



Sixth Regular Meeting  
2020-2021 Bradley University Senate  
3:10 p.m., Thursday, March 25, 2021  
via Zoom



## **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.

### **I. Call to Order**

### **II. Announcements**

0. The meeting is being recorded.
1. The Senate Elections Committee will be sending out nominating ballots to fill seats on Senate level committees for the 2021-2022 Academic Year. Encourage your colleagues to seek election to one or more of these committees, most especially Faculty Grievance and the Tenure, Promotion, and Dismissal Committees. Recall that representatives to these two committees must be tenured faculty.
2. Senate Exec has asked the Contractual Arrangements Committee to begin a process to develop Handbook language about compensation for Chairs and to consider revisions to Handbook language around the tenure, promotion, and dismissal processes.
3. Slides from the JTBD Forums conducted by Aaron Buchko are included with the minutes.

### **III. Approval of the Minutes of the Fifth Regular Meeting of the University Senate**

See attached Minutes.

### **IV. Report from the Student Body President Emma Hoyhtya**

### **V. Reports from Committees**

## **A. Curriculum and Regulations**

### **1. Consent Agenda**

203831	Core Curriculum Addition	MUS MUS 002 Senior Recital
203054	Course Addition	ATG ATG 200 VITA - Volunteer Income Tax Assistance
203713	Course Addition	I M IM 238 Anatomy for Digital Artists
203733	Course Addition	I M IM 330 Game Art for Non-Majors
203877	Course Addition	ATG ATG 471 Advanced Accounting Techniques
204005	Course Addition	THE THE 305 Dialects for Actors
204006	Course Addition	THE THE 311 Professional Development Seminar
204007	Course Addition	THE THE 325 Properties Design and Construction
204009	Course Addition	THE THE 401 Acting for the Camera
201954	Course Deletion	FCS FCS 172 Hospitality Practices I
201316	Course Modification	ECL ENC 703 Action Research 1: Introduction to Action Research
201318	Course Modification	ECL ENC 704 Action Research 2: Action Research Design and Ethics
201319	Course Modification	ECL ENC 705 Action Research 3: Data Collection in Action Research
201320	Course Modification	ECL ENC 706 Action Research 4: Data Analysis and Reporting in Action Research
201321	Course Modification	ECL ENC 707 Action Research 5: Scholarly Writing and Presentation in Action Research
201322	Course Modification	ECL ENC 722 Internship 1
201323	Course Modification	ECL ENC 723 Internship 2
201957	Course Modification	FCS FCS 376 Professional Development
203068	Course Modification	ATG ATG 101 Survey of Accounting
203216	Course Modification	C E C E 393 Sustainability and Public Policy
203680	Course Modification	THE THE 318 Stage Management
203797	Course Modification	BIO BIO 385 Supervised Research
203798	Course Modification	BIO BIO 485 Research

203874	Course Modification	ATG ATG 301 Intermediate Accounting I
204001	Course Modification	THE THE 310 Professional Development Seminar, Production
204002	Course Modification	THE THE 410 Senior Capstone
204003	Course Modification	THE THE 416 Practice in Directing
204101	Course Modification	THE THE 301 The Actor's Instrument II
204852	Course Modification	IME IME 441 Manufacturing Processes I
204851	Course Modification	IME IME 443 Manufacturing Processes II
204854	Course Modification	IME IMT 212 Technical Calculus I

**2. Motion Required**

204011	Concentration Modification	THE Performance
204010	Concentration Modification	THE Production
203077	Major Deletion	ATG BUS ATG 3A Accounting 3/2 (Internal Auditing)
203078	Major Deletion	ATG BUS ATG 3I Accounting 3/2
203079	Major Deletion	ATG BUS ATG IA Accounting 3/2 (Internal Auditing)
201958	Major Modification	FCS Hospitality Leadership
203871	Major Modification	CS Computer Information Systems
204012	Major Modification	THE Theatre Arts
204511	Major Modification	I B International Business
204708	Major Modification	BUS Foster College of Business Core Curriculum
204799	Major Modification	FCS Nutrition and Dietetics
204798	Major Modification	PLS Political Science Enroute
203080	Minor Deletion	ATG BUS IA Internal Auditing
204800	Minor Modification	PLS Political Science

**3. Academic Calendar 2024-2025** (See attached)

**4. Distance Terms Master Calendar 2024-2025** (See attached)

**5. Proposal to Add Summer III term** (See attached)

**B. Senate Executive Committee.**

Recall that at the February University Senate meeting, Senate Exec was charged with developing language to increase the size of broaden the cross campus representation on the Ad hoc Handbook Rewrite Coommittee. The motion to do so is below. Note that after discussion by the Senate Executive Committee it was decided that University Counsel will be consulted on an as needed basis and asked to provide a final review of any suggested changes, additions, deletions, etc. instead of including her as a member of the committee. This larger committee will be formed and asked to begin its work in Fall 2021.

**Motion:** Composition of Ad Hoc Handbook Rewrite Committee.

The Ad Hoc Handbook Rewrite Committee shall have the following membership:

a) One representative elected by and from the full-time faculty from each Academic College and the Library.

b) Up to 3 faculty nominated by the Senate Executive Committee and ratified by the University Senate to assure diversity of various types including, but not limited to, diversity in terms of gender, sex, and ethnicity and across rank and type of appointment, including non-tenure track appointments. The number of these positions will be dependent upon the various forms of diversity among those members elected by the colleges and other members of the committee.

c) A former or current Faculty Ombudsperson

d) A representative from HR

e) A past or current Senate President, e.g., a representative of the current small Ad Hoc Handbook rewrite committee.

**VI. Old Business**

**VII. New Business**

**VIII. Reports from Administrators**

**A. President Standifird**

**B. Provost and Senior Vice President for Academic Affairs Zakahi**

**C. CFO/COO Cox**

**IX. Adjournment**





Fifth Regular Meeting  
2020-2021 Bradley University Senate  
3:10 p.m., Wednesday, Feb 18, 2021  
Online Zoom Meeting

## Minutes



### 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.

#### **I. Call to Order at 3:10 PM**

#### **II. Announcements.**

1. The meeting is being recorded
2. The ad hoc Handbook Rewrite Committee in cooperation with appropriate other Bradley University units is beginning the process of moving the entirety of Part V. Facilities, Services, and Resources to the relevant unit's webpages. Note that these are all Process Three items and as such, the Senate need only be informed of these changes. As the units update their webpages, the corresponding portions of Part V will be deleted. Related editorial changes will be made at that time also.
3. There will be a discussion of the next phase of the Handbook rewrite under New Business.

#### **III. Approval of the Minutes of the Fourth Regular Meeting of the University Senate**

(Motion: Ahmad Fakheri, 2<sup>nd</sup>: Mag Frazer)

**The motion carriers unanimously.**

#### IV. Report from the Student Body President Emma Hoyhtya



## Student Senate Report

Bradley University

February 2021

### *Requests from Students*

- Be understanding and forgiving. The mentality that students will act “lazy” is harmful to the majority of students on campus.
- Don’t overcompensate for the virtual format by assigning more work.
- Keep in mind the number of classes each student has, and the schedule they may be working with.
- Move to Canvas if you haven’t already.
- Accommodate for technological trouble. This could apply to uploading recordings of lectures, and forgiving a lack of WiFi connection.
- Allow weekends to be our time off.
- Advocate for us when students aren’t present.
- Get student feedback. We can be there to help you.

### *A Word of Encouragement*

Though your students may not say it every day or may not even realize it themselves, we are immensely grateful for the work that you’re putting in. This experience has tested you in every way possible, and our lives are better because you take the time to impact our lives.

Respectfully Submitted,

Emma Hoyhtya  
Student Body President  
Bradley University

## V. Reports from Committees

### A. Curriculum and Regulations

#### Consent item:

199760	Course Modification	CFA CFA 350 How Hollywood Works
199740	Course Modification	COM COM 409 Advanced Screenwriting Workshop 199500
	Course Modification	FIN FIN 425 Portfolio Theory and Management
199499	Course Modification	FIN FIN 426 Financial Research & Modeling
199498	Course Modification	FIN FIN 327 Derivative Securities
<del>194512</del>	<del>Core Curriculum Addition</del>	<del>IM IM 162 Intro to Scripting for Animators</del>
191038	Course Modification	MTG MTG 315 Principles of Marketing

**The consent item is approved unanimously.**

#### **Motion to approve 199648 : concentration addition ( Motion: Eden Blair)**

199648	Concentration Addition	BUS Custom Concentration
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**The motion carries unanimously.**

#### **Motion to approve 199502: major modification**

199502	Major Modification	FIN Finance
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**The motion carries unanimously.**

## VI. New Business

Motion: The vote on the Resolution in Item VI . A. by ballots  
(Motion: Mat Timm, Second: Ahmad Fakheri)

Teresa Drake, the senate VP runs this portion of meeting since Mat Timm will move the motions.

#### **A. Resolution:**

Whereas, Bradley University issued termination notices to tenure track faculty in clear violation of Faculty Handbook language as commonly understood by the Faculty, the Bradley University Senate acknowledges that said violation has occurred. We furthermore resolve that Bradley University shall reinstate those faculty into their tenure track positions without prejudice.

**Motion to vote by ballots.** (Motion: Mat Timm, Second: Ahmad Fakheri)

**The motion carries unanimously.**

**Discussion of The Resolution motion:** (Mat Timm)

- (1) Does approval this motion have any legal ramification? If there was a concern, it should be a concern before the firing was concurred.
- (2) Concerns about termination notices and future tenure-tracking hiring. What the institution has done is to honor the tenure commitment as long as it is convenient. If it is not convenient, no different with one-year contract.
- (3) There is a specific handbook language in the dismissal procedure, which is “**the end of the specified term**”. The administration interprets it as annual contract term, not the full tenure probationary period. Whereas full tenure probationary period is commonly understood by the faculty.

**The motion carries with majority votes.**

Teresa Drake passed the gavel back to Mat Timm.

**B. Discussion Topic:** The next phase of the Handbook rewriting process.

The ad-hoc handbook rewriting committee will have representatives of all colleges and library. The ad-hoc committee will make the process of getting substantial handbook language changes more efficient. It will have representatives from faculty at all stages of academic careers except retired. It includes non-tenure-track full-time faculty members. Suggest to have human resource representative.

Discussion on how to disseminate the information.

- (1) Various information sessions at different stages. Events before it is put on the senate floor.
- (2) Members of all committees and the senate should report back to their constituency.

## **VII. Reports from Administrators**

### **A. President Standifird**

- (1) A face-to-face fall plan is announced.
- (2) Fall enrollment numbers are significantly trailing. (Deposit numbers are 29% lower than the numbers from the same time of last year)
- (3) Strategic planning process  
The strategic planning website is updated. It is a dual platform: 2017 strategic plan (important for the coming HLC visit), and will roll out more information on the new strategic planning process.
- (4) Posted information: report on racial equality and inclusion on campus, summary of Huron report
- (5) Information to be posted: reports from different work groups of strategic planning.

- (6) Introduce Sheryl Cox, the New CFO/COO. She has been a partner with us for a few months on a consulting basis and has been the lead who helps to get our financial house in an order with a cashflow model.

**Q&A session:** (Teresa Drake, Rachel Vollmer, Danielle Glassmeyer, Justin Ball)

Q: Will the Huron full report be shared with the resource committee?

A: There might be some proprietary information of Huron's process. Send a request if more information is needed beyond the summary report.

Q: There are a lot of different things faculty are doing in the recruitment strategy such postcard writing, and faculty phone calls. Any idea about which works?

A: Hard to measure this year when we are changing so many things at the same time, given pandemic, different impacts under virtual visits and face-to-face visit. Track faculty engagement activities in the following years.

There was a brief discussion on the racial equity and inclusion report. The report recommends to develop a more robust inclusion office.

## **B. CFO/COO Sheryl Cox**

Q: Is there any plan to provide a financial report to the senate body?

A: Yes. Sheryl has been getting the finance easier to present and interpret. We are getting much closer to share with confidence where we are at.

## **C. Provost and Senior Vice President for Academic Affairs Zakahi**

- (1) There will be a chair summit (2/25/2021), which focuses on teaching evaluation. How to move beyond the heavy reliance of on student evaluation? Then bring them to the curriculum and regulation committee.
- (2) Moving the Fall form one week earlier. (more conducive in sharing effective teaching practices before syllabi are finalized)
- (3) No homework days ( 3/2/2021 and 4/7/2021)
- (4) Distribute graduate school functions to the enrollment management, student affairs, registrar's office over the course of this semester.
- (5) The work on online programs: VP Chris Jones and Molly Cluskey are leading the online programs: future programs, online non-credit certification, fee for service delivery, internal stakeholders, reconciliation of academic calendar)

**Q&A:** (Teresa Drake, Danielle Glassmeyer)

Q: There were questions on faculty work load in the Fall 2021 and if they will be equitable cross colleges.

A: We will return to teach scholar model. Acknowledge they are currently not equitable. Make this a high priority to bring those to the line. It is the financial. It is what it comes down to.

Q: There were questions on salary initiatives.

A: Given the financial situation and given our Fall enrollment at this point, we won't fund salary initiatives this Fall.

Extra comments: those who are disproportional paid lower tended to be women and the efforts that the university has made to create equity in hiring have been largely at the lower rank. Delaying the rollout of this initiatives is prolonging a long-standing and systematic lack of equity. I'd be happy if this was delayed if colleagues who have been let go ,or will be in may were able to be retained.

## **VIII. Adjournment**

Adjourned at 4:33 PM

Reported by :  
Yufeng Lu, Senate Secretary

# MEMO

**Date:** December 8, 2020

**To:** Executive Committee of the Bradley University Senate

**From:** Committee on Contractual Arrangements (Kristi McQuade, Committee Chair; Dayna Fico, Elena Gabor, Dennis Koch, Tanya Marcum, Anna Ullmann)

**Subject:** Role of Contractual Arrangements Committee in Decision Making

In recent months, the University upper administration has made several decisions that are “contractual” in nature without first seeking input from the Committee on Contractual Arrangements. These include the implementation of the “Voluntary Separation” program, changes to teaching loads based on delivery mode, changes to interim contracts, and the hiring of several external consultants whose recommendations might impact contractual arrangements. The Human Resources office leadership did come to the committee to seek input on potential changes to health, dental, and disability benefits prior to implementation, and modifications were made based on the Committee’s input.

We appreciate the urgency with which some decisions must be made given the financial constraints the University has already been facing and which have been exacerbated by Covid-19, and we know that some of the decisions have difficult consequences. However, we remind the administration that decisions made without consultation/feedback from constituents tend to cause more frustration and resentment due to lack of “in-the-trenches” voices in the process.

In the future, we urge University administration to stand by the principles of shared governance and make its best effort to involve all relevant senate committees at the earliest stages of decisions and especially our committee on issues related to contractual arrangements, as described in the Faculty Handbook language pasted below.

## **11. The Committee on Contractual Arrangements**

(Page 26 Revision 2.17b – November 21, 2019)

1. The functions of the Committee on Contractual Arrangements shall be:
  - a. To work with and act in advisory capacity to the Administration in establishing the best possible contractual arrangements for faculty and administrators;
  - b. To act as a vehicle for communication between the Administration and the faculty and administrators. The Committee shall receive, review and make recommendations concerning all changes proposed in contractual arrangements for faculty and administrators. It shall gather information from within and outside the University. It shall consult with and discuss its findings with faculty,

administrators, and Administration;

c. To be responsible for recommending to the Senate changes in those parts of the Faculty Handbook which are related to contractual agreements. It shall receive, review and make recommendations regarding all contractual changes proposed for these sections of the Faculty Handbook. These changes in the Faculty Handbook shall be approved by the Senate, the President of the University, and if necessary, by the Board of Trustees.

2. The Committee shall be composed of five members. The University Senate shall elect four members, one from the administrators and three from the full time faculty. The Executive Committee of the Senate shall appoint the fifth member, who shall be chosen from among those who have training and expertise in areas relevant to the Committee. This appointment is subject to Senate approval. At least one member must be a member of the University Senate, but the other four need not be Senate members. Committee members shall serve for staggered three-year terms which begin at the start of the Fall semester. The committee shall elect a chairperson and secretary at its first meeting in the Fall semester.



# Using “Jobs To Be Done” in Higher Education

Aaron Buchko, Ph.D.  
Professor of Management

## The Burning Platform

- The economic model for higher education is being transformed
  - Demand model will change
  - New models of education (supply)
- Likely survivors:
  - Traditional, “elite,” research schools
  - Low cost providers of bankable skills (community colleges)
- **In Danger: “High cost, mediocre private schools without big endowments.”**

## What Do We Do?

- What is the strategy for future success?

## Why Bradley?

- **Who is our primary student/market?**
- **What are the Top 2 reasons they choose to attend Bradley?**

# Strategic Positioning

Scope of Market Coverage:

Broad



Narrow



Source of Competitive Advantage:

Low Cost



Differentiation

# The Market: 19.75 Million Enrolled



Total Size:  
19.75MM

# Some Traditional Categories:

- **Institutional Categories:**
  - Public vs. Private
  - Degree Type: 2 Year, 4 Year, Post-Graduate
  - Residential vs. Online
  - Colleges/Programs (Majors)
    - Etc.
- **Learner Categories:**
  - Traditional vs. Non-Traditional
  - Demographics
  - Income Level
    - Etc.
- **The Problem: None of these categories tell us why they pick a particular institution.**

# The Market: 19.75 Million Enrolled

**Q: How do traditional categories help us set strategy?**

**A: They don't, because categories don't tell us WHY learners make their choices.**

**What Does?**

**Understanding the “Jobs” the learner is “hiring” the institution to do.**

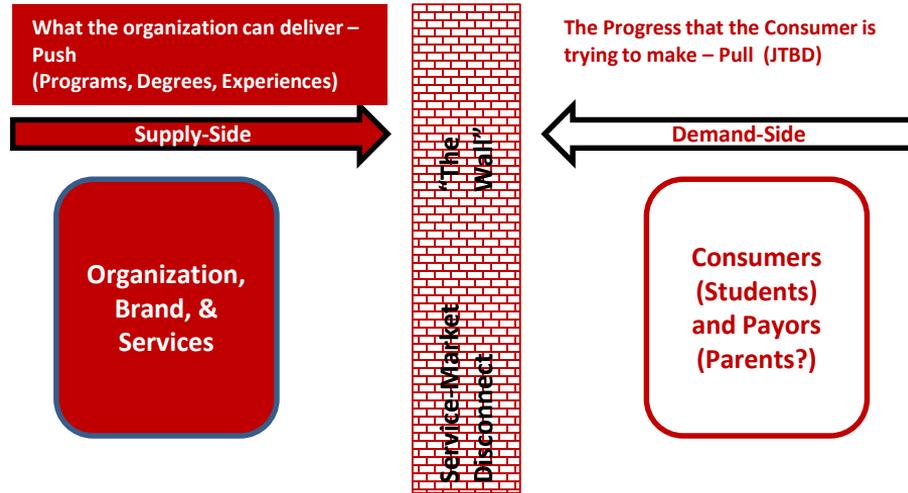
- **What is the problem they perceive?**
- **What is the progress they are trying to make?**
- **What is/are the struggle(s) they are having in making their choice?**

## How Do These Drive Demand?

- **Don't confuse CORRELATION with CAUSATION!**
- **What does drive demand?**

# Supply Side vs Demand Side

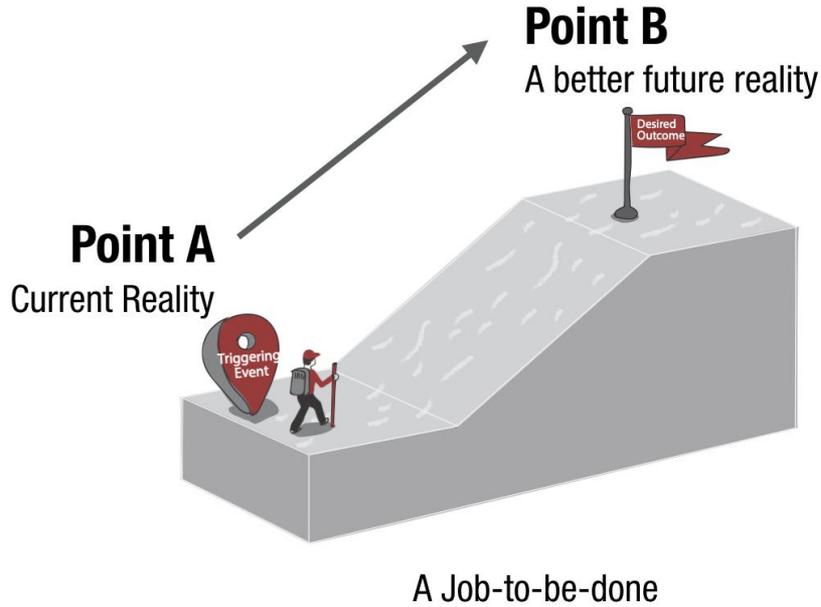
## Supply-Side vs. Demand Side Innovation



## Understanding Demand

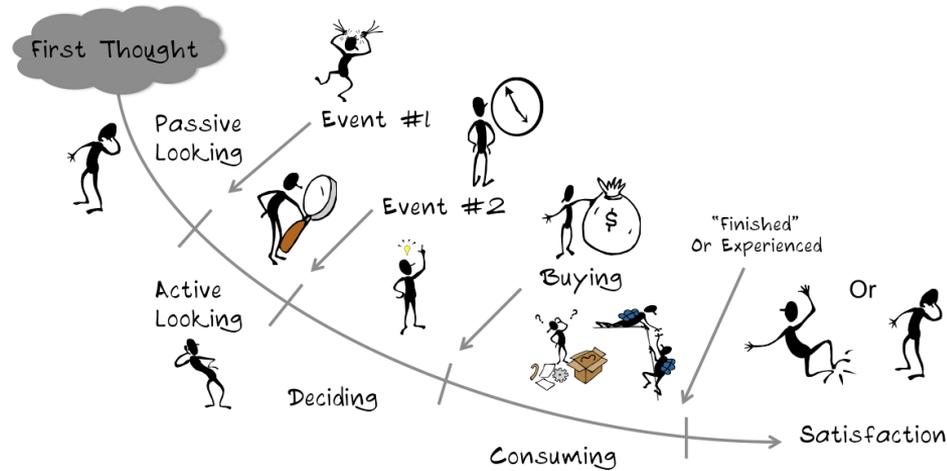
- **We don't buy services or products to fulfill a need...**
- **We “hire” them to do a job.**
- **What is/are the “job(s)” our students are “hiring” us to do?**

# What is a “Job to be Done?”

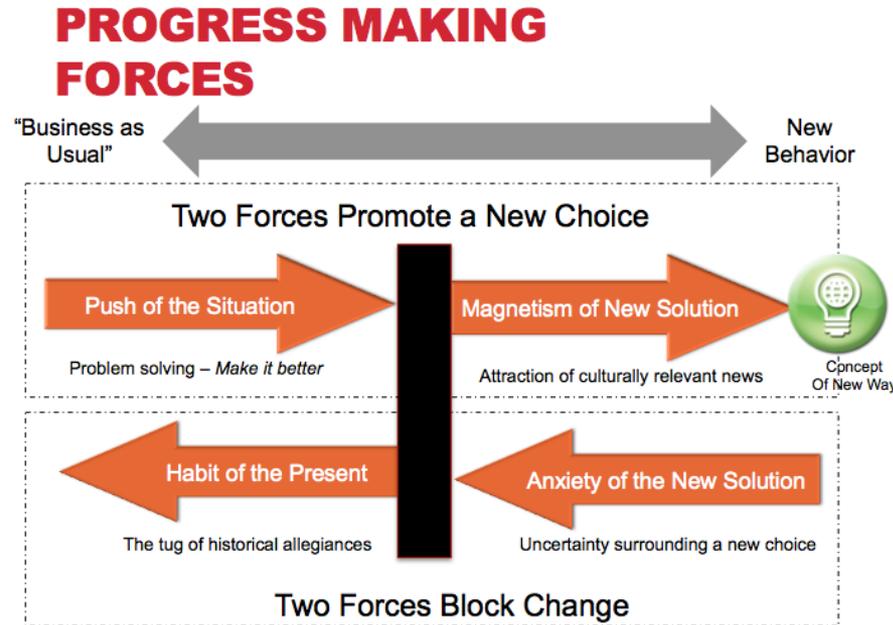


# Jobs to be Done

## THE TIMELINE

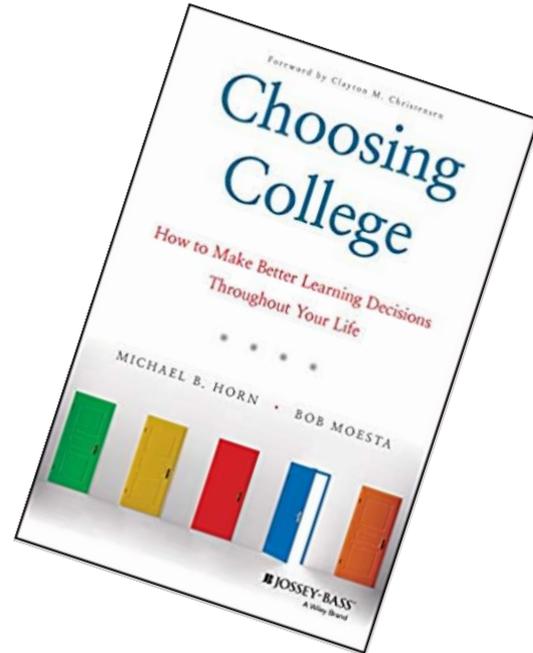


# Jobs to be Done

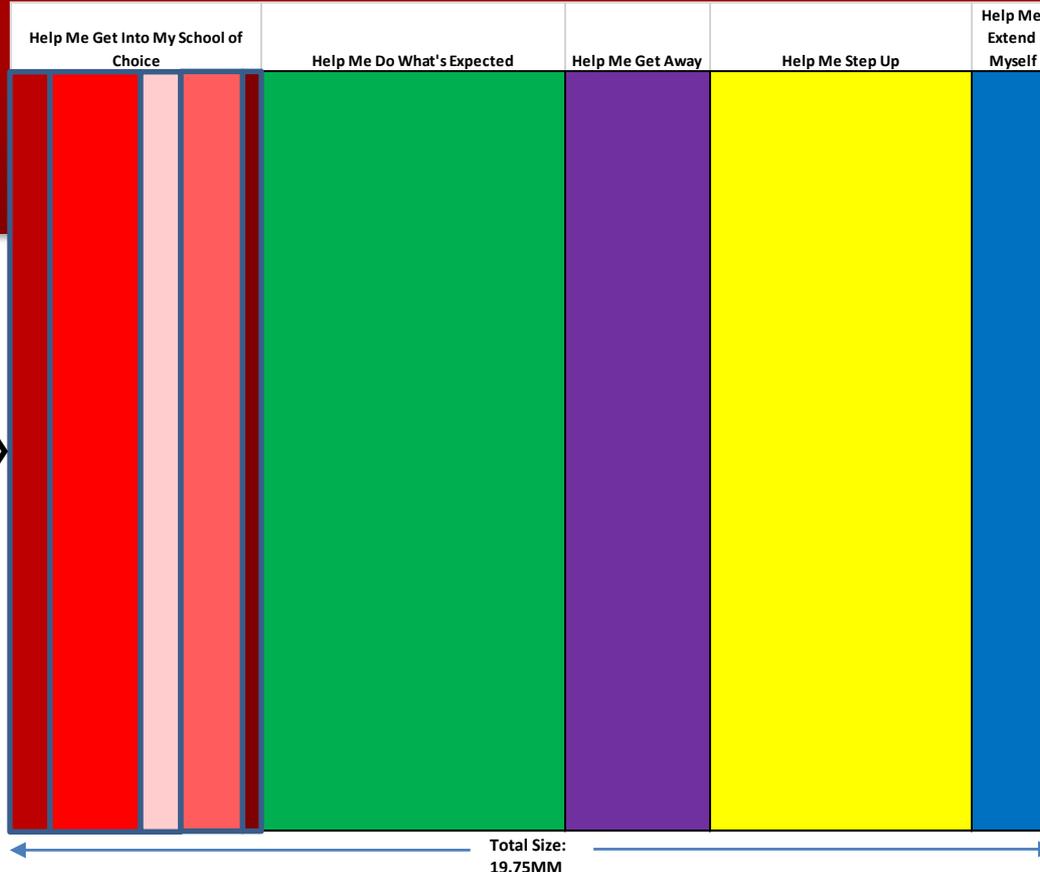


# Choosing College

- The 5 General “Jobs” Colleges and Universities are “hired” to do:
  1. Help me get into my best school.
  2. Help me do what’s expected of me.
  3. Help me get away.
  4. Help me step it up.
  5. Help me extend myself.



# The Market: Segmentation - Level Two Jobs



Here's where we need Quester to give us insights – what are the criteria they are using? How do they make the decision?

# The Type of Information We Hope To Get:

## ***From people interested in a higher education experience:***

- *“I would like to feel like I have a better purpose for my life. The need I want is to fill a void in my life, I have always wanted to finish my degree, to have a more meaningful life. I have been bullied and put down for most of my life and want to do something good with my life.”*
- *“I want to be able to help my students ... It would lead to better understanding for those with autism. It helps individuals and families in there day to day lives. I want to make people who have autism lives’ easier. I want to help them navigate our society and be able to functionally communicate.”*
- *“I'm hoping for stability in regards to present & future, but also a sense of completion and contentment. I have regret about the choices I made when I was young, leaving school unfinished was one of them. To complete my schooling & obtain my degree would be wonderful. To add that I am content with my position & contributing on some way would be so fulfilling.”*
- *“I hope this will fulfill my skills and/or bring out all of my skills. I want to bring the best I can to my work for customers. These skills will make me better in my work , and ultimately bring me more customers.”*

# The Type of Information We Hope To Get:

## ***From prospective and traditional students:***

- *“This is going to fill my need to be in some job that has to do with being athletic and working with kids. I want to show the kids that are like me that just because you don't like school, [doesn't mean] you can't enjoy some aspects of it, and I want to be their influence to think differently and follow their dreams even if they are not what is expected by society.”*
- *“I hope it will teach me more about my own mental health, the society around me, and how I will be able to help people in the future. I mean, how people interact with each other, how people affect each other's choices in everyday life. Future possible patients of mine (if I pursue being a therapist).”*
- *“This choice makes me feel like I can make a difference in the world. I can make a difference in my life and the life of others. This is through a variety of ways, with different aspects and dealings in law, such as custody dealings, criminal law, etc.”*
- *“The need or job that the choice was fulfilling was the desire to socialize with people. I did not have a lot of friends during my childhood so I set it to myself that I will fill that gap as an adult.”*



Questions/Thoughts?

*Thank you!*

**ACADEMIC CALENDAR  
2024-25**

**FIRST SEMESTER**

August 12, Monday	Reporting date for faculty
August 17, Saturday	Residence halls open
August 21, Wednesday	Classes begin
October 12, Saturday	Fall Recess begins
October 16, Wednesday	Classes resume
November 27, Wednesday	Thanksgiving Recess begins (no classes)
December 2, Monday	Classes resume
December 3, Tuesday	Last day of classes
December 4, Wednesday	Study Day
December 5, Thursday	Final Examinations begin
December 11, Wednesday	Final Examinations end
December 14, Saturday	Commencement

**JANUARY INTERIM**

January 2, Thursday	First day of classes
January 20, Monday	January Interim Ends

**SECOND SEMESTER**

January 13, Monday	Reporting date for new faculty
January 19, Sunday	Residence halls open
January 22, Wednesday	Classes begin
March 15, Saturday	Spring Recess begins

**2024-25, continued**

## **SECOND SEMESTER, continued**

March 24, Monday	Classes resume
May 6, Tuesday	Last day of classes
May 7, Wednesday	Study Day
May 8, Thursday	Final Examinations begin
May 14, Wednesday	Final Examinations end
May 17, Saturday	Commencement

## **SUMMER SESSIONS**

May 19, Monday	May Interim I begins
May 19, Monday	May Interim II begins
NO CLASSES on Memorial Day Holiday Monday, May 26, 2025.	
June 6, Friday	May Interim I ends
June 9, Monday	Summer Session I begins
NO CLASSES on Fourth of July Holiday on Friday, July 4, 2025.	
July 11, Friday	Summer Session I ends May Interim II ends
July 14, Monday	Summer Session II begins
August 15, Friday	Summer Session II ends

## 2024-2025 Distance Delivery Semesters

<b>2024 FALL</b>	<b>Begins</b>	<b>Ends</b>	<b>BREAK</b>
15 week full term	8/19/2024	12/1/2024	12/2/24 - 1/5/25
<u>7.5 week terms</u>			
First 7.5-week	8/19/2024	10/9/2024	
Second 7.5-week	10/11/2024	12/1/2024	
<u>5 week terms</u>			
First 5-week	8/19/2024	9/22/2024	
Second 5-week	9/23/2024	10/27/2024	
Third 5-week	10/28/2024	12/1/2024	
<u>3 week terms</u>			
First 3-week	8/19/2024	9/8/2024	
Second 3-week	9/9/2024	9/29/2024	
Third 3-week	9/30/2024	10/20/2024	
Fourth 3-week	10/21/2024	11/10/2024	
Fifth 3-week	11/11/2024	12/1/2024	
<b>Fall Commencement:</b>	Dec. 14, 2024		

<b>2025 SPRING</b>	<b>Begins</b>	<b>Ends</b>	<b>BREAK</b>	<b>2025 SUMMER</b>
15 week full term	1/6/2025	4/20/2025	4/21/25 - 4/27/25	15 week full term
<u>7.5 week terms</u>				<u>7.5 week terms</u>
First 7.5-week	1/6/2025	2/26/2025		First 7.5-week
Second 7.5-week	2/28/2025	4/20/2025		Second 7.5-week
<u>5 week terms</u>				<u>5 week terms</u>
First 5-week	1/6/2025	2/9/2025		First 5-week
Second 5-week	2/10/2025	3/16/2025		Second 5-week
Third 5-week	3/17/2025	4/20/2025		Third 5-week
<u>3 week terms</u>				<u>3 week terms</u>
First 3-week	1/6/2025	1/26/2025		First 3-week
Second 3-week	1/27/2025	2/16/2025		Second 3-week
Third 3-week	2/17/2025	3/9/2025		Third 3-week
Fourth 3-week	3/10/2025	3/30/2025		Fourth 3-week
Fifth 3-week	3/31/2025	4/20/2025		Fifth 3-week

**Spring Commencement:** May 17, 2025

**Summer Commencement:**

<b>Begins</b>	<b>Ends</b>	<b>BREAK</b>
4/28/2025	8/10/2025	8/11/25 - 8/24/25

4/28/2025 6/18/2025  
6/20/2025 8/10/2025

4/28/2025 6/1/2025  
6/2/2025 7/6/2025  
7/7/2025 8/10/2025

4/28/2025 5/18/2025  
5/19/2025 6/8/2025  
6/9/2025 6/29/2025  
6/30/2025 7/20/2025  
7/21/2025 8/10/2025

Aug. 18, 2025 (no ceremony)

March 4, 2021

To: Provost Walter Zakahi, Provost and Senior Vice President for  
Academic Affairs and  
Dr. Ahmad Fakheri, Chair of the Curriculum and Regulations  
Committee

From: Subcommittee on Regulations and Degree Requirements

Subject: Consideration of Summer 3 Term

Dear Provost Zakahi and Dr. Fakheri:

The Regulations and Degree Requirements Sub Committee (RDR) of the Curriculum and Regulations (C&R) standing committee has received a request to consider, and potentially propose, a new on-campus summer term which spans the current Summer I and Summer II-time frames. We believe this new term, to which we are referring as **Summer III**, is worthy of proposal and are forwarding to C&R.

In consideration, the idea was offered to the Curriculum and Regulations Committee (C&R) for recommendation and the general consensus was that such a term would alleviate a practice of colleges extending the Summer I term for courses which requested a schedule which went beyond the traditional Summer I five-week period. While limited, these courses would be accommodated. Further, this new term would also be conducive to proposed courses that are expected to be delivered in summer 2021.

In addition to consultation requested from C&R, the RDR committee had conversations with individuals from the Controller's Office, Financial Assistance, Continuing Education, and Information Technology. While there are issues with execution and implementation of the suggested term, none of the areas indicated that these are insurmountable. The committee would like to recognize each of these offices' willingness to both collaborate and coordinate.

Accordingly, the RDR recommends adopting and implementing a new summer term, tentatively titled **Summer III** with the following guidelines and recommendations.

The Summer III Session is simply a term which begins simultaneously with the Summer I Session and terminates at the end of the Summer II Session.

Course meeting times should comply with the following criteria:

- Each semester credit hour requires 750 contact minutes (2250 minutes for a 3-hour course).
- Courses which meet for 1, 2 or 4 semester hours use the same beginning times with varied class period lengths and/or varied number of meetings.

- Labs, studios and other non-lecture formats meet for the same number of total hours scheduled during the fall and spring semesters. They should conform to the same starting times listed below.
- Classes must meet on the last day of the session even when no final exam is required.
- Evening classes should begin at 5:30 p.m. or later and must meet 750 contact minutes per semester hour of credit (plus break time).

**Summer Session III (S3)**

June 7 - August 13, 2021

49 meeting days (10 weeks)

No classes on Fourth of July Holiday July 5<sup>th</sup>

No break is included.

Times listed below are for 3 credit hour courses

7:30 a.m. – 8:20 a.m.

9:30 a.m. – 10:20 p.m.

11:30 a.m. – 12:20 p.m.

1:30 p.m. – 2:20 p.m.

3:30 p.m. – 4:20 p.m.

5:30 p.m. – 6:20 p.m.

**Summer Session III (S3)**

June 6 - August 12, 2022

49 meeting days (10 weeks)

No classes on Fourth of July

No break is included.

Times listed below are for 3 credit hour courses

7:30 a.m. – 8:20 a.m.

9:30 a.m. – 10:20 p.m.

11:30 a.m. – 12:20 p.m.

1:30 p.m. – 2:20 p.m.

3:30 p.m. – 4:20 p.m.

5:30 p.m. – 6:20 p.m.

**Summer Session III (S3)**

June 5 - August 11, 2023

49 meeting days (10 weeks)

No classes on Fourth of July

No break is included.

Times listed below are for 3 credit hour courses

7:30 a.m. – 8:20 a.m.

9:30 a.m. – 10:20 p.m.

11:30 a.m. – 12:20 p.m.

1:30 p.m. – 2:20 p.m.

3:30 p.m. – 4:20 p.m.

5:30 p.m. – 6:20 p.m.

**Summer Session III (S3)**

June 3 - August 9, 2024

49 meeting days (10 weeks)

No classes on Fourth of July

No break is included.

Times listed below are for 3 credit hour courses

7:30 a.m. – 8:20 a.m.

9:30 a.m. – 10:20 p.m.

11:30 a.m. – 12:20 p.m.

1:30 p.m. – 2:20 p.m.

3:30 p.m. – 4:20 p.m.

5:30 p.m. – 6:20 p.m.

**Summer Session III (S3)**

June 9 - August 15, 2025

49 meeting days (10 weeks)

No classes on Fourth of July

No break is included.

Times listed below are for 3 credit hour courses

7:30 a.m. – 8:20 a.m.

9:30 a.m. – 10:20 p.m.

11:30 a.m. – 12:20 p.m.

1:30 p.m. – 2:20 p.m.

3:30 p.m. – 4:20 p.m.

5:30 p.m. – 6:20 p.m.

- Current Handbook language delineates current maximum loads for faculty teaching in summer terms. It is listed below:

From Handbook (II, B., 2. c. 9. on pg 43):

*9) Faculty shall not be contracted for summer employment for more than a total of two 3- or 4-semester hour courses per 5-week session or equivalent except in unusual circumstances; e.g., when no other full-time faculty member is available.*

It is the opinion of RDR the above language *does not need adjustment*, however, department chairs and administrators who issue summer contracts should be cognizant of the recommended guidelines above. We infer one could still teach a maximum of four Summer III courses with no other teaching responsibilities. Or, a faculty member could reach their maximum with one Summer I course, one Summer II course, and two Summer III courses. Other similar combinations apply.

Beyond the scope of the proposal above are recommendations for further consideration and these include:

- Alignment of the Academic On-campus and Distance Delivery Calendars.
- Faculty course loads should be examined. This includes not only equity between areas but also flexibility to shift responsibilities across terms.

- A logical and comprehensive summer pricing structure, similar to the stratified, 12-16 credit hour Fall/Spring structure, is strongly considered to better accommodate students.

Respectfully Submitted:  
Matthew O'Brien, Chair RDR  
Robert Davison Aviles  
Dean Campbell  
Lucy Lu  
Andy Kindler  
Fred Tayyari  
Kerry Walters