyer	Katie	Visiting Disability Advisor	1102 Nugent Hall	MC-540	333 - 0075	khoyer2@illinois.edu
Hoyt	Nicholas	Software Dev & User Design Specialist				nhoyt@illinois.edu
Johnson	Heidi	Senior Interpreter	118 REC	MC-574	244 - 0317	haj@illinois.edu
Kuk	Daniel	Office Support Associate	103 REC	MC-574	333 - 1970	kuk2@illinois.edu
Lane	Lori	IT Accessibility Specialist	56 REC	MC-574	300 - 1456	lorilane@illinois.edu
Lemke	Stephen	Disability Transportation Specialist	142 REC	MC-574	333 - 3630	lemke@illinois.edu
Lindahl-Lewis	Paige	BRSS Associate Director	1104 Nugent Hall	MC-540	333 - 3315	plewis66@illinois.edu
McCoy	Jeffrey	Accounting Associate	103 REC	MC-574	300 - 0220	jsmccoy@illinois.edu
Morgan	David	Head Disability Transportation Specialist	142 REC	MC-574	333 - 4616	dcmorgan@illinois.edu
Murphy	Jason	Coordinator of Staffing & Education, BRSS	1108 Nugent Hall	MC-540	300 - 6221	jmurphy8@illinois.edu
Netherton	My linda	Coordinator, Accessibility & Transportation	151 REC	MC-574	244 - 4104	mylindag@illinois.edu
O'Brien	Nina	Clinical Counselor	140 REC	MC-574	244 - 4907	nhack2@illinois.edu
Rolfe	Tina	Academic Accommodations Specialist	136 REC	MC-574	333 - 4604	trolf@illinois.edu
Sears	Susann	Director, Beckwith Residential Support Services	1110 Nugent Hall	MC-574	333 - 4602	sheft@illinois.edu
Siemann	Brian	Learning Disability Specialist	111 REC	MC-574	300 - 6682	siemann1@illinois.edu
Simmons	Krystle	Office Administrator	105 REC	MC-574	333 - 5683	klsimmns@illinois.edu
Wheeler	Stephanie	Women's Disability Health & Wellness Specialist	161 REC	MC-574	333 - 4606	slwheele@illinois.edu
Wilsey	Rebecca	Disability Transportation Specialist	142 REC	MC-574	333 - 4616	wilsey@illinois.edu
DRES Business Office					333 - 1970	
DRES Fax					244 - 0014	
Nugent Fax					244 - 2116	
DRES Testing Accomodation Ctr					333 - 4604	
DRES Transportation					333 - 4616	
Student Services					333 - 4603	

AHS Faculty/Staff Directory - Kinesiology and Community Health

Last Name	First Name	Title	Address	MC		Phone	E-Mail
Adamson	Brynn	Teaching Assistant Professor	2007 Khan Annex, Huff Hall	MC 588	244	- 8461	bcadams2@illinois.edu
Aguinaga	Susan	Assistant Professor	334 Freer Hall	MC 052	300	- 4700	saguina2@illinois.edu
Alston	Reginald	Associate Dean for Academic Affairs / Professor	110A Huff Hall	MC 588	333	- 3789	alston@illinois.edu
Ayoub	Mohammed	Accounting Associate	119 Freer Hall	MC 052	300	- 5472	mayoub@illinois.edu
Bobitt	Julie	Director of I-Health, Assistant Teaching Professor	228 Huff Hall	MC 586	300	- 6880	jbobitt@illinois.edu
Boppart	Marni	Associate Professor	4051 Beckman	MC 251	244	- 1459	mboppart@illinois.edu
Burd	Nicholas	Assistant Professor	352 Freer Hall	MC 052	244	- 0970	naburd@illinois.edu
Candler	Tina	Administrative Aide	2021 Khan Annex	MC 588	300	- 7045	tcandler@illinois.edu
Carlson	Kristin	Teaching Assistant Professor	215 Freer Hall	MC 052	300	- 0488	carlso1@illinois.edu
Chiu	Chung-Yi	Assistant Professor	3007A Khan Annex, Huff Hall	MC 588	244	- 6435	chiucy@illinois.edu
Cosat	Chris	Academic Advisor - CHLH (L - Z)	125 Huff Hall	MC 588	333	- 6881	cosat@illinois.edu
DelMastro-Jeffery	Nicole	Assistant Director, Masters of Public Health Program	2019 Khan Annex-Huff Hall	MC 588	333	- 0146	delmast2@illinois.edu
DiFilippo	Kristen	Teaching Assistant Professor	226 Huff Hall	MC 586	300	- 8400	kdifilip@illinois.edu
Farrar	Erin	Business/Administrative Associate	116 Freer Hall	MC 052	300	- 5854	efarrar2@illinois.edu
Frasca	Beth	Academic Advisor- I-Health	129 Huff Hall	MC-588	244	- 0507	bfrasca@illinois.edu
Gobin	Robyn	Assistant Professor	2009 Khan Annex - Huff Hall	MC 588	265	- 0726	rgobin@illinois.edu
Gothe	Neha	Assistant Professor	350 Freer Hall	MC 052	300	- 6183	npg@illinois.edu
Graber	Kim	Professor/Assoc Head for Undergraduate Studies	127 Freer Hall	MC 052	333	- 2697	kgraber@illinois.edu
Hale	Tim	Teaching Assistant Professor	3004 Kahn Annex-Huff Hall	MC 588	300	- 8582	timhale@illinois.edu
Heintz	Hollie	Academic Advisor-CHLH(A-K)	126 Huff Hall	MC 588	244	- 4330	hheintz@illinois.edu
Hernandez	Manuel	Assistant Professor	209 Freer Hall	MC 052	244	- 8971	mhernand@illinois.edu
Holtzclaw-Stone	Nicole	Asst. Director of Technology, Health & Independence Program	3014 Khan Annex, Huff Hall	MC 588	300	- 1001	holtzcla@illinois.edu
Howie	Andrew	Office Support Specialist	113 Freer Hall	MC 052	300	- 6897	howie@illinois.edu
Jan	Yih-Kuen	Associate Professor	211N - Huff Hall	MC 588	300	- 7253	yjan@illinois.edu
Jenkins	Julie	Office Administrator / Graduate Coordinator	112 Freer Hall	MC 052	333	- 1083	jjenkins@illinois.edu
Kang	Hyojung	Assistant Professor	2005 Huff Hall	MC 588	300	- 9393	hyokang@illinois.edu
Kaplan	Justine	Clinical Assistant Professor/Interim Director of MPH Program	2021A Khan Annex - Huff Hall	MC 052	244	- 6257	justinek@illinois.edu
Khan	Naiman	Assistant Professor	317 Freer Hall	MC 052	300	- 2197	nakhan2@illinois.edu
Klonoff-Cohen	Hillary	Professor	3006 Khan Annex, Huff Hall	MC 588	244	- 6242	klonoffc@illinois.edu
Konopka	Adam	Assistant Professor	354 Freer Hall	MC 052	300	- 5844	ark@illinois.edu
Kosciulek	John	Professor	2013 Khan Annex-Huff Hall	MC 588	244	- 3386	jkosciul@illinois.edu
Lara-Cinisomo	Sandraluz	Assistant Professor	2015 Khan Annex - Huff Hall	MC 588	300	- 3512	laracini@illinois.edu
Lopez-Ortiz	Citlali	Assistant Professor	221 Freer Hall	MC 052	300	- 1022	lopezort@illinois.edu
Mahajan	Harshal	Research Assistant Professor	3011 Khan Annex-Huff Hall	MC 588	300	- 7048	mahajan6@illinois.edu
Mamaril	Cezar	Teaching Assistant Professor	2003 Khan Annex-Huff Hall	MC-588	244	- 2078	cbm@illinois.edu
McAuley	Edward	Emeritus	207 Freer Hall	MC 052	333	- 6487	emcauley@illinois.edu
McCormick	Carleen	Administrative Aide, Assistant to the Department Head	117 Freer Hall	MC-052	244	- 0823	cmccormi@illinois.edu
Meinert	Cassie	Academic Advisor - KIN (A - K)	155 Freer Hall	MC 052	300	- 6883	cmeinert@illinois.edu
Mejia	Shannon	Assistant Professor	3007B Khan Annex, Huff Hall	MC 588	300	- 3088	stmejia@illinois.edu
Mullen	Sean	Associate Professor	227 Freer Hall	MC 052	244	- 4502	spmullen@illinois.edu
O'Connor	Jamie	Teaching Associate Professor	211 Freer Hall	MC 588	300	- 9255	joccono@illinois.edu
O'Neill	Amy	Academic Advisor - KIN (L - Z)	155 Freer Hall	MC 052	300	- 6884	aroneill@illinois.edu
Petruzzello	Steven	Professor / Associate Head for Graduate Studies	231 Freer Hall	MC 052	244	- 7325	petruzze@illinois.edu
Pindus	Dominika	Assistant Professor	305 Freer Hall	MC 052	300	- 7317	pindus@illinois.edu
Pulley	Tonya	Academic Advisor- I-Health	127 Huff Hall	MC-588	244	- 1369	tonyap@illinois.edu
Reeser	Ginger	Visiting Research Specialist	313 Freer Hall	MC 052	244	- 8442	reeser2@illinois.edu

AHS Faculty/Staff Directory - Kinesiology and Community Health

Last Name	First Name	Title	Address	MC		Phone	E-Mail
Rice	Ian	Teaching Associate Professor	303A Freer	MC 052	333	- 1807	ianrice@illinois.edu
Rice	Laura	Assistant Professor	219 Freer Hall/159 DRES	MC 052	333	- 4650	ricela@illinois.edu
Richards	Alicia	Instructor	207 Freer Hall	MC 052	300	- 1058	alrich17@illinois.edu
Richards	Kevin	Assistant Professor	348 Freer Hall	MC 052	300	- 7994	karichar@illinois.edu
Rogers	Wendy	Professor	3011 Huff Hall	MC 588	300	- 1470	wendyr@illinois.edu
Rosenblatt	Karin	Emeritus	95A Huff Hall	MC 588	244	- 8131	krosenbl@illinois.edu
Schwengel	Andiara	Associate Professor	212A Huff Hall	MC 588	333	- 5443	andiara@illinois.edu
Seraphin	Tammy	Assistant Director, Health Administrative Program	2019 Khan Annex-Huff Hall	MC 588	300	- 9183	seraphin@illinois.edu
Singleton	Chelsea	Assistant Professor	2017 Khan Annex, Huff Hall	MC 588	300	- 8139	csingle1@illinois.edu
Sosnoff	Jacob	Professor / Associate Director CHAD	301A Freer Hall	MC 052	333	- 9472	jsosnoff@illinois.edu
Strauser	David	Professor	213A Huff Hall	MC 588	244	- 3936	trauser@illinois.edu
Sydnor	Synthia	Associate Professor	225B Freer Hall	MC 052	333	- 3877	syndy@illinois.edu
Wilson	Tracy	Account Tech II	119 Freer Hall	MC 052	300	9530	tracyjw@illinois.edu
Wilund	Ken	Professor	233C Freer Hall	MC 052	265	- 6755	kwilund@illinois.edu
Woods	Amy	Dept Head / Professor	118 Freer Hall	MC 052	333	- 9602	amywoods@illinois.edu
Woods	Jeffrey	Associate Dean for Research, Director CHAD, Professor	348 Freer Hall	MC 052	244	- 8815	woods1@illinois.edu
Zhu	Weimo	Professor	205 Freer Hall	MC 052	333	- 7503	weimozhu@illinois.edu
				+			
				+			

AHS Faculty/Staff Directory - Social Sciences, Health, and Education Library (SSHEL)

Last Name	First Name	Title	Address	MC	Phone	E-Mail
Bailey	Chris	Visiting Information Sciences Librarian	100 Library	MC-522	300 - 8365	cbailey3@illinois.edu
Black	Andrea	Library Specialist - Acquisitions	100 Library	MC-522	300 - 4645	atblack@illinois.edu
Feng	Yali	Visiting Behavioral Sciences Research and Data Services Librarian	100 Library	MC-522	300 - 6619	yalifeng@illinois.edu
Hagman	Jesse	Social Sciences Research Librarian	100 Library	MC-522	265 - 7896	jhagman@illinois.edu
Ingold	Cindy	Gender & Womens Studies/LGBT Librarian	100D Library	MC-522	333 - 7998	cingold@illinois.edu
Keaton	Tammra	Library Specialist - Circulation	100 Library	MC-522	300 - 4870	t-keaton@illinois.edu
O'Brien	Nancy	Education Librarian and Department Head of SSHEL	100 Library	MC-522	333 - 2408	npobrien@illinois.edu
Pionke	JJ	Applied Health Sciences Librarian	101A Library	MC-522	265 - 0002	pionke@illinois.edu
Pherigo	Dave	Library Specialist - Serials	100 Library	MC-522	305 - 1441	dpherigo@illinois.edu
Rudasill	Lynne	Global Studies Librarian	100 Library	MC-522	265 - 6879	rudasill@illinois.edu
Sheehan	Beth	Anthropology, Sociology, HRAF Librarian	100B Library	MC-522	244 - 1866	edivince@illinois.edu
Song	Yoo-Seong	Economics, Labor and Employment Rel. Librarian	101C Library	MC-522	333 - 8021	yoosong@illinois.edu
Varvel	Gennye	Library Operations Associate - Office Manager	100 Library	MC-522	300 - 4737	gvarvel@illinois.edu
Vermillion	Dulcie	Library Specialist - Late Night Operations	101 Library	MC-522	300 - 9318	vermilli@illinois.edu
SHHEL Library - General Telephone					333 - 2305	
SHHEL Library - Information Services Desk					244 - 1864	
SHHEL Library - Circulation Desk					300 - 8908	
AHS Help Desk - 305 Huff Hall					333 - 2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - Recreation, Sport and Tourism

Last Name	First Name	Title	Address	MC			E-Mail
Barnett-Morris	Lynn	Associate Professor	220 Huff Hall	MC-584	244	- 5645	lynnbm@illinois.edu
Berdychevsky	Liza	Associate Professor	236 Huff Hall	MC-584	244	- 2971	lizabk@illinois.edu
Daniels	Terri	Business Administrative Associate	219 Huff Hall	MC-584	300	5703	tadaniel@illinois.edu
Deterding	Robyn	Visiting Instructor	229 Huff Hall	MC-584	300	6702	rdeterdi@illinois.edu
Duignan	Michael	Assistant Professor	Huff Hall	MC-584			
Hardin	Donald	Visiting Instructor	233 Huff Hall	MC-584	244	- 3708	dhardin@illinois.edu
Liechty	Toni	Associate Professor	222 Huff Hall	MC-584	300	- 0105	tliechty@illinois.edu
McCann	Kenneth	Director, Office of Recreation and Park Resources	237 Huff Hall	MC-584	300	- 5278	mccann14@illinois.edu
Payne	Laura	Professor	232 Huff Hall	MC-584	244	- 7038	lpayne@illinois.edu
Pyrz	Patty	Undergraduate Academic Advisor	130 Huff Hall	MC-584	333	- 4929	pspyrz@illinois.edu
Raycraft	Michael	Clinical Associate Professor	231 Huff Hall	MC-584	265	- 6485	mraycraf@illinois.edu
Santos	Carla	Professor/Department Head	219A Huff Hall	MC-584	244	- 3874	csantos@illinois.edu
Sato	Mikihiro	Assistant Professor	Huff Hall	MC-584			
Shinew	Kimberly	Professor/Director -Undergraduate Studies	242 Huff Hall	MC-584	333	- 5201	shinew@illinois.edu
Soulard	Joelle	Assistant Professor	Huff Hall	MC-584			
Stewart	Bill	Professor	205S Huff Hall	MC-584	244	- 4532	wstewart@illinois.edu
Stodolska	Monika	Professor / Director-Graduate Studies	234 Huff Hall	MC-584	244	- 5644	stodolsk@illinois.edu
Tiger	Tim	Academic Advisor, MS Online Program	235 Huff Hall	MC-584	333	- 3629	ttiger@illinois.edu
Wachter	Cynthia	Senior Lecturer	227 Huff Hall	MC-584	244	- 6915	cwachter@illinois.edu
Welty Peachey	Jon	Associate Professor	238 Huff Hall	MC-584	244	- 2956	jwpeach@illinois.edu
Woolf	Julian	Assistant Professor	224 Huff Hall	MC-584	300	- 8358	jwoolf@illinois.edu
Zou	Sharon	Assistant Professor	240 Huff Hall	MC-584	244	- 1772	szou@illinois.edu
RST Main Office					333	- 4410	
RST Fax					244	- 1935	
RST Office of Recreation and Park Resources (ORPR)					333	- 1824	
RST Visiting Scholar Office - 312 Armory					244	- 4085	
Sport Lab - 130 Armory					265	- 8495	
Contact Terri Daniels tadaniel@illinois.edu to reserve.							
114 Huff Hall - Seminar Room					244	- 1554	
1008a Khan Annex - Conference Room					244	- 6583	
2021c - Conference Room					244	- 6077	
3015 Khan Annex - Conference Room					244	- 0189	
302A- Conference Room					244	- 7775	
HELP Desk					333	- 2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - Speech and Hearing Sciences

Last Name	First Name	Title	Address	MC	Phone		E-Mail
Ambrose	Nicki	Professor Emerita					nambrose@illinois.edu
Aronoff	Justin	Associate Professor	224 SHS	MC-482	244	- 2154	jaronoff@illinois.edu
Bottalico	Pasquale	Assistant Professor	230 SHS	MC-482	300	- 0327	pb81@illinois.edu
Brown	Michael	Adjunct Lecturer		MC-482	333	- 2230	mp-brown@illinois.edu
Chambers	Ron	Associate Professor	222 SHS	MC-482	244	- 2541	rdc@illinois.edu
Channell	Marie	Assistant Professor	226 SHS	MC-482	300	- 3613	channell@illinois.edu
Cole	Stefanie	Administrative Aide	105 SHS	MC-482	265	- 0762	smeents@illinois.edu
Colon	Carlos	Instructor - ASL	205 SHS	MC-482			colon17@illinois.edu
Dahman	Jennifer	Clinical Assistant Professor	2111 S. Oak Room 107	MC-617	300	- 7179	jdahman@illinois.edu
Davies-Brenier	Laura	Lecturer	205 SHS	MC-482		-	ldaviesb@illinois.edu
DeBord	Deanna	Office Support Assistant	1020 AuD/SLP Clinic	MC-617	333	- 2230	ddebord@illinois.edu
Dramin-Weiss	Susan	Instructor - ASL	205 SHS	MC-482	689	- 0288	sdramin@illinois.edu
Flaherty	Mary	Assistant Professor	212 SHS	MC-482	300	- 8336	maryflah@illinois.edu
Franz	Abby	Clinical Supervisor - SLP	2111 S. Oak Room 106	MC-617	333	- 2205	alfranz@illinois.edu
Hadley	Pam	Associate Professor	231 SHS	MC-482	333	- 1968	phadley@illinois.edu
Hahn	Laura	Assistant Professor	211 SHS	MC-482	300	- 3637	ljhahn@illinois.edu
Hannah	Noa	Clinical Assistant Professor	2111 S. Oak Room 103	MC-617	300	- 7116	nhannah3@illinois.edu
Hengst	Julie	Associate Professor	210 SHS	MC-482	244	- 6149	hengst@illinois.edu
Husain	Fatima	Associate Professor	202 SHS	MC-482	333	- 7561	husainf@illinois.edu
Ishikawa	Keiko	Assistant Professor	215 SHS	MC-482	300	- 7017	ishikak@illinois.edu
Johnson	Cynthia	Associate Professor	214 SHS	MC-482	244	- 2540	cjj@illinois.edu
Jones	Mary	Business Specialist	1020 AuD/SLP and 103 SHS	MC-482	244	3032	mkjones@illinois.edu
Kirk	Karen	Department Head	107 SHS	MC-482	244	- 8241	kikirk@illinois.edu
Kuehn	David	Professor Emeritus					dkuehn@illinois.edu
Lansing	Charissa	Associate Professor Emerita				-	crl@illinois.edu
Lawrence	Amanda	Clinical Assistant Professor	2111 S. Oak Room 105	MC-617	333	- 2205	al19@illinois.edu
Mendes	Clarion	Clinical Assistant Professor/Director of Clinical Ed	2111 S. Oak Room 102	MC-617	333	- 2205	cmendes2@illinois.edu
Mertes	Ian	Assistant Professor	208 SHS	MC-482	300	- 4756	imertes@illinois.edu
Monson	Brian	Assistant Professor	223 SHS	MC-482	300	- 6212	monson@illinois.edu
Mudar	Raksha	Associate Professor	206 SHS	MC-482	333	- 4718	raksha@illinois.edu
Olson	Jaime	Clinical Supervisor - SLP	2111 S. Oak Room 104	MC-617	333	- 2205	jlolson@illinois.edu
Paceley	Andrea	Office Administrator	103 SHS	MC-482	300	- 1592	apaceley@illinois.edu
Reidy	Brittney	Clinical Assistant Professor	2111 S. Oak Room 104	MC-617	333	- 2205	breidy2@illinois.edu
Rispoli	Matt	Associate Professor	203 SHS	MC-482	244	- 2544	mrисpoli@illinois.edu
Ritten	Kathi	Academic Advisor	221 SHS	MC-482	300	- 6885	ritten@illinois.edu
Wachtel	Jayne	Adjunct Lecturer		MC-482	333	- 2230	wachtel@illinois.edu
Yairi	Ehud	Professor Emeritus			621	- 2137	e-yairi@illinois.edu
SHS Main Office					333	- 2230	
SHS Fax					244	- 2235	
AuD/SLPC Main Office					333	- 2205	
AuD/SLPC Fax					333	- 2206	
AHS Help Desk - 305 Huff Hall					333	- 2113	helpdesk@ahs.illinois.edu

AHS Faculty/Staff Directory - College Meeting Room Information

[illegible]

AHS Advancement

Members from the Advancement staff work to build relationships with alumni/donors/friends through a variety of strategies to identify resources which support research, teaching and outreach activities.

Each gift is received by the University of Illinois Foundation (UIF), a nonprofit corporation responsible for encouraging and administering private gifts made to further the University's mission. The gifts received are categorized in a couple ways.

- Annual Funds (\$0.01 - \$24,999)
- Major Gifts (\$25,000 +) (up to five-year commitments)
 - Endowments (Principal never spent. Interest provides funding)
 - Scholarships (and other student support)
 - Research
 - Graduate Student Fellowships
 - Professorships
 - Chairs
 - Other naming opportunities
 - Current Use (Total gift is used when it is received)
 - Capital Projects (Facilities)

Donors and friends support UIF through a variety of giving options and many use different types of assets (e.g. stocks, gift annuities, trusts, property) to leverage their giving.

- Giving Options
 - One-time gift
 - Matching gift
 - Pledge (up to five years)
 - Estate (Planned) gift

Advancement staff meet with alumni/donors throughout the U.S. and discuss funding priorities for the college/department/unit. All giving is donor-centric (based on what is meaningful to the donor) and oftentimes, they support AHS priorities such as:

- Scholarships
- Chez Veterans Center (CVC) and the Division of Disability Resources and Education Services (DRES)
- Graduate Student Fellowships
- Research
- Annual fund – unrestricted money
- Endowed Professorships
- Capital Projects (Freer Hall, LIFE Home, etc.)

The Advancement staff is happy to meet with new faculty/staff to discuss their research and ways they can work together.

AHS COMMUNICATIONS STAFF

We are located on the third floor of the Armory.

Kent Reel | DIRECTOR OF COMMUNICATIONS

Anna Flanagan | COMMUNICATIONS SPECIALIST

Dick Detzner | SENIOR WEB DESIGNER

Courtney Malcolm | ADVANCED MEDIA SPECIALIST - SOCIAL MEDIA

Vincent Lara-Cinisomo | MEDIA RELATIONS/EDITORIAL SPECIALIST

Tyler Jackson | WEB SERVICES SPECIALIST

THINGS WE DO

We provide support to all units in AHS, including DRES and the Chez Veterans Center. We correspond regularly with UI Public Affairs and the UI News Bureau, as well as external media.

- **Print/Marketing pieces for AHS**
- **Website development**
- **Fundraising & student recruitment ancillaries**
- **E-News (College & unit)**
- **Branding standards**
- **Podcasts & interviews**
- **Communicate with media (external & campus)**
- **Contract with vendors/printers**
- **Displays & digital signage**
- **Social media strategy & management**



THRIVE

AHS New Faculty Collaborative

Dates

Wednesdays

at noon

9/16

9/30

10/14

10/28

11/18

12/9

***More details to
follow***

THRIVE is a series of interactive seminars specifically designed for new AHS faculty members to help jumpstart your career at the University of Illinois.

**Topics addressed will include:
tenure and promotion, research productivity,
innovative teaching, importance of service, and
resources available to you as a faculty member.**

***Presented by the Dean's Office in the
College of Applied Health Sciences
and the Center on Health, Aging, and Disability***

Poster Printer

Poster Printer is located in Room 104 Huff Hall and available for use by all CHAD members during normal business hours of 8:30-5:00, M-F.

The cost of using the poster printer is \$1.50 per square foot. Detailed user information will be tied to a faculty member's NET ID.

For AHS CHAD Members: Departments will be charged for their usage every fiscal year.

For Non-AHS CHAD Members: A CFOAP will be required when submitting a poster, which will be charged at the end of the fiscal year.

For Students: Student requests must be approved and submitted by the faculty sponsor following the guidelines above.

Individual print requests and questions should be submitted to chad-posters@ahs.illinois.edu.

Please allow up to three business days for printing. An email will be sent when poster is completed and ready to be picked up in Room 110 Huff Hall.

Poster size and formatting requirements:

Please send your poster documents as a PDF

At least one dimension of your poster must be less than or equal to 42 inches.

Photographs, graphics, or logos which look good on a monitor may not have enough resolution to print well. Viewing the PDF file at 200% zoom will help give an idea of the printed appearance.

Please proofread your poster carefully. It is costly to reprint posters due to errors in the text.

CONTACT

1008 Khan Annex
1206 South Fourth Street
Champaign, Illinois 61820, MC-586

(217) 333-4965
chad@ahs.illinois.edu
<http://chad.illinois.edu/>



Process for PI to submit a grant

Complete Intent to Submit Form Online

Meet with Grant Development Staff to determine timeline and needs

Develop grant proposal package with assistance from staff

When proposal is ready for submission to SPA request PIF and obtain signatures

Grant development staff submits to SPA

<http://go.ahs.illinois.edu/ahsproposals>

Center on Health, Aging and Disability

Grant Proposal Review Service

CHAD is offering a grant proposal review service available to all faculty and academic professionals in the College of Applied Health Sciences to improve the quality of their grant submissions. The service is designed to provide investigators critical feedback of their proposals prior to agency submission.

Eligibility / Requirements

- All faculty members and academic professionals in the College of Applied Health Sciences (student proposals will not be eligible)
- Review of new proposal submissions or resubmissions of proposals that received competitive scores (e.g. not triaged) but were not funded
- Submission consisting of the final *best* draft of the full proposal for review; the proposal should include all vital materials necessary for a reviewer to evaluate it sufficiently relative to the agency's review criteria (e.g. aims, narrative, biosketches). If warranted, budgets and justifications, facilities and environment etc.
- Granting agency must be external to the University of Illinois
- Minimum total budget of \$75,000 in Total Direct Costs
- Granting agency must award ICR funds (K awards are eligible)
- Submitted at least 8 weeks prior to proposal deadline

Process

1. Faculty members with research projects that meet the eligibility criteria will need to have their proposals **pre-reviewed** by one of the tenured faculty member from their home unit (e.g. faculty mentor for junior faculty or other senior colleague) to aid in determining whether the proposal is ready for submission. This pre-review is not part of the service but is the expected service contribution of our faculty to assist colleagues. All co-I's/consultants are expected to review the proposal and their review is not part of this service. (Reminder: all proposal budgets should be pre-approved by Department Heads prior to final submission).
2. Following the pre-review, PI's should submit the information referenced below to Wendy Bartlo wbartlo@illinois.edu in the CHAD office.
3. CHAD will contact the PI to strategize which individuals on campus and/or off campus have the expertise to review the proposal. Department Heads and senior faculty within the PI's department may also be asked to provide feedback on selection of potential reviewers. Consideration will be given to whether any potential reviewers will possibly serve on any review panels for the prospective grant, and if individuals are in direct competition with the PI for similar grant opportunities.
4. Potential reviewers will be contacted by CHAD to determine whether they have the time and expertise to review the work. CHAD will invite an individual (either UIUC faculty member or expert at another institution) to serve as a reviewer for the proposal.
5. The reviewer will be asked to provide a detailed written review of the proposal's strengths and weaknesses according to the sponsor's review criteria (usually in bullet-pointed format); identify opportunities to improve the scientific design; and assess the impact and overall significance of the

proposal. In addition to the written review, there may be an opportunity for follow-up between the PI and reviewer to clarify the critique.

6. All external reviewers will be held to the expectations of confidentiality and will be asked to sign a non-disclosure agreement.
7. CHAD will compensate the reviewers according to the following payment schedule:

Page Length of Narrative/Research Strategy of Full Proposal	Reviewer Internal to the University of Illinois*	Reviewer External to the University of Illinois
Lengths other than below	Pro-rated	Pro-rated
12 pages (i.e. NIH R01)	\$200	\$400
6 pages (i.e. NIH R03/R21)	\$150	\$300

**As part of UIUC's service component, UIUC faculty should mentor junior faculty, as such, honorariums are lower than if an external reviewer is selected. UIUC reviewers will receive honorarium into their ICR account (not personal income). If you are a co-I or consultant on a grant submitted for review it is the expectation that you review your colleague's proposal (and hence it cannot be counted as an 'internal review').*

To be considered for this program, applicants should submit the following information to Wendy Bartlo (wbartlo@illinois.edu) **at least 8 weeks prior to the sponsor's deadline:**

- Full final proposal;
- The complete RFA or instructions from the sponsor specific to the application.
- A letter or email from a tenured member of the faculty in the applicant's home unit stating that he/she pre-reviewed the proposal and deems it acceptable for external review; including any review comments (if warranted).
- Name of the funding agency;
- Sponsor deadline;
- A copy of review panel rosters intended for final review (if known)
- Copy of review from federal panel or funding agency (in the case of resubmission);
- Copy of invitation to submit full proposal, if applicable;
- Total direct costs and indirect costs estimated for the funding period;
- Names, curricular vitae, and contact information for two to three external content experts, if available

For more information, please contact Dr. Jeff Woods, Associate Dean for Research and Director of CHAD, College of Applied Health Sciences woods1@illinois.edu.

Instructor and Faculty Information

For over seven decades, the University of Illinois has been recognized as a national and world leader in making postsecondary education accessible to individuals with disabilities, and supportive faculty and instructors have been instrumental in that achievement. The following information describes some of the more significant challenges encountered both inside and outside the classroom by students with disabilities, and to identify ways that instructors can help to address those accessibility needs.

Obtaining and Coordinating Disability Services

Disability Resources and Educational Services (DRES), a unit of the College of Applied Health Sciences, serves as the designated office of the University that coordinates campus-wide services for students with disabilities.

DRES obtains and files disability documentation, certifies eligibility for services, and coordinates the planning and provision of auxiliary aids as well as the implementation of modifications and adjustments in academic rules, policies, and procedures.

Professional staff are available at DRES to provide University students with disability-related consultation and to assist them in obtaining both academic and nonacademic supports and services.

Communicating Information in a Timely, Accurate, and Accessible Manner

The University is required to make textual, verbal, video, and/or graphical information available to students with disabilities in a timely, accurate, and accessible fashion.

Generally, information must be accurately communicated to students with disabilities in an accessible format (e.g., Braille, enlarged print, electronic format, captioned video, tactile graphic) AT THE SAME TIME it is made available to all other students.

To achieve this goal, it is essential that ALL printed course materials (e.g., textbooks, course packs, reserve readings) and videos be identified well in advance of the start of class so that they can be converted to accessible alternative formats prior to start of school. A key piece to this is faculty turning in their book orders by the deadline and responding in a timely manner to DRES email requests.

Information Technology Accessibility Requirements

The information technologies used in class must be accessible to students with disabilities whenever it is technically feasible to do so. Disability Resources and Educational Services can assist departments in obtaining assistive technology which will allow students with disabilities to access computer technology, and in many cases, nothing more is needed.

All Illinois online course materials, learning management systems, and resources must be comply with the Electronic Information Technology (EIT) Accessibility policy (HR-86) and be approved by the Technology Accessibility Review Committee (TARC)--
<https://itaccessibility.illinois.edu/policy/eit-accessibility-policy-overview>. For more information, please visit the list of resources at <https://itaccessibility.illinois.edu/accessibility-liaisons/resources> or contact the accessibility liaisons in your department/college at <https://itaccessibility.illinois.edu/accessibility-liaisons/current>.

Promoting Private Self-disclosure

It is a good idea to invite students to privately self-disclose their need for disability-related adjustments and auxiliary aids. An accessibility statement should be made on the first day of class, and a similar written statement should be included in the course syllabus. Such a statement might simply say, "To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see me as soon as possible in order to provide me your Letter of Accommodation and discuss accommodations."

Please note that students cannot be required to disclose that they have a disability or have a deadline placed on the time they need to disclose, however, those with known disabilities who choose not to self-disclose accept responsibility for the consequences of that decision. The identity of students with disabilities should not be disclosed directly or indirectly in class, and the accommodation arrangements of individual students with disabilities should not be discussed in class.

Instructors are provided a Letter of Academic Accommodations by the student and can discuss how a student's disability impacts their course and accommodations. However, instructors are not entitled to ask specific questions about a student's diagnosis or see individual student's diagnostic documentation.

Considerations in Lecture and Laboratory Classes

Help identify classroom notetakers. Students with disabilities frequently require assistance with notetaking. Generally, this entails having instructors announce to the class that notetakers are needed by students with disabilities participating in the class. Students requiring assistance will provide instructors with a packet containing all of the necessary procedural information for recruiting notetakers. Students with disabilities may also need the assistance of instructors in identifying qualified tutors and lab assistants. Students and aides will make their own arrangements about the type of help needed.

Always explain what you are demonstrating in class, what you are writing on the board, or what is being depicted in slides or other visual aids for students with visual impairments. Students with hearing impairments may ask you to wear a lapel microphone that amplifies your voice through wireless radio transmission. Face the class when you are speaking. Students with hearing impairments who read lips cannot do so when the speaker's head is turned. If you are

writing on the board or narrating a desktop demonstration, try to avoid talking when you are facing the board or the desktop.

In class discussions and conversations, focus primarily on students with disabilities, not on students' aides or interpreters. Instead, look at and speak directly to students, with only occasional references to interpreters.

Methods of Class Participation

Ask students with disabilities what you can do to help them participate in class. For example, students who cannot raise their hands to answer or ask questions may wish for you to call on them or may prefer to meet periodically with you before or after class to discuss the course content.

Oral presentations may be difficult for students with speech or hearing disabilities. Some students may want to give their presentations with the help of interpreters. Others may use voice output technology. Others may wish to give their presentations without assistance.

Planning and Implementing Exam Accommodations

Students with disabilities often require non-standard examination conditions (e.g., extended time, alternative format, assistive computer technology, distraction-reduced environment) to compensate for the functional limitations of their respective impairments. Effective, compensatory test modifications and/or adjustments must be introduced unless they would substantially alter the academic program of study.

To schedule exams under non-standard conditions, students are required to meet with each of their instructors to discuss exam policies and procedures relative to their specific disability-related accommodation needs. Although arrangements may be made for students to take their exams under non-standard conditions at DRES, whenever possible, it is recommended that they be allowed to take their exams under the supervision of their instructors. This provides students with disabilities the same opportunity as that afforded all other students in the class to ask questions or seek clarification about the exam.

When such exams must be administered at DRES, flexibility in scheduling is essential. The DRES procedure for requesting and scheduling exams under non-standard conditions may be found under [Testing Accommodations](#).

Accessible Classrooms/Seating Needs

Inaccessible or partly accessible classrooms can be problematic for students with disabilities. In addition, labs and computer centers may be crowded and difficult to navigate, workstation heights may require adjustments, or assistive technologies may be needed. Seating should also be taken into consideration as students with nonvisible disabilities may need to sit up front or in the back due to their needs, students with service dogs need a space to keep their animal safe and out of traffic, and deaf students will need to sit so that they can see the interpreter. If you need to

switch to a more accessible room, call Facility Management and Scheduling at 333-1230 or Disability Resources and Educational Services at 333-4603. Classroom tables or desks must have enough clearance for students using wheelchairs to get their legs underneath. Lab tables and computer consoles should be set up so that wheelchair users can comfortably reach the equipment. The University maintains a substantial inventory of adjustable height classroom tables to accommodate students with such needs. Students in need of adjustable height tables or other auxiliary aids should be directed to contact DRES to request that one be installed in the class. Additionally, instructors can be of assistance by informing classes that these adjustable desks are provided for students with disabilities and should be reserved for that purpose. For more information on adjustable desks, please contact the DRES [Coordinator of Accessibility and Transportation](#) at 244-4104.

Denying Accommodation Requests

Consult DRES first before denying an accommodation request. The University cannot respond to an accommodation request by saying, "We never make exceptions," nor can the University deny an accommodation request solely on the basis of departmental tradition, consensus, or individual instructor preference. Every academic adjustment/modification or auxiliary aid and service must be individually determined on a case by case interactive basis. Although the institution is not required to provide a service which would constitute an undue financial burden, cost is not an acceptable reason to deny an accommodation request in most situations. The reason for this is that the cost of accommodations are judged in relation to the total institutional budget. There are very few circumstances in which an accommodation cost would be deemed excessive within the context of the entire University of Illinois budget. The University, however, is not required to substantially or fundamentally alter the content or methodology of a course or degree program.

Resources

Division of Disability Resources and Educational Services: 333-1970

Staff members at DRES are available to meet with faculty members, graduate student instructors, and students to:

1. Act as consultants to verify (with the students' permission) disabilities and needs for accommodations, and recommend appropriate and effective academic adjustments;
2. Coordinate the provision of effective auxiliary aids and services including sign-language interpreters, captioning, notetakers, readers, tutors, assistive technology training, adapted transportation for academic reasons, and library assistance;
3. Conduct seminars and informal meetings, or speak with instructors about accommodating students' disabilities in classrooms;
4. Act as a resource to facilitate improvement of physical access; and
5. Assist in the planning and execution of effective test-taking accommodations.

DRES has compiled a wide range of disability-related resources for faculty and students on its [homepage](#).

Office of Access and Equity: 333-0885

This office provides faculty and staff members with information about campus policies, procedures, and compliance related to the Americans with Disabilities Act and other federal and state nondiscrimination laws. It also provides accommodations for faculty and staff with disabilities.

Office of Facility Management and Scheduling: 333-1230

Contact this office to obtain classrooms with suitable access.

FACULTY: Below is the suggested text for course syllabi regarding accommodations for students with disabilities. We also recommend that you read the statement aloud when you go over the syllabus at the beginning of class.

“To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance/accommodations to participate in this class are asked to see me as soon as possible and provide me with your Letter of Accommodations.

If you have not already registered as a student with a disability, please contact the Division of Disability Resources & Education Services (DRES) and register online at <https://www.disability.illinois.edu/applying-services>. To contact DRES, call 333-1970, email disability@illinois.edu, or visit their website at www.disability.illinois.edu.”

Educational Policy

New and Revised Course Submission Timeline

Deadlines for receipt of course submissions/revisions are as follows:

- Fall effective term: **February 15**
- Spring effective term: **October 1**
- Summer effective term: **October 1**

Note these are the dates by which courses must be to the Provost's level for review. These dates allow the courses to be correctly published in the Academic Catalog. Remember to take into account timelines for your own academic unit's course approval flow at the departmental and college level.

Editing/Proposing Courses

Editing/Proposing Curriculum

Editing or Proposing Curriculum Documents

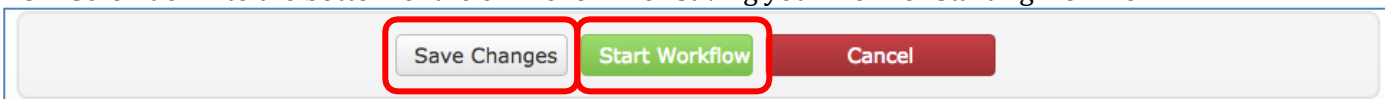
General Overview

To propose a new curriculum or to revise an existing curriculum, departments must complete the online curriculum proposal form through the CIM Programs system: <https://nextcourses.illinois.edu/programadmin>. Please note that only certain individuals within each department have access to complete an online proposal. Please contact the College Office for access to the CIM Programs or for guidance in submitting a proposal.

Curriculum Revision Proposal (Edit)

For a curriculum revision proposal, departments need to complete the following steps below.

1. In the search box, type in the name of the program and click on "Search". Users can also use the scroll bar on the side and scroll down the list of programs in the system. Contact fms-catalog@illinois.edu if you can't find your program.
2. Click on the name of the program to highlight the proposal, the proposal appears below the search box.
3. Click on the "Edit Program" button at the bottom of the search box to make the requested edits to the program.
4. Complete the sections that need updated and submit for approval. Users can use the guide under "New Proposals" to understand how to complete the necessary fields in the form.
5. Scroll down to the bottom of the online form for Saving your work or starting workflow



A horizontal bar containing three buttons: "Save Changes" (light gray), "Start Workflow" (green), and "Cancel" (red). The "Save Changes" and "Start Workflow" buttons are highlighted with red rectangles.

6. Use Save Changes to save work often.
7. Use the Edit Program button to revise your work.
8. Use the Start Workflow button at the bottom of the page when all changes have been made to start the review-approval process.

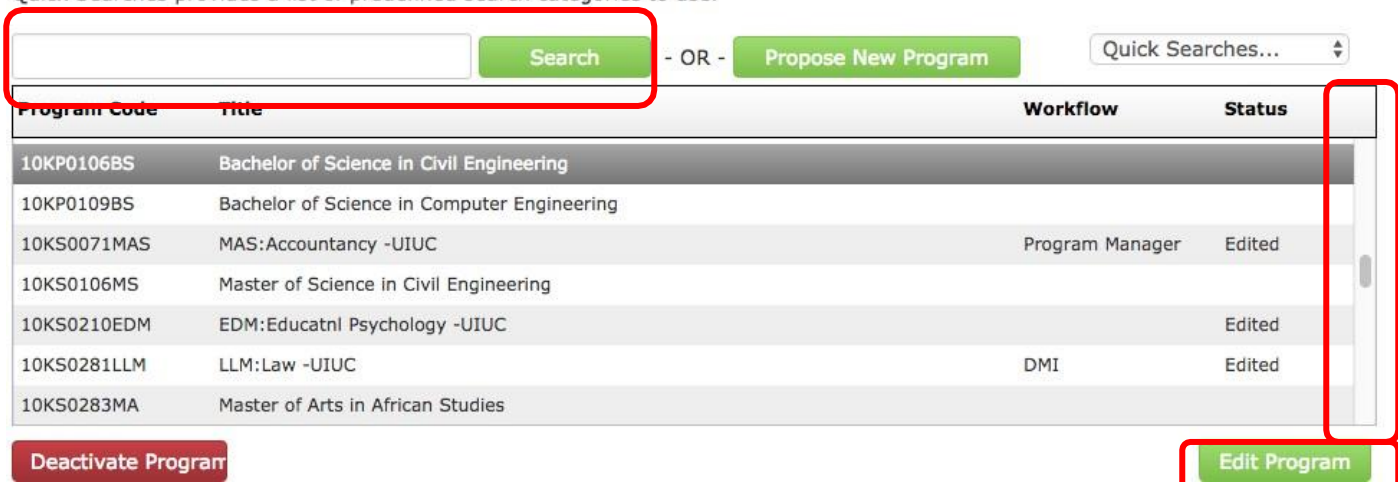
Program Management

Help

Search, edit, add, and deactivate programs.

Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Program Code, Title, Workflow step and CIM Status.

Quick Searches provides a list of predefined search categories to use.



The interface shows a search bar with a red rectangle around it, a "Search" button, and a "Propose New Program" button. Below the search bar is a table with columns: Program Code, Title, Workflow, and Status. The table lists several programs, including "Bachelor of Science in Civil Engineering", "Bachelor of Science in Computer Engineering", "MAS:Accountancy -UIUC", "Master of Science in Civil Engineering", "EDM:Educatnl Psychology -UIUC", "LLM:Law -UIUC", and "Master of Arts in African Studies". A red rectangle highlights the "Edit Program" button at the bottom right of the table.

Program Code	Title	Workflow	Status
10KP0106BS	Bachelor of Science in Civil Engineering		
10KP0109BS	Bachelor of Science in Computer Engineering		
10KS0071MAS	MAS:Accountancy -UIUC	Program Manager	Edited
10KS0106MS	Master of Science in Civil Engineering		
10KS0210EDM	EDM:Educatnl Psychology -UIUC		Edited
10KS0281LLM	LLM:Law -UIUC	DMI	Edited
10KS0283MA	Master of Arts in African Studies		

New Curriculum Proposal

For a new curriculum proposal, click on “Propose New Program” button as shown in the picture below. It is important to scroll down to the bottom of the form to click “**Save**” often while completing the form. In addition, first enter in the “Official Program Name” and then click “Save”. This allows users to easily find the proposal when logging back into the system to finish a proposal. The form is interactive based on the type of program chosen, not all of the questions outlined below will appear for each program.

The screenshot shows the 'Program Management' interface. At the top, there's a header bar with the title 'Program Management' and a 'Help' icon. Below the header, there's a search section with instructions: 'Search, edit, add, and deactivate programs. Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Program Code, Title, Workflow step and CIM Status. Quick Searches provides a list of predefined search categories to use.' Below the instructions, there's a search bar, a 'Search' button, a '- OR -' separator, a 'Propose New Program' button (highlighted with a red rectangle), and a 'Quick Searches...' dropdown menu. At the bottom, there's a table with columns: 'Program Code', 'Title', 'Workflow', and 'Status'. The table contains two rows: '10KP0106BS Bachelor of Science in Civil Engineering' and '10KP0109BS Bachelor of Science in Computer Engineering'.

Program Code	Title	Workflow	Status
10KP0106BS	Bachelor of Science in Civil Engineering		
10KP0109BS	Bachelor of Science in Computer Engineering		

Proposal Type

Type of Proposal. Check the appropriate box - concentration, degree, joint program, major, or minor. Most proposals will either be a concentration, joint program, major, or minor.

- *The form is interactive, different questions will open depending on the type of program chosen.*

Proposal Title. Short description of the proposal.

- *Examples: Establish a Graduate Concentration in Aerospace Systems Engineering within the Master of Engineering in Engineering Degree in the College of Engineering.*

Official Program Name. Use one of the following formats and update the title highlighted in bold:

Degree: Name, Degree Abbreviation

Examples: (BS Bachelor of Science) OR (MANSC Master of Animal Sciences) OR (MBA Master of Business Administration)

Major: Name, Degree abbreviation

Examples: (African American Studies, BA) OR (Educational Psychology, PhD) OR (Library and Information Science, CAS)

Concentration: Name of Concentration (major dependent concentration or floating)

major dependent concentration examples: (Human Development & Family Studies: Family Studies, BS) OR (Finance: Data Analytics in Finance, MS)

floating concentration examples: (Computational Science and Engineering-floating)

Minor: Name – Minor, Level

Examples: (Natural Resource Conservation Minor, UG) OR (African American Studies Minor, GR)

Joint Program: JP – (Program Name or Degree abbreviation) and (Program Name or Degree abbreviation)

Examples: (JP: Business Administration, MBA. and Architecture, MARCH) OR (JP: Library and Information Science, MS and History, MA) OR (JP: Aerospace Engineering, BS and Aerospace Engineering, MS)

Corresponding Degree. (For Majors Only) Select type of degree from drop down box; e.g. Bachelor's, Master of Science, Master of Engineering, or Doctor of Philosophy. *If you are proposing a degree and a major at the same time, fill out the proposal for the degree first and contact fms-catalog@illinois.edu so that the degree will show up in this list.*

For ADMIN Only

Banner/Codebook Name

Program Code

Major Code

Minor Code

Conc Code

Degree Code

EPC Control Number

Senate Approval Date

Senate Conference Date

BOT Approval Date

IBHE Approval Date

Effective Date

Proposal Type cont'd

Effective Term. Enter the starting term for the program, which means when the department can start to market the program. Please note that it takes at least a year for a curriculum revision, concentration, or a joint degree to be approved. It takes approximately two years for a brand new major to be approved. New pages must be in the Academic Catalog by September of the academic year of that catalog.

Sponsor College. Select College.

Sponsor Department. Select Department name from drop down box.

Sponsor Name & Email

College Contact & Email

Interdisciplinary Program. If Yes: Choose the additional college(s) and department(s) that will manage the new program. *Do you need to add additional interdisciplinary relationship?* Choose yes to add another college/department.

Corresponding Programs (For Concentration or Joint Program Only). If the department is proposing a concentration, then the major(s) must be selected from the dropdown box. When the primary program for a joint program is listed above, then the secondary program(s) must be chosen here.

Is this minor? (For Minors Only) Choose type of minor

Academic Level. Undergraduate, Graduate or Professional. Two choices are possible for Joint Programs.

Concentration specific questions (For Concentration Only)

- Will you admit to concentration? Yes or No
- Is the concentration required for graduation - Yes or No
- Additional concentration notes (estimated enrollment, advising plans, etc.)

CIP Code. Enter the CIP code, search is available. For information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/>

- Concentration does not require a CIP code even though the box is red, this is a system bug.

Program Description and Justification Section

Program Justification. The department must articulate why it is important to implement this new program. If needed, a department can attach any charts, graphs, or additional supporting documentation.

- If proposing a minor, please include how the proposed minor requires some depth in the subject, but not as extensive as the major.

Certification and Accreditation. If unsure, consult with your College Office. These two boxes should be checked “No” for a graduate program.

- Is this a teacher certification program? Yes / No
- Will specialized accreditation be sought for this program? Yes / No If yes, describe the plans for seeking specialized accreditation.

Institutional Context Section *(Only required if proposing a new Major or Degree)*

University of Illinois at Urbana-Champaign Section. This question from the IBHE curriculum proposal.

- Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

In this section, departments need to address the type of student the program will serve, the educational benefit to the student, and how this will help the students to achieve their career goals. Below is an example of language used in a previous IBHE Engineering proposal.

Since its establishment in 2010, the Bioengineering Graduate Program has focused its effort on post-undergraduate education upon students who seek careers in research and in academia through attainment of the Ph.D. Historically, the MS degree in Bioengineering has been a way-point for students who are on the way to earning a Ph.D., and a termination point for students who do not pass the Ph.D. qualifying exam, or who drop out of the program for another reason.

The MEng degree in Bioengineering is intended to serve a completely different set of students from those who have interest in a Ph.D., by addressing the educational priorities of students who seek a career in Industry. Discussions with human resource managers and engineering managers within large companies who recruit BS students in Bioengineering have expressed a desire for students to acquire not only greater technical depth, but also to develop the leadership and fundamental business skills. The MEng in Bioengineering program is designed to serve the needs of students who seek careers that combine engineering with product/team/project management in the rapidly growing fields of biomedical imaging, computational genomics, and general bioengineering.

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

University of Illinois Section. This question is part of the IBHE proposal. Select the appropriate goal(s) for the program and then an example in the text box how the new program supports these goals. Choose all that apply.

Admission Requirements Section *(For Majors and Joint Programs Only)*

Desired Admissions Term. Estimate the best term for admissions to this new major or joint program. It may be changed during the process depending on the approval date.

Admissions requirements. Describe the particulars of the admissions requirements.

Academic Functions. Explain the process of admissions and student advising for this program.

Enrollment Section

Enrollment. Complete each section under enrollment and delivery method.

Enrollment (For Minors Only)

Minors Enrollment. Complete each question and describe how the unit will monitor the minor.

Delivery Method. Indicate the type of Delivery Method. If a department selects either *online and face-to-face* OR *online only*, then a brief description is required. Here is an example of standard language to use.

The program will be delivered on-campus and online. In the online format, students will have a wide range of courses to select from to complete the coursework requirements. The department will work with the College Office to facilitate the delivery of the online courses to the students.

The department will also use the shared resources within this office as well as staff in the Graduate Programs Office in the department to provide the necessary advising and student services to the online students.

Budget Section

Budget. If there is additional budget required to deliver the program, please provide a short explanation and attached a proposed budget for the program, which outlines all the program expenses and revenue captured by tuition returned to the department.

Resource Implications

Facilities. On Yes – Departments must articulate the program needs for a new or improved facility and the costs associated.

Technology. On Yes - Departments must articulate the program needs for additional technology and the costs associated.

Non-Technical Resources. Departments must articulate the program needs for additional supplies, services or equipment and the costs associated.

Resources Section

Faculty Resources. Departments must articulate how the new program will impact faculty teaching loads and class sizes. If department is planning to hire new faculty to support program, please articulate hiring plans and how costs will be covered. In addition, departments need to address student advising and career advisement/placement.

Library Resources. If there is no impact on Library Resources, please enter the following statement:

There is no impact on library resources.

If library resources are required, please outline them carefully here.

The proposal is automatically routed to the Library, their staff will validate this statement. If there are any concerns, someone from the Library staff will contact the department.

Instructional Resources. Read carefully through each question to ensure the answer should be “No”. If the answer is “Yes”, a brief explanation will be required.

- Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? Yes / No If yes, please explain.
- Does this new program/proposed change result in the replacement of another program? Yes / No If yes, please explain.
- Does the program include any required or recommended subjects that are offered by other departments? Yes / No If yes, please explain.
 - **If any required or recommended subjects are offered by other departments.** Use the Plus Sign to add courses from other departments that will be affected by this new program and attach letters of support from the other department. **The program proposal will automatically be routed to those departments.**

Financial Resources Section

- Departments must give a brief overview of how the program will be financially supported.
- Departments must answer each question in this section.

- If program is self-supporting status or requesting self-supporting status, there is a form that must be uploaded and attached to the proposal. Contact the College Office for the form and assistance with how to respond to the questions on the form.

-

Market Demand Section (Only required if proposing a new Major or Degree)

- What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students.
- What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.
- What resources will be provided to assist students with job placement?

Program Regulations Section

- This section is not applicable to many programs. Not applicable can be entered here. If the program requires that students complete a certification exam or obtain a license to practice within the field, then provide an explanation on how the curriculum meets the certification/licensure requirements.

Program of Study Section

- **Program of Study.** Attach a Word or PDF document that outlines the program's curriculum and other requirements. Include any specific program administration. Check with the College Office about the format for this document.
- **Catalog Page Text.** This is not official content but will help to build the catalog pages once the program has been approved. This text is editable in the catalog.
- **Statement for Program of Study Catalog.** This section is reserved for the Program of Study table that will appear in the catalog. In most cases the College Office will build this table based on the attached Program of Study document.

DMI Documentation Section (for Administration Only)

- The DMI Documentation for the final approval will be attached by DMI once the program is in Codebook and Banner.

[See Important Tips on Next Page](#)

IMPORTANT TIPS: Save Changes, Preview Workflow, Workflow Diagram

Save Changes

Start Workflow

Cancel

- Click “Save Changes” often when working on a proposal. Use Edit Program button to continue working.
- After Saving view the Proposed workflow by clicking the Preview Workflow button at the top of the page.

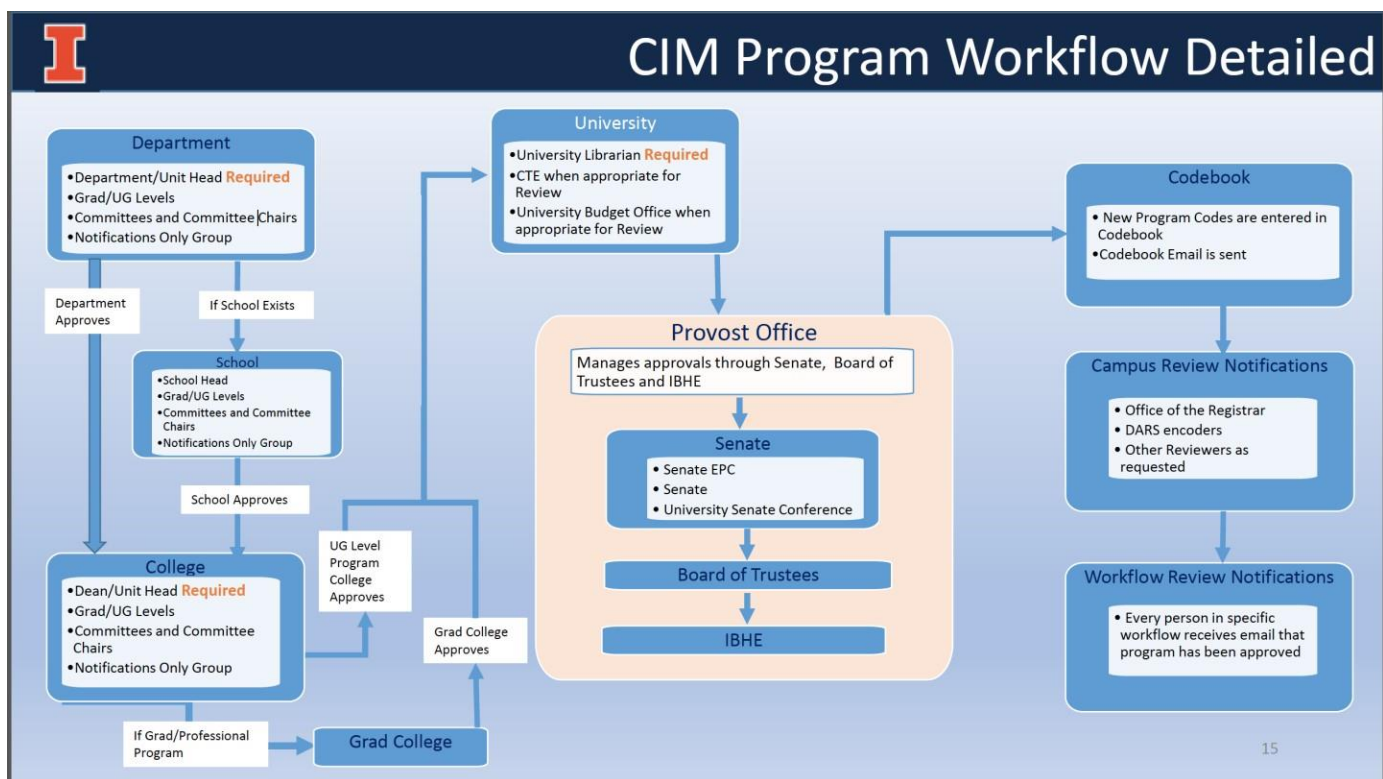
New Proposal
Changes saved but not submitted

Edit Program

Preview Workflow

- When proposal is complete and all supporting documentation is attached, click “Start Workflow”.

CIM Program Detailed Workflow



AHS Faculty Mentoring Guide

New faculty members at University of Illinois are focused on successful academic careers. They come with future prospects in which they must orient themselves personally, professionally, and institutionally. During movement through the ranks of the professorship, careers evolve and individuals contribute to the department, college, and campus culture. Throughout the career evolution, new faculty have numerous opportunities to seek advice and to engage in a sustained conversation with faculty mentors. All faculty share responsibility for mentoring and accrue benefits that flow from productive relationships with new faculty. The purpose of this *AHS Faculty Mentoring Guide* is to provide direction regarding best practices to build successful mentoring relationships among college faculty.

Why mentoring matters

Deliberate cultivation of mentoring relationships is crucial for the success of college faculty and furthering each unit's mission. An academic career built around research, teaching, and service is bolstered by developing strong relationships among faculty. A premise of this guide is to consider mentoring as the “fourth leg in the academic stool,” and that purposeful conversations about good judgment, priorities, and direction are essential to building a strong body of faculty (Johnson, 2016, p. 5).

The effects of mentoring on department culture and faculty members' careers can be substantial. Countless positive outcomes are connected with faculty mentoring programs (Bode, 1999; Boice, 1992; Johnson, 2016; Moody, 2004; Schockett & Haring-Hidore, 1985). The products of mentoring accrue to all faculty members and include:

- More effective research, teaching, and university service
- Higher rates of retention
- Stronger commitment to an academic career
- Greater sense of ownership and commitment to one's institution
- Stronger friendships and more extensive collegial networks
- Reduced stress and social isolation
- Higher job satisfaction

Positive ripple effects from mentoring run throughout a university, the outcomes of which have the potential to enhance the organizational climate and institutional character for all faculty members. Mentorship may enhance any or all of these outcomes during the growth of a mentoring relationship.

Mentoring is far greater than providing advice on the tenure process. According to Bode (1999), a mentor is “a person who serves as guide or sponsor – one who looks after, advises, protects, and takes a special interest in another's development” (p. 119). Mentoring is not a natural set of skills for most people, rather knowledge about effective mentoring is usually acquired.

Mentoring relationships are intended to facilitate opportunities to exchange information and allow both mentor and mentee to learn from each other. Faculty-faculty mentoring focuses on providing advice, in contrast to the substantial role that an advisor may play in providing professional direction to graduate students. Nevertheless, mentees remain accountable for their own decisions and academic success.

Mentorship typically begins during a period referred to as orientation. During this stage, new faculty members are oriented to the particulars of the institution and unit in which they work. Activities surrounding orientation usually last between two to three years after a new employee enters an organization. Most universities have their own institutional culture, including specific expectations and norms for faculty, and facilitating adjustment to this new culture is part of orientation. Although the mentorship period lasts beyond orientation, it is particularly important during this period to strongly orient new faculty to their environment. As part of this orientation process, AHS will host periodic junior faculty seminars. The AHS Teaching Academy also addresses an array of topics relevant to developing a successful academic career at the University of Illinois.

Best Practices

1. Newly hired faculty members are paired with a department mentor within one month of their start date. Department heads are in positions to understand the needs of new faculty members and match new faculty with a departmental mentor. Faculty members, including Emeritus, have talents and life experiences that will match with new faculty members.
2. Re-visiting the assignment of mentoring relationships, at least once per year, is recommended. As careers evolve, mentees encounter various situations that pose specific questions, and they benefit from an expanding set of conversations that may require a mentorship change. Likewise, specific mentoring pairs may not function efficiently. Mentees, mentors, and department heads should have periodic conversations related to the effectiveness of mentoring relationships, identifying needs for an additional mentor or changes in mentor-mentee relationships. Department heads may consider the first-year assignment of mentee-mentor pairs as temporary assignments which can be evaluated at the end of the year.
3. Diversity issues should be considered throughout the mentoring process. More specifically, diversity is important in the selection of a department mentor and in facilitating contacts across campus that may be supportive to mentees.
4. Like other service activities or advising of graduate students, mentorship requires a systematic effort and may be considered as part of annual faculty evaluations. Both mentor and mentee should include information related to their mentoring activities within their annual reports.

5. A good starting point for mentoring relationships is to discuss future research expectations. The mentor and mentee may draft a plan of action outlining short- and long-term scholarship goals. This plan could be developed in consultation with a mentor and revised periodically. A plan of action functions as a working document to help guide mentoring discussions.
6. The frequency of meetings between mentors and mentees depends on the needs and nature of each relationship. It is advised to meet regularly, such as once per month during the first year, and as needed thereafter.
7. AHS hosts periodic seminars for junior faculty on topics related to teaching, research, and service through the AHS Teaching Academy. In addition, periodic seminars aimed to improve mentoring skills and other topics that can strengthen and support mentoring relationships are provided for all faculty.
8. Both mentors and mentees may have reasons to take the initiative to arrange meetings with each other and to be proactive in directing the topics for discussion.
9. Although Department Heads typically assign formal mentoring relationships, faculty may seek advice from other faculty members. New faculty members are encouraged to seek support from informal mentors at the University of Illinois or other institutions. Whether or not assigned as a mentor, all faculty members have responsibilities to build relationships with new faculty.
10. Meetings between mentor and mentee can be formal and informal, sometimes with specific points to cover. Meetings in one's office, coffee shops, or over lunch provide different venues that allow relationships to expand and may include other colleagues.

Topics for conversations between mentors and mentees include:

- Annual plan of work
- Facilitation of contacts with scholars and enhancing a mentee's research network, including introductions to some rising influential scholars in the field
- Graduate student issues
- Development of research identity regarding grant submissions and manuscript preparation
- Discipline-specific points regarding building leadership within one's research identity
- Facilitation of positive inter-personal relationships in department
- Socialization into department and campus culture
- Annual faculty report, and promotion and tenure documents
- Balance between teaching, research, and service
- Balance between job, family, personal, and other activities

- Career coaching
- Teaching, lecture delivery, syllabi construction, student conduct, grading, etc.
- Social support
- Stress management
- Time management

Sharing Information about Mentoring

These best practices are suggested for departments to adapt in contexts of their own mentoring policies. Each department has its own culture and may choose to implement their mentoring program in distinct ways. AHS faculty and department heads share information with each other about effective mentoring and strategies they find useful. The Associate Dean of Faculty Affairs will stimulate conversations about faculty mentoring, ways to improve mentoring relationships, and various approaches to implement the above best practices.

References

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HUFF HALL ROOM RESERVATION

TERMS & CONDITIONS

Use of rooms is by reservation only

All requests for room use can be made by completing the Room Reservation Form found on the AHS website (www.ahs.illinois.edu) or the CHAD website (www.chad.illinois.edu) and submitting the request. You will receive an email confirmation if your event has been approved or denied. Requests are processed Mon-Fri, 8:30am-5pm (though hours may change for breaks, holidays & summer terms). If you have not received confirmation or denial within three business days, please contact us to verify that we have received your request.

Priorities for using space depends on the specific room to be reserved and the time of year of the event.

Unauthorized users will be asked to leave.

Notification of cancellations

Cancellations must be made as soon as possible. If you fail to cancel the room prior to your event a nuisance fee may be applied.

All space reservations are subject to review and if requirements listed are not met or if a higher priority event is requesting space, the Dean's Office reserves the right to override a reservation, at any time, if necessary. In the unlikely event this was to occur, every effort would be made by the Dean's Office to locate an alternate comparable space.

Hours of Operation

The conference rooms are available for use between 8:30 am and 5:00 pm Monday through Friday.

In some instances, the conference rooms may be used outside of normal business hours if:

- A staff or faculty member is designated to attend the entire meeting and be responsible for any clean-up needed, shutting everything off and locking the doors.
- If A/V equipment is requested; a member of your group must be trained in the use of the equipment prior to the scheduled meeting. Training may be arranged by contacting the AHS Helpdesk during normal business hours at 333-2113 or helpdesk@ahs.illinois.edu.

A/V Requirements

If you require A/V assistance, the room request form ***must be submitted at least three business days in advance and HELPDESK ASSISTANCE (#18) must be checked on the room request form.***

Please make sure to turn off the equipment before you leave to prevent damage.

Access to Rooms

All of the classrooms now have swipe card access. Please make sure to enter your NetID on the reservation form and indicate that you will need swipe card access. *NOTE: This process takes up to three business days to process.

If you need to enter a conference room during business hours, please see the Dean's Office for access (room 110 Huff Hall). If it is afterhours, please contact Robbin King (333-2129 or rking10@illinois.edu) or Sally Marshall (300-2535 or sjmarsh@illinois.edu) to make arrangements for a key before your scheduled event.

Please make sure to lock the room before you leave to prevent unauthorized use and equipment from being stolen or damaged.

Cleaning and Damage Fees

Applicable fees will be charged if equipment is lost or damaged, room is left soiled, room is not canceled in a timely manner or if room has been rearranged and not returned to its original layout. A fee may be assessed for other instances requiring special attention depending on the severity of the situation. See Chart 1 for fee details.

Explanation of Form Questions

1. Name & Title

Please list the name and title of who will be using/ responsible for the room

2. Faculty Member attending event or NetID of person needing access:

Please list the netID of the person that will need access to the room. If they need swipe card access added, please check the box. *Note: This takes up to three business days.

3. Phone Number

(XXX)XXX-XXXX

4. E-mail

E-mail address for person listed above

5. Account Number (CFOAP) - Please contact your department office for this information x-

XXXXXX-XXXXXX-XXXXXX

6. Meeting Name

Name of event.

7. Date

Date of event.

8. Start Time

Actual start time of event – we will adjust according to your requests and send you and e-mail confirmation with the room reserved for your event along with the time that it has been reserved for.

9. End Time

Actual end time of event, please be considerate of the group following you and depart within five minutes of end time.

10. Is this a recurring event?

Use this only if the events will be at the same times on a regular basis; otherwise please complete a separate form.

11. If yes, when?

Please list dates if occurring more than once.

12. Number of people attending

This will help us find the best available room for your group.

13. Will you be rearranging the room?

If you will be rearranging the room, please coordinate the times of your work order for F&S to set-up/tear-down by calling Sally at 300-2535 before you submit it to make sure there is sufficient time in between events.

14. Room Preference

We will do our best to accommodate your preference; however, we will schedule the best available room that meets your needs.

15. Comments:

When you submit the form, you can include comments in the e-mail if needed.

16. Type of event

Type of event that you are hosting: e.g. meeting, presentation, reception, student event, lab meeting, dissertation, other. This will help us to determine how much time is needed before/after your event.

17. Who will be using the room?

Who will be using the room: faculty, staff, CHAD/HWRI member, MPH staff, outside group, students, other. This will help us to determine which room will best fit your needs.

18. A/V requirements

Please check the appropriate boxes that you will require.

***Note: if needing HELPDESK ASSISTANCE please mark that box; otherwise we will assume that you do not need assistance!**

**Complete the rest of the form only if you need to schedule a video-conference with the Tandberg System:*

19. Have you been trained in the use of the equipment?

20. Do you require your event to be recorded?

21. Organization you will be conducting the video-conference with?

22. Contact name

23. Contact number

24. Contact e-mail

25. Who will initiate call?

26. Technical requirements

27. IP address/system

Chart 1.

Charges

Cancellations	
Failure to cancel a room before the event:	\$25
Failure to cancel a room before the event with HELPDESK ASSISTANCE requested:	\$50
Cleanings	
Failure to pick up trash, etc.:	\$25
If a special cleaning is required:	\$100 minimum
Rearranging Furniture	
Failure to return chairs to original room setup*:	\$25
Failure to return tables to original room setup*:	\$25
Damages	
Broken/Damaged equipment or furniture:	\$100 minimum
Room Use (Outside Groups Only)	
Small Room	\$50
Large Room	\$100
Other (e.g. work orders needed, A/V assistance, etc.)	Will be assessed according to needs.

By the Numbers, Processes and Procedures
Liz Clawson, CPA
Assistant Dean of Budget and Strategic Business Operations

The University of Illinois System is an R-1 Research Institution. Universities classified as "R1: Universities" mean Highest Research Activity.

The University of Illinois System is comprised of all three Universities in Urbana, Chicago and Springfield and their satellite locations. The System's purchase and payment activities are approximately as follows:

- 181,113 purchase orders executed
- 599,715 invoices paid
- Over 12,513 contracts executed
- 227,037 purchase card (p-card) transactions paid
- 136,869 travel card (t-card) transactions paid
- 125,260 expense reports paid
- There are over 20 separate purchasing and payment programs the University uses to complete their business
- University Purchasing and Payables receive over 300 calls per day

All this means lots of Policy and Procedures to navigate to conduct business on campus. The following information is to assist with the most common asked questions from new faculty.

How do I navigate to do business?

Business is handled in each unit's business department.
Unit Business Contacts:

Kinesiology & Community Health

Erin Farrar

Recreation Sport & Tourism

Terri Daniels

Speech & Hearing Sciences

Mary Jones

Dean's office, Chez Veteran's Center, CHAD

Liz Clawson & Clayton Fink

The University's policy and procedures are governed by the University's **Office of Business and Finance**. The link to this web site is here: <https://www.obfs.uillinois.edu/>

How does Travel Reimbursement work?

All travel must be approved by the unit Department Head before the trip is taken and before any expenses are incurred. This can be done via e-mail. The approval e-mail is then sent to the unit contact so they can document for their files the approval.

See unit business contact to discuss travel needs. Units hold a T-card which is a credit card that can be used to pay for conference registration, air fare and hotel upfront so that you do not need to incur those expenses and seek reimbursement after the trip.

If you incur the costs of the travel yourself, reimbursement happens after the trip is completed. You must have originals of all receipts and turn those in to the unit business office for reimbursement request. The University will keep all original receipts. The university uses an electronic reimbursement system called TEM, and the unit contact can assist with this process.

TEM system is found at:

<https://www.obfs.uillinois.edu/tem-resources/>

Per Diem is a daily allowance for meal expenses while in travel status that includes an overnight stay. **Per Diem is not given for same day travel.** Per Diem covers the cost of meals and tips. Receipts are not required to receive this per diem allowance. Per Diem will be paid after the trip has occurred.

University employees on approved business travel are eligible to receive meal per diem reimbursement for the time spent in travel status. The cost of actual meals purchased while in travel status is not reimbursable and receipts for such meals should not be submitted with the expense report. Per Diem amounts are set by the Illinois Higher Education Travel Control Board. The current daily allowance is \$28.00 for travel within the State of Illinois and \$32.00 for travel outside of Illinois. Per Diem will be reduced for any meals provided by the conference, etc. Examples of meals provided include, but are not limited to, breakfast provided during a conference or a dinner business meal hosted by the traveler.

	In-State	Out-of-State
Breakfast	\$5.50	\$6.50
Lunch	\$5.50	\$6.50
Dinner	\$17.00	\$19.00

Examples of allowable miscellaneous travel expenses include:

- Toll, parking, ferry, bridge, road, and tunnel fees
- Baggage transfer and handling
- Registration fees for conferences, seminars, workshops, etc.
- Fees for the use of business center facilities, such as computer use, internet, facsimile, and photocopying
- Ground transportation such as shuttle service, taxis, rental cars (including gas), or mileage for personal vehicles

- Reasonable tips

Examples of non-allowable travel expenses are:

- Alcoholic beverages
- Coat check
- Collision damage waiver insurance for domestic motor vehicle rental
- Commuting expenses between an employee's residence and official headquarters
- Personal entertainment charges such as movies, mini-bar charges, personal phone calls, spa/health clubs, sightseeing, tours, etc.
- Locksmith charges
- Late check-out and room guarantee charges
- Non-University-related expenses
- **Parking tickets or other traffic fines**
- Personal automobile accident insurance
- Spouse/family travel expense
- Tobacco products
- Towing of a personal automobile that is being used for University business travel
- Travel insurance (exceptions may be requested for foreign travel)

How do I view my funds to get monthly or daily information?

Typically, a faculty member will have a variety of funds to manage. Most common are Start-up funds, Indirect Cost Recover funds (earned ICR from awarded grants), CHAD internal grants, and campus Research Board grants. The University moved away from paper reports 3 years ago with the launch of **My-UI-Financials**. This is an electronic portal that houses financial information on all funds and is also a report distribution system. With My-UI-Financials, you have quick access to all of your financial reports, in one place. The information in the portal is updated daily, and you are able to access 24/7 from anywhere. Your unit business contact will set you up in the system.

Link for My-UI-Financials

<https://www.obfs.uillinois.edu/my-ui-financials/>

I need to buy something, what do I do?

See your unit business contact. Purchases of equipment, materials, commodities, supplies, and services for the University are made competitively. Performance, quality, suitability, delivery, and service are factors considered when purchasing goods and services. All purchases are

made according to the provisions of the Illinois Procurement Code and the Procurement Rules of the Chief Procurement Officer for Public Institutions of Higher Education and other applicable state and federal regulations.

If the item is over \$10,000 the university will require multiple quotes or completion of the waiver form stating why one did not use the lowest bid or needed to request a specific vendor. Your unit accountant will assist with this process since a purchase order request will have to be done. A Purchase Order has to be in place before we can order goods or have a consultant start work. Purchasing signs all procurement agreements.

Can I buy something myself and get reimbursed?

The University policy is that the University makes all purchases versus individuals purchasing items and seeking reimbursement. Your unit's office staff have P-cards which can be used for most purchases. The office can also do a Purchase Order for your item. Let the office do the purchasing of goods to be compliant with University policy. Planning for purchases is the best course of action.

Rules on Business Meals

Employee and Guests:

Allowable for

Recruitment - Meals or refreshments provided during meetings with non-employees or potential students, related to their possible employment at or admission to the system.

Business Meetings - System business discussions held between one or more system employees AND one or more visitors from an outside entity.

Hospitality Events - An event honoring distinguished guests who are not system employees. May include meals or receptions for faculty from other universities, members of external organizations, and/or visiting dignitaries. Dignitaries typically visit at the invitation of the system to participate in seminars, speaking engagements, and related events.

Donor Event - A meal and/or reception during which system employees meet with current or potential donors.

Convocation or Graduation Event - Refreshments or a reception related to a convocation or graduation.

Amount Limits

Breakfast

\$25 per person

Lunch

\$40 per person

Dinner

\$60 per person

Refreshments and Reception

\$25 per person

Alcohol and Related Service Fees

\$20 per person for non-donor events

Tips

Tips up to a maximum of 20% of the total cost is reimbursable. Tips in excess of 20% of the total cost may be subject to deduction of the excessive T-Card charges from the Cardholder's wages.

Receipts

The vendor receipt to be uploaded into TEM must contain the detailed charges. A summary receipt is not allowed. All attendees are listed by name in TEM unless over 20 attendees.

Employee only events – Business Meals and refreshments:**Allowable for**

Employee Recognition - An official event held to honor faculty or staff for years of service or retirement, special achievements (such as teaching and outstanding service awards or investiture ceremonies), annual unit picnic or holiday event. Any other employee recognition event requires approval of the dean, vice chancellor, assistant vice president, or provost to whom the unit reports. Employee recognition events may include outside guests and/or students as participants.

Full-day Events - An event that lasts at least five business hours.

Employee Business Meals - A meal during a business meeting attended by employees only, when the meeting is held during breakfast, lunch, or dinner if the timing of the meeting is crucial and all participants are available only at that time.

Amount Limits**Breakfast**

\$25 per person if the event begins by 9:00 am

Lunch

\$25 per person

Dinner

\$40 per person for employee recognition, full-day staff retreats, and employee business meals. NOT allowable for training events.

Refreshments and Reception

\$25 per person for employee recognition events and full or half-day training, or staff retreats

Alcohol

Employees Only

Alcohol may be purchased for events attended by only system employees with written approval of the dean, vice chancellor, assistant vice president, or provost. If he or she is attending the event, the head of the next higher administrative unit not attending the event must give approval. Keep this supporting documentation on file in your unit.

Employee and Guest Event

Alcohol may be purchased without previous approval for events attended by employees AND guests.

For non-donor events, expenditure for alcohol is limited to \$20 per person. To spend more than \$20 per person, obtain written approval from your dean, vice chancellor, assistant vice president, or provost unless he or she will be attending the event. In that case, obtain written approval from the head of the next higher administrative unit not attending the event. Keep this supporting documentation on file in your unit.

Note:

Approval to Exceed the Amount Limit

You must have approval to exceed the allowable amounts for business meals and refreshments. If possible, obtain the approval in advance. Written approval must be from the dean, vice chancellor, assistant vice president, or provost, unless he or she will be attending the event. In that case, obtain written approval from the head of the next higher administrative unit not attending the event.

All meal maximums apply to restaurants, caterers, and University of Illinois System-operated food service. The meal maximums do not include allowable expenditures for tax, tips, alcohol, and fees related to the service of alcohol. Alcohol, when allowable, may only be provided to participants 21 years of age or older.

Compensating Human Subjects

If you are doing a research study which will require compensation to Human Subjects, please be aware that there are forms that will need to be filled out before you are able to obtain an advance to pay your subjects with cash or a gift card. You are not able to use personal funds and then seek a reimbursement for human subject payments. Please see the forms for ***Human Subject Advances*** and the ***Human Subject payment request form*** under **Forms**.

Any questions, please do not hesitate to reach out to the College Business Office, Liz Clawson, 244-4313

Determining Your SURS Retirement Plan

For the purposes of evaluating which retirement plan is best for you, please keep in mind the Tier II maximum pensionable earnings cap for Fiscal Year 2020 is \$114,951.83.

Self-Managed Plan (SMP)

- **A good plan to consider if/when:**

- You anticipate your annual earnings surpassing \$86,000 (approximately 75% of the maximum pensionable earnings under Traditional or Portable Plans)
- You aren't sure if you plan to stay at the University more than 10 years, or until you retire
- You would like the flexibility to take your investments with you if/when you leave the University
- You prefer to manage your own investment strategies and are comfortable accepting the risks and rewards of your choices
- You would like to have the option of purchasing a monthly annuity or receiving a lump sum benefit so you can manage your own retirement income

Portable Plan

- **A good plan to consider if/when:**

- You anticipate your annual earnings to be less than \$86,000 (approximately 75% of the maximum pensionable earnings)
- You don't anticipate making more than the maximum pensionable earnings
- You plan to stay at the University more than 10 years, but you might not choose to retire with the University
- You want the ability to take your accrued retirement benefits with you when you separate from the University
- You aren't interested in selecting your own investments, but would prefer to allow a SURS-selected professional to manage your investments
- Upon retirement, you would like to have a lifetime monthly annuity benefit based on a pre-determined formula

Traditional Plan

- **A good plan to consider if/when:**

- You anticipate your annual earnings to be less than \$86,000 (approximately 75% of the maximum pensionable earnings)
- You don't anticipate making more than the maximum pensionable earnings
- You plan on staying at the University more than 10 years, or you plan on staying until you retire
- Survivor benefits for your family are important to you and you like the additional 1% survivor death benefit that this plan provides
- You aren't interested in selecting your own investments, but would prefer to allow a SURS-selected professional to manage your investments
- Upon retirement, you prefer to have a lifetime monthly annuity benefit based on a pre-determined formula

This document is intended to serve as a useful tool as you evaluate which SURS retirement plan is best for you. This information is provided with the understanding that it is a source of information and does not constitute legal, tax, or other professional advice. If legal advice or other professional advice is required, the services of a professional advisor should be sought.

ANNUAL FACULTY REVIEW

OFFICE OF THE PROVOST COMMUNICATION NO. 21

I. Overview

Faculty development is the joint responsibility of the individual and the institution. Because the nature of research, teaching, and public service is often discipline-specific, the departments and colleges play critical roles in elaborating campus evaluation criteria and in rewarding and supporting the professional development of the faculty. Departments and their executive officers monitor faculty performance and development closely and work with individual faculty members to identify appropriate programs or actions to address professional development goals. To this end, every tenured or tenure-track faculty member should be reviewed annually by her or his department through a process developed by the faculty of the department that is consistent with these campus guidelines. The reviews are intended to provide annual assessment that is constructive and focused on assisting faculty development.

Each department's procedure must meet the requirements of this Communication, be appropriately adopted by the faculty of the department, and approved at the college level (or by the Office of the Provost for units reporting directly to that office). Faculty members undergoing third-year reviews (see Communication No. 13) and those being evaluated for promotion and tenure (see Communication No. 9) may be exempted from the annual faculty review process in the year of those reviews. Executive officers, in consultation with the next administrative level, may make limited other exemptions.

A faculty member may respond to the annual review by placing documentation in his or her official departmental personnel file. The process by which a department conducts annual faculty reviews should be evaluated every five to seven years, as described below.

II. Establishing Unit-Based Annual Faculty Review Procedures

Each academic unit should have written procedures for annual faculty reviews adopted in accordance with the unit's bylaws. Copies of the procedures should be provided to all faculty in the unit and filed with the next level in the unit's reporting chain. (For units within schools, the copies should be reviewed at the school level, then transmitted to the college.) An academic unit's annual faculty review procedures must be reviewed by the dean or director of the college (or the Office of the Provost for units reporting directly to that office) to ensure that they comply with the campus-wide standards described in this Communication. Similar second-level review is required for unit-specific procedures for the broader faculty review described below.

III. Annual Faculty Reviews

A. REVIEW REQUIREMENTS

Each academic unit shall review annually the contributions to the mission of the unit of each of its tenured or tenure-track faculty members.

B. EXEMPTIONS FROM ANNUAL REVIEW

Faculty members undergoing the third-year review during their probationary period or being reviewed by the department for the special purpose of promotion may be exempted from this annual faculty review requirement and, instead, reviewed using the procedures in Communications 13 and 9, respectively.

Departmental executive officers (EO's), in consultation with the next-level administrative officer, may exempt other faculty members from annual faculty review in limited cases where the annual review would not fulfill the purposes of the review process. Such exemptions should be infrequent (e.g., for faculty members hired within the academic year or for faculty members with a retirement agreement in place.) To initiate an exemption, the EO should provide a letter explaining the exemption and transmit it to the next-level administrator in the unit's reporting chain for concurrence.

C. REQUIRED ELEMENTS

At a minimum, each unit's annual faculty review procedure must meet the following campus-wide requirements:

- 1) Statement of Mission/Expectations. The review procedures must contain a statement of the unit's mission and the expectation of faculty members' contribution to that mission. This mission statement should be written broadly enough to assure individual faculty members a proper sphere of professional self-direction consistent with the privileges and responsibilities of academic freedom. Unit-level statements of expectations include, by implication if not by express incorporation, university expectations.
- 2) Faculty Documentation. Each faculty member is required to provide: a) a written statement of accomplishments and professional activities during the past year or other time period specified by the unit (e.g., the unit might ask faculty members to annually provide information covering the most recent three calendar years), b) plans for the future, and c) a brief explanation, if needed, of the connection between the faculty member's activities and the mission and expectations of the unit and university.
- 3) Definition of Roles. Review procedures should define the role of the EO and relevant departmental elected faculty staff/personnel and/or executive/advisory committees in assessing how well the faculty member is meeting expectations.
- 4) Option for Periodic Broader Review. The review procedures should provide for an option to broaden the annual review process to include additional elements. See below.
- 5) Feedback. Annual written and/or verbal feedback should be provided to each faculty member regarding how well the faculty member is meeting expectations. Constructive, periodic feedback to the faculty member is encouraged. In appropriate circumstances, the EO should meet with a faculty member to discuss the unit's expectations and the faculty

member's performance. In other circumstances, simply advising the faculty member of the unit's salary recommendation and evaluation of the faculty member's progress towards meeting the unit's expectations could be sufficient.

- 6) Record Keeping. The review procedures must provide for maintenance of essential parts of the annual review in each faculty member's personnel file, including the faculty member's annual statements and copies of any written feedback from the department to the faculty member. Consistent with legal requirements and university policies, the contents of official personnel files are open to examination by the individual concerned. Units may seek guidance on access issues from the Office of Academic Human Resources or from the Office of the Provost.
- 7) If a faculty member disagrees with an annual review, the faculty member and executive officer should make serious attempts to come to a mutually satisfactory resolution through informal interactions and problem-solving efforts. If, despite efforts to reach a mutual agreement regarding the content of the review, a faculty member continues to dispute the accuracy of a review, the faculty member may append a written response to any document in the file.

IV. Option for Broader Faculty Review

A. Purpose

The broader faculty review option is designed to provide units and faculty members with a mechanism for seeking additional information when there is need for a fuller and more complete assessment of the faculty member's record than has been provided by a series of annual reviews. Either the unit executive officer or the faculty member may request that a broader faculty review occur.

The broader review may be focused on the faculty member's overall performance in teaching, research and public service or on a defined, significant subset of faculty roles and responsibilities. Invoking the broader review option, therefore, would typically be grounded in the results of at least the two immediately previous annual reviews, or grounded in a longer pattern that reveals a need for deeper scrutiny of the record. The goal is to more fully understand the faculty member's performance or to ascertain whether the annual reviews have adequately assessed significant aspects of the record.

Before invoking the broader review option, the faculty member and executive officer should make serious attempts to come to a mutually satisfactory resolution through informal interactions and problem-solving efforts.

Note that the broader review is not an appeal of a particular annual review, nor is its purpose to address a narrow, specific issue, such as the faculty member's salary determination. Concern with specific issues first should be addressed informally and if informal resolution is not achieved a faculty member may pursue applicable appeal/grievance procedures.

B. PROCEDURE

- 1) The broader faculty review should be requested, in writing, typically at the beginning of the annual faculty review process or at the beginning of the academic year.
- 2) A broader faculty review may be initiated by a faculty member or by the unit executive officer. The person who initiates the review should submit the request to initiate the review to the other party (faculty member or executive officer), with copies to the faculty committee involved in the review process according to the bylaws of the unit and to the next-level administrator in the unit's reporting chain.
- 3) The request to initiate a broader review should specify the grounds for the broader review, and explain why these grounds have not been and cannot be adequately addressed by the annual faculty review process.
- 4) The decision about whether to pursue a broader review should be made by the Unit Executive Officer, in consultation with the appropriate unit level advisory committee and with the next-level administrator (e.g., school director, dean).
- 5) At the outset of such a review, the executive officer and the faculty member should discuss the broader review process and the materials to be evaluated in the review. Any *ad hoc* or standing faculty committee charged to conduct the review should be informed of these discussions and their outcomes according to the unit's practices. The executive officer and the faculty review committee, in consultation, will make the final decision on the structure of the faculty review, and will inform the faculty member, in writing, as to the elements and structure of the review before the process begins.
- 6) If the executive officer and the faculty review committee decide that the process will include solicitation of external letters, the elements of Communication No. 9 will be followed with respect to number of letters, objectivity and rank of evaluators, selection of peer institutions, and confidentiality of letters.
- 7) The outcome of the broader review will be communicated, in writing, by the executive officer to the faculty member, with a copy to the next-level administrator in the unit's reporting chain.
- 8) If a faculty member disagrees with a broader review, the faculty member and executive officer should make serious attempts to come to a mutually satisfactory resolution through informal interactions and problem-solving efforts. If, despite efforts to reach a mutual agreement regarding the content of the review, a faculty member continues to dispute the accuracy of a review, the faculty member may append a written response to any document in the file.

V. Grievances

A faculty member who believes he or she has been aggrieved by the procedures used in an annual review or broader faculty review can petition the appropriate grievance committee for redress, just as he or she would do in any other grievance situation. As provided by the university's *Statutes*, a faculty member may always consult with the Faculty Advisory Committee.

VI. Guidelines for Periodic Review of Each Unit's Faculty Review System

A. FREQUENCY

Each administrator who provides second-level review (Dean, Director, or the Provost) is responsible for evaluation of procedure(s) for faculty review in units reporting to that administrator every five to seven years, or within such other period as may be adopted for more general evaluation of units.

B. PURPOSE

The purposes of this evaluation are to assist the unit in identifying needed changes and to assure that the unit has: (1) conveyed clear sense of its expectations for faculty contributions, (2) conducted its annual reviews and related follow up in conformity with the policies governing the manner and content of such reviews, and (3) applied its standards fairly.

C. PROCESS

The administrator who is responsible for periodic evaluation of a unit's procedures for faculty review usually appoints a committee to carry out this evaluation. The committee must consist of tenured faculty, the majority of whom are not members of the unit being reviewed. The committee may be a standing or *ad hoc* committee, and the review process may be part of a more comprehensive review of a unit's functions. The reviewing committee shall examine the unit's procedures for annual faculty review. The committee's report is submitted to the responsible administrator, with copies provided to the unit executive officer, the unit's elected faculty body, and any intervening reporting levels (e.g., School) as appropriate. The responsible administrator is charged to ensure that needed changes are effectively incorporated into each unit's procedures.

VII. Institutional Resources and Commitment to Faculty Development

Annual reviews provide the basis for determining merit awards and guiding faculty development. Faculty development is the joint responsibility of the individual and the institution. The campus is strongly committed to fair and responsible evaluation and appropriate support of faculty development. In order for the member of the faculty to attend to their own professional development, the Provost and the Vice Chancellor for Research offer a variety of mechanisms for enhancement of research and teaching. Colleges, schools, and departments should also provide opportunities that enrich the professional capabilities of faculty members in their units.

VIII. Assistance

For assistance with annual faculty reviews, please call the Office of the Provost (333-6677).

REVIEW OF FACULTY IN YEAR THREE OF THE PROBATIONARY PERIOD

OFFICE OF THE PROVOST
COMMUNICATION No. 13

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I. OVERVIEW

When a faculty member reaches tenure code “3” in the probationary period, a formal review of the faculty member’s progress shall be undertaken. This is known as the “third-year review.” The third-year review follows the requirements of this communication and is made a part of the faculty member’s personnel file.

II. CALENDAR OF EVENTS

Spring of Third Year	For tenure-track faculty in the third year of the probationary period (tenure code 3), written evaluation completed and shared with the faculty member.
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III. PURPOSE

The purpose of the third-year review is to provide an assessment of an individual’s professional development and his or her prospects for being recommended for indefinite tenure at the end of the probationary period. Please recall that a recommendation for indefinite tenure ultimately must be based upon an assessment: 1) that a candidate has made contributions of an appropriate magnitude and quality in research, teaching, and service, 2) that a candidate has demonstrated a high likelihood of sustaining contributions to the field and to the department, and 3) that granting indefinite tenure will be in the best interest of the University of Illinois. An eventual recommendation for granting indefinite tenure should describe clearly how the department will be strengthened by such a commitment and how the best interests of the university will be served. All reviews should be made with these points firmly in mind.

It is the responsibility of the department or equivalent academic unit to inform all faculty members of general campus and college criteria for advancement in rank. If a unit has adopted additional criteria, these should be also communicated to faculty members. In addition to information about criteria for advancement, faculty members should receive information about the process used for promotion and tenure reviews, including the separate reviews that take place at the department, college, and campus levels.

If a unit fails to conduct the third-year review it should not be construed as an indication of the faculty member’s performance nor does it create an entitlement to promotion or indefinite tenure.

The faculty member eligible for a third-year review is encouraged to consult with the unit executive officer concerning the process and outcome of the review.

IV. GUIDELINES

Each department may use its own procedures for third-year reviews, within the following general guidelines:

1. Each aspect of the individual's performance that will be gauged in the final tenure review must be evaluated, and the third-year evaluation should include an assessment of strengths and weaknesses within each category.
2. Third-year reviews often play a pivotal role in contested tenure cases. Unit executive officers typically experience tension between their role in helping a junior faculty member to develop his or her career and their role in providing an objective and candid assessment of progress, especially when it may fall short of expectations in one or more areas. Fairness to the candidate requires that the review be as candid as possible about shortcomings so the candidate has an opportunity to correct his or her course before an ultimate recommendation must be made. Strengths similarly should be stated. Expectations for the coming years should be clearly laid out in the written evaluation report.
3. Where advisable, departments may seek outside letters of evaluation and any other material that may be useful for the third-year review.
4. The Provost requires that the faculty member be informed in writing of the results of the third-year review, and that the results of the review be made a part of the faculty member's departmental personnel file.
5. Before the results of the third-year review are communicated to the faculty member, the draft communication must be reviewed and approved by the dean or equivalent administrative officer, and by other bodies as provided in the bylaws of the school or college.
6. Caution should be used in the write-up of the results of the review; no promise of tenure or estimates of the probability of tenure should be made. ***Both the department and the faculty member should be aware that the results of the third-year review do not determine future decisions on promotion and tenure.***

POLICY ON INTERRUPTIONS OF THE PROBATIONARY PERIOD (TENURE CODE ROLLBACKS)

OFFICE OF THE PROVOST
COMMUNICATION No. 16

<p><i>*For information on the “Effect of Leave Without Pay on the Probationary Period” see Communication No. 15.</i></p>
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Overview

Article X, Section 1.b.(1) of the University Statutes states, “An appointee receiving a first contract for more than fifty percent (50%) of full-time service at this University as assistant professor enters a probationary period not to exceed seven academic years of service....” Normally, the probationary period is a consecutive set of years. However, an appointee can be granted an interruption in the probationary period by special written agreement when unusual, compelling circumstances arise. This policy elaborates on the language “unusual, compelling circumstances” and “special written agreement.”

Purpose

It is in the best interest of the University to promote and to tenure a faculty of the highest quality in ways that are fair and humane. To ensure fairness and equity in administering the system of academic tenure—both of which are mandatory for the defense of the tenure system—the University must provide consistent conditions and standards. For these reasons, interruptions of the probationary period are reserved for unusual, compelling circumstances. However, such circumstances can arise, and a rollback permits a response when the circumstances impair the ability of an individual to establish the stature expected of faculty members at the University of Illinois at Urbana-Champaign, within the normal time frame. The University’s ability to attract and retain a faculty of the highest quality—a most critical interest—is enhanced by supporting members in balancing personal and family obligations with professional and scholarly achievement.

Because our institution permits one or more tenure clock rollbacks during the pre-tenure period, the criteria for promotion and tenure at Illinois are the same for all faculty regardless of length of service during the probationary period. Letters to external evaluators should indicate our policy on tenure rollbacks (see Provost’s Communication No. 9).

Conditions

An interruption of the probationary period (“rollback in the tenure code”) may be granted for one year upon request when an event or compelling circumstances cause substantial impairment of a candidate’s ability to pursue his or her teaching, scholarly activities, and/or service. Ordinarily, no more than two such rollbacks will be granted.

There are three grounds for granting a rollback. First, a rollback may be granted in the case of extended and/or severe personal illness. Second, a rollback may be granted for compelling obligations to a member of the family or household that require significant time away from University duties. Except in extraordinary circumstances, a rollback will be granted in the event of the birth or adoption of a child under 6 years old. Third, a rollback may be granted under circumstances beyond the control of the faculty member, such as grave administrative error or other unusual, compelling circumstances beyond the control of the faculty member.

The candidate's record before the event must be consistent with the preservation of institutional quality. The criterion on this aspect is that the candidate is making appropriate, demonstrable progress toward attaining indefinite tenure. In the case of childbirth or adoption, this criterion is deemed to be satisfied automatically if the unit intends to reappoint the candidate in the following academic year.

Timing of Requests

An interruption of the probationary period should be requested when it becomes clear that circumstances, consistent with this policy, will substantially impede the faculty member's progress toward achieving indefinite tenure. Requests during the sixth year of the probationary period (i.e., when the faculty member's tenure code has already reached 6) are strongly discouraged and will be granted only in rare and extraordinary circumstances. The basis for this policy is that a candidate with tenure code 6 has already fully assembled the record to be used in the mandatory review for promotion and tenure. Exceptional circumstances intervening at that point cannot affect the reviewable record.

Unit executive officers that recognize the need for a faculty member to request an interruption of the probationary period are encouraged to discuss this policy with that individual and to do so in a timely manner. Faculty members should feel free to approach their unit heads for information concerning this policy or with individual requests for an interruption.

In order to process the appropriate documents, it is important that requests for rollbacks be forwarded in time to reach the Provost's Office prior to May 15 to be effective for the following academic year. If a request arrives later than May 15, the request will be considered, but a rollback in the tenure code may not take place until a year in the future; in other words, the tenure track year would remain the same instead of moving forward for the upcoming year.

Procedures

REQUESTS OTHER THAN THOSE BASED ON CHILDBIRTH OR ADOPTION

Requests for rollbacks other than those based on childbirth or adoption will be reviewed and considered carefully at each level. A request on the part of a faculty member does not guarantee that the request will be approved. The following is the procedure for submitting such a request:

1. The request for an interruption of the probationary period must be initiated in writing by the faculty member and addressed to the executive officer of the unit. The faculty

member should attach a copy of a current curriculum vitae and any appropriate supporting documentation to the request.

2. The executive officer of the unit will review the request in consultation with the body that normally acts on promotion and tenure in the unit.
3. If, as a result of the review, the unit executive officer decides to support the request, the executive officer will forward it to the next administrative level, along with a completed transmittal form (Attachment 1) and an evaluative statement addressing the faculty member's scholarly progress:
 - a. If the next level is a school or college level, it is recommended that the body normally acting on promotion and tenure (e.g., the Executive Committee) be consulted. If the request receives a positive review, the dean or director will forward it to the Provost for approval. The dean or director may comment on the case as required.
 - b. If the decision lies in a college, school, or institution that is not subdivided, then the dean or director prepares the evaluative statement and forwards the documented request to the Provost, who serves as the reviewing officer. The Provost will consult in extraordinary cases with the Chair of the Campus Committee on Promotion and Tenure.
4. Upon approval by the Provost, a special written agreement outlining terms and conditions will be prepared by the Office of Academic Human Resources, in consultation with Legal Counsel. The agreement will specify the reasons for the rollback and will clearly state the faculty member's new tenure code. The special written agreement will be circulated to obtain the signature of the faculty member and the signatures of the campus officials required for such agreements.
5. Confidentiality relating to the grounds of the request will be maintained to the extent possible and as allowed by law.

ROLLBACKS BASED ON CHILDBIRTH OR ADOPTION

Requests for rollbacks based on childbirth or adoption do not involve a review of academic progress beyond a decision on reappointment for the following academic year. The following is the procedure for submitting these requests:

1. The request for an interruption of the probationary period must be initiated in writing by the faculty member and addressed to the executive officer of the unit.
2. If the executive officer of the unit judges that qualifying circumstances exist and can certify the intention to continue the faculty member's appointment for the next academic year, then the executive officer endorses the request and forwards it, along with the completed transmittal form (Attachment 1) to the next administrative level:

- a. If the next level is a school or college, the dean or director will review the papers to see that qualifying circumstances from the basis of the case and that the executive officer has addressed the question of continued appointment. If the case is in order, then the dean or director will endorse it and forward it to the Provost for approval. The dean or director may comment on the case as required.
 - b. If the decision lies in a college, school, or institution that is not subdivided, then the dean or director prepares the certifying statement and forwards the documented request to the Provost, who serves as the reviewing officer.
3. Upon approval by the Provost, a special written agreement outlining terms and conditions will be prepared by the Office of Academic Human Resources, in consultation with Legal Counsel. The agreement will specify the reasons for the rollback and will clearly state the faculty member's new tenure code. The special written agreement will be circulated to obtain the signature of the faculty member and the signatures of the campus officials required for such agreements.
4. Confidentiality relating to the grounds of the request will be maintained to the extent possible and as allowed by law.

Appeals of Adverse Decisions

If a faculty member's request for a rollback is denied at the departmental or unit level, the faculty member may appeal that decision within the procedures established by that unit. If, after that review, the unit executive officer affirms the denial, that administrator must forward the decision and supporting documentation to the next level administrator for review of the procedures used by the unit.

If the reviewing administrator finds that the procedures used by the department or unit were unsatisfactory, the originating unit must reconsider the case. If the procedures were satisfactory, but the reviewing administrator questions the basis for denial, then the reviewing administrator shall consult with the originating executive officer about that basis. Although the originating executive officer retains discretion to deny the request, this consultation is mandated to insure that disparities do not arise among departments in granting requests for interruptions of the probationary period.

If the denial of the interruption in the probationary period is made at the campus level, the Campus Promotion and Tenure Committee will serve as the reviewing committee and the Chancellor will be the administrator to review the procedures.

At any point in the process of appeal, the faculty member may consult with or take a formal grievance to the Faculty Advisory Committee or the Senate Committee on Academic Freedom and Tenure.

Assistance

Questions relating to use of these procedures should be directed to the Office of Academic Human Resources (333-6747). Questions about academic policy or the status of individual cases and appeals should be directed to the Office of the Provost (333-6677).

Attachment

Transmittal Form for:
Tenure Rollback Request (Attachment 1)

Transmittal for Tenure Rollback Request

In accordance with Provost Communication No. 16, please complete this transmittal, along with attachments, and submit to the Office of the Provost.

Date: _____

Name of faculty member: _____

UIN: _____

Tenure Code (Academic Year): _____

Department/Unit: _____

College: _____

Reason for rollback (indicate below):

- ☐ Extended and/or severe personal illness
- ☐ Compelling obligations to a member of the family or household that required significant time away from University duties
- ☐ Childbirth or adoption
- ☐ Compelling circumstances beyond faculty member's control (e.g., grave administrative error)
- ☐ Other _____

ATTACHMENTS

- ☐ Faculty member's current curriculum vitae (only in cases other than childbirth or adoption)
- ☐ Faculty member's supporting documentation for the request
- ☐ Letter of request from faculty member to unit executive officer
- ☐ Letter of request from unit executive officer to Dean or Director
- ☐ Letter of request from Dean or Director to Provost

APPROVALS

(For members who have joint appointments, recommendations must be approved by all units.)

Department _____ School _____ College _____

Department _____ School _____ College _____

Provost Approval: _____
Provost or Designee
Date

POLICY ON INTERRUPTIONS OF THE PROBATIONARY PERIOD (TENURE CODE ROLLBACKS)

OFFICE OF THE PROVOST
ADDENDUM TO COMMUNICATION No. 16

Tenure Rollback Policy for COVID-19

The university recognizes that the needed changes in how we conduct our teaching, research, and service to reduce the spread of COVID-19 have raised concerns among many of our junior and mid-career faculty members, particularly on its potential impact on promotion and tenure. It is our goal to minimize the effects of these ensuing changes at the university on their careers.

Tenure Code Rollbacks

For probationary faculty, the University already has a robust tenure rollback policy ([Provost Communication #16](#)). During this crisis, we intend to interpret this policy generously and compassionately. Therefore, rollbacks will be available to probationary faculty members (tenure codes 1-5) who believe COVID-19 creates a significant disruption to their progress towards tenure and promotion, whether it is because, among other things, research is interrupted due to inaccessible facilities and space, the faculty member has to care for family members affected by the COVID-19 situation, or the faculty member becomes ill.

The process for applying for a rollback due to COVID-19 is streamlined:

1. The faculty member emails a one-sentence request for a tenure rollback relating to COVID-19 to IHR-TR@illinois.edu. Documentation (*e.g.* CV, letter justifying the request, etc.) is not necessary.
2. Illinois Human Resources will create a request form (an Adobe Sign document) to route for signatures (starting with the faculty member).
3. The request form (the Adobe Sign document) will be routed to the faculty member, the Unit Executive Officer, School Director, as applicable, and Dean. Letters of support are not necessary. That is, approval requires only a signature and date on this form.
4. The form will then be routed to the Office of the Provost for final approval and processing. When routing is complete at all levels, the faculty member will receive the fully signed version and his/her tenure year will be adjusted.

Probationary faculty in tenure code 5 (*i.e.*, those who are scheduled to be reviewed in AY 2020-21) and Q appointments scheduled to be reviewed in AY 2020-21 must apply for a rollback by April 24, 2020.

Faculty in tenure code 4 may apply for a rollback based on COVID-19 consideration until April 15, 2021. Faculty in tenure codes 1-3 may apply for a rollback based on COVID-19 considerations until August 15, 2021. After that date, requests will follow regular procedures and will be evaluated according to the criteria stated in Communication #16.

Rollback requests for COVID-19 will not count against any limit on the overall number of rollbacks.

Consistent with existing policy, faculty who take a rollback for COVID-19-related reasons may later choose to apply for tenure “early” (*i.e.*, on a timeline consistent with their original tenure clock) if they choose to do so.

ICES Scores

At this point, we plan to provide students with the opportunity to provide feedback on all courses through online ICES at the end of the Spring 2020 semester. Many faculty members use student comments and suggestions to improve course delivery. For purposes of evaluation of tenure and promotion, faculty may choose to exclude Spring 2020 ICES scores from the P&T dossier. Specialized faculty will also have the option to exclude Spring 2020 ICES scores from their promotion dossier.

Timeline for P&T Process for AY 2020-21

We are aware that circumstances may cause delays and difficulties in processing dossiers. We currently intend to operate on the usual timeline for the promotion and tenure process for AY 2020-21 as much as possible. We may reevaluate the timeline over the summer as we better understand the evolving impact of the situation.

Questions about rollbacks and promotion processes should be directed to [Bill Bernhard](#), Vice Provost for Academic Affairs.

MODIFIED TEACHING DUTIES FOR FACULTY MEMBERS WITH A NEW CHILD

Purpose

To allow a faculty member time to recover fully from the effects of pregnancy, childbirth, or related medical conditions and/or to care for and bond with a new child in the first year following the birth or adoption of the child.

Scope

All tenure-track faculty

Authority

Office of the Vice Chancellor for Academic Affairs and Provost

Policy

Tenured and tenure-track faculty members may request a period of modified teaching duties, without a reduction in salary, during the first year following the birth or adoption of the child. Faculty members on modified teaching duties status will not be required to teach classes, but will be expected to fulfill their other professional responsibilities. The department/unit shall be responsible for arranging for coverage of the faculty member's direct teaching responsibilities for the period of modified teaching duties status. The maximum period for modified teaching duties status is one semester.

Unless extraordinary circumstances exist, the department/unit head shall grant a request for modified teaching duties. Before the department/unit head may deny a request for modified teaching duties, the department/unit head must submit and receive approval to deny the request from successive higher levels of administration up to and including the Provost's Office.

A grant of modified teaching duties is in addition to, and does not impact, any medical or other leave to which a faculty member may be entitled.

Processes/Procedures/Guidelines

A faculty member who wishes to request modified teaching duties status should submit a written request to the department/unit head as early as possible prior to the semester for which the request is made to allow time to identify alternate instructors to teach the affected courses. In cases in which both parents/caregivers from the same academic unit request periods of modified teaching duties, the department will normally grant approvals for successive semesters within the first year of the birth or adoption to facilitate coverage of teaching duties.

The department/unit shall inform faculty members who submit a request for modified teaching duties of the tenure rollback policy and shall provide a copy of Provost Communications No. 16, Policy on Interruptions of the Probationary Period.

Following approval of the request, the department/unit head will forward the request to the dean of the college. After approval by the dean, the college will send copies of the approval to the faculty member, the department/unit head, and Academic Human Resources. As noted above, any decision to deny requests for modified teaching duties must be approved by the Provost's Office.

For information regarding the Family and Medical Leave Act policy, see *Campus Administrative Manual*, Family and Medical Leave (./family-and-medical-leave).

For information regarding parental leave, which grants eligible employees up to two weeks of paid leave following the birth of a child or upon the initial placement or legal adoption of a child under age 18, see *Campus Administrative Manual*, Parental Leave (./parental-leave) and consult with unit, college or academic human resources.

Contact

For questions concerning this policy, contact the Office of Academic Human Resources, (217) 333-6747, ahr@illinois.edu ([mailto:ahr@illinois.edu?subject=Family and Medical Leave Act](mailto:ahr@illinois.edu?subject=Family%20and%20Medical%20Leave%20Act)).

Issued:

April 11, 2002

Revised:

April 15, 2016

Policy Number:

HR-43

Responsible Office:

Vice Chancellor for Academic Affairs and Provost

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