

**Bradley University Senate**  
**Agenda**  
**First Regular Meeting of the 2017-2018 Senate**  
3:10 p.m. - 5:00 p.m. September 21, 2017  
Michel Student Center – Ballroom A

**I. Call to Order**

**II. Announcements**

**III. Approval of Minutes**

- A. Eighth Regular Meeting of the 2015-2016 University Senate, May 4, 2016.
- B. Special Meeting of the 2016-2017 University Senate, May 4, 2016.

**IV. Reports from Administrators**

- A. President Roberts
  - See attached draft Organizational Chart and draft Senior Leadership Structure document
- B. Senior Vice President of Academic Affairs and Provost Zakahi
- C. Senior Vice President of Financial Affairs Anna

**V. Report form Student Body President David Jensen**

**VI. Reports from Standing Committees**

- A. Resources Committee -- Stephen Kerr
- B. University Strategic Planning Committee
  - See attached Draft Strategic Plan

**VII. Unfinished Business**

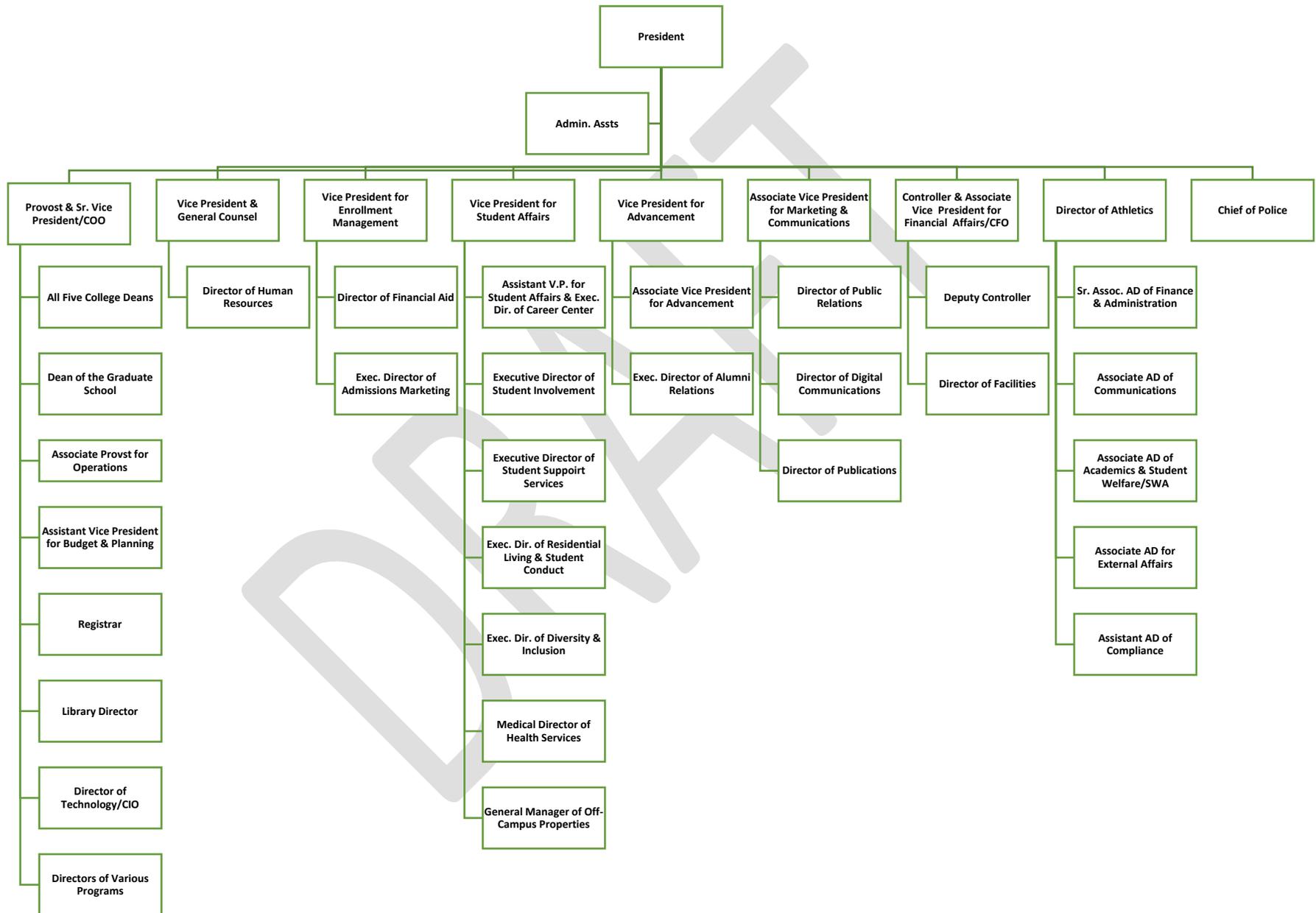
**VIII. New Business**

- A. Ratification of Appointments to Standing Committees
  - 1. Requiring Approval of the Senate
    - a. Affirmative Action Committee
      - Jaqueline Henderson, Tanya Marcum
    - b. Elections
      - Andy Kelley, Eden Blair
    - b. Subcommittee on Core Curriculum
      - Dean Campbell (CLAS), David Zeitlow (CEGT)
      - Tricia Dahlquist (Provost)
    - C. Subcommittee on Core Practices
      - Jean Marie Grant (EHS), Krishnand Maillacheruvu (CEGT)
      - Fran Armmer (Provost), Norris Chase (Student Affairs)
- B. Committee appointments requiring “recommendation” by Senate Exec

- 2. Admissions and Retention
  - Vince Showers (FCB), Fred Tayyari (CEGT)
  - Eric Stabenau (CLAS)
- C. Informational only - other additions to committees
  - 1. Affirmative Action
    - Nena Peplow (VP Business Affairs), Molly Cluskey (Provost)
  - 2. Continuing Education
    - Keith Johnson (CLAS)
  - 3. Curriculum and Regulations
    - Patricia Nugent (CEHS), Dave Quigg (CLAS),
    - Mohammed Rizwan (Graduate Student)
  - 4. Faculty Grievance
    - Ted Flemming, Jennifer Barajas, Kelly Roos (Elected by Faculty)
  - 5. Honorary Degrees
    - Jeff Huberman, Jeff Bakken
  - 6. Retirement Advisory
    - Kristi McQuade, Nena Peplow (Senate Exec)
  - 7. Sabbatical Leave
    - Anthony Adams (CFA), Liz Crawford (CLAS)
  - 8. Strategic Planning
    - Lex Akers (Deans), Tim Koeltzow (CLAS), Ahmad Fakeri(CEGT)
    - David Jensen (Student Senate), Amy Scott (President),
    - Sai Akhil Datla (Graduate Student),
    - Stephen Kerr (Resources)
  - 9. Student Grievance
  - 10. Tenure, Promotion, and Dismissal
    - Jackie Hogan, Craig Curtis, Melissa Peterson (Elected by the Faculty)
  - 11. University Resources
    - William Funkhouser, Stephen Kerr, (Senate Exec)
    - Pratima Ghandi (VP Business Affairs)
  - 12. Subcommittee on Curriculum
    - B.J. Lawrence (CFA), Mike McAsey (CLAS)
- D. From Student Senate: Smoke Free Campus Resolution
- E. Other New Business

## **IX. Adjournment**





President\*#

Sr. Vice President & Provost (COO)\*#

Assistant Vice President for Budget & Planning **[NEW POSITION]**  
Associate Provost for Operations (currently held on interim basis by Molly Clusky)  
College Deans (all five)  
Dean of the Graduate School  
Registrar  
Library Director  
CIO/Director of Technology  
Various Program Directors

Vice President & General Counsel\*# **[NEW POSITION – REPLACES Sr. VP FOR BUS. AFFAIRS]**

Legal Assistant (*tentative*) **(REPLACES INTERNAL AUDITOR** who is retiring)  
Director of Human Resources  
Duties Incl.: *Legal Affairs; Compliance; Labor Relations & Collective Bargaining; Risk Management & Insurance; Staff Audit; Monitor Food Service & Bookstore; Real Estate; Asst. Secretary to the Board of Trustees*

Comptroller & Associate V.P. for Financial Affairs/CFO (also serves as Univ. Treasurer)\*# **[UPGRADE FROM COMPTROLLER]**

Deputy Comptroller & Director of Finance **[UPGRADE SOMEONE IN FINANCE]**  
Director of Facilities  
Duties Incl.: *Interface with Creditors; Interface with Bond Rating Agency; Monitor Endowment Investments; Liquidity Management*

Vice President for Enrollment Management & Financial Aid\*#

Director of Financial Aid  
Exec. Director of Admissions Marketing  
[dotted line from Bookstore/Barnes & Noble]

Vice President for Student Affairs\*#

Assistant V.P. for Student Affairs & Exec. Director of the Career Center  
Exec. Director of Student Involvement  
Exec. Director of Student Support Services  
Exec. Director of Residential Living & Student Conduct  
Exec. Director of Diversity & Inclusion  
Medical Director of Health Services  
General Manager of Off-Campus Properties

Vice President for Advancement\*#

Associate Vice President for Advancement  
Executive Director of Alumni Relations

Assoc. Vice President for Marketing & Communications# (below is tentative – subject to new AVP)

Director of Public Relations#  
Director of Digital Communications  
Director of Publications  
Director of Social Media  
Director of Graphic Design  
Photographer

Director of Athletics#

Sr. Associate AD of Finance & Administration  
Associate AD of Academics & Student Welfare/SWA  
Associate AD of Communications  
Associate AD of External Affairs  
Assistant AD of Compliance  
Basketball Coaches

Chief of Police#

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\*President's Council  
#Administrative Council (plus Univ. Senate President)

Administrative Council:

President  
Provost & Sr. Vice President  
General Counsel & Vice President  
Vice President for Enrollment Management & Financial Aid  
Vice President for Student Affairs  
Vice President for Advancement  
Associate Vice President for Finance & Administration & Comptroller  
Assoc. Vice President for Marketing & Communications  
Athletic Director  
Chief of Police  
Director of Public Relations

### **Preamble**

The 2017-2022 Strategic Plan for Bradley University honors our past while creating a brighter, bolder, and more sustainable future.

The steps taken to create the plan are important, and they are outlined in Appendix C: Key Dates and Timeline. Most notably, Bradley worked with Keeling & Associates, LLC (K&A), a higher education consulting company, throughout the 2016-17 academic year to gather and analyze findings, generate planning themes, and facilitate a broadly inclusive strategic planning process that led to the University's creation of this strategic plan. The goals that emerged from this process speak directly to the vibrancy of this University, affirm our mission and values, and serve as the North Star providing direction and inspiration to the whole Bradley community.

We have articulated four overarching goals for 2017-2022:

1. We will prepare all students for immediate and sustained success.
2. We will offer and nurture rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs.
3. We will build and support a more diverse and inclusive community.
4. We will enhance the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative/participatory/consultative processes.

The University Board of Trustees, administrators, faculty, staff, students, and community partners identified signature components of Bradley's identity, the strongest of which are (1) a personalized, caring, and rigorous learning environment characterized by deeply engaging and long-lasting relationships between students and their faculty and staff mentors; (2) our desire to establish deeper, more collaborative relationships between and among faculty and staff to enhance our University's capacity for innovation and excellence; and (3) a commitment to serve as stewards of our local, regional, national, and international communities. These attributes distinguish Bradley; they, and the cultural and intellectual assets of our community, offer a solid and distinctive foundation upon which to envision our future. We believe that executing this plan will enhance our competitive advantages and challenge us in new and important ways.

The 2017-2022 Strategic Plan has been developed during a time of transition in the leadership of Bradley University. Our hope is that the spirit of unity, collaboration, and trust that fostered creativity and collaboration in the development of this plan continues as we execute the goals, objectives, and activities that will, together, build and bolster a new era of innovation, excellence, inclusion, and transparency.

The 2017-2022 Strategic Plan provides an opportunity to strengthen our sense of identity, unify our community and build trust, peel back layers of protectionism, simplify processes, and clarify decision-making practices; it will take commitment from all of us—administrators, faculty, staff, students, and the broader Bradley community—to cultivate the sense of ownership and collaboration required to deliver on the goals we've set for a stronger Bradley.

Our plan begins with revised mission and vision statements, and includes detailed discussion of four strategic goals.

## Mission

Bradley University empowers students for immediate and sustained success in their personal and professional endeavors by combining professional preparation, liberal arts and sciences, and co-curricular experiences. Alongside our dedication to students, we embrace the generation, application, and interpretation of knowledge.

The mission statement, which articulates our fundamental purpose and our approach to achieving our vision, engages and calls for commitment and action from all members of the Bradley University community—students, staff, faculty, administrators. A secure platform for the mission is our reliance upon the power of relationships—with fellow faculty and staff, alumni, donors, and community members—to support the holistic education and preparation of the student.

A competitive advantage of Bradley University—and something built into our DNA—is our success in pairing academic and co-curricular learning experiences to provide students with a deeply engaging, rigorous, and high-quality education. This is included deliberately in our mission statement, along with the acknowledgment that the liberal arts and sciences and professional preparation are both worthwhile, significant, and interconnected avenues for lifelong intellectual vitality and career and personal success. The 2017-2022 Strategic Plan firmly aligns with our intention to integrate professional preparation, liberal arts and sciences, and co-curricular experiences to nurture an active life of the mind—at Bradley and beyond. Ultimately, we will succeed when Bradley alumni are enabled to have lives of purpose that ~~were launched~~ are fortified by their experiences as Bradley students.

The second aspect of the mission statement reflects our aim to embrace the contributions of each of our colleges and units—generating, applying, and interpreting knowledge in order to facilitate learning experiences—for our students as well as the broader community—while advancing our respective fields of study through myriad forms of original and thought-provoking scholarship. In doing so, we provide students and other constituents tools for success in an increasingly knowledge-driven world.

## Vision

The leader in student engagement.

With input provided by constituents across the University, this vision statement captures our aspirations and ambitions for the long term—not only during the 2017-2022 planning period, but also beyond. Throughout Bradley's history, student engagement has been a core strength—one that extends and affirms the learning. -This is a consistent focus by faculty and staff, an aspect of our identity that distinguishes us from many other universities, and the single element of their Bradley education that is most appreciated by students. We are eager to build further upon this strength—not only further advancing the education and development of all students, but also ensuring that we can achieve the same results with non-traditional undergraduates, larger numbers of more diverse students, international students, and students in graduate, non-degree, and online learning programs. We are committed to providing greater access to programs, resources, services, and experiences that enhance learning and development.

While the words included in both statements were carefully chosen, we know that they are meaningless unless they become visible through action. Our mission and vision will guide decision-making, communications, reward systems, and resource allocation.

## Core Values<sup>1</sup>

**Excellence:** Bradley is a dynamic educational community that values excellence in teaching, research, creative production, applied scholarship, and service that transcends the classroom with immediate benefits to students and the campus community and with enduring benefits for students and the world.

**Leadership:** The Bradley community is dedicated to the success of our students and their development into tomorrow's leaders who will recognize the importance of teamwork toward successful outcomes.

**Innovation:** Bradley University actively seeks out the development and implementation of new research directions, programs, and partnerships to enhance the educational experience of our students thereby deepening their understanding of the world and inspiring them to benefit humankind.

**Globalization:** Bradley University is committed to providing knowledge and skills for life work that will promote the common good of humankind and lead to informed and principled participation in the global marketplace.

**Collaborative Learning:** Bradley University is dedicated to sharing knowledge across traditional boundaries. Faculty and staff build upon a strong foundation of the world's knowledge. Our University offers exciting interdisciplinary and collaborative learning opportunities to ensure that our students receive a breadth and depth of classroom and experiential knowledge and practice. We are committed to the success of our students and to collaborative scholarship between faculty and students.

**Community:** Bradley University has a cohesive community that effectively brings together faculty, staff, students, and alumni as valued members of the Bradley family. There is a collective responsibility for the success of the University and all its constituents. Success is facilitated through the University's respectful and caring environment.

**Diversity:** Bradley University represents a diverse learning community that acknowledges the importance of respect and understanding of all individuals.

**Experiential Learning:** As delineated in the university's mission statement, Bradley University maintains a century's old commitment to useful learning and ethics; this is manifested in a variety of experiential learning opportunities for students, including internships and co-op experiences, service-learning initiatives, and many additional curricular and co-curricular learning opportunities.

**Entrepreneurship:** Bradley University's distinctive combination of strong academic programs and emphasis on collaborative and interdisciplinary study yields positive experiences for students and faculty to succeed in entrepreneurial initiatives and opportunities.

**Service:** Along with leadership, service is one of the hallmarks of the Bradley University experience. The University is committed to serving individuals, families, and the surrounding community through curricular, co-curricular and extracurricular activities and opportunities.

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### Goal #1: We will prepare all students for immediate and sustained success.

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Bradley University is often described as a "family," a "home on the hilltop." This strong sense of community and shared purpose has laid the foundation for personalized educational opportunities that prepare students for immediate and sustained success. We must also be vigilant in anticipating, responding to, and leading change in the structures, programs, and services that empower our students for success at Bradley and beyond, empowering them to live lives of purpose. This goal speaks to who we are as an institution, and calls upon us to collaborate with colleagues in new ways to create innovative and experiential learning experiences for the next generation of students, who are more diverse in educational background, social identity, and life experience than at any other time in our University's history.

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<sup>1</sup> Currently unchanged, the core values will be reviewed as the development of the plan continues in Fall 2017.

While our sustainability as an institution has relied heavily upon enrollment and the affordability of a unique and valuable educational experience, we must renew and strengthen policies, processes, and practices that enhance student retention, persistence, and completion. Our brand in the educational marketplace, our alumni base, our financial health, our continued educational stewardship, and indeed our very institutional purpose rely upon how well we prepare our students for success at Bradley and beyond.

## Objectives

**1. Identify and respond to academic, financial, and co-curricular factors that contribute to student persistence and timely completion.**

Student retention is a critical success factor for us in the short-term, and we articulate this objective as a call to identify the variables that lead to student retention and completion, to implement both corrective and pioneering interventions, and to monitor our success in doing so.

**2. Enhance infrastructure for evidence-based student support services, advising, and academic and co-curricular programs that promote student success.**

We must strengthen and expand the synergies that exist between academic and co-curricular programs. We anticipate revisiting and tightening this objective once activities are clearer—both for this particular objective and the supporting objectives (such as those associated with institutional research and the identification of factors contributing to student success). We are confident that we have the building blocks to achieve this objective—our student support offices and staff are an under-celebrated strength of Bradley University.

**3. Identify and expand the use of high-impact practices that contribute to the immediate and sustained success of all students.**

High-impact practices are those that involve active and cumulative learning, and they have been empirically shown to improve both retention and engagement. With the recent implementation of the Bradley Core Curriculum, we have already adopted two high-impact practices—writing intensive courses and experiential learning activities. This objective holds us accountable to implementing planned practices (such as undergraduate scholarship) while exploring additional opportunities to impact deep learning.

**4. Promote the use of best practices for effective teaching and learning.**

As an institution focused on student learning and success, Bradley's faculty take effective teaching seriously. It is a natural enhancement to our campus culture for us to encourage faculty development, promote the use of best practices for effective teaching and learning, and hold ourselves accountable for doing so more intentionally. While Bradley's Center for Teaching and Learning has been the main faculty resource for teaching best practices, evidence-based methods, and cutting-edge tools and technology, we can create even more avenues to encourage the development of courses that integrate high-impact practices and reward the use of evidence based techniques, including placing additional focus upon the scholarship of teaching and learning. Indeed, the scholarship of teaching and learning is an outgrowth of our mission—we are student focused, and we embrace the generation, application, and interpretation of knowledge.

**Goal #2: Bradley University will offer and nurture rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs.**

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While Bradley already has a strong portfolio of academic programs, we have an opportunity to build on areas of strength (such as experiential learning), to remove obstacles to innovative programs (e.g., encouraging interdisciplinary programs and collaborations), and to deepen our capacities for facilitating learning (e.g., professional development for faculty and encouraging research in teaching and learning).

This goal strengthens our identity by capitalizing and improving upon our fundamental student-focus and our collaborative nature, as all of our programs rely upon a core curriculum that spans multiple colleges and receives support from multiple units. Our mission to empower student success falls short if our programs do not simultaneously stand the test of time and evolve to meet today's challenges. Moreover, messaging to prospective students, alumni, and the community often highlights our academic programs, so any improvements made in our programs offer additional opportunities to communicate the value of a Bradley University education.

Bradley's roots are in undergraduate education, but there are vast opportunities to expand our reach through graduate programs, particularly via online delivery models. Exploring such programs that have high student and occupational demand will enable Bradley to address economic and workforce needs while empowering more students to succeed in fields for which they are intellectually curious and professionally passionate. Expanding our portfolio of graduate and professional program offerings will also attract productive scholars who will elevate our stature in the academic community and provide additional avenues for external funding and donor support.

## Objectives

### 1. Engage all students in meaningful experiential learning activities.

Experiential learning is a competitive advantage of Bradley University. This objective holds us accountable for ensuring that *all* students have opportunities for experiential learning. Here, we focus on academic activities, but we acknowledge that co-curricular experiential learning is equally important.

### 2. ~~Support~~ **Enable** the growth of interdisciplinary activities and programs at Bradley University.

Interdisciplinary activities and programs are not new to Bradley University, but there are administrative barriers to the ease with which these efforts are managed by multiple departments and their faculty and staff. While we ~~have anecdotal evidence as to the nature of~~ are aware these barriers, we will need to better understand them and take steps to reduce their impact ~~before as we~~ creating new activities and programs. In so doing, we will better align our policies and practices to enable the growth of interdisciplinary pursuits.

### 3. Use data from program reviews and assessments of student learning for quality improvement across undergraduate and graduate academic programs and the Bradley Core Curriculum.

While the delivery of our programs generates data that can be used in decision-making, we have not taken full advantage of the availability of data and analyzed it in coherent and meaningful ways. Improving our institutional research capacity (as outlined in Goal #4) will be a necessary first step.

### 4. Increase funding and improve processes for faculty research and creative production.

As our mission makes clear, we embrace the generation, application, and interpretation of knowledge. As we drive toward attainment of the first objective in Goal #4 – Develop a collaborative and transparent planning process led by a strategic outlook for all departments, programs, centers, units, and functions, it will be important to build mechanisms to encourage and reward faculty who produce both excellent classroom experiences and excellent research and creative production. Research and creative production that serves as an experiential learning opportunity for students should be given priority.

**5. Explore opportunities to expand graduate program offerings.**

Given the success of online graduate programs in Educational and Health Sciences during the 2012-2017 planning cycle ~~and the associated infrastructure that was built to serve as a platform for these programs~~, we have great opportunities for economies of scale and implementation of institutional knowledge in additional online offerings. Establishing high standards—for both graduate and undergraduate online courses and programs—is necessary. Additionally, there are opportunities to revitalize and grow our traditional graduate offerings by taking an approach to their creation and administration that is more integrated and aligned with our institution’s mission and vision.

**6. Assess the technology and facility infrastructure necessary to support and encourage dynamic learning experiences.**

In conjunction with campus program prioritization, campus master plans should be developed that systematically and strategically address the importance of technology and facility capacities. These plans will each help enable excellence and reliability in academic delivery and campus support systems/operations.

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**Goal #3: We will build and support a more diverse and inclusive community.**

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Supporting a more diverse and inclusive community is not only a modern-day imperative, it is fundamental to who we are as an institution. We see opportunities to foster, support, and sustain a more diverse and inclusive community and environment, in which we nurture empathy, dignity, appreciation, and shared learning for the differences and similarities that make us whole. These opportunities include both international experiences and exposure, as well as concentrated efforts here at home. ~~This~~ Our opportunities hold is true not just ~~of~~ only for students: we have also not realized our potential in terms of faculty and staff diversity and community outreach. We commit ourselves to structural, systemic, and sustainable change toward a broadly inclusive, equitable, and wholly nurturing campus that affirms acceptance and challenges ignorance.

“Community” has a special meaning at Bradley. As a guiding philosophy, a fundamental aspect of campus culture, and an approach to accomplishing our goal of greater diversity and inclusion, a strong sense of community is essential. It is a fundamental, defining characteristic of the University experience that all of our students, administrators, faculty, and staff value and deserve. Our relevance and success as an institution—indeed, our sustainability—depend upon our ability to create a welcoming environment for all people. Our sense of community is a distinctive aspect of our identity that we can make even stronger.

**Objectives**

**1. Establish faculty, staff, and student development structures and accountability mechanisms for awareness of differences, cultural competence, and skill building for inclusivity.**

It is vital that constituents of our community have the awareness, knowledge, and skills needed to be effective stewards of a culture of inclusion. While speakers and other events, coursework, student organizations, and the like support this objective, a more systematic way to educate all members of campus about diversity and inclusion is necessary. Additionally, we see the need to hold each other accountable, both formally and informally, in this collective responsibility. Diversity and inclusivity is a collective responsibility to which we are all ~~need to be held accountable~~, and we realize that the acquisition of knowledge, skills, and behaviors is a lifelong endeavor that requires our support and understanding.

**2. Monitor the perceived inclusivity within our community and commit to a yearly area of focus for improvement.**

Anecdotal evidence, including feedback gathered as part of the strategic planning process, provides evidence that we have opportunities to increase the perceived inclusivity of our campus. This objective compels us to gather data more systematically, such that we can dedicate time, effort, and resources to improvements.

**3. Explore ways to build relationships more deliberately and to bring our expertise to bear on social opportunities and problems in the Peoria area.**

Beyond a moral imperative to apply our knowledge in outreach activities, partnering with community leaders to make the Peoria area a more attractive place for all people provides Bradley with several opportunities. Specifically, our faculty, staff, and students may find new avenues for research and creative production, deploy their talents in novel and developmental ways, and otherwise make the Peoria area a more inclusive community.

**4. Ensure resources are dedicated to engage and enable underrepresented groups to live, learn, and work at Bradley.**

As an initial step, an evaluation of resources that are currently supporting underrepresented groups is needed. In most cases, save for some clear examples (e.g., the Office of Diversity and Inclusion, Admissions Office outreach, Human Resources job posting requirements) resources that are directed to these efforts are not expressly earmarked for this purpose. Once we have a better understanding of the resources actually devoted to these efforts, we can begin the work of enhancing our ability to support the engagement of underrepresented groups and their ability to live, learn, and work at Bradley by earmarking resources specifically for these efforts.

**5. Expand opportunities to participate in global learning, international academic experiences, and an informed and internationalized curriculum.**

International academic experiences develop cultural competence and awareness of cultural difference in a direct way. Bradley's successful faculty-led study abroad programs engage professors and students in high-quality, collaborative, and multidisciplinary global education. It is critical to examine how these specific programs, long-term study abroad, overseas internships, global partnerships, and international student recruitment can be strategically supported and expanded. Concurrently, the development of a systematic approach to campus internationalization and Global Scholar programs will advance global learning and cultural competence on Bradley's home campus. A centralized administrative structure to coordinate and support the University's international programs and activities merits serious consideration.

**Goal #4: We will enhance the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative/participatory/consultative processes.**

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In virtually all conversations and information gathering activities during the strategic planning process, it became clear that we must devote attention to our processes of decision-making and resource allocation—specifically, bolstering transparency, broadening sources of input within the Bradley community (especially those who might be affected by decisions), and building greater trust. Indeed, the successful execution of many (if not all) of our goals relies upon taking those steps. In other words, this goal to improve our operational excellence is distinctive,

in that it enables the successful execution of all other goals and objectives across campus, both at the university-level and below.

Bradley is at its best when collaboration and synergy guide our work, leveraging our intellectual and entrepreneurial assets to solve systemic problems, improve efficiency, and capitalize on opportunities for growth and innovation; our processes for resource allocation and priority setting should empower all members of our community to generate and pursue new ideas that advance our mission, pursue our vision, and affirm our values. This goal is not confined to financial decision-making; rather, we address resource allocation writ large. For instance, personnel time is a precious and finite resource that must be allocated and invested deliberately and wisely. It is the spirit of this goal that a review of our policies, procedures, and practices related to resource allocation will enable us to make decisions that both reflect and nurture a spirit of collaboration and innovation, align the deployment of resources with strategic priorities, and execute our work at levels of effectiveness and efficiency not yet seen at Bradley.

### Objectives

- 1. Develop a collaborative and transparent planning process led by a strategic outlook for all academic and non-academic departments, programs, centers, units, and functions.**

While decision-making in many departments, programs, centers, units, and functions are often guided by strategic plans —~~either those of the university or those of,~~ or those plans more specific to colleges, and departments, and non-academic units—Bradley University has not been consistent or deliberate about communicating the resources available for strategic endeavors. Accordingly, leaders have not consistently been able to optimize the allocation of resources for the execution of strategic initiatives and expectations. This level of transparency and collaboration represents a significant operational change for Bradley, and it will require us to participate in process *creation* in the short term, in addition to execution. Doing so not only provides more information to leaders to aid in their decision-making responsibilities, but it enables our success in ~~other a key objectives in Goal #2: “Increase funding for faculty research and creative production through incentivized budgetary processes.”~~

- 2. Explore institutional research capability to support strategic initiatives.**

Another opportunity for growth is to enhance our ability to collect, warehouse, access, analyze, and utilize data that we already collect across units and departments at Bradley, as well as to identify and gather additional data that are essential to enable us to more effectively execute our mission and demonstrate accountability with resources. A centralized institutional research function may ultimately allow us to make more evidence-based decisions, and to deliver on multiple objectives in the current plan as noted throughout.

- 3. Align fundraising campaigns with strategic needs.**

Our fundraising efforts have produced steady, consistent results in recent years. As we move into this strategic planning cycle, we are encouraged by the enthusiasm and generosity of our donors. An opportunity exists for us to better align our fundraising campaigns with strategic needs, certainly at the University level, but also within individual colleges and units as they build their plans for this strategic planning cycle.

- 4. Review and improve mechanisms of shared governance annually to ensure its vitality and value for collaborative decision-making.**

During the current strategic planning cycle, shared governance has been examined more critically, and calls for more faculty and staff involvement and transparency are being heard. University Senate, the

primary vehicle for collaborative decision-making, should continue to evolve, and involvement in and expectations of university administrators should be clarified. Additionally, both improved channels and more frequent internal communication are needed to support staff and faculty's ability to engage with the institution.

## **Conclusion**

As we look ahead to 2022, after making notable progress in all of our strategic objectives, we envision a University that has honored its legacy of student-focused, experiential learning while creating a more sustainable future through collaboration, innovation, and focus on meeting the needs of the Bradley community.

Accomplishing our goals—preparing students for immediate and sustained success, offering and nurturing rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs, supporting a more diverse and inclusive community, and enhancing the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative, participatory, and consultative processes—will bring us sustainability and predictability when higher education is being challenged by the changing characteristics and needs of students, new ways of learning, and greater competition.

Our core areas of student focus, collaboration, and stewardship surfaced at every stage of the process that led to this strategic plan. These offer a strong platform for success in our strategic endeavors. We must work together with resolve, dedication, and conviction to accomplish our goals.

## **Appendices**

- A. Committee members**
- B. Committee Charge**
- C. Key Dates and Project Timeline**
- D. Comparative Research**
- E. Campus Survey Results**

**Bradley University**  
**Strategic Plan 2017-2022**

**Appendix A: University Strategic Planning Committee Members**

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Below, find the University Strategic Planning Committee members at the time of the plan's completion in Fall 2017. More information on term expiration and selection criteria for each member can be found at:

<http://www.bradley.edu/sites/strategicplan/committee/>

Walter Zakahi (Chair)

Provost and Senior Vice President for Academic Affairs

Gary Anna

Senior Vice President for Business Affairs

Justin Ball

Associate Vice President of Enrollment Management

Cindy Brubaker

Department Chair and Associate Professor of Nursing

Jenna Dellaria

Undergraduate student, Elementary Education & Learning Behavior Specialist I (ESL Endorsement)

Vijaya A Jessie Elepe

Graduate student, Civil Engineering

Ahmad Fakheri (CEGT)

Professor, Department of Mechanical Engineering

Jennifer Gruening Burge

Director of Institutional Improvement

Alex Hertich (CLAS)

Department Chair, World Languages and Cultures

Professor of French

Jacob Heuser

Vice President for Advancement

Dave Jensen

Undergraduate Student, Management & Leadership-Human Resource Management

Christopher Jones

Dean, College of Liberal Arts & Sciences

Chris Kasch (SCCFA)

Associate Professor, Department of Communication

Tim Koeltzow (CLAS)  
Department Chair and Associate Professor of Psychology

Mike McAsey  
Professor, Department of Mathematics

Matthew O'Brien  
Associate Dean, Foster College of Business

Jennifer Robin (FCB)  
Associate Professor, Department of Management and Leadership

Andrew Strubhar (CEHS)  
Associate Professor, Department of Physical Therapy & Health Science

Nathan Thomas  
Vice President for Student Affairs

Mathew Timm  
President, University Senate  
Professor, Department of Mathematics

Paul Wayvon  
Instructor, Department of Accounting

**Ex Officio**  
Janet Lange  
Interim Associate Vice President, Office of Marketing and Publications

Linda Pizzuti  
Assistant Provost for Academic Affairs

**Bradley University**  
**Strategic Plan 2017-2022**  
**Appendix B: Committee Charge**

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Communicated to the campus community at: <http://www.bradley.edu/sites/strategicplan/charge/>

The Bradley University Strategic Planning Committee (USPC, the Committee), led by Provost Walter Zakahi, includes faculty, staff, and students. From October 2016 through early Fall 2017, this standing Committee will convene regularly to:

1. Guide, monitor, and advance the strategic planning process
2. Work with and advise the consultants from Keeling & Associates (K&A) on any matters pertinent to that process, including methods, formats, and procedures for data collection, as well as contextual factors that might influence the process or the findings
3. Review, deliberate on, and respond to findings from all methods of data collection, including narratives from meetings and interviews and survey results
4. Conduct additional data gathering with University constituents, as determined in consultation with and supported by K&A
5. Work closely with the consultants to develop and revise iterative drafts of planning themes
6. Maintain regular and open communication with the campus community and University leadership regarding the strategic planning process and important findings and conclusions emerging from that process
7. Participate with University leadership and others as designated by the institution in a strategic planning retreat in late April 2017
8. Work with the consultants to refine goals and objectives that emerge from the retreat

Specific responsibilities of the USPC include:

- Provide guidance and counsel on agendas for campus visits by K&A, including review and revision of draft schedules. K&A will work with the Provost or his designees regarding logistics for campus visits and telephone interviews. K&A will meet in person with the USPC during campus visits and participate by phone or videoconference in other meetings of the Committee.
- Suggest individuals, standing or ad hoc groups, committees, councils, and organizations, including faculty, students, staff and administrators, and—if desired—alumni, parents, board members, and friends of the University with whom K&A should speak by phone and/or meet during the data gathering phase of the project (from Fall 2016 through March 2017).
- Determine the best ways and means of establishing and sustaining ongoing communication about the strategic planning process with the University community. This includes determining (1) the adequate and appropriate format and methods for announcing and publicizing strategic planning open forums, updates, and announcements; (2) the desired frequency of communications to the University community; (3) accountability for ensuring timely communications; and (4) processes for collecting and reviewing feedback from all strategic planning communications.
- Review, discuss, and comment on findings and themes generated throughout the information gathering phase of the project, and determine strategies and timing for review and discussion of those themes with the members of the University community.
- Participate in the strategic planning retreat with University leadership and others, as designated by Bradley, to reach consensus about the institution's overarching strategy, priorities, goals, and objectives for the planning period. K&A will prepare and share a summary of major themes, areas of discussion, and conclusions of the retreat, including preliminary goals and objectives, for the USPC to review and refine.

Throughout the process, members of the USPC, as liaisons to their constituent groups and colleagues in the University community, will communicate regularly about opportunities to participate in the planning process, emerging findings and themes, and outcomes. In addition, some members of the USPC may serve on the Implementation/Action Planning Group, which will convene during the final phase of the planning process, in Fall 2017, to develop the Implementation/Action Plan.

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**Bradley University**  
**Strategic Plan 2017-2022**  
**Appendix C: Key Dates and Project Timeline**

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While the University Strategic Planning Committee (USPC) charge projected a timeline, we felt it important to communicate thoroughly and gather as much information using as many vehicles as possible. Accordingly, the project timeline shifted to ensure we were not sacrificing effectiveness for efficiency.

Throughout the planning process, the USPC, listed in Appendix A (in addition to members who had rotated off the committee prior to the plan's writing), met most Fridays from 3:00-5:00 pm. Minutes and documents were shared with committee members who were unable to attend. Among other tasks, the committee guided the strategic planning process and advised K&A on their research, interviewed members of the Bradley University community, analyzed data and considered themes, drafted mission and vision statements, and communicated to the constituents in their college, department, or unit.

K&A was engaged in October 2016, upon a recommendation from the University Senate to help guide the next strategic planning process. Unless noted, the K&A team planned and facilitated many of the campus events in the timeline below.

**October 27-28, 2016: Keeling & Associates' Campus Visit #1**

In this visit, the K&A team held meetings with the Trustees, President, Provost, Administrative Council, Academic Council, Student Senate, and the USPC. They also conducted selected small group interviews in order to begin understanding the current state of affairs on Bradley's campus.

**November 28-30, 2016: Keeling & Associates' Campus Visit #2**

In this visit, the K&A team held individual and small group interviews with campus constituents and met with the USPC.

**January-March 2017: Meetings with Departments, Units, Centers, and Other Groups**

The USPC (along with support from University Senators where required) met with small groups to gather information about perceptions of Bradley's identity and imperatives to be included in the strategic plan.

**February 2-3: Keeling & Associates' Campus Visit #3**

In this visit, the K&A team held open forums with staff, deans, and faculty, assembled idea walls in the student center, and met with the USPC.

**February 27-March 10: Campus-wide Survey Open**

Informed by themes discovered in small group meetings, the survey's purpose was to gather information from the entire Bradley University community while confirming themes and gathering targeted information about priorities and identity. Results from the survey appear in Appendix E.

**March 21-22: Keeling & Associates' Campus Visit #4**

In this visit, the K&A team reviewed findings and planning themes with the Provost, Leadership Team, and USPC.

**April 4: Campus-Wide Communication**

K&A's findings and key themes made available to the campus on the USPC website. Documents posted included summaries from idea walls, campus interviews, a summary of key themes, and the survey report.

**April 24-25: Strategic Planning Retreat**

Facilitated by K&A, a retreat was held in order to determine strategic plan goals and objectives, and to begin thinking toward implementation and execution by listing potential activities in support of each objective. A comparative research report with competitive data from selected institutions was shared with participants of the retreat.

**May-July 2017: Draft and Revise Strategic Plan**

Final activities to support each objective are not included in this version of the plan, pending the USPC's return in Fall 2017.

**August x 2017: Presentation of Initial Strategic Plan to the Board of Trustees****Fall 2017: Strategic Planning Committee resumes work**

The USPC's priority will be to generate and finalize activities to support each objective in the strategic plan.

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In the Spring of 2016, Bradley University Student Senate placed on its ballot a referendum regarding the Bradley University campus going smoke-free. The referendum passed with 78% of the votes (1,249 of 1,595). During the course of the Fall 2016 semester the Student Senate reviewed the feasibility of the referendum and proposes the following no-smoking regulations for Bradley University's campus.

The proposal is modeled after the Smoke-Free Campus Act (110 ILCS 64 et seq.) effective within public institutions of higher education July 1, 2015.

### **Bradley University Smoke Free Campus**

Smoking is prohibited on the campus of Bradley University.

The promotion of smoking and tobacco products through campus organizations and activities is prohibited, as well as the advertising of tobacco products through campus media.

**Campus** means all property, indoors and outdoors, including buildings, grounds, parking lots, and vehicles that are owned or operated by Bradley University. This includes, but is not limited to, all academic buildings, all residence halls, all fraternity and sorority houses, etc. and all grounds on which these permanent structures may sit. This also includes all streets, sidewalks, driveways, loading docks, and parking lots owned and operated by the University.

**Smoking** means smoking, burning, inhaling, or exhaling of any kind of lighted pipe, cigar, cigarette, hookah, marijuana, herbs, e-cigarette or other lighted smoking equipment.

Any product that has been approved or otherwise certified for legal sale by the United States Food and Drug Administration for tobacco use cessation or other medical purposes and is being marketed and sold solely for that approved purpose is permitted.

Smoking of tobacco products is permitted when traveling in a private vehicle through campus or parked on campus; provided that all windows remain closed and provided that tobacco smoke is not released when exiting from the vehicle.

The implementation of this policy will depend primarily on the cooperation of all faculty, staff, students, and visitors. University community members are urged to comply with this policy and encourage others to comply, in order to promote a healthier environment. Initial compliance efforts will be focused on informing all members of the community and campus visitors of the new policy and providing signage in appropriate places on campus.

If a member of the campus community observes an individual violating the University policy that member may respectfully request the individual stop and inform the individual of the policy.

The Smoke Free Campus policy is in effect 24/7 and as a result smoking is not permitted on campus (see the above referenced areas) at any time.

Policy modeled after:

- Smoke-Free Campus Act - <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3575&ChapterID=18>
- Illinois State University, Smoke and Tobacco Free Campus Policy - <http://policy.illinoisstate.edu/health-safety/5-1-7.shtml>
- Eastern Illinois University, Tobacco Free Campus - <http://castle.eiu.edu/auditing/171.php>

**Bradley University Senate**  
**Minutes**  
**Eighth Regular Meeting of the 2016-2017 Senate**  
3:10 p.m. - 5:00 p.m., May 3, 2017  
Michel Student Center – Marty Theater

**I. Call to Order**

The meeting is called to order by Senate President.

**II. Announcements**

- Senate President thanks the Senate and the various Senate Sub-committees
- The Senate meeting had to be terminated earlier because of lack of quorum. Senate President would appreciate if that did not happen again.
- President Timm expressed appreciation about the services of two long serving members of the Senate or Senate Exec., Jeanne Marie Grant and Stephen Heinemann.

**III. Approval of Minutes**

A. Seventh Regular Meeting of the 2016-2017 Senate, April 20, 2016

Senator Grant made the motion to approve the minutes, which is seconded by Senator Lukowiak. The motion was called to vote, and was approved.

**IV. Reports from Administrators**

A. President Roberts

Fall 2017 admissions: There has been 1314 deposits. These numbers are preliminary and there may be some melt over the summer. Admissions has been told not to accept any more deposits, unless we are already committed to the student in some other capacity. The admissions office and all of you who have helped with the admissions process this past year, deserve a huge pat on the back, and a thank you from all of us. The Bradley brand is powerful and we can fill our enrollment targets and fill our classes. We hope that this 1314 number melts over the summer to somewhere below 1250. The discount rate has gone up a little bit. We are essentially at 50% for the freshman class. We don't know yet how that would affect the overall discount rate, but we expect that to be around 35-36%. The net revenue as a result is going to be up significantly. The academic profile is down a little bit, from 3.68 last year to 3.65 this year. The average ACT score was down to 24.9 from 25.3. There is a trend in Illinois away from taking the ACT in favor of taking the SAT and that could have played a role in this decrease. Our diversity numbers are strong. Last year our diversity numbers at this point was 27.5% of the class or 303 students from diverse backgrounds. This year we are up 29.1% or 383 students. I have mentioned this because, with diversity being one of the objectives of the strategic plan, we are going to see an increase in the discount rate and a slight down tick in academic indicators. It is a trade-off we have to make. We stopped admissions in nursing on December 1, but we still ended up with 145. We will have to make sure, we don't over shoot our numbers again next year. Transfer students are also up. We already have 70 more

students compared to last year. Graduate enrollment will be down between 50 and 100 students.

Bond Ratings: The S&P ratings report has come in. The Illinois Education Facility Authority Revenue Bonds were downgraded from A to A- for exactly the reasons we were expecting. When you borrow an additional 50 million and an additional year of revenue deficit, the ratings are going to be downgraded a notch. We have also been given a stable outlook. Our long range projections, show us breaking even year after next with seven figure surpluses going forward are credible, and accordingly a stable outlook is appropriate. The other bonds that we have are 2008A and 2008B have maintained their bond rating of AA.

Business and Engineering Complex: The complex is on schedule. Tomorrow we are going to finalize the prime contractor. The cost is somewhere between 3 and 5 million below projection. The building will be vacated by May 19<sup>th</sup>. Next would be asbestos abatement. A couple of weeks later, the wrecking ball would come in. The site will then be cleared over the summer, and construction will begin around the time classes will begin around the start of the fall semester. We are on time to occupy the building during the summer 2019 before the start of classes that Fall.

Faculty Advisory Committee: I will be meeting with the Senate Exec committee to figure out how we are going to select members of the new Presidents Faculty Advisory committee which I would like to start operating in September or as early in the Fall as possible. I want the committee to be elected by the faculty and don't want them picked by administrators.

Transparency: I had mentioned a couple of weeks ago that transparency seems to be a big issue with faculty. I think part of the problem with that is information does not get disseminated out. We have hundreds of faculty, and I hope everybody who comes to the Senate meetings, and those people who have a chance to interact with administrators on a regular basis are well informed as to what is going on. I am certainly not trying to hide anything, but the problem is that the rank and file out there don't get that information. And so, one of the things I would ask all of you to think about and help with is to figure out a more efficient way to get information communicated down to all of the faculty and staff. And, also how their thoughts and ideas get communicated to us. This is really important to me. I want to get past this sense that we are functioning in a non-transparent way.

Questions and Answers:

- Senator Leach: What are the categories of diverse backgrounds?  
Provost Zakahi: Essentially what you would think of as protected class.
- Senator Podlasek: Can you provide more information about international admissions.  
Dean Bakken: 16 deposits, 4 transfer students, and that could go up to 10. The transfers are coming from other US institutions.
- Senator McQuade: Can you tell us more about this committee you have mentioned before and also today?  
President Roberts: It would be a group of faculty chosen by their peers who meet with me roughly once a month or whenever there is an issue that needs to be taken care of. It is a conversation. I will lay out the issues and get their feedback. It is an attempt to open up a line of communication between me and

the faculty. I had experience with something like this when I was at Tulane University. It worked wonderfully. I want to get past the impression that the Administration is working in secret. This is just one of many ways to do that.

- Senator Skaggs: You mentioned graduate enrollment will be down. Does that include online students? What are current numbers for online?

President Roberts: Those numbers were on-campus

Dean Bakken: Around 600. There will be more online students than on-campus.

#### B. Senior Vice President of Academic Affairs and Provost Zakahi

CIO: Introduces Zach Gorman, the new Chief Information Officer who started May 1.

Class size: We have a large freshman class. There will be meetings with the Deans to discuss resource needs for teaching the large incoming class. This will be the most diverse class. We need to create an atmosphere to welcome and have these students to stay at Bradley. The retention rate is lower with a diverse class. Finance and grades are reasons for lower retention rate just like in other student groups. Students from underrepresented groups may not always feel welcomed at Bradley. We as an institution have to improve the climate for such students. We have work to do among ourselves and with our students.

Strategic planning: The two-day strategic planning retreat has happened. The meeting was very positive and we feel good about the outcome. The draft notes from the consultants are going to be shared, in a very preliminary form, with the trustees and through the website to everybody. Dr. Jennifer Robin will draft a preliminary version of the strategic plan for the committee to review in the fall. Thereafter, the draft will be brought to this body for ratification.

#### Question and Answers

- Senator Blair: The training under Title IX has not happened and with the language in the syllabus we are required to report things. Are there going to be training anytime soon?

Provost Zakahi: I apologize that the training has not happened. HR has had to deal with a number of issues and they have not had the wherewithal to deal with the training. Our hope is that there will be training very early in the Fall. If a student tells us that they want to share something but don't want it to be told to someone else, one has to stop the student and inform them, that depending on what is shared, the information will have to be passed on to others. As per Federal rules, faculty are considered required reporters. If a faculty becomes aware of a Title IX violation of sexual assault and sexual harassment, then there is a requirement that faculty report it even if the individual student mentions that the incidence not be reported.

Senator McQuade: In my understanding AAUP has interpreted that differently. It needs to be a faculty handbook issue. There may not be a statement in the handbook regarding this policy before we put the statement on the syllabi.

Provost Zakahi: The faculty is encouraged to put the statement on the syllabi and it is not a requirement. The AAUP has a disagreement on other university campuses.

We are going with our best interpretation. We can have a conversation as to whether or not the language belongs in the handbook. This is based on our

understanding of federal law and the requirements around it. Our feelings are that we have the responsibility to include this. Understand that Title IX violations are about an institution and not about individuals. If the faculty member does not report something they are aware of, they are not in violation of Title IX per say, the institution is in violation. The institution has to take steps that it is in compliance with the requirements.

Senator Leach: There are two options. Why those two options? Why did the Student Senate come up with those two options?

Student Senate President Dave Jensen: The student senate came up with those wordings. This is just to let students know that faculty are also a resource, if they so need. The two statements have the same gist but differ in only a few words.

Senator McQuade: There should be more discussion and training before we include the statements.

Provost Zakahi: I don't see either of them as terribly controversial. But ultimately it is your decision if you want to include them in your syllabus or not. The training has to occur, and my hope and goal is that it will occur this Fall.

- Senator Carty: What programs are being put in place to support academic deficiencies?

Provost Zakahi: We are putting in place for all our students, additional services starting this fall. I have mentioned before, we are developing and starting up a student success center. It will in the third floor of the library. There will be support for math and writing.

#### C. Senior Vice President of Financial Affairs Anna

Comments made by President Roberts incorporates anything I would have mentioned today.

##### Question and Answers

- Senator Sinha: Do you know when the bonds ratings are going to be evaluated again?

VP Anna: The S&P cycle is an annual one. The S&P report is a public document and we will post that document. There are no surprises in there. I cannot commit to whether the re-evaluation will take place in June, July or August next year, but the cycle is an annual one.

- Senator Fakheri: Could you clarify how we can run an operating deficit and yet have a cash surplus?

VP Anna: Our operating results are based on accrual basis. There are also non-cash expenditure in our operations. Even when we had our worst operating performance, we still had a cash surplus. A decision has been made that has been articulated by the President and the Board of Trustees that we are going to grow ourselves out of these operating deficits, even while we are having cash surpluses.

#### **V. Report from Student Body President Jensen**

Student Senate won the BUPD Community Partner of the year award. The coffee with a cop, sponsored by the student Senate, had a record attendance of 450 students.

## **VI. Reports from Standing Committees**

### **A. 1. Curriculum and Regulations**

- **Course Additions**
- **Course Modifications**
- **Minor Modifications**
- **Major Modification**
- **Program Modification**
- **Program Addition**
- **Concentration Deletion**

### **2. Bradley Core Curriculum**

- **Annual Report** (Attached)
- **Core Curriculum Additions**

These items are to be considered under consent agenda. Senator Grant made a motion, which was seconded by Senator Reyer. The motion was approved.

### **3. Academic Regulations and Degree Requirements**

- Proposed Requirements for the B.A. Degree (rationale and proposal attached)  
Senator Grant made the motion to see the proposed new requirements for the BA degree.

After a discussion, an amendment was proposed. Senator Leach made the motion, which was seconded by Senator Podlasek.

Amendment: Option 5 is only available to non-native speakers of the language for which they seek credit. The amendment is called to vote. Amendment passes.

The original motion is called to vote. The original motion carriers.

- Academic Year Calendar (Attached)

Senator Lamoureux made a motion to approve. The motion was seconded by Senator Podlasek. The motion was approved.

### **4. Executive Committee of the Graduate Faculty**

- No report

### **B. Affirmative Action Committee Report** (Attached)

### **C. Tenure Promotion and Dismissal Committee** (Attached)

### **D. Senate Elections Committee** (Attached)

**E. Contractual Arrangements Committee** (Attached)

**F. Admissions and Retention Committee** (Attached)

**F. Intercollegiate Athletics Committee Report** (Attached)

## VIII. Unfinished Business

### 1. Tenure Promotion and Dismissal Committee Proposed Handbook Language Changes

Proposed Changes on Page 95 of the Faculty Handbook

*I. ~~Tapes~~ Audio recordings will be made of Committee sessions in which evidence is provided to the Committee. It shall initially be explained to the witness that such ~~tapes~~ audio recordings will be made, and that they will be held in strict confidence, and that they will be ~~destroyed~~ erased after the Committee has made its recommendation to the President. A typewritten copy of the ~~taped~~ audio recorded hearings will be made available to the faculty member only at the faculty member's request in cases of dismissal, as required in Dismissal Procedures.*

*J. Sessions in which the Committee reviews evidence and makes its decisions will not be ~~taped~~ audio recorded, unless the Committee decides otherwise. Neither ~~tapes~~ audio recordings nor transcripts of such sessions, if made, will be available to any party and will be ~~erased and/or~~ destroyed by the Committee after making its recommendation to the President.*

The motion is called to vote. The motion is approved.

### 2. Contractual Arrangements. Proposed Experience vs Credentials Handbook Language

*Faculty teaching at the graduate level should have a terminal degree or relevant experience in the field in which they are teaching. Faculty teaching at the undergraduate level should have a masters degree or relevant experience in the field in which they are teaching. Professional experience may be considered in lieu of academic qualifications in making faculty appointments. Situations where professional experience is accepted in lieu of academic qualifications will be considered based on guidelines established by each college and approved by The University Provost and Senior Vice President for Academic Affairs.*

Bakken Amendment under discussion when quorum was lost:

*Faculty teaching at the graduate level should have a terminal degree or a master's degree and relevant experience in the field in which they are teaching. Faculty teaching at the undergraduate level should have a master's degree or a bachelor's degree and relevant experience in the field in*

which they are teaching. ~~Professional experience may be considered in lieu of academic qualifications in making faculty appointments.~~ Situations where professional experience is accepted in lieu of academic qualifications will be considered based on guidelines established by each college and approved by The University Provost and Senior Vice President for Academic Affairs.

Several individuals participated in the discussion. The discussion considered how to make the motion consistent with handbook language as well as HLC accreditation requirements. The University is up for HLC accreditation in 2020-21. A motion to amend, the amendment was proposed but was ruled to be out of order. Although, Provost was concerned about meeting HLC requirements, sending the motion back to committee for consideration would not cause serious issues. The purpose of the proposed changes is that it serves as a guideline and not a rule while ensuring that hiring practices are consistent with HLC rules. The worst case situation would be if a faculty were to file a Grievance against the University on this issue, it would have HLC reviewing Bradley's faculty criteria. Since there has been a precedence about similar circumstances, the Provost agreed to draft an interim policy to document compliance with HLC policies, the motion was sent back to committee.

## **IX. New Business**

### **1. Approval of Dan Smith (COM) as Academic Ombuds.**

Senator Lamoureux made a motion to approve. The motion was seconded by Senator Blair. The motion was called to vote, and approved.

### **2. Smoke Free Campus Resolution from Student Senate**

The purpose of the voting on this policy is to forward a resolution to the President. This was not handbook language change. The nature of the implementation would be decided upon by the President and administrative council would decide up the nature of the implementation. The motion would carry over to the Fall for further consideration.

In the Spring of 2016, Bradley University Student Senate placed on its ballot a referendum regarding the Bradley University campus going smoke-free. The referendum passed with 78% of the votes (1,249 of 1,595). During the course of the Fall 2016 semester the Student Senate reviewed the feasibility of the referendum and proposes the following no-smoking regulations for Bradley University's campus.

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- Illinois State University, Smoke and Tobacco Free Campus Policy - <http://policy.illinoisstate.edu/health-safety/5-1-7.shtml>
- Eastern Illinois University, Tobacco Free Campus - <http://castle.eiu.edu/auditing/171.php>

**Bradley University**  
**Smoke Free Campus**

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*If a member of the campus community observes an individual violating the University policy that member may respectfully request the individual stop and inform the individual of the policy.*

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**X. Adjournment**

The motion to adjourn was approved.

**Bradley University Senate**  
**Special Meeting of the 2016-2017 Senate**  
**Minutes**

May 3, 2017

Michel Student Center – Marty Theater

1. The special meeting is called into session.
2. Senate President Timm: A motion is need to confirm new members of the University Senate Committee on Elections. Those new members are Mohammed Hussein from Civil Engineering and Andy Kelly from Philosophy and Religious Studies. The motion was called to vote and was approved.
3. Andy Kelly conducts the election for members of the Senate Executive.
  - a. Senator Carty nominated Mat Timm for President. After a second by Senator Gobeyn, the motion was called to vote. The motion passed.
  - b. Ahmed Fakhri was nominated and seconded for the position of Vice President. The motion was approved.
  - c. Senator O'Brien nominated Amit Sinha for Secretary of the Senate. Senator Goitein seconded the motion. The motion was called to vote and was approved
  - d. Pricilla Weaver was nominated by Senator Erickson and seconded by Senator McQuade for the first at-large position on Senate Exec. The motion was called to vote, and was approved.
  - e. Stephen Banning was nominated by Mat Timm, and seconded by Senator Bruns, for the second at-large position on Senate Exec. The motion was approved when it was called to vote.
4. The special meeting was adjourned after a motion and a second.

**Bradley University Senate**  
**2016-2017**  
**May 3, 2017 – Eighth Regular Meeting**

**Faculty** *(please initial)*

|                      |       |    |                    |       |    |                     |       |    |
|----------------------|-------|----|--------------------|-------|----|---------------------|-------|----|
| Blair, Eden          | FCB   | EB | Hatfield, Patty    | FCB   | PH | Podlasek, Bob       | CCET  | PL |
| Bosma, Wayne         | CLAS  | WB | Heinemann, Steve   | SCCFA | SH | Portocarrero, Melvy | CLAS  |    |
| Brammeier, Heather   | SCCFA | HB | Herman, Tony       | CEHS  | HT | Quan, Xie           | SCCFA |    |
| Bruns, Laura         | SCCFA | LB | Johnson, Celia     | CLAS  | CG | Reyer, Julie        | CCET  | JR |
| Bukowski, Jeanie     | CLAS  | JB | Kelley, Andrew     | CLAS  | AK | Robin, Jennifer     | FCB   | JR |
| Carty, Tom           | CLAS  | TC | Krishnamoorthi, K. | CCET  |    | Schwend, Kelly      | CEHS  |    |
| Courtad, James       | CLAS  | JC | Lamoureux, Ed      | SCCFA | EL | Shastry, Prashad    | CCET  | PL |
| Drake, Teresa        | CEHS  | TD | Leach, Darcy       | CLAS  | LD | Sinha, Amit         | FCB   | DA |
| Dickhaus, Joshua     | SCCFA | JD | Lewer, Joshua      | FCB   | JL | Smith, Dan          | SCCFA | DL |
| Erickson, Deb        | CEHS  | DE | Lin, Tachun        | CLAS  | LT | Stover, Naomi       | CLAS  | ML |
| Fakheri, Ahmad       | CCET  | AF | Lohman, Mark       | SCCFA |    | Tayyari, Fred       | CCET  | FS |
| Flannigan, Peggy     | CEHS  |    | Lozano, Jose       | CLAS  | JL | Timm, Mathew        | CLAS  | MT |
| Frazier, Meg         | Lib   | MF | Lukowiak, Twila    | CEHS  | TL | Wayvon, Paul        | FCB   | WP |
| Glassmeyer, Danielle | CLAS  | GD | McQuade, Kristi    | CLAS  | KM | Weaver, Priscella   | CEHS  | PL |
| Gobeyn, Mark         | CLAS  | MG | Miah, Suruz        | CCET  | SM | Williams, Chris     | CLAS  |    |
| Goitein, Bernie      | FCB   | GB | O'Brien, Matt      | FCB   | MO | Williams, John      | CLAS  | JW |
| Grant, Jean Marie    | CEHS  | JG | Palakeel, Thomas   | CLAS  | TP | Yoo, John Jung-Woon | CCET  | JY |

**Ex-officio** *(please initial)*

**Students** *(please initial)*

|          |         |    |            |         |    |                        |              |    |
|----------|---------|----|------------|---------|----|------------------------|--------------|----|
| Akers    | Lex     | LA | Kindler    | Andy    | AK | Student Body President | David Jensen | DJ |
| Anna     | Gary    | AG | Malinowski | Olek    | MO | Graduate               |              |    |
| Bakken   | Jeffrey | JB | McAsey     | Mike    | MM | Undergraduate          |              |    |
| Bury     | Sandra  | SB | Radson     | Darrell | DR | Undergraduate          |              |    |
| Cluskey  | Molly   | CM | Roberts    | Gary    | GR |                        |              |    |
| Galik    | Barbara | GB | Sattler    | Joan    | JS |                        |              |    |
| Heuser   | Jake    | HE | Skaggs     | Jobie   | JO |                        |              |    |
| Huberman | Jeffery | HJ | Thomas     | Nathan  | NT |                        |              |    |
| Jones    | Chris   | JA | Zakahi     | Walter  | WA |                        |              |    |



**Bradley University Senate  
2017-2018  
May 3, 2017 – Special Meeting**

**Ex-officio** (please initial)

**Students**(please initial)

|          |         |           |            |         |           |                        |              |  |
|----------|---------|-----------|------------|---------|-----------|------------------------|--------------|--|
| Akers    | Lex     | <i>M</i>  | Kindler    | Andy    | <i>AK</i> | Student Body President | David Jensen |  |
| Anna     | Gary    | <i>G</i>  | Malinowski | Olek    | <i>MO</i> | Graduate               |              |  |
| Bakken   | Jeffrey | <i>JB</i> | McAsey     | Mike    | <i>MM</i> | Undergraduate          |              |  |
| Bury     | Sandra  |           | Radson     | Darrell | <i>DR</i> | Undergraduate          |              |  |
| Cluskey  | Molly   |           | Roberts    | Gary    | <i>GR</i> |                        |              |  |
| Galik    | Barbara |           | Sattler    | Joan    | <i>JS</i> |                        |              |  |
| Heuser   | Jake    |           | Skaggs     | Jobie   |           |                        |              |  |
| Huberman | Jeffery | <i>JH</i> | Thomas     | Nathan  | <i>NT</i> |                        |              |  |
| Jones    | Chris   | <i>CJ</i> | Zakahi     | Walter  |           |                        |              |  |

**Faculty**

Please write your name legibly and list your college.

| Name            | Unit | Name              | Unit    |
|-----------------|------|-------------------|---------|
| Mat Timin       | LAS  | Steve Heinemann   | CFA     |
| Meg Frantz      | Lib  | Chris Alvin       | CHAS    |
| Thomas Palakeel | LAS  | A. Jay Wagner     | CFA     |
| Ahmad Fakheri   | EGT  | Heather Brammeier | CFA ART |
| Eden Blair      | FCB  | Jose Lozano       | Phy     |
| Jennifer Robin  | FUB  | Trovi's Stern     | CFA     |
| Tan Cary        | LAS  |                   |         |
| ✓ Dan Gumb      | CFA  |                   |         |

|        |                  |  |  |
|--------|------------------|--|--|
| 1567   | Bob Pedrose      |  |  |
| AM44   | Andy Kelley      |  |  |
| EHS    | Priscilla Weaver |  |  |
| FCB    | Amit Sinha       |  |  |
| FCB/ML | Bernad Gertin    |  |  |
| CFA    | El Jany          |  |  |
| LAS    | Tan              |  |  |
| EHS    | Deborah Erickson |  |  |
| Exes   | Jobie Skaggs     |  |  |
| LAS    | WEST M. QUADE    |  |  |
| LAS    | 9/1/20           |  |  |
| CCET   | Suren Miah       |  |  |
| CCET   | Prasad Shastri   |  |  |
| IS     | Jeni Buda        |  |  |
| PLS    | Mr. J. L.        |  |  |
| ETE    | Wanda Lubinski   |  |  |
| LAS    | Glassey          |  |  |
| ATG    | PAUL WAXSON      |  |  |
| SOC    | Darcy Leach      |  |  |
| PSY    | Tony Hermann     |  |  |
| ETE    | Patricia Nugent  |  |  |
| HIS    | John Williams    |  |  |

WLC

John Coates

