



**Bradley University Senate
First Regular Meeting of the 2018-2019 Senate**

3:10 p.m. – 5:00 p.m., September 20, 2018
Michel Student Center, Ballroom A



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.

Agenda

- I. **Call to Order**
- II. **Announcements**
- III. **Approval of Minutes**
 - [Seventh Regular Meeting Minutes, April 19, 2018](#)
 - [Eighth Regular Meeting Minutes, May 2, 2018](#)
 - [Special Meeting of 2018-2019 Senate Minutes, May 2, 2018](#)
- IV. **Reports from Administrators**
 - A. President Roberts
 - B. Senior Vice President of Academic Affairs and Provost Zakahi
- V. **Report from Student Body President Mikki Tran**
- VI. **Report from Senate EC**

Senate changes

 - Senate Structural Reform? Senate and its committees need over 240 members (excluding the ad-hoc committees). Can we improve efficiency? Will be referred to Handbook Committee.
 - Sharing Senate agenda with faculty
 - CRCRS process modification, pocket veto?

Reminder - C&R items need to be to sub C by April 1. This implies the last date for entering new items into CRCRS should be March 1.
- VII. [Consent Agenda](#)
- VIII. **Consensual Relationship Policy (informational)**
- IX. **Joint Appointments Policy - March 6, 2017**

The contractual arrangement committee drafted in 16-17 academic year

Recommended placement as a new item under Part II Faculty,

 - B. Faculty Appointment Status
 - 1. Appointments**
 - a. Full-time position(s) eligible for tenure.
 - Add a new item 3 (see below)
 - b. Full-time and part-time positions not eligible for tenure, consisting of the following ranks:
 3. Faculty members holding a joint appointment will have responsibilities in multiple units, but one academic department must be designated as primary. Prior to offering a joint appointment, all units must agree upon a strategy for assigning the faculty member's

office location(s), research space(s) (if applicable), and workload (teaching, research, and service expectations within all units), the proportionate funding strategy for faculty development activities, the assignment of indirect cost sharing, and a process for conducting annual evaluations and making tenure and promotion decisions. The Provost and Senior Vice President for Academic Affairs must approve the written plan prior to offering the first contract associated with the joint appointment. If changes need to be made to the agreement, the faculty member, the chair(s), and the Dean(s) must agree upon the changes and the Provost and Senior Vice President for Academic Affairs must approve the revised plan. Whenever a new chair(s), dean(s), or Provost is selected, any standing agreement(s) remain(s) in effect unless changed by mutual agreement of all parties.

X. ARB Language for the Handbook.

Recommended placement as a new item under

I. UNIVERSITY GOVERNMENT

E. Bradley University Senate Constitution.

ARTICLE V - COMMITTEES

18. Academic Review Board

ARB Language Approved 04/20/2018 by Senate Exec

1. The function of the Academic Review Board shall be to:
 - a. Make decisions, and report said decisions to the Provost, in following three areas:
 - i. Reinstatement of undergraduate students who have been academically dismissed from the University.
 - ii. Waivers of University graduation requirements on a case by case basis.
 - iii. Academic Forgiveness Policy.
 - b. Meet to review student petitions as needed to meet academic deadlines for reinstatement and graduation.
 - c. Summarize and report petition trends and committee decisions to the Provost.
2. The membership and roles of the ARB committee members shall consist of the following:
 - a. Two tenured faculty members from each academic college appointed by the Dean and 1 representative from the Division of Student Affairs appointed by the Provost in consultation with the Vice President for Student Affairs to serve a term of 3 years renewable. Terms should be staggered to ensure continuity on the committee.
 - b. Ex Officio nonvoting members: Associate Provost, an associate Dean selected in consultation with the Council of Deans
 - c. Committee members elect the Chair from the faculty members of the committee to a term of 3 years renewable.
 - i. The Chair receives petitions, calls committee meetings, documents and stores committee minutes and committee decisions, and keeps

student forms and meeting dates current on the Registrar's web page.

3. Appeals of decisions of the Committee rendered under 1, above, are made to the Provost. If, upon appeal, the Provost rejects a decision of the Committee, the reasons for doing so will be reported to Committee. At the request of the Committee, the Provost will meet with the Committee to explain the reasons for overriding its decision. Thereafter the Provost will notify the petitioner of the decision.

XI. Handbook Changes - (attached) The Tenure, Promotion and Dismissal Committee recommends consideration on the following amendments to , to be included in Section II (Faculty), Subsection E (Due Process) 3 (Tenure, Promotion, and Dismissal Committee Operating Procedures, p. 94):

Starting on page 85 of the Handbook

The probationary period is six years. During a faculty member's sixth year, the Department makes a decision on tenure, **based on the total of all present voting members.**

Abstentions should be rarely used during the Tenure and Promotion process at the departmental level as they make an evaluation of the faculty member's progress toward tenure difficult. Although an abstention does not have an effect on the outcome of the vote, abstentions without justification may be negatively interpreted as a dissenting vote. Therefore, justification of the abstention(s) is to be included in the documentation supporting the review and decisions of tenure and or promotion.

Pages 94 and 95 Revision 2.11a – August 16, 2015

3. Tenure, Promotion, and Dismissal Committee Operating Procedures

a..

- a. The primary purpose of the Committee shall be to determine whether proper procedures were followed in cases involving non-renewal (See Termination of Employment), tenure, promotion, or dismissal. The Committee may consider whether "adequate consideration" was given by the decision-making bodies, if the contrary charge is made by the faculty member. **In line with AAUP Policy Documents and Reports, when weighing whether "adequate consideration" was given, the Committee will consider whether "all available evidence bearing on the relevant performance of the candidate" was considered in a reasonable and proportionate manner, whether there was "adequate deliberation by the department over the import of the evidence in light of the relevant standards" for tenure and promotion, whether "irrelevant and improper standards were excluded from consideration," and whether the decision was "a bona fide exercise of professional academic judgment." If the Committee determines that adequate consideration was not given it may recommend appropriate remedies.**

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- m. The Committee shall submit in writing its recommendations concerning the case to the President and to the faculty member. **If the President chooses to reject the Committee's recommendations, the President shall provide the Committee with a statement detailing the reasons for rejecting the recommendations.**
- n. **While the President will normally defer to the primary authority of the department in tenure, promotion and renewal decisions, the President will have greater discretion in cases when there are closely split votes, when there are procedural issues or questions concerning the adherence to the tenure and promotion guidelines as set out in a departmental or college tenure and promotion policy or in the Faculty Handbook, or when there is evidence of serious misconduct by a faculty member.**
- o. When discrimination on grounds of race, color, age, religion, sex, or national origin is alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.
- p. Every reasonable effort will be made to conclude the Committee's proceedings and to make a recommendation to the President within 45 days after the matter has been formally submitted to the committee. This time period shall not include University holidays and times when the faculty are not under contract, such as during the summer.

XII. Promotion and Dismissal Committee noted that the current performance appraisal form for faculty is potentially problematic with regard to the box that denotes whether a probationary faculty member is making adequate progress towards tenure. Where the record of a faculty member shows a consistent record of having this box checked yes, a denial of tenure and promotion is hard to defend, yet, it is quite conceivable that such a situation would arise.

While it is not within the jurisdiction of the University Senate Committee on Tenure, Promotion, & Dismissal to determine the content of said faculty appraisal form, The Tenure, Promotion and Dismissal Committee also recommends consideration be given toward a revised faculty appraisal form that is focused on the primary purpose of said form, which is to provide feedback to the faculty member to be used by them to improve their performance.

XIII. Item from Affirmative Action (attached)

XIV. **Unfinished Business**

XV. **New Business**

XVI. **Adjournment**

Bradley University Senate
Seventh Regular Meeting of the 2017-2018 Senate Minutes
3:10 p.m. - 5:00 p.m., April 19, 2018
Michel Student Center – Ballroom A

I. Call to Order

The meeting was called to order by Senate President Mat Timm at 3:10 PM

II. Announcements

- There is a vigil tonight for Nasjay Murray.

III. Approval of Minutes

- A. Sixth Regular Meeting Minutes, March 15, 2018.

Senator Banning's motion to approve the minutes was seconded by Senator Sinha. The motion was called to a vote and was approved.

IV. Reports from Administrators

- A. President Roberts

Homicide: I want to, and everyone as well, should thank the senior leadership team. We gathered early that Sunday morning and worked tirelessly. There were a lot of decisions to make, especially about what should be communicated and to whom and when. While we were making these decisions, we were grieving as well at the loss of an amazing young woman who had a very bright future ahead of her. It has been a sad time for everybody. The police very early on assured us there was no ongoing threat to the campus. This campus and this neighborhood is as safe as you can be in an urban neighborhood.

Business Engineering Complex: There was big-pour today. In a couple of weeks, we will see the building coming out of the ground. On this issue, we are on schedule and on budget.

Enrollment: Looks like we will overshoot our target on May 1, but maybe not to the same extent as we did last year. We were targeting in the 1100-1120 range for this year, but we may come in around 1150. The freshmen class will come in at a discount rate that is 1% less than last year. Our yields are improving every year. Our brand is getting stronger and stronger. Our online Masters enrollment in nursing and counselling is very strong. We have over 700 students enrolled in those programs. We will have our first online doctoral degrees handed out in three weeks. We will also be graduating a handful of online master's students as well. Those programs are starting to mature. On the ground graduate enrollment, however, is very weak.

Finances: We will be presenting the budget for the next fiscal year to the Trustees who will be meeting on May 10th and 11th. There is a number of moving parts and we won't have a final budget till after May 1. We have to give the budget to the Resources Committee and the Finance and Property Committee of the Board. We will get some feedback from those committees before we take it to the Board on May 10th. We will be sharing the budget numbers with the Senate at the May meeting. Along with the budget, we will look at the five year projections. We are determined to be in the black number for

the next fiscal year. We hope to be breakeven the next year. Going forward we will hope to have seven figure surpluses. If I look at the big picture, undergraduate education cannot pay for itself. If we strengthen our brand and extend our geographic area without having to increase our discount rate, we could come very close to financing our undergraduate programs. But we should consider other revenue sources, like unrestricted endowment money, graduate level programs, and perhaps robust intellectual property licensing. Just as a strategic standpoint we need to look at this bigger picture as we plan down the road.

Question and Answers:

- Senator Wagoner: What is the future for WCBU?
President Roberts: There is no plan at the moment. There is a lot of issues we are aware of and we are trying to get a fix about what the cost would be to relocate the studio. Depending on that, we have to decide upon a course of action.

B. Herman Resolution Report: Presented by Senior Vice President of Financial Affairs Anna and Provost Zakahi

VP Gary Anna

Provost Zakahi and I will work in tandem to address the Herman resolution. President Roberts referred to the importance of tuition revenues and its components to our topline. We are working hard to have a black number for the bottom line for the next academic year. At the last meeting I talked about our capital structure, debt rating, how we have configured our financing and maintained a good presence in the market, and the endowment is important to our outlook. Subject to the refinements in the next couple of weeks, we are still committed to a positive or close to positive operating margin for the next year. Thereafter, the bottom line could be in the range between one million and two and half million positive in successive periods. Around 2000 we used to have operating profits in the range of 6 to 7.5 million dollars, but we are not aspiring to those margins again given all the hungry mouths we have to feed. We do have to have some margin to provide for a little cushion for all the uncertainties that we have to deal with. Right now we are targeting 1150 enrollment for the budget and we will confirm in a couple of weeks. We are making progress in managing the discount rate. Our distance program is important in this regard as it is not discounted. The overall discount rate will be around 40% for the next four years. One important premise in the outlook for the four or five, year period is that we have built in the operating components for the new facilities. We have fixed our debt and we are still raising some money. We have also maintained three more increments for the faculty salary initiative. These are approximate seven hundred and fifty thousand dollars a year. The initiative is a very important component since its articulation and launch. This is on top of an outlook that includes a 2.5% tuition increase, and salary adjustment that is planned as a match for inflation.

Provost Zakahi

You are all aware that departmental budgets are flat. Due to the larger classes, we have made some thoughtful investments. For the current year we have an additional seven hundred thousand dollars over what was originally budgeted. This was for instruction and some operating expenses. For next year we are adding two hundred fifty thousand dollars. This figure will shrink as the larger classes work their way through, and as these

students spread out into the departments and away from the Bradley Core Curriculum. We are also adding one hundred and fifty thousand dollars to next years' budget resulting in a total of four hundred thousand dollars for next years' larger class. We are also adding seventy thousand dollars to the library to accommodate inflation (annual increase of 6% in periodicals), and the added cost associated with the much larger online graduate student. In terms of instructional and research technology, there are a couple of things to point out. One of the things is the animated mannequins in the Nursing Department. The other, in the last few days we have allocated one hundred fifty thousand dollars to Colleges across the University. Another large expense would be investment in Wi-Fi in housing and in classrooms. In terms of investment in faculty, by now you would have all received your letters about the second year of the salary adjustment. We hope to continue that initiative for the next two years. There is still a very small amount of money, about twenty thousand or so a year for the remainder of the initiative, that has not been assigned. This has been more an issue of time than of desire.

VP Anna

There is another important component that has dramatically changed in the last five to seven years. It has to be with fund raising which although robust, has been focused on building projects instead of program support. The unrestricted giving used to be 1.8 to 2 million dollars a year for the University, but now we budget closer to four hundred thousand. The overall amount raised still approximate to between 3 and 4 million dollars. There is more for faculty travel and development. The discretion that exists is greater now than in the past. Although not even, that discretionary assets including revenue sharing, and fees for program support, many of which are spoken for approach 15 million dollars for the University. We track this as a convent for our debt ceiling. We have currently dipped below the 10 to 1 student to faculty ratio. Gary and Walter would prefer that this ratio not exceed 12 to 1. For a longer term outlook an appropriate number will have to be determined. In conclusion, the administrative team as well as the Board of Trustees have a complete sense of the priorities of academics for the University.

Question and Answers:

- Senator Leach: Could you clarify the four hundred and seven hundred thousand for the operating budget? Will either of those translated into actually increases in the operating budgets of academic units?
Provost Zakahi: No, they will not. Those funds are aimed for stem areas for increased sizes of the nursing class and increases in supplies as a result of that.
- Senator Lamoureux: During the previous President, Academic Affairs was to return a bunch of money. Why does Academics, which breaks even or better should have to return any money, especially since things have improved?
Provost Zakahi: One thing that we have to recognize is that we are an University made of entire group of employees both academic and non-academic. We divide the University into these two groups at our peril. We can't survive without people to recruit students, without people to help us get money from donors, or without student support services. One of the best examples of an unified University is how the University responded at the tragic loss of one of our students. There was a commitment made by us that continues to weigh on us about just more than a million dollars. One of the things to have done at that time would have been to trim the academic budget. That was not done and I can't speak to it, as I was not here at that

time. Based on my look at it, Academic Affairs took a smaller cut than did the non-academic units of the institution. Accordingly, many of the non-academic units are understaffed. Shifting the burden over to them would have negative consequences. In probably two years we may be able to resolve this issue. We should be thinking about this as an institution, and if we are not the institution will fall apart.

VP Anna: Our auxiliary services including inter-collegiate athletics has been better than break even for the last two years. In our outlook for the next four years, auxiliary supplies all the net positive margin.

V. Report from Student Body President Mikki Tran

I am a junior health science major. I was recently elected as the student body president along with three other officers. We are starting elections for the vice-president and the cabinet. Sexual assault awareness month is coming to an end. I am excited to see everyone and get to know you guys.

VI. Reports from Standing Committees

A. Senate Executive Committee

1. Motion: Confirm Michelle Edgcomb Friday as Academic Ombuds.
Senator Smith makes a motion to confirm Michelle Edgcomb Friday as Academic Ombuds. As the motion comes out of committee, a second was unnecessary.

The motion was called to vote and was approved.

A. Curriculum and Regulations

Course Additions

164403 ETE ETE 368 Content Reading for All Students
164404 ETE ETE 369 Assessing All Students
164405 ETE ETE 232 Meeting the Needs of All Students within the
Disciplines
168915 FCS FCS 120 Foundations in Public Health Education
168916 FCS FCS 221 Introduction to Community and Public Health
168661 FCS FCS 403 Supervised Research
168926 FCS FCS 320 Public Health Intervention Strategies
168927 FCS FCS 420 Public Health Policy
168928 FCS FCS 421 Public Health Education Seminar
168255 M L M L 420 Performance Management
167135 CS CS 461 Artificial Intelligence
167136 CS CS 462 Machine Learning
167137 CS CS 463 Knowledge Discovery and Data Mining
167138 CS CS 472 Distributed Databases and Big Data
167139 CS CIS 476 Data Management
163714 M L M L 415 Diversity in the Workplace
164422 ANT ANT 403 Anthropology Senior Project
168411 CFA CFA 360 Hollywood Semester Boot Camp

168440 BIO ENS 110 Environmental Science
168934 CFA CFA 361 Media in Entertainment
168534 M L M L 406 International Management
168311 C E C E 205 Computing in Civil Engineering

Course Deletions

164105 ETE ETE 371 Assessment and Technology for Middle School
and High School Teachers
164107 ETE ETE 365 Teaching Reading Within the Content Areas
168929 FCS FCS 201 Foundations in Community Wellness

Course Modifications

168335 M L M L 358 Managerial Decision Making
168552 M L M L 300 Environments of Organizations
165420 ETE ETE 355 Methods of Teaching Middle School Social
Studies
165421 ETE ETE 356 Methods of Teaching Middle School Science
165422 ETE ETE 357 Methods of Teaching Middle School
Mathematics
165423 ETE ETE 373 Methods of Teaching High School Mathematics

165424 ETE ETE 374 Methods of Teaching High School Science
165425 ETE ETE 375 Methods of Teaching High School Social Studies

165426 ETE ETE 378 Methods of Teaching Family & Consumer
Science
165427 ETE ETE 386 Methods of Teaching K-12 Art
165428 ETE ETE 387 Methods of Teaching K-12 Foreign Language
164102 ETE ETE 280 Exploring Diversity: Learners, Families, And
Communities
164103 ETE ETE 324 Early Childhood Special Education Methods
168355 ETE ETE 443 Early Childhood Assessment
164101 ETE ETE 234 Language Development
161382 PHY PHY 320 Optics
161584 PHY PHY 360 Electricity and Magnetism
168308 MTH MTH 115 Brief Calculus with Applications
168328 MTH MTH 121 Caclulus 1
168370 MTH MTH 120 Discrete Mathematics
168435 BIO BIO 300 Population, Resources, and Environment
168932 FCS FCS 310 Community Program Planning
168657 FCS FCS 341 Human Development Through the Lifespan
168930 FCS FCS 203 School Health Promotion
168931 FCS FCS 220 Consumer Issues in Health Care
168658 FCS FCS 410 Advanced Nutrition
168659 FCS FCS 411 Medical Nutrition Therapy I
168939 FCS 311 Evaluation and Research Methods

168949 FCS 464 Leadership in Public Health Education
 168284 M L M L 357 Leading Organizations
 168089 NUR NUR 418 Contemporary Nursing Leadership
 168461 IME IME 333 Materials Science Laboratory
 167152 CS CS 370 Database Management Systems
 169423 CHM CHM 162 Fundamentals of Organic and Biochemistry
 164391 ANT ANT 314 Indigenous Peoples
 168611 MTH MTH 300 Topics for Middle School Math Teachers
 168616 MTH MTH 302 Introduction to Graph Theory
 168618 MTH MTH 305 Modern Geometry
 168962 CFA CFA 353 Video Game Design
 169149 E E ECE 474 Mobile Robot Navigation and Mapping
 169150 E E ECE 574 Mobile Robot Navigation and Mapping
 161271 E E ECE 100 Introduction to Electrical and Computer
 Engineering
 169106 E E ECE 465 Engineering Applications of Machine Learning
 169108 E E ECE 565 Engineering Applications of Machine Learning
 168953 C E C E 480 Transportation Engineering
 168955 C E C E 583 Geometric Highway Design
 168314 C E C E 493 Civil Engineering Design Project I

Course additions, deletions and modifications approved by general consent.

Major Deletions

169081 NUR EHS RNE 41 - RN/MSN Nursing - Nurse Education GRD
 RNE 41 – RN/MSN Nursing Education - 4/1

A motion to delete the major was made by Dean Sattler. The motion was seconded by Lukowiak. The motion was called to vote. The motion was approved.

169082 NUR EHS RNA 41 - RN/MSN Nursing - Nurse Administration GRD
 RNA 41 - RN/MSN Nursing Administration - 4/1

A motion to delete the major was made by Dean Sattler. The motion was seconded by Lukowiak. The motion was called to vote. The motion was approved.

Major Modifications

166913 M L Management And Leadership Major

A motion to modify the major was made by Senator Sinha. The motion was seconded by Dean Sattler. The motion was called to vote. The motion was approved.

164406 ETE Early Childhood Education with ESL Endorsement

A motion to modify the major was made by Dean Sattler. The motion was seconded by Lukowiak. The motion was called to vote. The motion was approved.

164407 ETE Elementary Education with ELS Endorsement

A motion to modify the major was made by Dean Sattler. The motion was seconded by Lukowiak. The motion was called to vote. The motion was approved.

164411 ETE Middle School Education with ESL Endorsement

A motion to modify the major was made by Dean Sattler. The motion was seconded by Lukowiak. The motion was called to vote. The motion was approved.

167833 ETE Learning Behavior Specialist Education with ESL Major
168952 FCS Community Wellness
169047 NUR Nursing
168721 IME Manufacturing Engineering
168318 C E Civil Engineering

A motion to modify the majors was made by Dean O'Brien. The motion was seconded by Dean Sattler. The motion was called to vote. The motion was approved.

Minor Additions

167075 CS Data Science

A motion after a second was called to vote. The motion was approved.

Minor Modification

168237 M L Management And Leadership
168918 EHS Health
164443 ANT Anthropology

A motion to modify the minors was made by Dean Sattler. The motion was seconded by Senator Hatfield. The motion was called to vote. The motion was approved.

Concentration Additions

159452 CHM Clinical
159453 CHM General
167132 CS Data Science

A motion add the concentrations was made by Senator Banning. The motion was seconded by Dean Sattler. The motion was called to vote. The motion was approved.

Concentration Modification

164412 ETE Middle School Education - English
164413 ETE Middle School Education - Mathematics
164414 ETE Middle School Education - Social Studies
164415 ETE Middle School Education - General Science
168622 M L Human Resource Management

A motion to modify the concentrations was made by Dean Sattler. The motion was seconded by Senator Lukowiak. The motion was called to vote. The motion was approved.

Program Modifications

164408 ETE High School Teaching
164409 ETE Art K-12 Education
164410 ETE Music K-12 Education
167133 CS Computer Science and Information Systems

A motion modify the concentrations was made by Senator Banning. The motion was seconded by Dean Sattler. The motion was called to vote. The motion was approved.

1. Academic Regulations and Degree Requirements

Nothing to report

2. Executive Committee of the Graduate Faculty

The course additions and modifications are for informational purposes only.

Course Additions

Course Modifications

169002 FCS FCS 609 Advanced Medical Nutrition Therapy
167357 CS CIS 576 Data Management
167153 CS CS 561 Artificial Intelligence
167155 CS CS 563 Knowledge Discovery and Data Mining
167154 CS CS 562 Machine Learning
167156 CS CS 572 Distributed Databases and Big Data

169002 FCS FCS 609 Advanced Medical Nutrition Therapy
167357 CS CIS 576 Data Management
167153 CS CS 561 Artificial Intelligence
167155 CS CS 563 Knowledge Discovery and Data Mining
167154 CS CS 562 Machine Learning
167156 CS CS 572 Distributed Databases and Big Data
169150 E E ECE 574 Mobile Robot Navigation and Mapping
169108 E E ECE 565 Engineering Applications of Machine Learning
168955 C E C E 583 Geometric Highway Design

Program Modification

168996 FCS Dietetic Internship Master of Science Program
168688 ENC Post Master Certificate Program in Neurocounseling
167160 CS Computer Science and Information Systems
168890 NUR Doctor of Nursing Practice

A motion to modify the programs was made by Senator Banning. The motion was seconded by Senator Sinha. The motion was called to vote. The motion was approved.

Major Deletion

169082 NUR EHS RNA 41 - RN/MSN Nursing - Nurse Administration GRD RNA
41 - RN/MSN Nursing Administration - 4/1
169081 NUR EHS RNE 41- RN/MSN Nursing-Nurse Education

A motion to delete the majors was made by Dean Sattler. The motion was seconded by Senator Banning. The motion was called to vote. The motion was approved.

Major Modification

3. Bradley Core Curriculum

Core Curriculum Additions

166648 FCS FCS 309 Investigation of Food Topics
64508 HIS HIS 314 Non-Western Civilization: Japan & World War II
164587 HIS HIS 337 Modern Non-Western History and Geography
168665 HIS HIS 331 Samurai in Japanese History
168312 BIO GES 101 Principles of Earth Science
168313 BIO GES 300 Oceanography the Human Perspective
The core curriculum additions was approved by general consent.

VII. Unfinished Business

A. From Student Affairs.

Motion: To approve the changes as indicated below to the University Student Grievance Policy. The current policy is posted at

www.bradley.edu/academic/undergradcat/20172018/overview-argrievance.dot

This is not a handbook change.

UNIVERSITY STUDENT GRIEVANCE POLICY

A student academic grievance is appropriate in cases in which the student claims unfair, prejudicial, or capricious evaluation or treatment of an academic nature. A grievance is not appropriate on actions which would impair the exercise of academic freedom. A student non-academic grievance is appropriate in cases involving access to and participation in course offerings, ~~sexual harassment, racial discrimination,~~ or any other act by a University faculty member that is derogatory or discriminatory in nature. No student may pursue the formal part of the following grievance procedure before exhausting all informal procedures. What follows does not preclude a faculty member's appeal to the Faculty Grievance Committee.

Matters involving sexual harassment or other forms of sexual misconduct will be addressed through the University's Title IX policies and procedures.

The grievance process is intended to deal with matters as expeditiously as possible. Although the times listed below are recommended guidelines for handling the steps of the process, it is expected that they will not be exceeded except under compelling circumstances.

A student who claims grievance as described may consult with the Ombudsman or meet directly with the instructor involved. The grievance process is as follows:

The motion was called to a vote, and was approved.

B. From University Strategic Planning:

1. Process

1. Met with 21 constituency groups including 6 open forums for faculty/staff and/or Senators.
2. Various on-line data collections occurred.
3. The information from these meetings and the on-line data

collection was considered by USPC.

4. More detail about the information collection process and how USPC incorporated it are available in the summary available on the Strategic Planning website.

We can't expect the document to do all of the work for us. Thanks for all of your efforts to date. Please stay engaged as the Implementation Plan is enacted.

2. Significant changes/reminders from the 04/03/2018 Version.

1. Mechanism which allow changes to the Plan and for reporting out progress on it are now included. Briefly,

All changes will be reported to Senate and major changes will be submitted to Senate for its consideration.

2. The opportunities for department and faculty/staff involvement are more clearly delineated. See the Key Contributors Column.
3. There have been significant discussions at USPC about support for faculty scholarship.
4. Many of the action items are based on a recognition that additional information collection and discussion is required in the first years of the plan.

3. Guidelines for debate under Roberts Rules

In general: Comments during the debate are directed towards the motion on the floor.

1. Informational items.
2. I am favor of the motion because . . .
I am opposed to the motion because . . .
I propose to amend the motion as follows . . . because . . .
3. Because the Plan now allows for changes please make note of my comments above.

Resolution: Be it resolved that the Bradley University shall implement the Bradley University Strategic Plan Implementation Plan (of 04/03/2018). *Withdrawn by consent.*

Resolution: Be it resolved that the Bradley University shall enact the Bradley University Strategic Plan Implementation Plan of 04/13/2018.

The updated version of the Implementation Plan will be available Monday, April 16 at www.bradley.edu/sites/strategicplan/project-work-plan/

Provost Zakahi made a motion to approve the resolution.
The motion was called to a vote. The motion was approved.

VIII. New Business

Senator Leach makes a motion to carve out 30 minutes at the next Senate meeting or at a Senate meeting in the fall, to discuss how best to facilitate faculty engagement. Senator Fakheri seconded the motion.

The motion was called to a vote, and was approved.

IX. Adjournment.

A motion to adjourn the meeting was made by Senator Banning. Dean Sattler seconded the motion. It was called to a vote, and the meeting was adjourned.

Bradley University Senate Minutes

Sixth Regular Meeting of the 2017-2018 Senate
3:10 p.m. - 5:00 p.m., March 22, 2018
Michel Student Center – Marty Theater

I. Call to Order

The meeting called to order by Senate President Mat Timm at 3:11 PM

II. Announcements

III. Approval of Minutes

A. Fifth Regular Meeting Minutes, February 15, 2017.

A motion to approve the minutes was made by Senator Banning. It was seconded by Dean Sattler. The motion was called to a vote and was approved.

IV. Reports from Administrators

A. President Roberts

There was no report from President Roberts as he was travelling.

B. Senior Vice President of Academic Affairs and Provost Zakahi

Implementation plan of the University Strategic Plan will be discussed later in the meeting.

Student success collaborative: This is the product of the Educational Advisory Board (EAB), which was purchased a while back. We are in the process of implementing this for advising undergraduate students. The effort is led jointly by Academic Affairs and Student Affairs in particular by Kelly McConnaughay and Greg Haines. Once we get all the data cleaned up and matched, we will be in a good position to make full use of it, to help us with the retention and graduation rates.

DFW Rates: DFW rate is the percentage of students who receive a D, F, or withdraw from a class. The focus is on lower division high enrollment classes, and are generally within the common core. These courses have a lot of students. If we reduce the DFW rates in those classes it will help with retention, and ultimately in our graduation rates. We have focused on specific stem classes in Chemistry, Mathematics and Biology. We are observing improvements in all the courses we have focused on. There are fewer than four courses that would fall below the benchmarks, which is 25% for the non-math stem classes, and 30% for the math classes. Our work is beginning to pay dividends.

Academic Success Center: The center started in the Fall. This center has been developed and handled by Student Affairs. I am grateful that VP Nathan Thomas has

taken on this initiative. The work in that office is led by Greg Haines. A summary of the reported activity at the center is attached. From a cold start, we have gone to a high level of demand. Some of the Math professors, specially Mike McAsey, Mat Timm, and Tony Bedenikovic have held their office hours frequently at the Center. This is a good model for faculty helping to serve students. I want to thank everyone involved with the effort.

The request to fill positions should with the Dean's office by the end of March. Decisions would be made by middle of April.

Questions and Answers:

- Senator Sinha: What is the vision going forward for the Academic Success Center?
Provost Zakahi: To grow the usage of the Center.
VP Thomas: We will do some early entry advising even before students go see their advisors.
- Senator Alvin: What are the DFW rates and where to they arise?
Provost Zakahi: The DFW rates are from Math, Chemistry and Biology. There are around a dozen classes that we are monitoring. We count the DFW rates in these classes. The benchmark numbers are artificial. Our goal is to show improvement and bring the DFW rates to below 25%. This will ultimately help us improve our retention rate (86%) and six-year graduation rate (76%).
- Senator Fakheri: Can we implement in other classes what is learned in these classes?
Provost Zakahi: It depends on the individual classes. A percentage of the improvement is simply paying attention to the DFW rates. The next step would be to offer some funds to departments so faculty can visit other institutions or invite speakers who will help improve the pedagogy.
- Senator Bukowski: The DFW rates will decrease if we decrease rigor.
Provost Zakahi: I don't want a drop in rigor to be the reason for a drop in DFW rates. Tutoring support will help. New approaches to pedagogy will help as well.
- Dean Bakken: The chart at the bottom of the page provides the information about mid-term GPAs? Is that an indication that the student should go to the Center?
Provost Zakahi: I am not sure. I am not sure if that data reflects the value of the intervention. Sometimes the intervention happened before the mid-term.
VP Thomas: The reason that data is reported is because that is the data we have accesses.
- Senator Stover: Have you looked at the internal transfer rates, retention rates and the DFW rates?
Provost Zakahi: I have not looked at the internal transfers. I am looking at the retention rate for the entire institution and not at the rates for individual degree programs.

C. Senior Vice President of Financial Affairs Anna

Business-Engineering Complex: Construction is on schedule and should be ready by Fall 2019.

Budget: We are still crafting next year's budget, and a report will be provided next

month.

Endowment: As a consequence of the financial market volatility, the endowment was at 317 million dollars at the end of February. 30 million dollars are held as cash.

Debt: It currently stands at 150 million dollars, 85% of which has a rate of 3.5% or below.

V. Report from Student Body President David Jensen

April is the sexual assault awareness month. The Student Senate is putting out a number of programming for that. We voted last week to restructure our executive cabinet. We are moving into election for next week. This is my last report to University Senate.

Senator Blair proposes a resolution of thanks for David Jensen. The proposal was seconded by Senator Smith. The proposal was unanimously approved and Senate President Timm thanked David.

VI. Reports from Standing Committees

A. Curriculum and Regulations

Course Additions

167827 ETE ETE 240 Practicum for Teaching English Learners Part 2
165906 ECO ECO 240 Environmental Economics and Sustainability
165907 ECO ECO 340 Environmental Economics
165044 ECO ECO 375 Behavioral and Experimental Economics
159828 ETL MIS 473 Business Analytics Software and Applications III
162646 ETL MIS 471 Business Analytics Software and Applications II
160416 ETL MIS 383 Advanced Ethical Hacking
166986 PLW PLW 295 Introduction to Trial Advocacy
166987 PLW PLW 102 Introduction to Legal Research
166989 PLW PLW 325 Legal Ethics
166990 PLW PLW 400 Capstone Experience
152089 ENG ENG 340 Global British Literature

Approved by general consent.

Course Deletions

166991 PLW PLW 290 Participation in Mock Trial
166993 PLW PLW 390 Participation in Mock Trial

Approved by general consent.

Course Modifications

167766 ETE ETE 238 Practicum for Teaching English Learners II
167767 ETE ETE 239 Practicum for Teaching English Learners III
168197 ETE ETE 237 Practicum for Teaching English Learners I
166318 ECO ECO 332 Intermediate Microeconomics
166366 ECO ECO 418 Mathematical Economics
167292 ECO ECO 499 Senior Seminar in Economics, Part II
167291 ECO ECO 498 Senior Seminar in Economics, Part I

162654 ETL MIS 374 Database Management and Administration
162651 ETL MIS 272 Business Analytics Software and Applications I
162652 ETL MIS 276 Ecommerce Models and Applications
162655 ETL MIS 478 MIS Capstone Consulting Project
162064 ETL MIS 173 Introduction to Business Analytics
162653 ETL MIS 373 Applied Networking
166994 PLW PLW 101 Introduction to the Legal Profession
165905 FIN Q M 262 Quantitative Analysis I
166698 WLC WLA 201 Intermediate Arabic I
164054 E E ECE 572 Embedded Microcontroller Linux

Approved by general consent.

Major Modifications

- 166153 I M User Experience Design
Senator Smith's motion to approve was seconded by Senator Lamoureux. The motion was called to a vote. Motion passed.
- 166975 IME Industrial Engineering
Senator Williams's motion to approve was seconded by Senator Malinowski. The motion was called to a vote. Motion passed.
- 159821 ETL Management Information Systems
Senator Blairs's motion to approve was seconded by Senator Sinha. The motion was called to a vote. Motion passed.

Minor Additions

- 162649 ETL Business Analytics
Senator Blairs's motion to approve was seconded by Senator Fakheri. The motion was called to a vote. Motion passed.
- 166669 ETL Cybersecurity
Senator Banning's motion to approve was seconded by Senator Blair. The motion was called to a vote. Motion passed.
- 166985 PLW Legal Studies Minor
Senator Bukowski's motion to approve was seconded by Senator Kelly. The motion was called to a vote. Motion passed.

Minor Modification

- 162647 ETL Management Information Systems
Senator Blair's motion to approve was seconded by Dean Sattler. The motion was called to a vote. Motion passed.

Concentration Additions

- 159823 ETL Business Analytics
Senator Blair's motion to approve was seconded by Senator Banning. The motion was called to a vote. Motion passed.
- 162650 ETL Cybersecurity

Senator Blair's motion to approve was seconded by Senator Banning. The motion was called to a vote. Motion passed.

Concentration Modification

166632 ART

Senator Smith's motion to approve was seconded by Dean Bakken. The motion was called to a vote. Motion passed.

1. Academic Regulations and Degree Requirements

- On line Academic Calendar for 2021 – 2022. See below.

Dean Huberman made a motion to approve. Since this from committee, a second was not needed. The motion was called to a vote. Motion passed.

- On campus Academic Calendar for 2021-2022. Below and in the attached spreadsheet.

Dean Huberman made a motion to approve. Since this from committee, a second was not needed. The motion was called to a vote. Motion passed.

2. Executive Committee of the Graduate Faculty Course

Additions

167021 ENC ENC 714 Supervision of Instruction

166888 ENC ENC 701 THE INTERNSHIP

166890 ENC ENC 703 Action Research - Intro to Doctoral Studies

166891 ENC ENC 704 Action Research 2

166892 ENC ENC 705 Action Research 3

166893 ENC ENC 706 Action Research 4 - Seminar in Educational Research

166894 ENC ENC 707 Action Research 5 - Seminar in Educational Research

166895 ENC ENC 708 Boards and Educational Governance

166896 ENC ENC 709 Ethical & Political Foundations of Educational Policy

166897 ENC ENC 710 Learning in an Era of Technology

166898 ENC ENC 711 National Trends in Assessment, Data Analysis & Accountability

166899 ENC ENC 712 The Superintendency

166900 ENC ENC 713 Legal & Ethical Issues Facing the Superintendency

166902 ENC ENC 715 Educational Finance

166903 ENC ENC 716 Culture & Community

166904 ENC ENC 717 Leadership in Higher Education & Community College

166905 ENC ENC 718 Administration of Online Programs in Higher Ed &
Community College

166907 ENC ENC 719 Student & Academic Affairs

166908 ENC ENC 720 The Contemporary Learner

166909 ENC ENC 721 Financial Affairs in Higher Education

These are for informational purposes only.

Course Modifications

164798 BUS BUS 610 Graduate Business Practicum

167011 NUR NUR 840 DNP Clinical Practice

164054 E E ECE 572 Embedded Microcontroller Linux

These are for informational purposes only.

Program Addition

166855 ENC Doctorate of Education in Educational Leadership

Dean Sattler made a motion to approve Since this from committee, a second was not needed.

The motion was called to a vote. Motion passed.

Program Modification

166976 ENC Principal Licensure

Dean Sattler made a motion to approve Since this from committee, a second was not needed.

The motion was called to a vote. Motion passed.

Major Modification

167007 NUR DNP-Leadership

Dean Sattler made a motion to approve Since this from committee, a second was not needed.

The motion was called to a vote. Motion passed.

3. Bradley Core Curriculum

Core Curriculum Additions

162497 RLS RLS 336 Buddhism and Asian Civilizations 165296 RLS

PHL 130 The Three Teachings

161482 WLC WLS 222 Spanish for Heritage Speakers

These courses were approved by general consent.

B. University Strategic Planning:

Resolution: Be it resolved that the Bradley University shall implement the Bradley University Strategic Plan Implementation Plan.

The updated version of the Implementation Plan will be available Monday, March 19 at www.bradley.edu/sites/strategicplan/project-work-plan/

Provost Zakahi made a motion to adopt the Implementation Plan of the University Strategic Plan. The motion was seconded by Dean Sattler.

Provost Zakahi spoke in favor of the plan. Below is a summary of his comments:

The Strategic Plan was approved last fall by this body and by the trustees. This implementation plan provides the opportunity to move Bradley to excellence. Bradley is wonderful institution that I have loved for decades-but I know Bradley can be truly excellent. The discussion regarding the plan at the last meeting was an example of the feedback plan. This was replicated a number of times with different constituent groups. There were variety of outreach efforts, including opportunity to provide comments online. The feedback was organized in different goal areas and reviewed within sub-groups. The Provost pointed out a couple of examples of changes that were made based on the feedback. Provost mentioned that ultimately the plan pays attention to:

1. Goal, Immediate and sustained success of our students, and that student success is part of our value proposition.
2. Offer and nurture rigorous, innovative, competitive, and engaging undergraduate and graduate programs.
3. The plan will help us focus on being better and strong teachers and scholars and will help us be provide a cutting edge education grounded in Bradley's Core Curriculum.
4. Build and support a more diverse community. Bradley must become a more diverse institution and it must create a climate and atmosphere that welcomes diversity.
5. We will enhance the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative/participatory/consultative processes.
6. The implementation plan lays out the development of a transparent and inclusive budgeting process

Senator Bailey made a motion to provide an opportunity to provide written comments by April 6 so that the committee has the opportunity to respond to those by April 15, so that we have discussions by the time we reconvene again at our next meeting. The motion was seconded by Senator Lamoureux. The motion was called for a vote. Motion was approved.

VII. Unfinished Business

Contractual Arrangements: Experience vs. Credentials Handbook Language.

Motion: To adopt the Handbook language changes and additions as indicated below in Part II.B.1.b, p. 35 and additions as indicated below in Part II.B.1.c., p. 37.

Part II.B.1.b., p. 35.

- b. Full-time and part-time positions not eligible for tenure, consisting of the following ranks:

.....

Distinguished Professor In-Residence

In residence 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. In residence 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. Situations where professional experience is accepted in lieu of academic qualifications will be considered based on guidelines established by each department in consultation with the appropriate

Dean and approved by The University Provost and Senior Vice President for Academic Affairs.

While there are a variety of circumstances in which an in-residence appointment may be appropriate for a department, it is expected that they will entail only a brief association with the University. (See [Annual Contracts](#)). In-residence appointees are not eligible for tenure while serving in an in-residence appointment status.

Part B.1.c., p. 37.

All special appointments require approval by the Provost and Vice President for Academic Affairs.

Special appointment 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. Special appointment faculty teaching at the undergraduate level should have a masters degree or a bachelors degree and relevant experience in the field in which they are teaching. Situations where professional experience is accepted in lieu of academic qualifications will be considered based on guidelines established by each department in consultation with the appropriate Dean and approved by The University Provost and Senior Vice President for Academic Affairs.

The motion was called to vote. The motion was approved.

VIII. New Business

Motion: To approve the changes as indicated below to the University Student Grievance Policy. The current policy is posted at

www.bradley.edu/academic/undergradcat/20172018/overview-argrievance.dot

This is not a handbook change.

VP Thomas made a motion to adopt the policy. VP Anna seconded the motion. VP Thomas spoke to approve the motion.

UNIVERSITY STUDENT GRIEVANCE POLICY

A student academic grievance is appropriate in cases in which the student claims unfair, prejudicial, or capricious evaluation or treatment of an academic nature. A grievance is not appropriate on actions which would impair the exercise of academic freedom. A student non-academic grievance is appropriate in cases involving access to and participation in course offerings, *sexual harassment, racial discrimination*, or any other act by a University faculty member that is derogatory or discriminatory in nature. No student may pursue the formal part of the following

grievance procedure before exhausting all informal procedures. What follows does not preclude a faculty member's appeal to the Faculty Grievance Committee.

Matters involving sexual harassment or other forms of sexual misconduct will be addressed through the University's Title IX policies and procedures.

The grievance process is intended to deal with matters as expeditiously as possible. Although the times listed below are recommended guidelines for handling the steps of the process, it is expected that they will not be exceeded except under compelling circumstances.

Senator Malinowski made a motion to amend. The amend is to delete the *comma and the word other*.

The motion was called to a vote and approved.

Motion is to highlight University Title IX process and procedures and turn that into an active link. The motion was made by Provost Zakahi.

Further discussion on this issue would take place at the next meeting.

IX. Adjournment.

The was adjourned at 5:15 PM

**ACADEMIC CALENDAR
2021 - 2022**

FIRST SEMESTER

August 16, Monday	Reporting date for faculty
August 21, Saturday	Residence halls
open August 25, Wednesday	Classes begin
October 9, Saturday	Fall Recess
begins October 13, Wednesday	Classes resume
November 24, Wednesday	Thanksgiving Recess begins (no classes)
November 29, Monday	Classes resume
December 7, Tuesday	Last day of classes
December 8, Wednesday	Study Day
December 9, Thursday	Final Examinations begin
December 15, Wednesday	Final Examinations end
December 18, Saturday	Commencement

JANUARY INTERIM

January 4, Tuesday	First day of classes
January 17, Monday	January Interim Ends

SECOND SEMESTER

January 10, Monday	Reporting date for new faculty
January 15, Sunday	Residence halls
open January 19, Wednesday	Classes begin
March 12, Saturday	Spring Recess begins

2021-2022, continued

SECOND SEMESTER, continued

March 21, Monday	Classes
resume May 3, Tuesday	Last day of classes
May 4, Wednesday	Study Day
May 5, Thursday	Final Examinations begin
May 11, Wednesday	Final Examinations end
May 14, Saturday	Commencement

SUMMER SESSIONS

May 16, Monday	May Interim I begins
May 16, Monday	May Interim II
begins NO CLASSES on Memorial Day Holiday	
June 3, Friday	May Interim I ends
June 6, Monday	Summer Session I
begins NO CLASSES on Fourth of July Holiday	
July 8, Friday	Summer Session I ends May Interim II ends
July 11, Monday	Summer Session II begins
August 12, Friday	Summer Session II ends

A clear copy of the 2021-2022 On-line Academic Calendar is contained in the attachment to the email announcing this meeting.

2021-2022 Online Academic Calendar

2021 FALL	Begins	Ends	BREAK	2022 SPRING	Begins	Ends	BREAK	2022 SUMMER	Begins	Ends	BREAK
15 week full term	8/23/2021	12/5/2021	12/6/21 - 1/2/22	15 week full term	1/3/2022	4/17/2022	4/18/22 - 4/24/22	15 week full term	4/25/2022	8/7/2022	8/8/22 - 8/21/22
<u>7.5 week terms</u>				<u>7.5 week terms</u>				<u>7.5 week terms</u>			
First 7.5-week	8/23/2021	10/13/2021		First 7.5-week	1/3/2022	2/23/2022		First 7.5-week	4/25/2022	6/15/2022	
Second 7.5-week	10/15/2021	12/5/2021		Second 7.5-week	2/25/2022	4/17/2022		Second 7.5-week	6/17/2022	8/7/2022	
<u>5 week terms</u>				<u>5 week terms</u>				<u>5 week terms</u>			
First 5-week	8/23/2021	9/26/2021		First 5-week	1/3/2022	2/6/2022		First 5-week	4/25/2022	5/29/2022	
Second 5-week	9/27/2021	10/31/2021		Second 5-week	2/7/2022	3/13/2022		Second 5-week	5/30/2022	7/3/2022	
Third 5-week	11/1/2021	12/5/2021		Third 5-week	3/14/2022	4/17/2022		Third 5-week	7/4/2022	8/7/2022	
<u>3 week terms</u>				<u>3 week terms</u>				<u>3 week terms</u>			
First 3-week	8/23/2021	9/12/2021		First 3-week	1/3/2022	1/23/2022		First 3-week	4/25/2022	5/15/2022	
Second 3-week	9/13/2021	10/3/2021		Second 3-week	1/24/2022	2/13/2022		Second 3-week	5/16/2022	6/5/2022	
Third 3-week	10/4/2021	10/24/2021		Third 3-week	2/14/2022	3/6/2022		Third 3-week	6/6/2022	6/26/2022	
Fourth 3-week	10/25/2021	11/14/2021		Fourth 3-week	3/7/2022	3/27/2022		Fourth 3-week	6/27/2022	7/17/2022	
Fifth 3-week	11/15/2021	12/5/2021		Fifth 3-week	3/28/2022	4/17/2022		Fifth 3-week	7/18/2022	8/7/2022	
Fall Commencement:	Dec. 18, 2021			Spring Commencement:	May 14, 2022			Summer Commencement:	Aug. 15, 2022 (no ceremony)		



BRADLEY University
Academic Success Center

Report on Activity

August 21, 2017 – December 13, 2017

Drop-in Tutoring

Course	Contacts	Unique
BIO 111	8	8
BIO 150	0	0
BIO 230	3	2
BIO 250	1	1
CHM 100	27	17
CHM 104	9	7
CHM 110	153	59
CHM 111	1	1
CHM 116	72	9
CHM 252	8	2

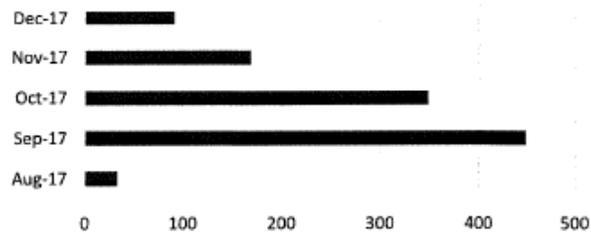
Course	Contacts	Unique
ECO 100	1	1
ECO 221	43	31
ECO 222	2	2
MTH 101	4	4
MTH 109	109	51
MTH 111	38	28
MTH 112	7	6
MTH 114	16	13
MTH 115	210	52
MTH 120	16	6
MTH 121	156	67

Course	Contacts	Unique
MTH 122	131	43
MTH 207	9	4
MTH 223	26	12
MTH 428	1	1
PHY 100	0	0
PHY 107	3	3
PHY 108	8	3
PHY 110	6	4
PHY 123	4	2
PHY 201	17	6
N/A	6	5

Drop-in Tutoring by Subject

Subject	Total Contacts	Unique Students
BIO	12	11
CHM	268	95
ECO	46	34
MTH	723	287
PHY	38	18
N/A*	6	5
TOTAL	1093	450/393**

Visits by Month



*One tutor failed to report courses.

**450 represents the total sum of unique students by subject. 393 represents the total unique students who attended any drop-in tutoring, regardless of subject, offered by the Academic Success Center in Fall 2017.

GPA Comparison in High-Usage Courses

Course	Midterm GPA	Final GPA	GPA Δ
MTH 109			
Tutored Students	1.95	2.40	+ .45
Non-Tutored Students	1.99	2.39	+ .39
MTH 115			
Tutored Students	3.00	2.54	- .46
Non-Tutored Students	3.07	2.38	- .69
MTH 121			
Tutored Students	2.59	2.85	+ .26
Non-Tutored Students	2.89	2.88	- .01

Course	Midterm GPA	Final GPA	GPA Δ
MTH 122			
Tutored Students	2.23	2.35	+ .12
Non-Tutored Students	2.43	2.42	- .01
CHM 110			
Tutored Students	2.74	2.69	- .05
Non-Tutored Students	2.68	2.59	- .08



BRADLEY University
Academic Success Center

Academic Skills Workshops

Type	Contacts
Presented Outside ASC	290
Presented Inside ASC	263
TOTAL	553

Academic Exploration Program

Function	Contacts
Visit Day Presentation/Meeting	88
AEP 100 Enrollment	109
Advising Appointments	306

Faculty/Staff Training Sessions (SSC Campus)

Session Type	Contacts
Department/College-Specific	35
General (Open to All)	72
TOTAL	107

Math Success Center – Review Sessions

Course	Contacts
MTH 109 – College Algebra	183
MTH 115 – Brief Calculus	34
MTH 121 – Calculus I	59
TOTAL	276

Turning Point Program

Students Enrolled	Passed	Failed	Other
19	14 (14% [n=2] dismissed; Avg Sem GPA = 2.52)	4 (75% [n=3] dismissed; Avg Sem GPA = 0.78)	1 withdrew on 11/1/17

Academic Coaching (Peer Mentoring)

Peer Mentors on Staff: 5

Total Visits: 28

Student Aides (Schedule / Registration Assistance; began on 10/31/17)

Student Aides on Staff: 8

Total Visits: 24

Bradley University Senate
2017-2018
March 22, 2018, Sixth Regular Meeting

Faculty *(please initial)*

Alvin, Chris	CLAS	<i>CA</i>	Gobeyn, Mark	CLAS	<i>W</i>	O'Brien, Kevin	FCB	<i>RO</i>
Amos, Nancy	CLAS		Goitein, Bernie	FCB	<i>DL</i>	Palakeel, Thomas	CLAS	
Bailey, Bill	FCB	<i>SB</i>	Hanke, Eran	CEHS	<i>Rob</i>	Podlasek, Bob	CCET	<i>RSP</i>
Blair, Eden	FCB	<i>SB</i>	Hatfield, Patty	FCB		Portocarrero, Melvy	CLAS	
Banning, Stephen	SCCFA	<i>SB</i>	Heinemann, Steve	SCCFA		Reyer, Julie	CCET	
Rachel Borton	CEHS		Herman, Tony	CEHS	<i>W</i>	Roos, Kelly	CCET	
Bosma, Wayne	CLAS	<i>WAF</i>	Johnson, Celia	CLAS	<i>CE</i>	Shastry, Prashad	CCET	
Brammeier, Heather	SCCFA	<i>HB</i>	Kelley, Andrew	CLAS	<i>AR</i>	Sinha, Amit	FCB	<i>AF</i>
Bruns, Laura	SCCFA		Kelly, Joe	CEHS	<i>JK</i>	Smith, Dan	SCCFA	<i>DLK</i>
Bukowski, Jeanie	CLAS	<i>JB</i>	Kerr, Stephen	FCB	<i>SK</i>	Stern, Travis	SCCFA	<i>TOS</i>
Carty, Tom	CLAS	<i>TC</i>	Kimberlin, Kevin	CLAS	<i>KKA</i>	Stover, Naomi	CLAS	<i>NS</i>
Cisneros, Aldolpho	CLAS	<i>AC</i>	Krishnamoorthi, K.	CCET	<i>KA</i>	Timm, Mathew	CLAS	<i>MT</i>
Drake, Teresa	CEHS	<i>TD</i>	Lamoureux, Ed	SCCFA	<i>EL</i>	Vick, Lori	CEHS	<i>LV</i>
Elbella, Abdalla	CCET	<i>AE</i>	Leach, Darcy	CLAS		Weaver, Priscella	CEHS	
Erickson, Deb	CEHS		Lukowiak, Twila	CEHS		Williams, Chris	CLAS	
Fakheri, Ahmad	CCET	<i>AF</i>	McQuade, Kristi	CLAS		Williams, John	CLAS	<i>JKW</i>
Frazier, Meg	Lib		Morris, Marty	CCET	<i>MM</i>	Yoo, John Jung-Woon	CCET	
Glassmeyer, Danielle	CLAS	<i>GD</i>	Muncy, Jim	FCB	<i>JM</i>	Wagoner, A. Jay	SCCFA	<i>AJW</i>
			Nugent, Patty	CEHS	<i>PN</i>			

Ex-officio *(please initial)*

Students *(please initial)*

Akers	Lex	<i>LA</i>	Kindler	Andy	<i>AK</i>	Student Body President	Dave Jensen	<i>DKJ</i>
Anna	Gary	<i>A</i>	Malinowski	Olek	<i>AM</i>	Graduate		
Bakken	Jeffrey	<i>JB</i>	McAsey	Mike	<i>MM</i>	Undergraduate	<i>Molly Peterson</i>	<i>MSP</i>
Galik	Barbar	<i>GA</i>	O'Brien	Matthew	<i>MOB</i>	Undergraduate		
Gorman	Zach	<i>Z</i>	Roberts	Gary				
Galik	Barbara		Sattler	Joan				
Heuser	Jake	<i>H</i>	Skaggs	Jobie				
Huberman	Jeffery	<i>H</i>	Thomas	Nathan	<i>NT</i>			
Jones	Chris	<i>C</i>	Zakahi	Walter	<i>WZ</i>			37

**Bradley University Senate
Minutes
Eighth Regular Meeting of the 2017-2018 Senate
3:10 p.m. - 5:00 p.m., May 2, 2018
Michel Student Center – Ballroom A**

I. Call to Order

The meeting was called to order by Senate President Timm at 3:12 PM

II. Announcements

- The late arriving curriculum and regulations items are not in the PowerPoints. There are handouts to be passed around later.
- Thank you all for all your hard work.

III. Approval of Minutes

A. Seventh Regular Meeting Minutes, April 19, 2018.

Will be presented for approval at a meeting in the Fall.

IV. Reports from Administrators

A. President Roberts

Special Graduation Ceremony: We had our special graduation ceremony earlier today for seniors who would not have been able to attend regular graduation. It went very well and was a nice event.

Business Engineering Complex: The building is on schedule and budget.

Enrollment: Last year by 1st May we had 1,300 deposits that melted to 1,285. This year the target was between 1,080 and 1,120. Deposits as of last night was 1,106. There are 79 nursing students, a few less than target. The enrollment numbers look good, but the drop in yield in the last few weeks is a little bit of a concern. We don't know why this has occurred. It could be because of the tragic murder that occurred. We will evaluate and assess all the numbers and figure out what is happening. The last three weeks illustrates to me that the market for freshmen undergraduate students is fiercely competitive. It is volatile and constantly evolving. As I work with Justin Ball and his staff, I can say that they are as talented, sophisticated and as dedicated a group any college has. This year they implement the strategy we asked them to implement, pursued the targets we set them and hit them almost right on the nose. I have complete confidence in them to bring in the classes we need them to bring.

Finance and Budget: We have to have a budget for next year to present to the Trustees' Property and Finance committee by next Monday. The Trustees meet a week from tomorrow and have to approve a budget for next year. We are determined to have a budget that is balanced or in the black. We will have a budget by next Monday and we will share it with the Resources Committee. We will get a new Vice President for budget and planning by July 1. He will, hopefully, over the next year develop a new method for strategic budgeting.

Scouts: We are working on taking the Scouts online sometime next year.

Radio station: We are working out issues related to moving the radio station.

Personnel Issues: We have several personnel matters that we cannot talk about publicly but has to be resolved over the summer. You are well aware of the issues with the police officers. We continue to work on it.

Website: There are website developments which will be done over the summer.

Question and Answer:

- Question: Have you analyzed your administration's response to the murder that we had?

President Roberts: Yes. As we went through it, there were a couple of things that we needed to evaluate after the dust settled. One was about the different levels of alert that we send out. There is a safety alert, and the forewarn alert, and we have to figure out how those two can be differentiated for the community. Second, we realized that we don't have an effective way to communicate with parents. We need to develop a database of parent emails. We will continue to evaluate. The feedback we have received has been that our messaging was appropriate, but further feedback will always be appreciated.

B. Senior Vice President of Academic Affairs and Provost Zakahi

Strategic Plan: The implementation plan approved by this body at the last meeting will now go to the Board of Trustees. I anticipate its approval, and the work starts in the next academic year.

Higher Learning Commission: The accreditation visit by the Higher Learning Commission will occur during the 2020-21 academic year, possibly in the spring semester. The work will possibly begin over the summer. We will start working on our Assurance argument in the Fall '18 semester, with a goal of having a draft ready by the end of the Spring '19 semester.

Associate Provost Search: The Associate Provost search process has failed. I had a conversation with Molly, the Interim Associate Provost at about continuing in that position. However, over my protest, she has decided to return to her College. I want to thank Molly for the good work she has done over the last two years. Please join me in giving her a round of applause. Dr. Jobie Skaggs has graciously agreed to serve as the Associate Provost for the next academic year. There will be another search. Over the summer, I will make a decision whether to conduct a national search or to just have an internal search.

C. Senior Vice President of Financial Affairs Anna

Financial outlook: We have a good financial foundation going forward. From a retention perspective, each student represents about twenty-five thousand dollars of revenue. So, ten students make quite a difference for us. With a revenue of around 175 million, our outlook has a discount level of around 40%. A movement of 1% in discount rate is equivalent to one hundred and seventy-five thousand dollars. Nevertheless, the faculty salary initiative is not at risk.

Comment from President Roberts: This is Gary Anna's last Senate meeting. He has been here for thirty-seven years. His work has been really important for keeping this University on even keel. We will have a few events to recognize Gary Anna. The first is a honorary Doctorate of Humane Letters. He retires July 31st. I thank him for helping me.

He is planning to be helpful for the next year. Nobody likes this place more than Gary Anna, so thank you to him.

V. Report from Student Body President Mikki Tran

The student body is wrapping up the year. The sexual awareness month went well. The student body officers are transitioning from those of last year. Hope you have a great summer, and will see you in the Fall.

VI. Reports from Standing Committees

A. Admissions and Retention – report attached.

B. Affirmative Action – report attached.

C. Contractual Arrangements – report attached.

D. Continuing Education – report attached.

E. Curriculum and Regulations

Course Additions

164681 RLS PHL 130 The Three Teachings: An Introduction to the Chinese Traditions
165459 BIO BIO 523 Advanced Freshwater Ecology
164447 BIO BIO 423 Freshwater Ecology
168440 BIO ENS 110 Environmental Science
162140 ENG ENG 125 Literatures of Identity
167134 CS CS 360 Fundamentals of Data Science

Course Deletions

No Course deletions

Course Modifications

164917 ENG ENG 508 Intensive Fiction Workshop
163026 SOC SOC 344 Social Movements
163021 SOC SOC 345 People, Power, and Politics
164189 CHM CHM 386 Seminar II in Chemistry and Biochemistry
164191 CHM CHM 480 Seminar III in Chemistry and Biochemistry
163991 CHM CHM 104 Essentials of General Chemistry
163998 CHM CHM 110 General Chemistry I
167451 CHM CHM 100 Fundamentals of General Chemistry
167447 CHM CHM 102 Chemistry and Civilization
164578 LAS LAS 101 Arts and Ideas Seminar
164438 PSY PSY 481 Reading
164439 PSY PSY 491 Research
168155 WLC WLA 202 Intermediate Arabic II
168306 MTH MTH 109 College Algebra

168307 MTH MTH 114 Applied Finite Mathematics
168326 MTH MTH 112 Precalculus
161511 CS CIS 215 Introduction to Scripting Languages
168255 M L M L 420 Performance Management
168335 M L M L 358 Managerial Decision Making

All course related items – additions, deletions and modifications were approved by general consent.

Major Deletions

No major deletion items

Major Modifications

167131 CHM Chemistry-ACS Certified
164092 CJS Name and Code Change from Criminal Justice Studies to
Criminology (CJS ->CRM)

Senator Smith’s motion to approve major modifications was seconded by Senator Banning. The motion was called to a vote, and approved.

Minor Additions

158314 ENS Sustainability

Senator Lukowiak’s motion to approve major modifications was seconded by Senator Banning. The motion was called to a vote, and approved.

Minor Modification

No Minor modification

Concentration Additions

No concentration addition

Concentration Modification

168622 M L Human Resource Management

Senator Goitein’s motion to approve major modifications was seconded by Senator Banning. The motion was called to a vote, and approved.

Program Modifications

168143 LAS LAS

Senator Smith’s motion to approve major modifications was seconded by Senator Banning. The motion was called to a vote, and approved.

Addenda from C&R

158311	Core Curriculum Addition	M E M E 280 Introduction Biomedical Engineering
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164508	Core Curriculum Addition	HIS HIS 314 Non-Western Civilization: Japan & World War II
168285	Core Curriculum Addition	NUR NUR 413 Leadership Practicum
168478	Core Curriculum Addition	E E ECE 402 Undergraduate Design Seminar II
168533	Core Curriculum Addition	E E ECE 499 Senior Capstone Project II
168984	Core Curriculum Addition	PHY PHY 130 Physics I
169473	Core Curriculum Addition	WLC WLT 152 German Cinema
169531	Core Curriculum Addition	COM COM 447 Issues and Ethics in Advertising
169533	Core Curriculum Addition	RLS RLS 321 Islam & the West: Clash of Civilizations?
169536	Core Curriculum Addition	FIN FIN 422 Financial Analysis
169556	Core Curriculum Addition	M E M E 534 Environmental Engineering-Air Conditioning
169567	Core Curriculum Addition	COM COM 391 Topics in Communication
169568	Core Curriculum Addition	COM COM 416 Researching Communication in Organizational Culture
169593	Core Curriculum Addition	PSY PSY 411 Tests and Measurement
170361	Core Curriculum Addition	BIO ENS 305 Sustainability and Food
168392	Course Addition	CFA CFA 359 Masters of Hollywood
169049	Course Addition	EHS H S 210 Concepts in Personal Wellness and Fitness
169836	Course Addition	EHS H S 230 Measurement in Physical Activity
169842	Course Addition	EHS H S 345 Motor Control and Motor Learning
169846	Course Addition	EHS H S 470 Health Science Application of Exercise Prescription
170177	Course Addition	CFA CFA 358 Visual Storytelling: How Hollywood Communicates
170323	Course Addition	I M I M 363 Topics in User Experience
170325	Course Addition	I M I M 366 Advanced Web Design
170326	Course Addition	I M I M 161 Intro to Web Design
170403	Course Addition	P T H S 343 Ethics of Healthcare
170486	Course Addition	I M I M 162 Intro to Scripting for Animators
170322	Course Deletion	I M I M 263 Concepts in User Experience
168660	Course Modification	FCS FCS 412 Medical Nutrition Therapy II [Changes:Hours,Desc]
168790	Course Modification	THE THE 201 The Actor's Instrument I [Changes:Title,Desc]
168816	Course Modification	THE THE 203 The Actor's Instrument II [Changes:Title,Desc,PreReq]
168943	Course Modification	FCS FCS 462 Public Health Education Practicum I [Changes:Title,Desc,PreReq]
168946	Course Modification	FCS FCS 463 Public Health Education Practicum II [Changes:Title,Hours,Desc,PreReq]
170402	Course Modification	P T H S 306 Ethics of Health Care [Changes:Title,Desc]
169687	Major Modification	FCS Hospitality Leadership

170350	Minor Addition	I M User Experience Minor
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The Course Addition, Modification and Core Curriculum Items were approved by general consent.

Dean Sattler made a motion to approve the major modification in FCS Hospitality Leadership. The motion was seconded by Senator Vick. The motion was called to a vote and approved.

Dean Huberman made a motion to approve the Minor Addition in I M User Experience Minor. The motion was seconded by Senator Banning. The motion was called to a vote and approved.

1. Academic Regulations and Degree Requirements – attached.

2. Executive Committee of the Graduate Faculty

Certificate Modifications

168485 NUR FNP Certificate

Senator Kimberlin made a motion to approve the Certificate Modification. The motion was seconded by Senator Lukowiak. The motion was called to a vote and approved.

The following course additions and modifications are for informational purposes only.

Course Additions

165459 BIO BIO 523 Advanced Freshwater Ecology

166955 BUS BUS 615 Executive Coaching

168210 NUR NUR 826 DNP Practice Seminar III-A

168211 NUR NUR 827 DNP Practice Seminar III -B

Course Modifications

164917 ENG ENG 508 Intensive Fiction Workshop

169002 FCS FCS 609 Advanced Medical Nutrition Therapy

167153 CS CS 561 Artificial Intelligence

167154 CS CS 562 Machine Learning

167155 CS CS 563 Knowledge Discovery and Data

167156 CS CS 572 Distributed Databases and Big Data

167357 CS CIS 576 Data Management [Changes:Desc,PreReq]

Program Modification

Major Deletion

Major Modification

3. Bradley Core Curriculum – report attached

Core Curriculum Additions

166355 I M I M 355 Interactive Media Theories, Concepts, and Practices

164448	ENG ENG 381 Literatures of Asia
164450	ENG ENG 207 Creative Writing I
162138	ENG ENG 125 Literatures of Identity
164393	ANT ANT 314 Native Americans
167189	C E C E 493 Civil Engineering Design Project I
167190	C E C E 498 Civil Engineering Design Project II
166648	FCS FCS 309 Investigation of Food Topics

The Core Curriculum additions approved by general consent.

F. Elections – report attached.

Membership

Heather Brammeier (Art)

Dean O'Brien's motion was elect Heather Brammeier to the elections committee was seconded by Senator Hardy. The motion was called to a vote, and approved.

Andy Kelly (Chair)

Dean O'Brien's motion was elect Andy Kelly to the elections committee was seconded by Senator Hardy. The motion was called to a vote, and approved.

G. Resources Committee: Senator Kerr presented a verbal report. The report is attached.

H. Strategic Planning – see www.bradley.edu/strategicplan/

I. Student Grievance Committee – report attached.

J. Tenure, Promotion, and Dismissal: A report is attached. Senator Hatfield made a motion allow Craig Curtis to speak. The motion was seconded by Dean O'Brien. There was one appeal. The issue was successfully resolved. The committee has proposed changes to the process. The committee also proposed changes in the faculty performance appraisal forms as well. The changes are in the report.

VII. Unfinished Business

VIII. New Business

- A. Confirmation of Senate Election Committee Membership.
- B. Vote of thanks: Senator Sinha made a motion to thank Molly Cluskey for the work she had done as the Associate Provost. After a second, the motion was called to a vote. The motion passed unanimously.

IX. Adjournment.

Senator Banning made a motion to adjourn the meeting. The motion was seconded by Senator Blair. The motion was called to a vote and the meeting was adjourned.

Date: April 24, 2018

To: Mathew Timm
President, University Senate

RE: Admissions and Retention Committee Report of Activities, 2017-18

The Admissions and Retention Committee met several times throughout the 2017-18 academic year. The focus was primarily on three topics:

- 1) Understanding the Office of Admissions process for gathering enrollment criteria for each program and their likelihood of adhering to the standards set.
- 2) Editing the Student Support Services' Exit Interview form in an effort to gain more insight into why a student left Bradley. The information gathered in this exit interview form would primarily be aimed at understanding issues in which Bradley may be able to address for future students.
- 3) Identify where ARC can contribute to the Bradley Strategic Plan 2017-2022.

Admission Process

Based on information gathered from the Office of Admission, the following summary was agreed on by the Committee. Also, we feel strongly that Faculty Senate members should disseminate this information to all faculty and staff within the units they represent so that there is a better understanding of this process across campus:

ARC's Review of the Admission Standards Process Conducted by the Office of Admission
Given the greater emphasis on retention of Bradley students, as well as a concern for the level of academic standing of a higher percentage of graduating high school students, ARC asked the Office of Admission for some information on Bradley University's recruiting standards and the process for which those standards are determined. While specific standards by each major are not for public view, the following is a summary of the process in determining academic standards for admitting new Bradley applicants based on information provided by Justin Ball, Vice President of Enrollment Management and Michael Gavic, Director of Admissions. The Provost's Academic Council, which includes the Vice President for Enrollment Management, is provided access to the Enrollment Management Back Office (EMBO - providing weekly application and admission information for the next academic year's class). This overall activity and the freshman/transfer curriculum reports are regularly discussed at Academic Council meetings. EMBO reports are also provided to associate deans, department chairs, university administration, and members of the Academic Liaisons and Admission & Retention Committees. The Academic Council has been discussing and working with the Office of Admission on the transition of Illinois high schools' from providing high school students with ACT to SAT scores to develop guidelines that will be used to move from the ACT standards to the SAT standards in the upcoming years.

As reported by the Vice President of Enrollment Management, the deans are annually (in March/April) provided with a list of each of their department's admissions standards for the current incoming class and asked to provide any changes to the standards for the following year. AEP admission standards are primarily reviewed by the VP for Student Affairs, Provost, and AEP director. Rare admission exceptions are made in cases where the Office of Admission has knowledge of a particular high school curriculum/rigor where a student may not have met the

grade point average standard or ACT/SAT standards. Potential exceptions are reviewed by the appropriate department chair. These exceptions usually represent less than 2% of the applicants admitted to Bradley, annually.

Continuous communication between the Office of Admission and the academic units concerning recruitment strategies & tactics is supported through the Admission Liaisons Committee. The Office of Admission seeks their help with implementing new policies and procedures. They are also instrumental in the recruiting process, which would include, but not be limited to, providing a better understanding of what each major can offer the prospective student, helping with logistics & faculty participation of the numerous visit programs (& one-on-one visits) on and off campus, and be an avenue for needed communication between the Office of Admission and the academic units.

Exit Interview Form

ARC created a new Exit Interview form from the original form used by SSS. We are requesting that SSS and/or the Dean’s offices of each undergraduate college use it when students leave Bradley University. The form includes some additional questions & space to more fully understand why students are leaving. This information would be used to examine trends and identify potential issues that might be addressed for future students in an effort to lead more students on a path to graduation and success after Bradley. ARC’s final interview form is being submitted to SSS & the Associate Dean’s Committee for their review and suggestions to hopefully be used starting next year.

Strategic Plan

The following was determined by ARC as its role in helping fulfill some of the goals & objectives of the most recent Bradley Strategic Plan:

Goal/Obj/Item	Action Plan	How Assist
1.1.2	Immediately identify factors that impede or contribute to student success and use those factors to develop tactics to improve student retention and graduation.	Analyze information from exit interviews & retention rates by various attributes. Help determine “best practices” on handling students considering leaving Bradley.
1.1.3	Deploy tactics to improve student retention and graduation such as first-year seminars and other high-impact practices (see below).	Indirectly assist through work in 1.1.2. Can provide insight on possible tactics from information gathered and analyzed.
1.1.5	Develop and implement a University-wide retention plan.	Indirectly assist through work in 1.1.2. Can provide insight on a possible University-wide retention plan from information gathered and analyzed.
3.1.4	Develop a dashboard of metrics that allow for a better understanding of retention, persistence, graduation and career outcomes by diverse groups.	Provide suggestions into what the dashboard should contain, in terms of the metrics needed to effectively analyze retention issues (& perhaps, for efficiency, this may include reviewing metrics & best practices used by other universities)
3.1.5	Establish goals related to the dashboard metrics, focusing on the four highest impact populations (number of students, disparity in retention/graduation rates, career outcome rates, etc.)	Will provide insight where/when needed (as part of ARC’s function as a Faculty Senate Committee to “review policies related to enrollment goals, retention, and graduation goals and review the effectiveness of admission & retention practices”).
3.1.19	Explore the benefits and requirements of being recognized as a Hispanic Serving Institution (HSI) and develop benchmarks for the recognition by the end of the Strategic Plan.	ARC will provide insight when/where needed for this initiative, as well as help develop & examine benchmarks for any race/ethnicity (as part of ARC’s function as a Faculty Senate Committee to “review policies related to enrollment goals...”).

ARC meeting minutes have been submitted to the Senate Exec President and can be provided upon request.

Respectfully Submitted,



Vince Showers, Chair

2017-18 ARC Members: Mike Gavic, Ken Harding, Kristen Howland, Janet Jackson, Vince Showers, Erich Stabenau, Fred Tayyari, David Trillizio, & David Vroman

BRADLEY
UNIVERSITY

20 April 2018

To: President, University Senate
From: Chair, Affirmative Action Committee

The Affirmative Action Committee met to discuss affirmative action related language in the Faculty Handbook and presented a list of recommended changes to the President of the University Senate.

Respectfully


Ollie Nanyes

Professor, Department of Mathematics

Chair of the Affirmative Action Committee



Mathew Timm <mtimm@fsmail.bradley.edu>

ARDR 2017-2018 Committee Report

1 message

Jeffrey Huberman <huberman@fsmail.bradley.edu>

Tue, Apr 24, 2018 at 10:56 AM

To: Mathew Timm <mtimm@fsmail.bradley.edu>

Cc: Andreas Kindler <akindler@fsmail.bradley.edu>, Dean Campbell <campbell@fsmail.bradley.edu>, Edward Sattler <els@fsmail.bradley.edu>, Jeffrey Huberman <huberman@fsmail.bradley.edu>, Joan Wilhelm <joan@fsmail.bradley.edu>, Kerry Walters <kew@fsmail.bradley.edu>, Martha Schmitt <mschmitt@fsmail.bradley.edu>, Robert Davison Aviles <aviles@fsmail.bradley.edu>, Robert Podlasek <bpod@fsmail.bradley.edu>

Dear Dr. Timm,

The Academic Regulations and Degree Requirements Committee submits to the University Senate this Summary report of its activities during the 2017-2018 academic year.

The Academic Regulations and Degree Requirements Committee received, discussed, and voted on a range of issues and requests during the 2017-2018 academic year:

1. The Committee examined the proposed Implementation Plan of the approved Strategic Plan and recommended ARDR consideration and input on two action items: the possible modification of the 124-hour degree requirement and the development of an experiential learning degree requirement.
2. The committee considered and voted to recommend to C&R two proposals concerning the foreign language requirement.
3. The committee considered and voted to recommend to C&R a proposal to accept courses with the BMS and ENS prefixes for the Bachelor of Science degree.
4. The Committee considered and voted to recommend to C&R acceptance of the proposed 2021-2022 academic calendar and the 2021-2022 online academic calendar.
5. The Committee considered and reviewed comparative data on a proposal to change the date for dropping a class to a date earlier in the semester.
6. The Committee considered and declined to recommend a proposal to extend online calendar terms and regulations to on-campus courses.

Respectfully Submitted,
Jeffrey Huberman, ARDR Committee Chairperson
Bob Podlasek
Robert Aviles
Dean Campbell
Andreas Kindler
Edward Sattler
Kerry Walters
Martha Schmitt

Jeffrey Huberman, Dean
Slane College of Communications and Fine Arts
Bradley University
Peoria, IL 61625

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huberman@bradley.edu





Date: April 24, 2018
To: Dr. Mat Timm, President
University Senate
From: Janet Lange, Executive Director
Continuing Education
Re: Senate Committee on Continuing Education

The University Senate Committee on Continuing Education met on October 25, 2017. Senate President Mat Timm joined the committee. We discussed the committee's charge as described in the Faculty Handbook. Executive Director Lange provided a verbal overview of how the committee has functioned over the past 20+ years, including the history of the Division and its inclusion within the Graduate School before becoming a stand-alone unit reporting to the Office of the Provost. She reviewed how the unit has changed over the years and how it no longer coordinates or administers external credit courses or the admission of undergraduate students-at-large. Lange described the policies and documents used for each department and college to approve its non-credit programs and salaries.

The committee held a positive discussion of what role it could play in the future, with some committee members expressing a desire to learn more about the Division's work and to be more involved in sharing program ideas between their colleges and the Division. The committee decided to meet again in spring semester; however, class schedules made it extremely challenging to find a meeting time.

The recommendation of the Executive Director is to continue the work of the committee in AY 2019 and to broaden its discussion to include more idea generation for future programming.



Date: April 26, 2018

To: Mathew Timm, President, University Senate

From: Mark Brown,^{MPB} Chair, Contractual Arrangements Committee

Re: Contractual Arrangements Committee

The Contractual Arrangements Committee met four times during the 2017/2018 academic year. During the year committee chair Brown represented the committee on the Faculty Gender Equity Task Force as well as the Digital Measures Working Group. The committee also met with leadership of the Digital Measures Working Group. Committee members are Mark Brown (committee chair – faculty), Brad Andersh (faculty), Pratima Gandhi (administration), Tanya Marcum (faculty) and Robert Podlasek (faculty). The issues considered by the committee are summarized below.

Criteria for Hiring Faculty Based on Experience Versus Credentials

This year the committee continued its efforts on developing a policy for hiring faculty members on the basis of experience rather than academic qualifications. During the year a policy was finalized and approved by the University Senate.

Fraternization Sub-committee

The committee completed staffing of an ad hoc subcommittee to develop a policy addressing fraternization between faculty and students. This subcommittee is composed of faculty members from each college. The subcommittee will report to the Contractual Arrangements Committee and will begin its work next fall.

Faculty Gender Equity Task Force

Committee chair Brown served as a member of the Faculty Gender Equity Task Force. The Faculty Gender Equity Task Force was asked by the Provost to examine barriers to the promotion of women through the ranks of faculty at Bradley University. This year the task force collected data through a campus wide faculty survey. The task force also held three forums to disseminate its findings and gather feedback. The task force's activities are ongoing and will conclude with a final report to the Provost in the fall of 2019.

Digital Measures Working Group

Committee chair Brown served as a member of the Digital Measures Working Group. At the behest of the Provost the Digital Measures Working Group was charged with bringing

the Digital Measures faculty activity reporting platform in line with the university's yearly faculty activity reporting process. During the year the Contractual Arrangements Committee met with working group's leadership (Associate Provost Molly Clusky and Director of Institutional Improvement Jennifer Gruening Burge) and received an update on the group's activities.

Faculty Handbook

In the course of its normal activities the committee has had frequent opportunities to review the language of the Bradley University Faculty Handbook. In particular, the committee has concerns regarding inconsistencies and ambiguities it has uncovered during these reviews. While the committee recognizes the complexity of the Faculty Handbook, we encourage a thorough review with specific goals of alleviating areas of inconsistency and ambiguity.

Core Curriculum and Core Practices Committees AY17 Report

During the 2017-18 Academic Year, the Core Curriculum and Core Practice Committees

- reviewed and approved 47 courses;
- worked with the HLC Quality Initiative Task Force (of the University Senate Strategic Planning Committee) and the University-wide Assessment Team to develop a draft proposal for the Experiential Learning (EL) Core Practice;
- provided professional development opportunities in collaboration with CTEL, including informational sessions at Fall and Spring Forums and WI and SoTL workshops;
- continued our work in support of faculty-driven, course-embedded assessment of student learning, administering an online survey designed to help faculty reflect productively on student learning gains; and
- successfully piloted a process for assessing student learning gains in Oral Communication(OC) subgroup of the Communications (CM) Area of Inquiry.

As of today,

- 278 courses have been approved for 364 tags.

<u>Area of Inquiry</u>	<u>Approved courses</u>
Communication (CM)	10
<i>Writing 1 (W1)</i>	3
<i>Writing 2 (W2)</i>	6
<i>Oral Communication (OC)</i>	1
Quantitative Reasoning (QR)	14
Global Perspectives (GP)	79
<i>Global Systems (GS)</i>	17
<i>World Cultures (WC)</i>	62
Fine Arts (FA)	13
Humanities (HU)	60
Social & Behavioral Sciences (SB)	18
Natural Sciences (NS)	35
Multidisciplinary Integration (MI)	41
<u>Core Practices</u>	<u>Approved courses</u>
Writing Intensive (WI)	80
Integrative Learning (IL)	14

DATE: April 3, 2018

FROM: Seth Katz, Chair, Faculty Grievance Committee

TO: Mat Timm, President, University Senate

SUBJECT: 2017-2018 Annual Report of the Faculty Grievance Committee

I am pleased to report that the Faculty Grievance Committee had no activity during the 2017-2018 academic year

BRADLEY

UNIVERSITY

27 April 2018

To: Senate Executive Committee
From: Andrew Kelley, Chair, Senate Elections Committee
Re: Annual Report

Committee Members:

Eden Blair

Heather Brammeier Teresa

Drake

Andy Kelley

Report:

-In Fall 2017, we held elections for the President's Advisory Group.

-In Spring 2018, we held the annual elections for various Senate committees.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'AL' followed by a stylized signature.

Andy Kelley (Chair, Senate Elections Committee)

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES • COLLEGE OF LIBERAL ARTS AND SCIENCES 1501
WEST BRADLEY AVENUE • PEORIA, ILLINOIS 61625-0309 • (309) 677-2440

Intercollegiate Athletic Committee
Report to Bradley University Senate
Spring 2018

Committee Members:

Elizabeth Gorman (Student Access Services), Paul Gullifor (CFA), Dennis Koch (Controller's Office), Amanda Newell (EHS), Lee Newton (LAS), Marty Morris (CCET), Nathan Thomas (Student Affairs), Steve Tippett, Chair (Faculty Athletic Representative), Larry Weinzimmer (FCOB).

1. Elizabeth Gorman from the Office of Student Access Services replaced Dr. Amy Scott on the Committee.
2. Dr. Robert Greim conducted an eligibility certification compliance review for the Bradley Athletics Department on November 17, 2017. The purpose of the review was to assist in the ongoing process of examining and improving its eligibility certification program. Findings of the review are to be utilized for guidance and suggestions "as related to modernizing workflows, processes, reporting lines, and job duties to align with current best practices for the profession". In addition to staff from the Department of Athletics and the Faculty Athletic Representative, Dr. Greim also met with representatives from the Registrar's Office, the Office for Enrollment Management, the Office of Undergraduate Admissions, and the Office of Financial Assistance.
3. As noted in last year's report to the University Senate, the Faculty Athletic Representative communicated the proposed formation of the "Athletic Compliance Group. This proposal was substantiated by Dr. Greim and the Compliance Liaisons Working Group was established. Members of the group consist of representatives from the Department of Athletics, from the Registrar's Office, the Office for Enrollment Management, the Office of Undergraduate Admissions, and the Office of Financial Assistance. The group began monthly meetings in the spring of 2018.
4. The FAR has been working closely with the Department of Athletics, the Registrar's Office and Bradley's computing services to devise an online certification tracking form. The form was piloted in the spring of 2018 and has evolved to consistently be utilized beginning fall 2018. Similar efforts are underway to devise an online form to assist tracking student-athlete progress towards degree completion.
5. The Committee on Gender Equality and the Committee on Ethnic Diversity was to one Equity and Diversity Committee. The Committee will be co-Chaired by Jen Jones and Dr. Amanda Newell. The Committee met for the first time on April 30, 2018 and will meet once a year. The Committee will report to the Intercollegiate Athletic Committee. Members of the Equity and Diversity Committee include athletic administration and coaches (five members) along with University administration, staff, and faculty (seven members).

Respectfully submitted,



Steven R. Tippett PT, PhD
Faculty Athletic Representative

RETIREMENT ADVISORY COMMITTEE ANNUAL REPORT

TO: MAT TIMM, PRESIDENT, BRADLEY UNIVERSITY SENATE
FROM: STACIE BERTRAM, KRISTI MCQUADE, NENA PEPLOW, TANYA MARCUM, FRED TAYYARI
SUBJECT: ANNUAL REPORT, 2017-2018
DATE: 5/1/18

The committee met twice during the academic year to discuss the following charges for the committee:

1. Responsibility and Functionality (as stated in the Faculty Handbook)
 - a. Annual meeting with Provost and VP for Academic Affairs in order to receive reports on commitments under the current retirement policy.
 - b. Make recommendations and offer suggestions to the University that would improve the existing retirement plan. Also, to receive suggestions and recommendations from the Provost and VP for Academic Affairs concerning possible changes in the existing retirement plan.
2. Readyng faculty for retirement and post-retirement engagement
 - a. Review existing University policy and procedures that assist faculty to make progress towards retirement and post-retirement.
 - b. Review Handbook language and suggest revision regarding committee involvement in roll-out of any subsequent voluntary retirement plan offered to faculty, specifically to enable the faculty to have more input prior to enrollment period

Additionally, the committee discussed the following:

1. The current state of information available to faculty regarding retirement options.
2. Possible options to improve access to information: webinars, orientations, sponsoring events for faculty at different stages in the retirement planning process, newsletters.
3. Benchmarking retirement planning at Bradley by comparing to like institutions.

Recommendations and plans for committee activity for the upcoming academic year include:

1. Formalize a meeting with Provost and VP for Academic Affairs to be held during 2018 Fall Semester.
2. A formal Faculty Handbook review suggesting language that encourages faculty input and feedback solicited by the committee prior to any changes in retirement plans offered faculty.
3. Possible formal solicitation of feedback from faculty regarding satisfaction with current retirement plan.
4. Researching possible venues/activities to distribute information to faculty to assist in retirement planning.

University Resource Committee Update

Inbox x

Stephen Kerr

6:23 PM
(14 hours ago) R

to me, Bill, Dean, Iqbal, Luke, Michelle, Pratima

ep
ly

Dear Dr. Timm:

It is my pleasure to give you a brief update on the work of the University Resources Committee during the 2017/18 academic year. In response to the direction indicated by the 2017-2022 Strategic Plan the Committee departed from its usual order of work. In the spirit of cooperation with the direction of the current administration, a review of the Committee and its Charge, as set out in the Senate Handbook, was undertaken. Here is a summary of our work.

- 1) The Committee and subsets of the Committee had several meetings with President Roberts and yourself (as Senate President) to wrestle with the Charge of the Committee, in the context of the new Organizational Chart and the 2017-2022 Strategic Plan. It was determined that the Committee would use its 2017-18 agenda to promote Goal 4--related to financial and budgetary transparency.
- 2) Specifically, with regards to the 2017-2022 Strategic Plan, the Committee met and provided input to the Committee's representative on the University Strategic Planning Committee. The implementation plan for Goal 4 of the Strategic Plan is reflective of the Committees input and work.
- 3) The Committee felt that the searches for a Vice President for Legal Affairs and the General Counsel and the Assistant Vice President for Budgeting and Planning were crucial to the implementation of Goal 4. The Committee spent time supporting these searches and in particular, providing suggestions for the AVPBP position description, many of which were included in the search documents.
- 4) The Committee is in the final stages of drafting a new charge for the University Resources Committee that is in keeping with the 2017-22 Strategic Plan and the related items in the Implementation Plan. The Committee approached the Senate with this intention at the beginning of this academic year. The Committee will vote on a new charge at its last meeting for the year, on May 10th. The Committee's recommendation be sent the Senate Executive for consideration of next steps before the start of the 2018-19 academic year.

I would like to thank all the members of the Committee, and note, for the members of the University Senate, what a pleasure it has been to see the dedication with which these members have sought ways to strengthen our University through improved processes for the allocation of university resources: Michelle Fry, Bill Funkhouser, Dean Cantu, Luke Versweyeld, Iqbal Shareef, and Pratima Gandhi.

Stephen,

Stephen G. Kerr PhD (Alberta)
CMA & CPA (Alberta, Canada), CPA Illinois, CGMA
Associate Professor of Accounting and Department Chair.
Foster College of Business at Bradley University,
Cube 104, Campustown Complex, Peoria, Illinois, 61625, USA



BRADLEY
University

DATE: April 30, 2018

TO: Mat Timm, President, University Senate

FROM: Kelly Roos, Chair, Student grievance Committee

SUBJECT: 2017-2018 Annual Report of the Student Grievance Committee

I am pleased to report that the Student Grievance Committee did not meet this year as we had no business.

Report on Activities for Academic year 2017-2018 and Proposed Changes to
the Faculty Handbook

Charged by the Faculty Senate

To

The Tenure, Promotion and Dismissal Committee

Tenure, Promotion and Dismissal Committee

Craig Curtis (Chair)

Charles Bukowski

Abdalla Elbella

Elena Gabor

Jackie Hogan

Melissa Peterson (alt)

Deitra Kuester (alt)

Tanya Marcum (alt)

April 17, 2018

Introduction

This report is intended to meet the obligation of all standing committees of the university Senate to report annually on their activities. In addition, the President of the University and Senate Executive committee have requested that we consider the Faculty handbook language applicable to our committee and suggest changes that would improve the function of the committee.

Composition of the Committee

The Tenure, Promotion & Dismissal committee consists of Craig Curtis (chair), Charles Bukowski, Abdalla Elbella, Elena Gabor and Jackie Hogan. The elected alternates are Melissa Peterson and Deitra Kuester. Special alternate Tanya Marcum was appointed by the Senate Executive Committee in response to a request for an additional person to make up a review panel of five for purposes of hearing an appeal.

Activity of the Committee

The committee received one appeal from a denial of tenure and promotion to associate professor. Because Elena Gabor was on sabbatical and because there were legitimate conflicts of interest as identified by the appellant, there were only four members of the committee able to serve on the appeals panel. The rules mandate a panel of five. A request was made to the Senate Executive committee to appoint a special alternate to serve on the review panel. Tanya Marcum was selected and served admirably.

In the aftermath of the appeal, both the Senate Executive Committee and the President of the University requested that the committee reconsider the procedures applicable to review of denials of tenure and/or promotion. The entire committee, including all three alternates, were asked to participate in this process, and all agreed to do so.

For purposes of completing this work, the eight members of the committee were divided into two groups of four. One group, consisting of Tanya Marcum, Craig Curtis, Deitra Kuester, and Melissa Peterson, was asked to consider the issue of the meaning of an abstention and the impact of the box on the performance appraisal form indicating adequate progress is being made towards tenure and promotion to associate professor. Tanya Marcum coordinated the work of this subcommittee.

A second group, consisting of Jackie Hogan, Charles Bukowski, Abdalla Elbella, and Elena Gabor, was asked to consider issues concerning whether the T, P & D committee appeals process should consider the merits of the appeal, the meaning of the term “adequate consideration,” and any matter concerning the actual appeals process. Jackie Hogan was asked to coordinate the work of this subcommittee.

The Recommendations of the Subcommittees

The meaning of an abstention in a vote on tenure and promotion

During the course of the Committee’s deliberations, an issue that came to our attention was the practice of abstentions during Tenure & Promotion committee voting at the departmental level. Although it is our legal right as citizens to abstain, abstentions make an evaluation of the faculty member’s progress toward tenure difficult. To the best of our knowledge, the Faculty Handbook lacks verbiage as to how a majority vote is calculated in promotion decisions at the various tenure and promotion committee levels, specifically, if promotion decisions are made based on assenting votes of a majority of those voting versus a majority of all present and eligible to vote.

Robert's Rules of Order states that in situations requiring a majority vote of the votes cast, abstentions have no effect on the outcome of the vote. They can, however, have a different impact if a majority of the whole group is required (*Robert's Rules of Order Newly Revised*, 11th ed; Da Capo Press, 2011).

We realize that in certain circumstances, a conflict of interest may exist in which voting would be inappropriate, thereby calling for an abstention. However, we:

“As...professors have obligations that derive from common membership...and strive to be objective in professional judgment of colleagues...” (Faculty Handbook, 2017, p. 32, Section II.A).

Given that we as colleagues have an obligation to one another, abstentions where conflict of interest may exist would reflect professional judgment during the tenure and promotion voting process. However, to the best of our knowledge, the Faculty Handbook lacks specificity requiring justification of an abstention or examples of what a conflict of interest might be. Therefore, abstentions without justification seemingly create potential for bias since an abstention could be counted as a “no” vote.

While the term “conflict of interest” is included throughout the Faculty Handbook, specificity of a conflict of interest is limited to Section II.E.9.b.1: *Conflict of Commitment and Conflict of Interest Policies; Conflict of Interest Policy* (p. 119-122):

“The mere existence of a conflict of interest, real or potential, will not necessarily exclude a particular activity because conflicts can span a wide spectrum, from those that are minor and inconsequential to those that have serious consequences and cannot be permitted...”

And also under the *Remedies When Conflicts Exist* (Section II.E.9.b.6; p. 127):

“Remedies may include...abstaining from promotional decisions for staff...”

Therefore, in the rare occurrence that an abstention is necessary, the University Committee for Tenure, Promotion and Dismissal recommend verbiage be added to the Faculty Handbook to clarify the use of abstentions and to help avoid any potential bias or misinterpretation related to: (1) justification for the abstention at the departmental level: and, (2) clarification as to how the abstention is to be interpreted (no-vote or no effect as a part of the whole group).

The Tenure, Promotion and Dismissal Committee recommends that following language (see bold font) be included in Section II (Faculty), Subsection D (Tenure) 5.f.1 (p. 85), after the paragraph regarding the probation period:

The probationary period is six years. During a faculty member's sixth year, the Department makes a decision on tenure, based on the total of all present voting members.

Abstentions should be rarely used during the Tenure and Promotion process at the departmental level as they make an evaluation of the faculty member's progress toward tenure difficult. Although an abstention does not have an effect on the outcome of the vote, abstentions without justification may be negatively interpreted as a dissenting vote. Therefore, justification of the abstention(s) is to be included in the documentation supporting the review and decisions of tenure and or promotion.

Recommendations Regarding the Tenure, Promotion, and Dismissal Committee Operating Procedures

During the course of its deliberations on the appeal from a denial of tenure and promotion to associate professor, the five members of the appeals panel struggled with the issues of the meaning of the term “adequate consideration” and the limited role of the appeals process.

The current procedures for the Tenure, Promotion, & Dismissal Committee incorporate, by reference, an AAUP document that is hardly clear in its definition of “adequate consideration” as a term of art. It was the sense of the committee that this language should be changed and the meaning of such a key term should be determined in an intentioned way by the University Senate. A proposal to include a definition of that term in the Faculty Handbook itself appears below. As a result, language in subsection (a) of the operating procedures was included.

The panel deliberating the appeal also felt uncertain regarding whether any remedy that could be recommended would be meaningful. If an appeals panel disagrees with the decision under appeal, the only remedy under the current handbook language is to recommend reconsideration. The proposal below allows for a greater range of recommendations. As a result, language in subsection (a) of the operating procedures was included.

The panel deliberating the appeal was concerned that the appeals that we heard involved a provost overruling a favorable decision at every level of the process. We also felt that the current handbook language allowed for no consideration of split decisions at lower levels of the process. It was the common understanding of the committee that a unanimous decision at the department, college, or Council of Deans level sends a clear message up the hierarchy that the decision below was a strong one, not to be lightly overruled, while a split decision indicates that there was uncertainty at the lower levels of the process. It was the sense of the committee that a strong, unanimous vote at the departmental level should be given great deference at all levels of the decision making process. As a result, language in subsection (n) of the operating procedures was included.

Lastly, the current language in the handbook does not call for the president to provide an explanation of a decision to reject the recommendations of the Tenure, Promotion & Dismissal Committee in case of an appeal. The burden is on the committee to request a written explanation. The sense of the committee was that the president should provide a written explanation of a rejection of a recommendation in all cases, without a request from the committee. As a result, language in subsection (m) of the operating procedures was included.

The Tenure, Promotion and Dismissal Committee recommends consideration on the following amendments to be included in Section II (Faculty), Subsection E (Due Process) 3 (Tenure, Promotion, and Dismissal Committee Operating Procedures, p. 94):

- a. The primary purpose of the Committee shall be to determine whether proper procedures were followed in cases involving non-renewal (See Termination of Employment), tenure, promotion, or dismissal. The Committee may consider whether "adequate consideration" was given by the decision-making bodies, if the contrary charge is made by the faculty member. In line with AAUP Policy Documents and Reports, when weighing whether “adequate consideration” was given, the Committee will consider whether “all available evidence bearing on the relevant performance of the candidate” was considered in a reasonable and proportionate manner, whether there was “adequate deliberation by the department over the import of the evidence in light of the relevant standards” for tenure and promotion, whether “irrelevant and improper standards were excluded from consideration,” and whether the decision was “a bona fide exercise of professional academic

judgment.” If the Committee determines that adequate consideration was not given it may recommend appropriate remedies.

...

- q. The Committee shall submit in writing its recommendations concerning the case to the President and to the faculty member. If the President chooses to reject the Committee’s recommendations, the President shall provide the Committee with a statement detailing the reasons for rejecting the recommendations.
- r. While the President will normally defer to the primary authority of the department in tenure, promotion and renewal decisions, the President will have greater discretion in cases when there are closely split votes, when there are procedural issues or questions concerning the adherence to the tenure and promotion guidelines as set out in a departmental or college tenure and promotion policy or in the Faculty Handbook, or when there is evidence of serious misconduct by a faculty member.
- s. When discrimination on grounds of race, color, age, religion, sex, or national origin is alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.
- t. Every reasonable effort will be made to conclude the Committee's proceedings and to make a recommendation to the President within 45 days after the matter has been formally submitted to the committee. This time period shall not include University holidays and times when the faculty are not under contract, such as during the summer.

Recommendations Regarding the Current Performance Appraisal Form for Faculty Memorandum

In the course of deliberations regarding the potential for revision of the Faculty Handbook governing official actions of the University Senate Committee on Tenure, Promotion, & Dismissal, we have noted that the current performance appraisal form for faculty is potentially problematic with regard to the box that denotes whether a probationary faculty member is making adequate progress towards tenure. Where the record of a faculty member shows a consistent record of having this box checked yes, a denial of tenure and promotion is hard to defend, yet, it is quite conceivable that such a situation would arise.

While it is not within the jurisdiction of the University Senate Committee on Tenure, Promotion, & Dismissal to determine the content of said faculty appraisal form, we recommend consideration be given toward a revised faculty appraisal form that is focused on the primary purpose of said form, which is to provide feedback to the faculty member to be used by them to improve their performance. Best practices in personnel management would suggest that a forced choice, yes or no, box, is not well suited to that task. The members of the committee would be happy to meet with the Provost to share the kinds of issues that we considered during our deliberations concerning this form.

**Bradley University Senate
2017-2018
May 2, 2018, Eighth Regular Meeting**

Faculty (please initial)

Alvin, Chris	CLAS		Gobeyn, Mark	CLAS		O'Brien, Kevin	FCB	
Bailey, Bill	FCB		Goitein, Bernie	FCB	TP	Palakeel, Thomas	CLAS	
Blair, Eden	FCB		Hanke, Eran	CEHS	al	Podlasek, Bob	CCET	
Banning, Stephen	SCCFA		Hatfield, Patty	FCB	PH	Portocarrero, Melvy	CLAS	
Rachel Borton	CEHS		Heinemann, Steve	SCCFA		Reyer, Julie	CCET	
Bosma, Wayne	CLAS		Herman, Tony	CEHS		Roos, Kelly	CCET	
Brammeier, Heather	SCCFA		Johnson, Celia	CLAS		Shastry, Prashad	CCET	
Bruns, Laura	SCCFA		Kelley, Andrew	CLAS		Sinha, Amit	FCB	
Bukowski, Jeanie	CLAS		Kelly, Joe	CEHS		Smith, Dan	SCCFA	
Carty, Tom	CLAS		Kerr, Stephen	FCB		Stern, Travis	SCCFA	
Cisneros, Aldolpho	CLAS		Kimberlin, Kevin	CLAS		Stover, Naomi	CLAS	
Drake, Teresa	CEHS		Krishnamoorthi, K.	CCET		Timm, Mathew	CLAS	
Elbella, Abdalla	CCET		Lamoureux, Ed	SCCFA		Vick, Lori	CEHS	
Erickson, Deb	CEHS		Leach, Darcy	CLAS		Weaver, Priscella	CEHS	
Fakheri, Ahmad	CCET		Lukowiak, Twila	CEHS		Williams, Chris	CLAS	
Frazier, Meg	Lib		McQuade, Kristi	CLAS		Williams, John	CLAS	
Glassmeyer, Danielle	CLAS		Morris, Marty	CCET		Yoo, John Jung-Woon	CCET	
			Muncy, Jim	FCB		Wagoner, A. Jay	SCCFA	
			Nugent, Patty	CEHS				

Ex-officio (please initial)

Students (please initial)

Akers	Lex		Kindler	Andy		Student Body President	Mikki Tran	
Anna	Gary		Malinowski	Olek		Graduate		
Bakken	Jeffrey		McAsey	Mike		Undergraduate		
Galik	Barbar		O'Brien	Matthew		Undergraduate		
Gorman	Zach		Roberts	Gary				
Galik	Barbara		Sattler	Joan				
Heuser	Jake		Skaggs	Jobie				
Huberman	Jeffery		Thomas	Nathan				
Jones	Chris		Zakahi	Walter				37

✓ BAH

**Bradley University Senate
Minutes
Special Meeting of the 2018-2019 Senate
May 2, 2018
Michel Student Center – Ballroom A**

I. Call to Order

Elections Committee Chair, Andy Kelly

II. Election of Senate Officers

Nominee for president: Ahmad Fakheri -- 1st Abdalla Elbella; 2nd Mat Tim.

Nominee for Vice President: Steve Banning – 1st Ahmad Fakheri; 2nd Mat Tim.

Nominee for Secretary: Danielle Glassmeyer. 1st Meg Frazier; 2nd Jim Courtad.

Nominee for At-Large: Teresa Drake. 1st Dietra Kuester; 2nd Joan Sattler.

Nominee for At-Large: Bernie Goitien. 1st Ahmad Fakheri; 2nd Matt O'Brien.

III. Confirmation of Senate Committee Memberships

Affirmative Action Committee

Amita Bhadauria (FCBA)

Honorary Degrees

Brian Huggins (CEGT)

Brad McMillan (EHS)

Sherri Morris (LAS)

Resources Committee

D. Antonio Cantu (EHS)

Michelle Fry (LAS)

Motion to approve Senate Committee memberships: 1st Ollie Nanyes; 2nd Eden Blair.
Approved.

IV. For Informational Purposes

Appointments to committees.

Admissions and Retention

Mike Gavic (Enrollment Management)

Ken Harding (Student Affairs)

Melissa Peterson (EHS)

Core Practices

Bill McDowell (FCBA)

Regulations and Degree Requirements

Lucy Lu (FCBA)

V. New Business

Motion: to schedule an orientation for new Senators. 1st Darcy Leach; 2nd Dan Smith

Discussion: Darcy Leach: Due to confusion regarding Senate procedures and how to join committees, an orientation for new Senators should be held. Mat Tim: This can be scheduled for Fall Forum. Mike McAsey: This should not be voted or treated as a motion due to atypical rules that govern the special meeting. Motion withdrawn.

Motion: To adjourn. 1st Mat Tim; 2nd not recorded.

**2018-2019 Bradley University Senate
May 2, 2018, Special Meeting**

(Senators: Please write your name and list your college or unit)

Name	Unit	Name	Unit
Mat Green		Sybil Br. / Dept. of Comm.	ENG
Sam	CET	W. B. ...	ETE
Eder Blav	EL/FB	K.S. Kristina ...	ECT
Smith	CFA	J. B. ...	EM
Stephen Banning	CFA	Jockey	EKS
Megan Rummel	PLS	Patricia ...	ETE
M. M. ...	MTA (Business)	...	
Andy Kelly	ML/RLS	Naomi ...	CAS
Nathan Thomas	Student Aff.	...	LAS
Ahmad Fakhri	ME	James ...	FCB
Kevin Copie	SCFA	Teresa ...	FCS
Abdalla Elkella	ME	Kyle Drago	MUS
Fred Tanyari	IMET	...	ART
Mig ...	Lib	Travis Steen	Theatre
Patty ...	FCBA	Karin ...	PHY
Stacie Bertram	PT HS	Jan ...	WLC
DAN SMITH	SCFA	Jiang Bo Liu	CS
Daniello Glasmy	LAS	Melissa ...	PEWS

DAN MATISA CFA
 Deborah Erickson MUR
 Gary Roberts A.

**2018-2019 Bradley University Senate
May 2, 2018, Special Meeting**

(Senators: Please write your name and list your college or unit)

Name	Unit	Name	Unit
Gary An	VPA	Chris Vick	CEHS
M. J. Kler	RESEARCH	AMIT SINHA	FCB
Zach Gorman	JRT		
Sam Kuhl	LAS		
Dr. Larty	Math		
Chris Jones	LAS		
Bernd Witt			
Kelly McDonnough	LAS		
Yufeng Lu	CCET (ECE)		
Oliver Ny	LAS		
John Ren	EGT		
D. Kuester	ETE		
Amy Bacon	LAS (PSK)		
Christina Hammacher	ETS		
K. M. O'H	FCBA		
Bob Podlasek	CEGT		
Bill Bailey	FCB		
Darryl Leach	SOC		

CONSENT AGENDA

A. SENATE COMMITTEE ON CURRICULUM AND REGULATIONS

I. Curriculum

- Major Modification
170711 FCS Dietetics
- Course Modification
159454 MTN OCP 388 Clinical Practicum
- Program Modification
159451 MTN Medical Laboratory Science

II. Bradley Core Curriculum

- **EL Practice Tags ([see attached](#))**

III. Offer credit in World Languages to students based on their score on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam.

IV. Offer three elective credits in World Languages to students who have earned the State Seal of Biliteracy.

V. The College of Liberal Arts and Sciences has recently added natural science coursework under two new course prefixes: ENS (Environmental Science) and BMS (Biomedical Science).

B. Ratification of Senate Committee Members

I. *Core Curriculum Committee* Terms Expiring in May 2021

Dawn Roberts, LAS PSY-(nominated by Dean Jones)
Todd Kelly, CFA MUS spring term only (nominated by Dean Huberman)
Dan Smith, CFA, COM (nominated by Provost Zakahi)

II. *Core Practices Subcommittee*

Terms Expiring in April 2020
Melissa Peterson, EHS (nominated by Dean Sattler)

Terms Expiring in April 2021
Bill McDowell, FCB (nominated by Interim Dean O'Brien)
Scott Cavanah, CFA IM (nominated by Dean Huberman)
Aurea Toxqui, LAS HIS (nominated by Provost Zakahi)
Cara Wood, SA (nominated by VP Nathan Thomas)

Proposal for the Requirement of Two Experiential Learning Tags at Bradley University

Preface

In February 2015, the University Senate approved the Bradley Core Curriculum (BCC). The BCC replaces our institution's first university-wide General Education program, a program left relatively untouched since its ratification 35 years earlier. The BCC comprises 36 hours of coursework aligned with eight Areas of Inquiry and two Bradley Core Practices. The Core Practices are High-Impact Practices that permeate Bradley's major and minor courses, Bradley Core courses, and co-curricular experiences.

The first two Core Practices identified at the creation of the BCC were Writing Intensive (WI) courses and Integrative Learning (IL) courses or experiences. Two years later, the University Senate approved a proposal to redefine the Integrative Learning Core Practice as Experiential Learning (EL), in concordance with our long institutional history of embracing experiential learning as a hallmark of a Bradley education, and as the first step in identifying Experiential Learning as our Higher Learning Commission Quality Initiative (HLCQI) in preparation for our institutional re-accreditation in 2020-2021.

While the previous EL-tag proposal was an important first step in our HLCQI efforts, it did not fully articulate how EL-tagged courses would be identified and tracked, or indeed how they would be distinguished from other courses which might contain elements of experiential learning. The Strategic Planning Committee of the University Senate charged the relevant committees and a task force with developing curricular guidelines, an implementation timeline, and attendant policies to operationalize the EL Core Practice.

Proposal

The Bradley University HLCQI Implementation Task Force, the University-wide Assessment Committee, the Bradley Core Practices Committee, and the Bradley Core Curriculum Committee propose to modify the current Experiential Learning Core Practice *to require* two Experiential Learning (EL) tags (currently two EL tags are recommended) and to articulate the Curricular Elements that will define EL courses. The proposed Experiential Learning Core Practice articulated below also contains a slightly more articulated and Bradley-centric definition of Experiential Learning (additions and deletions in bold and strike-out, respectively).

Experiential Learning (EL)

Experiential Learning is a high impact practice that is at the heart of the Bradley Experience. Students will learn to apply **and reflect on** knowledge, skills and dispositions ~~to-in~~ real-world ~~applications~~ **contexts** within and beyond the classroom. These activities provide students with an awareness and appreciation of their growing ability to apply learning to problems ~~that will be encountered~~ **they will encounter** after **their Bradley education.**

Experiential Learning commonly encompasses a variety of experiences that can include service learning, study abroad, **study away, expedition, practica**, supervised research or creative production, capstone experiences, or supervised internships and practical experiences.

Possible EL Course Sequence

The Bradley Core Curriculum will **require** two Experiential Learning courses. EL courses will be selected from a list approved by the Core Practices Committee. Transfer credit will be allowed pending review and approval as per other Bradley Core Curriculum requirements. Although this is not required, one possible EL course sequence is:

- First EL tag: sophomore or junior year (e.g., service learning course, study abroad or study away, internship, organizational leadership course, undergraduate research or creative production)
- Second EL tag: junior or senior year (e.g., service learning course, senior capstone course, organizational leadership course, senior practicum)

Curricular Elements

EL 1 Intention. The course or activity must have intentionality. Intention represents the purposefulness that enables experience to become knowledge. Learning goals/objectives, and aligned activities must be discussed and approved prior to the experience.

EL 2 Preparedness. The course or activity must be planned and structured to provide a sufficient foundation to ensure a successful experience. The student must be prepared and have the necessary knowledge to fulfill the learning goals/objectives, and aligned activities that were approved and agreed upon prior to the experience.

EL 3 Authenticity. The course or activity must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. Authenticity allows the students to apply academic learning to real world experiences. In order to achieve an authentic experience, students should be engaged for a minimum of 40 hours.

EL 4 Monitoring and Supervision. The course or activity must have a plan for monitoring and supervising the student. Monitoring and supervising ensures the acquisition of the knowledge and the completion of the learning.

EL 5 Feedback. The course or activity must include structured developmental opportunities to expand the student's understanding of the context and skills of the required work.

EL 6 Reflection. The course or activity must include a reflective learning assignment which allows the student to synthesize connections among experiences, deepen an understanding of a field of study, and demonstrate a developing sense of self as a learner.

EL 7 Assessment. The course or activity must include an assessment. Assessment is a means for the instructor to verify the acquisition of the specific learning goals/objectives and aligned activities identified during the planning stages of the experience.

Justification

Enriching experiences permeate learning at Bradley University and span all aspects of a student's time at our institution. These experiences are found in our major and minor programs, core curriculum and co-curricular learning. In May of 2017, the University Senate approved Experiential Learning as a recommended Core Practice for every student who graduates. The recent community-wide work on mission and vision has helped our community to understand that this Core Practice should not just be recommended, but in fact **required for all students** who graduate with a baccalaureate degree from our institution.

According to the National Society for Experiential Education's Principles of Best Practice in Experiential Education, "*most conversation about experiential learning dealt with the experience, while the learning was simply assumed to happen.*" The goal of this proposal is that Bradley University will become an institution that not only provides enriching experiences, but also helps students to articulate their learning effectively and to document and share that learning as a result of those experiences. This proposal is designed to address that goal and provide specific evidence of the experiential learning that is occurring on our campus. If the University approves this proposal, it will confirm our commitment to experiential learning for our current community, our accreditors, and our potential students. Adding a requirement of two EL tags will allow us to reflect on and improve our pedagogical practices, and enable us to tell our experiential learning story with data. When our students graduate, we want them to be able to articulate how experiential learning enhanced their education, engaged them, and prepared them for immediate and sustained success.

The construct of experiential learning is woven into numerous aspects of our strategic plan. Our University mission states, "*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. Experiential Learning empowers students to achieve immediate success upon graduation.*" A 2017 study from Mount Holyoke College found that the "*strongest predictors of initial career outcomes were grade point average and the total number of internships a student completed*" (The Impact of Undergraduate Internships on Post-Graduate Outcomes for the Liberal Arts, p. 4). Internships, in addition to four other high-impact practices, are collected under the construct of experiential learning on our campus.

Our University vision states that we will be the leader in *student engagement*. According to the American Association of Colleges and Universities (AAC&U), “*Educational research suggests that high- impact practices increase rates of student retention and student engagement*” (<https://www.aacu.org/resources/high-impact-practices>). As we have identified five of the AAC&U high- impact practices as part of Experiential Learning on our campus (Capstone Courses and Projects, Diversity/Global Learning [Study Away & Study Abroad], Internships, Service/Community-Based Learning, and Undergraduate Research) the approval of this proposal will serve to foster achievement of this vision (see **Appendix 1** for a fuller articulation to AAC&U’s list of ten High-Impact Practices). A way to become a leader in experiential learning is by constructing opportunities for students to engage in enriching experiences and reflect on their learning while providing evidence of that learning to our constituents.

Finally, our Strategic Plan 2017-2022 Implementation states that we will 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 **reflective learning** (emphasis added), 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 high-impact practices—writing intensive courses and five additional high-impact practices gathered around the construct of experiential learning...This objective holds us accountable to enhancing existing practices while exploring additional opportunities to impact learning. (Goal 1, Objective 3)*

Our Strategic Plan 2017-2022 Implementation also states that we will

- *Engage all students in meaningful **experiential learning** activities. (Goal 2, Objective 1)*

This proposal is designed to elicit the various kinds of **reflective learning and assessment** that are vital to successful Experiential Learning and to the realization of our University vision and mission.

A brief timeline of the activities and decisions that led to the development of the Experiential Learning Core Practice is provided in **Appendix 2**.

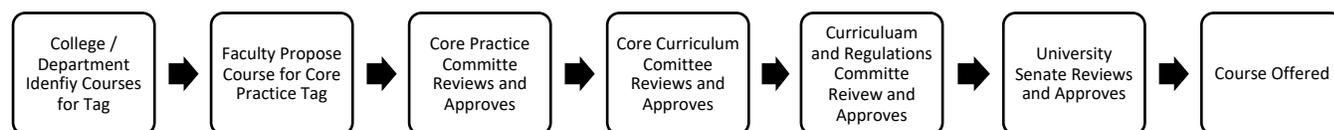
Identification of Courses Most Suitable for Experiential Learning Tags

Our colleges, departments, majors, minors, and concentrations currently offer rich and engaging experiences. We recommend that each Dean, as the Chief Academic Officer of his or her college, and the faculty in their departments, majors, minors, and concentrations (as charged by each Dean) engage in conversations around which **one-to-three existing** experiences will provide students with the best opportunity to reflect deeply on how the experience enhanced their academic learning. Courses that are currently tracked as experiential courses (service learning, study abroad, study away, expedition, practica, supervised research or creative production, capstone experiences, or supervised internships) by the Co-Op and Internship Faculty Advisory Board may serve as a foundation for these conversations.

The identified experiences / courses should be submitted to the Bradley Core Practices Committee for approval during the 2018-2019 academic year. The curricular elements will be used to review courses submitted for an Experiential Learning (EL) tag (see **Appendix 3** for a summary of the Curricular Elements and guiding questions for proposers). In situations where existing experiential opportunities are not readily identifiable, the community should consider that other experiential learning opportunities could be provided to students through co-curricular and college-wide courses, similar to LAS 301: Cooperative Education/Internship in LAS.

Finally, it is our hope that these college conversations will also engender additional proposals from individual faculty who are committed to experiential learning and the value it brings to our students.

Core Practice Tag Approval Process



Timeline

Following a timeline similar to the Bradley Core Curriculum and the Writing Intensive Core Practice, Experiential Learning tags will be phased into requirement.

- Two Experiential Learning tags will be required of all students who are entering the university as first-year students in the fall of 2019 and going forward.
- Two Experiential Learning tags will be required of all students who are entering the university as transfer students in the fall of 2020 and going forward.

Policies

The required Experiential Learning tags will follow the same policies of the Writing Intensive Tag as found in the Bradley Core Curriculum.

Appendix 1. Experiential Learning at Bradley University and AAC&U's High Impact Practices

The American Association of Colleges and Universities (AAC&U) has identified 10 High Impact Practices that “have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.” (<https://www.aacu.org/leap/hips>). Bradley University has examples of many of these practices throughout our curriculum and co-curriculum. The Higher Learning Commission Quality Initiative Experiential Learning Implementation Task Force identified 5 of the 10 as part of Experiential Learning Core Practice on our campus (the five are highlighted in bold text below).

- 1. Capstone Courses and Projects**
2. Collaborative Assignments and Projects
3. Common Intellectual Experiences
- 4. Diversity/Global Learning (Study Abroad)**
5. First-Year Seminars and Experiences
- 6. Internships**
7. Learning Communities
- 8. Service Learning, Community-Based Learning**
- 9. Undergraduate Research**
10. Writing-Intensive Courses

One of the ten, **Writing-Intensive Courses** is already an accepted Core Practice on our campus. The process used to approve the Writing-Intensive Core Practice courses served as the model for the approval process for Experiential Learning courses.

Appendix 2. A Brief History of the Development of the Required Experiential Learning Core Practice

Fall 2012-Spring 2014: Subcommittee 5 of the General Education Review/Revision Committee conducts inventory of the High-Impact Practices currently offered by Bradley's academic and co-curricular programs, and surveys Bradley faculty to identify those High-Impact Practices most valued as potential Bradley Core Practices.

Spring 2015: The University Senate approves the creation of the Bradley Core Curriculum, including Bradley Core Practices and approval procedures, for implementation for all incoming freshmen in fall 2016.

Fall 2015: The University Strategic Planning Committee conducts a campus-wide survey identifying Experiential Learning as our Quality Initiative.

Spring 2016: The Strategic Planning Committee of the University Senate with the unanimous support of both the Council of Academic Deans and the Academic Council, recommends that an Implementation Task Force be charged with completing the Quality Initiative focused on Experiential Learning.

Fall 2016: The Higher Learning Commission Quality Initiative Experiential Learning Implementation Task Force (HLCQI EL ITF), comprising representatives from the entire campus, begins meeting and debates the construct of Experiential Learning, explores its charge, and engages with the language and theory of EL.

Spring 2017: HLCQI EL ITF, the Bradley Core Curriculum Committee, the Bradley Core Practices Committee, and the University-wide Assessment Committee together develop and propose a comprehensive definition of Experiential Learning to the University Senate (to replace the Core Practice of Integrative Learning). This definition includes five of the ten High Impact Practices identified by the American Association of Colleges and Universities.

Spring 2017: A working group of the HLCQI EL ITF begins exploring the requirements for Experiential Learning as a Core Practice.

Summer 2017: A draft proposal of the Higher Learning Commission Quality Initiative on Experiential Learning is provided to the Implementation Task Force with Curricular Elements adapted from the National Society for Experiential Education.

Fall 2017: A draft proposal of the Higher Learning Commission Quality Initiative on Experiential Learning is provided to campus as well as the attendees at the 2017 Fall Forum for feedback and editing. In addition, a final Draft proposal was approved by the HLCQI EL ITF.

Fall 2017: Final HLCQI proposal signed by President Roberts and submitted to the Higher Learning Commission.

Spring 2018: Draft version of the required EL Tag shared with Academic Council.

Spring 2018: Listening tour of campus to discuss concerns and questions around proposal that included visits to 4 of the 5 college executive committees or college-wide faculty meetings; three open fora that were attended by faculty from all 5 colleges; and a conversation with the Curriculum and Regulations Committee.

Spring 2018: Additional conversations and suggestions for refinement in the Bradley Core Practices, Bradley Core Curriculum and University-Wide Assessment Committees.

Spring 2018: Two pilots in which groups of faculty - reflecting on existing syllabi - complete the revised and refined Guiding Questions found in the Curricular Elements in about ½ an hour.

Summer 2018: Revisions and edits made to initial proposal as a result of the Listening Tour.

August 2018: Revised Draft of the proposal shared with Academic Council, and with the Core Practices and Core Curriculum Committees retreat with additional edits being made after each meeting.

August 2018: Revised Draft of the proposal approved by Bradley Core Practices and Bradley Core Curriculum Committees

Appendix 3. Experiential Learning Curricular Elements, and Guiding Questions to Aid Proposal Development

Concept	Guiding Questions
<p>Intention The course or activity must have intentionality. Intention represents the purposefulness that enables experience to become knowledge. Learning</p>	<ul style="list-style-type: none"> • What are the learning goals/objectives, and aligned activities of this experience? • How will the learning goals/objectives, and aligned activities be assessed at the end of the experience? • How will student and instructor
<p>Preparedness The course or activity must be planned and structured to provide a sufficient foundation to ensure a successful experience. The student must be prepared and have the necessary knowledge to fulfill the learning</p>	<ul style="list-style-type: none"> • How will the student be prepared for this experience? • How will their preparedness be ensured, recorded and confirmed?
<p>Authenticity The course or activity must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. Authenticity allows the students to apply</p>	<ul style="list-style-type: none"> • How is the experience useful or meaningful to the student in their field or discipline? • How many hours will the student be engaged in the experience? • How will the student spend their time
<p>Monitoring and Supervision The course or activity must have a plan for monitoring and supervising the student. Monitoring and supervising ensures the</p>	<ul style="list-style-type: none"> • How will students be monitored during the experience? • Who will be instructing the course or activity?
<p>Feedback The course or activity must include structured developmental opportunities to expand the student's understanding of the context and skills of the assigned work</p>	<ul style="list-style-type: none"> • How will students receive feedback during the experience? • When will the student receive feedback during the experience?
<p>Reflection The course or activity must include a reflective learning assignment which allows the student to synthesize connections among experiences, deepen an</p>	<ul style="list-style-type: none"> • How will the student demonstrate their learning and understandings as a result of the experience?

<p>Assessment The course or activity must include an assessment. Assessment is a means for <i>the instructor</i> to verify the acquisition of the specific learning goals/objectives and aligned</p>	<ul style="list-style-type: none"> • How will the student learning be assessed by <i>the instructor?</i> • Do assessments align with stated learning goals/objectives, and aligned activities?
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All students engaged in Experiential Learning tagged courses and activities will complete a brief survey focused on the Experiential Learning Core Practice.

Bradley University Consensual Relationship Policy (INTERIM)

I. Purpose

The purpose of this policy is to ensure that the employment and academic environment is free from real or perceived conflicts of interest when Bradley University employees, students, and affiliated individuals, in positions of unequal authority or power, are involved in consensual romantic or sexual relationships.

II. Scope

This policy applies to all Bradley employees, students and affiliated individuals.

III. Definitions

Consensual Relationship: A consensual romantic and/or sexual relationship, either past or present and including marriage, where one individual has an evaluative, advisory, supervisory, or reporting role in regard to the other.

Employees: Employees include, but are not limited to, administrators, faculty, staff, part-time or adjunct employees, student employees, graduate assistants and interns.

Students: Any person registered for study at the university, including online and between academic periods for continuing students.

IV. Policy Statement

For reasons stated in this policy, Bradley University prohibits consensual relationships when they occur between (1) an employee of Bradley University and a student of whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence, or (2) an employee of Bradley University and another employee over whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence.

These relationships give rise to the potential for or the appearance of impropriety, a conflict of interest, favoritism, or bias. They may also undermine the real or perceived integrity of the evaluation or supervision given. An additional issue that may arise due to the reporting and/or evaluative nature of the relationship and the power differential inherent therein, is the potential for such relationships to become exploitive or cause actual harm to one of the parties. This may occur both during the relationship and after it ends. This type of relationship may also harm or injure others in the academic or work environment, providing grounds for complaints by third parties when that relationship gives undue access or advantage, restricts opportunities, or creates the perception that any of these problems exist. Moreover, although the individual who occupies a power or

authority position may honestly believe that a relationship is consensual, that may not be the case.

Due to the imbalance of power, conflicting interests, and the perceptions of unfair advantage, the student's or employee's actual freedom of choice may be greatly diminished. The relationship is likely to be perceived in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties consent to a relationship at its outset, such prior consent does not preclude a later complaint based upon subsequent unwelcome or inappropriate conduct.

Anyone who enters into a consensual relationship, as defined above, must realize that if a charge of sexual harassment or other wrongdoing is subsequently filed, the University may be charged with liability because of the nature of the alleged wrongdoer's position. Bradley University does not wish to assume such liability and it is unfair to request that it do so. In the event a legal matter or proceeding arises out of an individual's participation in a consensual relationship, the university cannot be expected to defend an individual who entered into such relationship and who is accused of wrongdoing. That individual will be personally responsible for defending him/herself and will be expected to bear all of his/her own expenses in such defense, including, but not limited to, attorneys' fees and other costs.

Notwithstanding this general rule prohibiting consensual relationships as defined in this policy, Bradley University acknowledges that some consensual relationships may be acceptable, particularly in situations where a Bradley employee is married to or in a committed relationship with another individual, and that individual becomes enrolled as a student at Bradley University, or that individual becomes employed by Bradley University in a position that reports to the individual they are in a relationship with. Individuals in these relationships must follow the reporting procedure stated in this policy and the university will determine whether an exception is appropriate.

V. Reporting Procedure

Individuals in a consensual relationship covered by this policy who believe their circumstances merit an exception must report this relationship and their respective roles to Bradley University, so that the university can determine whether an exception is appropriate, and, if so, whether any changes in the evaluative, advisory, supervisory, or reporting role should be made, or whether other individuals should share or assume such role. In such a case: (a) a staff member must report the relationship to the Vice President overseeing the unit; and (b) a faculty member must report the relationship to the appropriate Dean or to the Provost. Exceptions will be evaluated on a case-by-case basis.

If an individual is aware of an alleged violation of this policy, or if an individual independently observes conduct that may be prohibited by this policy, the individual may report the matter as follows:

- A staff member may report the matter to: (1) his/her immediate supervisor; or (2) Human Resources.
- A faculty member may report the matter to: (1) the Dean; (2) the Provost; or (3) Human Resources.
- A student may report the matter to: (1) the Executive Director of Student Support Services; (2) the Vice President for Student Affairs; or (3) Human Resources.
- An affiliated individual such as a volunteer, vendor or contractor may report the matter to: (1) the primary point of contact at the University; or (2) Human Resources.

Charges of sexual harassment that may be reported by one individual against another with whom that individual has previously involved in a consensual relationship will be investigated in accordance with the process and procedures outlined in the Bradley University Statement on Sexual Harassment & Sexual Misconduct Policy & Procedures and the Faculty and Staff Handbooks.

VI. Violations

A violation of this policy may result in disciplinary action, up to and including termination of employment.

VII. Education and Distribution of Policy

A copy of this policy is provided to all new hires during orientation and also to current employees. A copy of this policy is available in print in Human Resources and online at the HR website www.bradley.edu/offices/business/humanresources. A summary of this policy shall be provided in University Faculty and Staff Handbooks and may appear in other publications prepared by Human Resources. Questions regarding this policy may be directed to your department chair, vice president, college dean, or a representative of Human Resources.

HISTORY:

Implemented as an interim policy August __, 2018

From: Affirmative Action Committee (contact: Ollie Nanyes)
To: Mathew Timm, President of the University Senate
Date: April 10, 2018
Re: Proposals for changing language in the Faculty Handbook

The Affirmative Action Committee recommends that the following changes be made to the Faculty Handbook. In each case, the change is to make the Handbook language consistent with the University Non-Discrimination Policy which reads as follows:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

<https://www.bradley.edu/legal/nondiscrimination/>

The committee is following recommendations from Human Resources, the University attorneys and, in one case, the University President (the change on page 92).

The recommended changes are as follows:

(page 4)

I. University Government

C. Bradley University General Equal Opportunity/Affirmative Action Policy Statement.

The paragraph beginning with Bradley University is committed to....

Should be changed to read:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

The change: “sex” has been added (it does not currently appear) and “gender” has been dropped as “gender identity and expression” covers “gender”.

(page 25)

E. Bradley University Senate Constitution

Article V—Committees

1. Standing Committees of the University Senate

...14 The Committee on Affirmative Action

The part of Section (b) which starts with “protecting individuals from...” and ends with “veteran status”

Should be changed to read:

“protecting individuals from discrimination and harassment based on age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity

and expression or veteran status. “

The change: the list of classes now adds “gender identity and expression” and the order of classes is now consistent with the official University Non Discrimination Statement.

(page 92)

II. Faculty

E. Due Process (pp. 89 ff)

1. Faculty Grievance Committee Operating Procedures

..e. Procedures for formal hearing

....11) “When discrimination on grounds of...

This paragraph should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the petitioner may consult with the Equal Employment Opportunity/Affirmative Action Office;”

The changes:

- a. The list of classes has been changed to be consistent with the University Non Discrimination Statement (“gender identity and expression” has been added as a class and the order of classes has been changed for consistency)
- b. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 95)

II. Faculty

E. Due Process (pp. 89 ff)

3. Tenure, Promotion and Dismissal Operating Procedures

Paragraph n. beginning “When discrimination on grounds....”

Should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.

The changes:

- a. The list of classes has been changed to be consistent with the University Non Discrimination Statement as several of these classes are absent from the present statement)
- b. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 103)

II. Faculty

E. Due Process (pp. 89 ff)

...7. Termination of Employment

...c. Non-reappointment of Non-Tenured Faculty .

The part of the passage beginning with “(2) governing policies on making appointments....the

allegation will be given consideration.”

Should be changed to read:

“(2) governing policies on making appointments without prejudice with respect to age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status, the allegation will be given consideration. The change: the list of classes has been changed to be consistent with the University Non-Discrimination Statement as several of these classes are absent from the present statement).

(page 97)

II Faculty

E. Due Proccess (pp. 89 ff)

6. Student Grievance Committee Operating Procedures

First paragraph, sentence 3 which begins with “A student non-academic grievance refers to...” should be changed to read:

“A student non-academic grievance refers to a case when a student claims practices which deny or restrict his/her access to or participation in course offerings; sexual harassment and/or any violation of the University Non-Discrimination Policy, or any other act by a University faculty member that violates the University Non-Discrimination Policy.

The change: brings the language in this section to be consistent with the University Non-Discrimination policy; currently, only racial discrimination is mentioned explicitly.