



Eighth Regular Meeting  
2020-2021 Bradley University Senate  
3:10 p.m., Wednesday, May 5, 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. Update on strategic planning initiative.

### **III. Approval of the Minutes of the Seventh 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**

Additions to the C&R agenda are in red font.

#### **Consent Agenda**

201656      Core Curriculum Addition      ETL MIS 383 Advanced Ethical Hacking

203831      Core Curriculum Addition      MUS MUS 002 Senior Recital

204873	Core Curriculum Addition	THE THE 107 Practicum
204874	Core Curriculum Addition	THE THE 108 Practicum
204875	Core Curriculum Addition	THE THE 307 Practicum
204876	Core Curriculum Addition	THE THE 308 Practicum
205154	Core Curriculum Addition	COM COM 203 Introduction to Electronic Media
205178	Core Curriculum Addition	COM COM 492 Seminar in Communication
205181	Core Curriculum Addition	COM COM 417 Issues and Perspectives in Communication
205820	Core Curriculum Addition	C E CON 493 Senior Project Planning
186947	Core Curriculum Addition	I M I M 162 Intro to Scripting for Animators
200370	Core Curriculum Addition	FCS FCS 340 Parent Education
204814	Core Curriculum Addition	FCS FCS 420 Public Health Policy
204801	Core Curriculum Addition	FCS FCS 514 Food Security and Food Systems
205193	Core Curriculum Addition	COM COM 416 Researching Communication in Organizational Culture
205194	Core Curriculum Addition	FCS FCS 173 Lodging Operations
205215	Core Curriculum Addition	BIO BIO 385 Supervised Research
205218	Core Curriculum Addition	BIO BIO 485 Research
205206	Core Curriculum Addition	BIO BIO 490 Biology Capstone
205207	Core Curriculum Addition	BIO BMS 490 Biomedical Science Capstone
205209	Core Curriculum Addition	BIO ENS 470 Environmental Science Capstone
205828	Core Curriculum Addition	C E CON 498 Senior Project
202029	Course Addition	FCS FCS 502 Foundations of Dietetic Practice
202030	Course Addition	FCS FCS 505 Food Development
202033	Course Addition	FCS FCS 511 Medical Nutrition Therapy I
202036	Course Addition	FCS FCS 512 Medical Nutrition Therapy II
202039	Course Addition	FCS FCS 695 Supervised Experiential Learning in Food Service Management
202041	Course Addition	FCS FCS 696 Supervised Experiential Learning in Community Dietetics

202044	Course Addition	FCS FCS 697 Supervised Experiential Learning in Clinical Dietetics
203875	Course Addition	HIS HIS 209 History of Africa
203880	Course Addition	HIS HIS 322 Ancient Egypt and the Near East
204616	Course Addition	NUR NUR 705 Research Design and Statistical Methods
204679	Course Addition	NUR NUR 740 Healthcare Policy and Ethics in Advanced Practice Nursing
204728	Course Addition	NUR NUR 841 DNP Project I
204730	Course Addition	NUR NUR 842 DNP Project II
204732	Course Addition	NUR NUR 843 DNP Project III
204751	Course Addition	NUR NUR 844 DNP Project IV
205075	Course Addition	CS CIS 350 Foundations of Game Programming
205076	Course Addition	CS CIS 450 Game Programming Design Patterns
205077	Course Addition	CS CIS 550 Game Programming Design Patterns
205098	Course Addition	CHM CHM 370 Principles of Physical Chemistry
205219	Course Addition	CHM CHM 417 Experimental Design Laboratory
205891	Course Addition	NUR NUR 699 Topics in Advanced Healthcare Practice
202029	Course Addition	FCS FCS 502 Foundations of Dietetic Practice
206622	Course Addition	C E C E 582 Traffic Flow Theory
206623	Course Addition	C E C E 584 Urban Transportation Planning
206624	Course Addition	C E C E 585 Pavement Management Systems
206625	Course Addition	C E C E 586 Advanced Pavement Design
206619	Course Addition	C E CON 591 Advanced Topics I
206620	Course Addition	C E CON 592 Advanced Topics II
206605	Course Addition	C E CON 593 Advanced Project I
206616	Course Addition	C E CON 594 Advanced Project II
201954	Course Deletion	FCS FCS 172 Hospitality Practices I
204939	Course Deletion	CHM CHM 292 Chemical Informatics
204940	Course Deletion	CHM CHM 386 Seminar II in Chemistry and Biochemistry

205239	Course Deletion	CHM CHM 437 Inorganic Chemistry Laboratory
205240	Course Deletion	CHM CHM 537 Inorganic Chemistry Laboratory
201918	Course Modification	FCS FCS 237 Sustainability in the Apparel
201921	Course Modification	FCS FCS 334 Visual Merchandising
202045	Course Modification	FCS FCS 501 Community Nutrition Intervention
202049	Course Modification	FCS FCS 507 Nutrition Counseling and Assessment
202053	Course Modification	FCS FCS 508 Advanced Food Service Management
202054	Course Modification	FCS FCS 513 Cultural Influences in Food and Nutrition
202058	Course Modification	FCS FCS 514 Food Security and Food Systems
202061	Course Modification	FCS FCS 541 Research Methods in Nutrition and Dietetics
204675	Course Modification	NUR NUR 703 Health Promotion in Populations
204696	Course Modification	ENG ENG 500 Theory and Practice of English
204771	Course Modification	ART ART 421 BFA Seminar II
204810	Course Modification	FCS FCS 320 Public Health Intervention Strategies
204790	Course Modification	I M I M 588 Game Prototyping & Pre-Production
204791	Course Modification	I M I M 589 Game Production
204793	Course Modification	I M I M 590 Game Post-Production
204840	Course Modification	ATG ATG 383 Accounting Systems and Control
204941	Course Modification	CHM CHM 380 Seminar I in Chemistry and Biochemistry
204942	Course Modification	CHM CHM 480 Senior Seminar in Chemistry and Biochemistry
205201	Course Modification	CHM CHM 471 Physical Chemistry Laboratory
205202	Course Modification	CHM CHM 571 Physical Chemistry Laboratory
205249	Course Modification	CHM CHM 361 Biochemistry Laboratory
205499	Course Modification	P T KHS 300 Experiential Learning in Healthcare
205208	Course Modification	ECO ECO 221 Principles of Microeconomics
205210	Course Modification	ECO ECO 222 Principles of Macroeconomics
205211	Course Modification	ECO ECO 310 Labor Economics

205212 Course Modification ECO ECO 319 Introduction to Econometrics

205213 Course Modification ECO Q M 262 Quantitative Analysis I

205214 Course Modification ECO Q M 263 Quantitative Analysis II

205216 Course Modification ECO Q M 326 Business Forecasting

205217 Course Modification ECO Q M 364 Decision Support Systems

206742 Course Modification CFA CFA 250 Film History

206743 Course Modification CFA CFA 320 Film Theory and Criticism

206744 Course Modification CFA CFA 321 Topics in Film Genre

### Need Motion

205223 Concentration Deletion CHM Chemistry-Business

205224 Concentration Deletion CHM Chemistry-Prepharmacy

  

204011 Concentration Modification THE Performance

204010 Concentration Modification THE Production

204775 Concentration Modification CS Cybersecurity

204849 Concentration Modification CS

205161 Concentration Modification CHM Chemistry-Pre-Health Professions

205225 Concentration Modification CHM Chemistry - American Chemical Society  
Certified-Concentration

205227 Concentration Modification CHM Chemistry High School Education (9-12)  
Concentration

205226 Concentration Modification CHM Chemistry-Chemical Engineering  
Concentration

205231 Concentration Modification CHM Medical Laboratory Science-General

205230 Concentration Modification ENS Environmental Science-Chemistry

  

205228 Major Addition CHM Chemistry – BA

  

201916 Major Modification FCS Apparel Production and Merchandising

204803	Major Modification	FCS Public Health Education
205204	Major Modification	CHM Biochemistry
205415	Major Modification	P T Kinesiology and Health Science
205806	Major Modification	MUS Bachelor of Science or Bachelor of Arts in Music and Entertainment Industry
205804	Major Modification	MUS Bachelor of Science or Bachelor of Arts in Music Business
204848	Minor Modification	Owen Schaffer CS Computer Game Technology
202019	Program Addition	FCS Master of Science in Nutrition and Dietetics
204670	Program Addition	FCS Combined 4+1 BS/MS Nutrition and Dietetics
203076	Program Deletion	ATG GRD ATG 3A Accounting 3/2 (Internal Auditing)
203081	Program Deletion	ATG GRD ATG 3I Accounting 3/2 (Internal Auditing)
203082	Program Deletion	ATG GRD ATG IA Accounting (Internal Auditing)
203965	Program Modification	ATG BUS ATG
204070	Program Modification	ATG BUS ATG 32
204609	Program Modification	NUR Doctor of Nursing Practice Family Nurse Practitioner (DNP FNP)
204613	Program Modification	NUR Doctor of Nursing Practice Leadership (DNP L)
204615	Program Modification	NUR Doctor of Nursing Practice Psychiatric Nurse Practitioner (DNP PNP)

**B. Senate Executive Committee** – Report attached

**C. Academic Review Board** – Report attached

**D. Continuing Education** – Report attached

**E. Contractual Arrangements** – Report attached

**F. Elections Committee**

-- Election results for 2021-2022 senate committees attached

-- Report attached

**G. Equity and Diversity** – Report attached

**G. Intercollegiate Athletics Committee** – Report attached

- H. International Initiatives** – Report attached
- I. Regulation and Degree Requirements** – Report attached
- J. Tenure, Promotion, and Dismissal** – **Report attached**
- K. Senate Exec** – **Report attached**
- K. Student Grievance** – Report attached
- L. Several Senate Committees did not meet this year: Admissions and Retention, Sabbatical Leave, Faculty Grievance.**

## **VI. Old Business**

## **VII. New Business**

1. Discussion – Strategic Planning

## **VIII. Reports from Administrators**

- A. President Standifird**
- B. Provost and Senior Vice President for Academic Affairs Zakahi**
- C. CFO/COO Cox**

## **IX. Adjournment**



Seventh Regular Meeting  
2020-2021 Bradley University Senate  
3:10 p.m., Thursday, April 15, 2021  
via  
Zoom

## 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

The meeting started at 3:10 PM.

#### II. Announcements

0. The meeting is being recorded.
1. The Senate Elections Committee is conducting elections for Senate level committees and for the 2021-2022 Academic Year and faculty representative to the VPEDI .  
Andy Kelly -- any updates?
2. Senate Exec has solicited nominations for Faculty Ombudsperson.
3. Drone policy – Motion needed for Chief Joscho to address the Senate.

**Motion** to allow Chief Joscho to address the Bradley drone policy

Lex Akers (motion) Zach Gorman (2<sup>nd</sup>)

The motion carries unanimously.

Chief Joscho: Bradley adopted a policy for Unmanned Aircraft Systems (UAS), which follows best practices and mirrors other institutional policies from other institutions. The policy is housed on the General Counsel webpage. It has been advertised through B-news and Hilltop Happening. Our campus falls in the class-c space according to FAA. There is a procedure to send a request a couple of days

- before your UAS outdoor usage on campus. The procedure is not applicable for UAS usage in a controlled indoor experimental type of environment.
0. Senate level committee chairs – End of the year Committee Reports are needed. Please forward to [mtimm@Bradley.edu](mailto:mtimm@Bradley.edu) by noon, April 28<sup>st</sup> 2021 (Wednesday)

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

See attached Minutes.

**Motion** to approve the sixth regular senate meeting minutes.  
Meg Frazier (motion) Cecile Arquette (2<sup>nd</sup>)  
The motion carries unanimously.

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

No report from the student Body President.

Comments from Nathan Thomas (VP student affairs):

Erin Bousek is the president-elect for student Body and will be sworn in next week to assume the presidential responsibility for student body.

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

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

None

#### **B. Senate Executive Committee.**

There is an Invitation to join the Coalition on Intercollegiate Athletics (COIA). See attached.

**Motion** to allow Paul Gullifor, faculty representative to the Intercollegiate Athletics Committee, to address the Senate about it.

Nathan Thomas (motion) Travis Stern (2<sup>nd</sup>)  
The motion carries unanimously.

Paul Gullifor: this invitation came before the committee this morning (April 15 2021). No one in the committee and the athletics ever heard this organization. It might be a great idea to join or not. Suggest the committee to look into it and weigh in on the decision. Other comments: at present no fee to join the organization.

### **VI. Old Business**

None

### **VII. New Business**

None

## VIII. Reports from Administrators

### A. President Standifird

(1) COVID-19 response

There is a slight uptick in the positive number cases on campus. The challenge comes from the significant uptick of positive cases in Peoria. We watch this very closely. Nathan Thomas gives an update on on-campus cases every morning. Contact tracing works. The positive cases follow an identifiable path.

(2) Nathan Thomas is heading the effort in hiring VP diversity, equity and inclusion. Spellman Johnson search firm is hired for this national search.

(3) A quick update on strategic planning process led by Chris Jones and Aaron Buchko,. The strategic planning group will map out the vision and position of university, then work with the USPC to start on strategic activities. These will go to the board of Trustees as a final on June 18<sup>th</sup> for approval in the July board meeting. Strategy is a living and breathing document and is something we are constantly thinking about and adjusting based on new information We will continue the conversation and get more input in the Fall.

**Q&A and discussion session :** (Megan Remmel, Erin Genovese, President Standifird, Cecile Arquette, Nathan Thomas, Danielle Glassmeyer, Andy Kindle, Kristi McQuade, Justin Ball)

**Q:** There is a concern on in-person ceremony. New York Times reported that Peoria is the 9<sup>th</sup> worst outbreak in the country right now. what's the plan of in-person ceremony if mitigation measure will be taken? In addition, study day happens to be on cinco de mayo. There is also a concern on what they do on cinco de mayo.

**A:** As of right now, we are planning mask-to-mask live ceremonies on May 14, 15, and 16<sup>th</sup>. We have broken down to 7 ceremonies with a fair amount of spacing. We continue to watch the number closely. It depends on the spread of virus. We are ready to pivot if we have to not to go live with graduation.

**Q:** There is also a concern on students are not complying the face mask rule on campus recently.

**A:** Covid response team will discuss it in their weekly Friday meeting.

**Discussion:** We administered over 700 dose of vaccines on-campus and also advised students to take the second shot after their finals. Zero dose was wasted. The paths and projects we are seeing suggest that Fall is going to be a space where face-to-face again. We are constantly paying attention to this and seeing how things are evolving.

Pre-covid classroom capacity is used for Fall course registration right now. It is critical to process the wait list of registration. The capacity can be reverted back, if we have to.

There was also a concern on the final week, if students take the 2<sup>nd</sup> dose during the final week. We will spread clinics out through the entire week including weekend so that they can complete the finals before they take the 2<sup>nd</sup> dose. Allow students to stay in residence hall and St. James, if they have to stay an extra period time to recover. A communication will be sent out to students before they take their 2<sup>nd</sup> dose.

**Q:** what happened with Greek Week? When did the miscommunication happen with NPHC?

**A:** National Pan-Hellenic Council (NPHC) organizations withdrew due to lack of representation into an enrollment program earlier in that week. Then consequently Interfraternity Council (IFC) and PanHellenic council withdrew from Greek Week in support of the NPHC and multi-Greek cultural organizations. Consequently, it ended the Greek Week.

Justin Ball, VP Enrollment Management: we put out an official apology that our process was not as inclusive as we like. We did not get a response other than the president's social medial demand list.

President Standifrd met student representatives from NPHC and had a very productive conversation. We understand some of their frustrations and are looking at ways and active conversations that can make sure their organizations are included and recognized.

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

### **Announcement:**

(1) Prof. Heljä Antola Crowe, Executive director of Center for Teaching Excellence and Learning (CTEL) , will retire at the conclusion of this academi year. She has dedicated over 30 years to the profession of education. In her final 3 years with us, she generously shared her experience as a teacher scholar to strengthen encourage and support faculty professional development in her role as the executive director of CTEL. Her contributions to Bradley University are many and we are grateful. Congratulation on her retirement.

Dr. Timothy Koeltzow will serve as the next executive director of CTEL.

(2) Virtual HLC on Monday and Tuesday next week.

(3) Organized a task force based on the chair summit on teaching evaluation. The goal is to try and move the institution away from heavy reliance on student evaluation of teaching as they currently exist on campus and move in other directions. The task force will present a proposal to curriculum and regulation committee in the Fall for some change in how we do things. It also allows colleges and departments have some flexibilities.

(4) Thank Deans for their serve

- Thanks Mat O'Brian for his service as Interim Dean of Foster College of Business
- Thanks Moll Cluskey for her service as Interim Dean of Education and Health Sciences
- Thanks Steve Tippett for stepping in to serve as Interim Dean of EHS when Molly Cluskey stepped in to serve as Director of online education.
- Thanks Lex Akers for his leadership in Caterpillar College of Engineering and Technology

(5) Dean Search Updates:

- In decision making process for the Dean position for FCB and CCET. An announcement in next few weeks.
- EHS dean search started today
- LAS identified the search committee members

**C. CFO/COO Cox**

Work on the budge. Full-time focus over the next 3 – 4 weeks.

Q&A and discussion session:

( Sheryl Cox, Naomi Stover, Zach Gorman, Megan Rimmel, Justin Ball)

There were questions on assurance on software (Qualtrics, gmail, g suite) and faculty laptop initiative.

Response: We cannot give an absolute assurance. Significant changes are not on our capital expenditure list at this juncture.

The faculty laptop intuitive was paused. The program is expanded to include the entire campus. A 5-year program of swapping out all computers started last year (2020).

There was a question on enrollment update.

Response from Enrollment:

Overall deposit number: - 19.8% (first week of April) → -10.8%(this Monday)

Trending the right direction in terms of getting students access to campus visits and in turn seeing their deposit activities following that.

10 more on-campus visit programs between now and the evening of May 1<sup>st</sup>.

While we will keep our May 1<sup>st</sup> deadline and not move it to June 1<sup>st</sup> , see many more students than usual asking for extensions to make their decision. We will host more visiting program between May 1<sup>st</sup> and May 30<sup>th</sup>. We've also been seeing a lot of students and families who are still not comfortable of making a campus visit in light of COVID. Deposit activities all throughout the summer assuming situations are improving and more students & families feel comfortable.

**IX. Adjournment**

The meeting adjourned at 4:25PM.

Reported by :

Yufeng Lu, Senate Secretary





Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt;

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**2020-2021 Annual Report for the Academic Review Board**

1 message

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**Kevin Swafford** <swafford@fsmail.bradley.edu>  
To: Mathew Timm <mtimm@fsmail.bradley.edu>

Wed, Apr 28, 2021 at 1:51 PM

Dear Mat--

Jana Hunzicker forwarded your email to me regarding the 2020-2021 Annual Report for the Academic Review Board.

The Academic did not meet face to face at any point during the 2020-2021 academic year. However, we were quite busy. Since the start of the 2020-2021 school year, the ARB received 26 petitions. 24 were approved, one was denied, and one was canceled:

- there were three petitions for reinstatement -- 2 were approved, one was denied
- there were eighteen petitions requesting a waiver of the 24/30 residency rule -- all were approved
- there were four petitions requesting a waiver of the 40 junior/senior hour rule -- all were approved

There will be more petitions related to 21SP graduation forthcoming.

I hope this helps.  
All the best,  
Kevin

--

Kevin Swafford, Ph.D.  
Professor of English  
Coordinator of Graduate Studies in English  
Chair, Academic Review Board  
Bradley University

309-677-2451



Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt;

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**Re: Committee on Equity and Diversity -- Annual Report request**

1 message

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**Aurea Toxqui** <atoxqui@fsmail.bradley.edu>  
To: Mathew Timm <mtimm@fsmail.bradley.edu>

Sun, May 2, 2021 at 6:35 PM

Hello Mat,

Here is the report:

In AY 2018-19, the Provost had charged the committee with the creation of the guidelines and supporting documents for a grant promoting diversity and inclusion on campus. While the committee provided recommendations in 2019 and finished all those documents by the beginning of Spring 2020, circumstances impeded the implementation of such grant and no funds were provided. Additionally, recommendations forward by the committee to the Provost in 2019 and 2020 were not acted upon.

In AY 2020-21, the President convened the Racial Equity Advisory Board (REAB) independently of the Committee on Equity and Diversity (CED). During this semester, the report of the REAB was made public and the announcement of the hiring of a VP of Diversity, Equity, and Inclusion came out.

Given the administration's still coalescing vision of diversity, equity and inclusion at Bradley, and given the overload teaching that CED members, like other faculty were faced with this year, the committee has been unable to take action during the AY 20-21.

If members of the Executive Committee are interested in more details, I am happy to provide them.

Sincerely,

Aurea Toxqui

On Sun, May 2, 2021 at 5:56 PM Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt; wrote:

Thanks Aurea

On Sun, May 2, 2021 at 1:25 PM Aurea Toxqui &lt;atoxqui@fsmail.bradley.edu&gt; wrote:

Hello Mat,

Sorry for replying until now. It is the crazy time of the semester. I am editing my report. I'll send it to you by the end of the day or tomorrow morning the latest.

Thanks,

Aurea

On Thu, Apr 29, 2021 at 9:59 AM Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt; wrote:

Hi Aurea,

I am collecting reports for Senate Committees during AY2020-2021. I don't have a record of who the Chair of the Committee on Equity and Diversity is and was hoping you could help out. If you are the Chair could you send me a brief report on your activities this year. I would like to include it in the May Senate Meeting agenda and minutes. If you aren't the chair and you know who it is, can you forward this email to that individual or let me know who it is?

Thanks,  
Mat

--

Aurea Toxqui, Ph.D.  
Associate Professor, History  
Director of Latin American Studies  
Interim Director of African American Studies  
LAS Strategic Planning Committee  
Senate's Committee on Equity and Diversity  
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pronouns: she, her, hers

Co-editor [Alcohol in Latin America: a Social and Cultural History](#)



Editorial board member [The Social History of Alcohol and Drugs](#)



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Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt;

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## Standing Committee on International Initiatives report

1 message

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**Jeanie Bukowski** <jbukow@fsmail.bradley.edu>  
To: Mathew Timm <mtimm@fsmail.bradley.edu>

Thu, Apr 29, 2021 at 3:19 PM

Dear Mat,

Thanks for giving us the extra day to complete the report. It is attached. In addition to the fact that I couldn't get this busy group of people together until yesterday to finalize the report, this delay also allowed us to include a very exciting accomplishment: just yesterday, we received word of Administration approval of a new Office of Global Studies and Initiatives, based on a proposal developed by the Committee!

I also want to note a change in composition of the ex officio membership positions, given the dissolution of the Graduate School and the reassignment of duties relevant to global education. When the Committee was originally constituted, the two positions were as follows:

- The Director of the Office of International Student and Scholar Services (Rachel Webb)
- The Senior Associate Director of Admissions and International Coordinator (Pat Bower prior to her retirement)

With the reorganization:

- Director of Graduate and International Admission, Division of Enrollment Management (Rachel Webb)
- International Advisor, Division of Student Affairs (Alyssa Braun)

Also, while the membership was originally supposed to include The Executive Director of Diversity and Inclusion, that director declined to serve.

Appendix 2 of the attached report, listing 2020-21 membership, includes the updated Admissions and Student Affairs positions, and eliminates the diversity and inclusion position. Appendix 1 remains as originally listed, however, since this is what's currently in the Handbook.

With the creation of the new Office of Global Studies and Initiatives (!!), we will also want to modify the ex-officio positions to include that faculty director. So let's wait to take care of all of this at some point after the announcement on the office comes out.

Thanks and best,  
Jeanie

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Dr. Jeanie Bukowski, Associate Professor  
Institute of International Studies  
Bradley University  
[1501 W. Bradley Ave.](#)  
[Peoria, IL 61625 USA](#)  
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**International Initiatives Report to Senate- 2021-Final.docx**  
31K



Date: April 29, 2021

To: Dr. Mat Timm, President  
University Senate

From: Michelle Riggio, Interim Executive Director  
Continuing Education

Re: Senate Committee on Continuing Education

The University Senate Committee on Continuing Education met on September 17, 2020 and March 18, 2021.

During the first meeting, we discussed the committee's charge as described in the Faculty Handbook. Interim Executive Director Michelle Riggio provided a verbal and written overview of how the Division has functioned over the past 60 years. The committee approved goals to increase the involvement of academic partners in non-credit programming and educate campus of Continuing Education's work.

In March, the committee reviewed a draft non-credit program development outline, was informed of the new non-credit version of Canvas, and discussed the Spring 2021 launch of non-credit digital badges. The committee also provided feedback on how to better communicate that summer and interim contracts are handled by the Office of Summer and Interim Sessions, which is housed within Continuing Education.

**To: Mat Timm, President of the University Senate**

**From: Committee on Contractual Arrangements**

Kristi McQuade, Chair; Dayna Fico; Elena Gabor;

Dennis Koch; Tanya Marcum; Anna Ullmann

**Re: Annual Report (2020-21 academic year)**

**Date: April 27, 2021**

The following activities were performed by the Committee on Contractual Arrangements during this past academic year. (See below for the Committee's function.)

**1. Revise Faculty Handbook to Reflect Changes to Employee Benefits - Completed**

The Committee met with Crystal Elliot (Director of Human Resources, Affirmative Action-EEO Officer, Title IX Coordinator) several times to discuss and provide feedback on her proposal for changes to the Faculty Handbook needed to update language related to employee benefits. The Handbook has been updated to reflect these changes.

**2. Craft Memo to Senate Executive Committee - Completed**

The Committee submitted a memo to the Senate Executive committee in December 2020 reminding/urging the administration to, when possible, consult relevant Senate committees in advance of making policy changes.

**3. Review and Revise Consensual Relationships Policy – Final Stages**

The Committee was tasked in 2018-19 with the reviewing and revising the University's interim policy on consensual relationships. Our final draft has been shared with Erin Kastberg, Vice President for Legal Affairs and General Counsel, and we are awaiting feedback.

**4. Review and Revise Full-time, Non-tenure Track Faculty Service Policy – In Progress**

The Committee was tasked in 2018-19 with reviewing the handbook for policies related service by non-tenure track faculty. The proposal we presented in April 2019, was sent back to our committee for additional review. Our committee discussed the policies and proposed changes further, and intends to bring a revised proposal to the Senate in Fall 2021.

**5. Review Handbook Language Related to Probationary Appointments – In Progress**

The Committee was tasked in 2020-21 with evaluating the use of the terms "probationary appointment" and "specified term" to explore whether clarifications are needed. We reviewed the relevant language and consulted with the Tenure, Promotion and Dismissal Committee and the Faculty Ombuds and concluded that some clarifications are, indeed, needed to eliminate ambiguities. The Committee expects to continue to collaborate with relevant Senate entities in 2021-22 to create a set of proposed changes.

## **6. Develop Handbook Language Regarding Chair Compensation - New Assignment**

The Faculty Handbook currently has no language regarding extra compensation for chairs. The Committee has been tasked with consulting with the appropriate parties to establish a proposal to add appropriate language to the Handbook.

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### **The Committee on Contractual Arrangements (from p 25-26 the Faculty Handbook, Rev 2.16)**

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 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 fulltime 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.

# Election Results—Senate Election, April 2021

## **Ombuds:**

Danielle Glassmeyer

## **Handbook Editor:**

Ethan Ham

## **(2<sup>nd</sup>) CLAS Representative to the University's Strategic Planning Committee:**

Naomi Stover

## **Faculty Grievance Committee:**

Alex Hertich

Carmen Keist

Iqbal Shareef (alternate, if one is required)

## **University Committee on Tenure, Promotion, and Dismissal:**

Jen Jost

Lane Beckes

Jim Courtad (by 1 vote for the final spot)

## **Representative to the Contractual Arrangements Committee:**

Elena Gabor

## **Faculty Reps. on the Search Committee for a Vice-President of Diversity, Equity, & Inclusion:**

Demetrice Worley

Aurea Toxqui

# Senate Elections Committee

## Annual Report—Academic Year: 2020-2021

26 April 2021

To: Dr. Mat Timm, President, University Senate  
From: Andy Kelley, Chair, Senate Elections Committee  
Re: Annual Report for the Elections Committee

Elections Committee Members:

Dr. Eden Blair  
Dr. Teresa Drake  
Dr. Andy Kelley (Chair)

Dear Professor Timm:

During the 2020-2021 Academic Year, the Senate Elections Committee held elections, which finished today, April 26<sup>th</sup>. Thank you.

Sincerely,

*Andrew Kelley*

Andy Kelley (Chair, Senate Elections)

Intercollegiate Athletics Committee  
Report to University Senate  
May 2021

It was a year of transition for the Intercollegiate Athletics Committee when Dr. Steven Tippett decided to step down as Faculty Athletics Representative and Chair of the IAC. The Committee congratulates and thanks Dr. Tippett for his years of service on behalf of the Bradley student athlete. Dr. Tippett was replaced by Dr. Paul Gullifor, who was appointed by President Standifird in January 2021. The IAC has met twice during the current semester and its primary action has been the selection of the winner of the Charles Orsborn Award. The Orsborn Award is Bradley's highest honor recognizing a student athlete for athletic achievement, academic excellence and community service.

Respectfully submitted,

Paul F. Gullifor  
Faculty Athletics Representative  
Chair of the Intercollegiate Athletics Committee

**SENATE STANDING COMMITTEE ON INTERNATIONAL INITIATIVES**  
**Report to the University Senate**  
**Submitted on April 29, 2021**

The Senate Standing Committee on International Initiatives was created as required by the Bradley University Strategic Plan (2017-2022) Implementation Plan (SPIP). Specifically, the Committee was constituted to support BUSP Goal #2, Objective 4:

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

The Committee began meeting during the Fall 2019 semester. Building on the first year's activities, it continued an active schedule during the 2020-21 academic year, and notes some major accomplishments.

**AY 2020-21 ACTIVITIES**

- Developed and launched a new *Global Bradley* website.
  - The Committee worked with Ome Lopez, Senior Associate Director of Web Marketing and Communications, to develop the Global Bradley website, which went live on March 17, 2021. <https://www.bradley.edu/sites/global-bradley/>
  - As of April 19, this website is now promoted in a feature on the ABOUT link on the main Bradley navigation page.
  - We thank the Office of Marketing and Communications for their support, and Ome for all her hard work, in making the Global Bradley page a reality. We are confident that this effort will have a positive impact on global education at BU!
- Achieved approval for the establishment of a new *Office of Global Studies and Initiatives (OGSI)*.
  - The Committee developed a planning and implementation proposal for this new entity, which also included an initial longer-term roadmap for global education at Bradley. We submitted the document on April 13, 2021.
  - In consultation with the full Senior Leadership Team, President Standifird and Provost and Senior Vice President for Academic Affairs Zakahi approved on April 28, 2021 the establishment of the OGSI, based on the Committee proposal. A campus-wide announcement will be forthcoming with more details.
  - The Committee acknowledges and appreciates the strong support for this initiative of President Standifird, Provost and Senior Vice President for Academic Affairs Zakahi, Vice President for Strategy and Innovation Jones, and the entire Senior Leadership Team.
- Continued our inventory of the components of global education at BU.

**UPDATE ON RELEVANT CHANGES PURSUANT TO GRADUATE SCHOOL DISSOLUTION**

With the dissolution of the Graduate School, its global education functions were transferred to the Division of Enrollment Management (which is now responsible for Undergraduate and Graduate International Student Recruitment and Admission) and to the Division of Student Affairs (which is now responsible for Immigration Advising for international students; this is in addition to the Division's existing responsibility for the Global Living and Learning Community). In the Appendix 2 list of AY 2020-21 committee membership, we indicate these changes in the ex-officio positions. Considering the Division of Academic Affairs' units and functions (academic programs, Global Scholars Programs,

Study Abroad), global education now spans three Divisions at Bradley, indicating an even greater need for effective coordination.

## RECOMMENDATIONS

In support of the Committee's charge, the Bradley University Strategic Planning objectives relevant to global education, and our work during AY 2020-21, the Senate Standing Committee on International Initiatives offers the following recommendations.

### **Recommendation 1: Continued caution in making cuts that work against Bradley's success in global education; the case of World Languages and Cultures (WLC)**

In our report to University Senate in April 2020, we stated the following:

We urge caution—in the current atmosphere of financial exigency exacerbated by the coronavirus crisis—that proposals to eliminate, downsize, or merge programs/units/schools not undermine the ability of Bradley to deliver on the necessary higher education priority of global learning.

The Senate Standing Committee on International Initiatives is very concerned with a decrease in support for one of the units on campus crucial to global learning, namely the Department of World Languages and Cultures. The situation regarding WLC, which has seen its ability to offer Arabic, Chinese, and German diminished, is representative of the more general problem that we have identified of lack of support and prioritization of global learning at Bradley. In a vicious cycle, low prioritization of global education leads to lack of resources to key units and programs, which results in sub-optimal enrollment in those programs, which then is a rationale for more cuts, which further impacts enrollment, etc. In the narrower enrollment interests of the University, having robust WLC offerings is crucial to attracting students who desire a global education. More broadly, language education is vital in a globalized world, and we do all of our students a disservice if that education is not provided. *We therefore recommend that WLC's ability to consistently offer these languages through levels that would ensure student proficiency be restored as quickly as possible.* We illustrate here why this restoration is necessary.

The Committee on Economic Development of the Conference Board (CED) argues the following:

To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders.<sup>1</sup>

New American Advocacy, a bipartisan research group, issued a report in 2017 that includes the following findings<sup>2</sup>:

- Over the past five years, demand for bilingual workers in the United States more than doubled. In 2010, there were roughly 240,000 job postings aimed at bilingual workers; by 2015, that figure had ballooned to approximately 630,000.
- Some employers have particularly strong demand for bilingual workers. More than a third of the positions advertised by Bank of America in 2015 were for bilingual workers. At the health

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<sup>1</sup> <https://www.ced.org/pdf/Education-for-Global-Leadership-Executive-Summary.pdf>

<sup>2</sup> [http://research.newamericaneconomy.org/wp-content/uploads/2017/03/NAE\\_Bilingual\\_V9.pdf](http://research.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V9.pdf)

insurer Humana, meanwhile, almost one in four online posts asked for such skills—including almost 40 percent of the company’s listings for registered nurses.

- Employers are increasingly looking for workers who can speak Chinese, Spanish, and Arabic. Employers posted more than three times more jobs for Chinese speakers in 2015 than they had just five years earlier. During the same time period, the number of U.S. job ads listing Spanish or Arabic as a desired skill increased by roughly 150 percent.

The CED, and multiple other non-governmental and governmental recommendations, stress that the study of particularly the less-commonly-taught “critical languages” (including Chinese and Arabic) as necessary for national security. *Beyond the national interest and employment rationales, it is well documented that language learning contributes to cross-cultural understanding and diversity on campus.*

The situation with World Languages and Cultures is thus troubling for this Committee. We note the following cuts, which have hindered the ability of WLC to offer Chinese, Arabic, and German. While the 100-level Chinese and Arabic courses are back on the books for Fall 2021, we have a situation in which the 200-level courses may not be offered, impacting students who are currently enrolled in those languages.

- Chinese was put on hiatus in AY 20-21 due to the cutting of affiliate faculty at the university. It is on the books for Fall '21 (101).
- Arabic was put on hiatus in AY 20-21 due to enrolment concerns. It is on the books for Fall '21 (101).
- German was eliminated at the end of AY 20-21 as part of the involuntary reduction in force, announced in Summer 2020. There were 15 German minors in Fall 2020 impacted by this cut.

### **Recommendation 2: International Enrollment**

We reiterate the importance of Item 6 of the Bradley University Strategic Plan Implementation Plan that Bradley develop an enrollment plan to attract and support international undergraduate and graduate students. This effort should be approached comprehensively. While this is obviously a strategy that has the potential to help alleviate Bradley’s enrollment difficulties, support for international students must be enhanced by a more clearly articulated administrative platform for recruitment and retention of international students. The BUSP Implemented Plan item should be updated to include the movement of staff to identify the parties at play. For recruitment, the plan would be initiated by the Vice President of Enrollment Management, the Director of Graduate and International Admission, and the International Recruitment Manager. For retention, the plan would likely be initiated by Student Affairs. Increased numbers of international students on campus will enhance the goal of global learning only if concerted efforts are made to provide both academic and co-curricular opportunities for international-domestic student interaction. With the dissolution of the Graduate School, this committee is concerned about the comprehensive support that will be available for international graduate students. We urge the importance of having a curricular and non-curricular support entity for these students moving forward in order to recruit and retain both international and domestic students.

### **Recommendation 3: Global Living and Learning Community**

We reiterate our recommendation that, given the initial success of the Global Living and Learning Community, its contribution to global learning, and the competitive advantage it provides when

marketing Bradley, it be expanded *with concomitant resources* to support larger numbers of students in the Community. There is consistently more demand than supply for this living opportunity, and the problem is especially acute for female applicants, given the distribution of room capacity. For example, as of April 28 the Community had 50 freshman applicants who have deposited; that number will continue to rise as more prospective students continue to deposit. However, there is currently space remaining for only 19 freshmen in the Community for the fall 2021 semester.

**Recommendation 4: Importance of supporting and promoting Bradley’s Global Scholars Programs**

We recommend that the Administration, Departments, and Faculty make a renewed effort to support the Global Scholars programs on campus and actively promote these opportunities to our students. In this context, faculty should be supported in developing new globally- and cross culturally-focused course offerings, integrating global perspectives into existing courses, and promoting international education experiences.

## **APPENDIX 1**

### ARTICLE V – COMMITTEES, 1. Standing Committees of the University Senate

#### **Standing Committee on International Initiatives**

1. The Standing Committee on International Initiatives shall:

- a. Support and enhance an informed and internationalized curriculum, opportunities to participate in global learning, and international academic experiences. In order to accomplish the foregoing objectives, the committee shall:
  - 1) Oversee campus internationalization, including global initiatives in curriculum design, campus programming intended to increase global awareness, faculty and student development, and cross-cultural competency;
  - 2) Enhance education abroad opportunities, including semester- and year-long study abroad; Interim Programs Abroad; and short-term international experiences, including internships, service learning, and other experiential learning abroad;
  - 3) Evaluate international academic partnership agreements;
  - 4) Support international student and scholar services;
  - 5) Identify mechanisms that can provide stable funding for international initiatives, including development strategies within the colleges and across the University;
  - 6) Partner with other associated areas within the University that have a direct or indirect bearing on campus internationalization, education abroad, international student and scholar services, and the integration of global learning and cross-cultural competency into the University's curriculum, programs, and academic community; and partner with organizations representing an international campus-community constituency, such as Peoria Area Friends of International Students (PAFIS) and Peoria Area World Affairs Council (PAWAC).
- b) Facilitate the implementation of initiatives relevant to internationalization and global learning in the current University Strategic Plan, and play a crucial role in developing initiatives for future University Strategic Plans.

2. The Committee on International Initiatives shall consist of the following:

- a) Faculty or staff members appointed by the Dean of the respective Colleges for staggered three-year terms:
  - 1) One member from the College of Business;
  - 2) One member from the College of Communications and Fine Arts;
  - 3) One member from the College of Education and Health Sciences;
  - 4) One member from the College of Engineering and Technology;
  - 5) One member from the College of Liberal Arts and Sciences.
- b) Faculty or staff members appointed by the department chairs or directors of those academic programs with explicitly internationalized/globalized curriculum for three-year terms:
  - 1) One member from International Business;
  - 2) One member from the Institute of International Studies;
  - 3) One member from World Languages and Cultures.
- c) Ex-officio members:
  - 1) The Director of Education Abroad;
  - 2) The Director of the Office of International Student and Scholar Services;
  - 3) The Senior Associate Director of Admissions and International Coordinator;
  - 4) The Executive Director of Diversity and Inclusion;
  - 5) The Executive Director for the Center for Teaching Excellence and Learning (CTEL).
- d) Other committee member:
  - 1) One faculty or staff member appointed by the Provost and Senior Vice President for Academic Affairs.
- e) The Chairperson will be elected from the committee membership.

## **APPENDIX 2**

### **Senate Standing Committee on International Initiatives, Membership – 2020-2021**

2. The Committee on International Initiatives shall consist of the following:
- a) Faculty or staff members appointed by the Dean of the respective Colleges for staggered three-year terms:

1. Foster College of Business	<b>Jim Foley</b>	<a href="mailto:jff@fsmail.bradley.edu">jff@fsmail.bradley.edu</a>
2. Slane College of Communication and Fine Arts	<b>Grace Wang</b>	<a href="mailto:twang@fsmail.bradley.edu">twang@fsmail.bradley.edu</a>
3. College of Education and Health Sciences	<b>Cecile Arquette</b>	<a href="mailto:carquette@fsmail.bradley.edu">carquette@fsmail.bradley.edu</a>
4. College of Engineering and Technology	<b>Saeid Vafaei</b>	<a href="mailto:svafaei@fsmail.bradley.edu">svafaei@fsmail.bradley.edu</a>
5. College of Liberal Arts and Sciences	<b>Isaac Oliver</b>	<a href="mailto:ioliver@fsmail.bradley.edu">ioliver@fsmail.bradley.edu</a>

- b) Faculty or staff members appointed by the department chairs or directors of those academic programs with explicitly internationalized/globalized curriculum for three-year terms:

1. International Business	<b>Raj Iyer</b>	<a href="mailto:riyer@fsmail.bradley.edu">riyer@fsmail.bradley.edu</a>
2. International Studies	<b>Jeanie Bukowski</b>	<a href="mailto:jbukow@fsmail.bradley.edu">jbukow@fsmail.bradley.edu</a>
3. World Languages and Cultures	<b>Melvy Portocarrero</b>	<a href="mailto:mrpc@fsmail.bradley.edu">mrpc@fsmail.bradley.edu</a>

- c) Ex-officio members:

1. The Director of Education Abroad	<b>Christine Blouch</b>	<a href="mailto:blouch@fsmail.bradley.edu">blouch@fsmail.bradley.edu</a>
2. The Director of Graduate and International Admission, Division of Enrollment Management	<b>Rachel Webb</b>	<a href="mailto:rkwebb@fsmail.bradley.edu">rkwebb@fsmail.bradley.edu</a>
3. The International Advisor, Division of Student Affairs	<b>Alyssa Braun</b>	<a href="mailto:abraun@fsmail.bradley.edu">abraun@fsmail.bradley.edu</a>
4. The Executive Director for the Center for Teaching Excellence and Learning (CTEL)	<b>Heljä Antola Crowe</b>	<a href="mailto:helja@fsmail.bradley.edu">helja@fsmail.bradley.edu</a>

- d) Other committee member:

1. One faculty or staff member appointed by the Provost and Senior Vice President for Academic Affairs.	<b>Jobie Skaggs</b>	<a href="mailto:jskaggs@fsmail.bradley.edu">jskaggs@fsmail.bradley.edu</a>
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- e) The Chairperson will be elected from the committee membership (for 2020-21, Jeanie Bukowski, Institute of International Studies).

**SUB COMMITTEE ON REGULATIONS AND  
DEGREE REQUIREMENTS  
END OF YEAR REPORT  
2021**

**COMMITTEE: ROBERT DAVISON AVILES, DEAN CAMPBELL, LUCY LU, ANDY KINDLER, MATTHEW O'BRIEN (CHAIR), FRED TAYYARI, KERRY WALTERS**

- I. Reviewed and approved in person and online academic calendars, see pages 2-4.
- II. Supported honorary degree requests, see pages 5-7.
- III. Proposed new Summer III term, see pages 8-11.
- IV. Advanced recommendation to consider moving university degree requirement from 124 sch to 120 sch, see pages 12=15.

**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
<i>December 14, Saturday</i>	<i>Commencement</i>

**JANUARY INTERIM**

<b>January 2, Thursday</b>	<b>First day of classes</b>
January 20, Monday	January Interim Ends

**SECOND SEMESTER**

<i>January 13, Monday</i>	<i>Reporting date for new faculty</i>
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



January 20, 2021

To: Provost Walter Zakahi  
From: Subcommittee on Regulations and Degree Requirements  
Subject: Consideration of awarding a degree under extreme circumstances

Dear Provost Zakahi:

The Academic Regulations and Degree Requirements Committee has been consulted with regard to a request for awarding a degree for a student who tragically has been diagnosed with a terminal condition. We all agree that these circumstances are heartbreaking and we wish to do everything in our power to reasonably accommodate.

Currently, we find no policy in place which *directly* applies to such circumstances explicitly. However, after much consideration and deliberation we have a number of pathways that can be selected to pursue. These are outlined below with some brief comments from the committee as to their applicability.

The first option available is the current policies which apply to every student and is at the disposal of every student. Here, the student's record could be reexamined to consider how all degree requirements could be met, substituted, or waived with the student's current accomplishments. To pursue this option, there are a number of requirements which are more difficult to overcome, if at all. First, there are number of requirements which cannot be waived and those include the following:

1. The minimum 124 semester hours to graduate
2. The minimum 30 semester hours taken in residence at Bradley
3. The minimum 2.00 cumulative grade point at Bradley
4. Maximum 66 hours transferred from a two-year college
5. Commencement honors or participation in Commencement
6. Additional requirements for BA/BS degrees

There are a number of benefits and drawbacks to pursuing this course. On the plus side, these include the fact that these policies are already in place and the degree will actually be conferred, that is, conferring a degree is the typical way degrees are earned and by earning a conferred degree it also is noted in both transcripts and through notifying national databases who check on such matters. Obstacles to pursuing this course of action includes the inability to waive the above requirements and all major and minor requirements must be satisfied or substituted by the appropriate academic process and officers. This can be a timely process. Further, conferred degrees are only conferred at three times in the year (May, August, and December). It is the opinion of the is committee that these obstacles likely surpass the desired outcome and it is not recommended.

The second available pathway for consideration is to amend the current university policy on awarding of posthumous degrees to accommodate the current circumstances. This policy can be found at:

<https://www.bradley.edu/academic/undergradcat/20202021/overview-arrequirements.dot>

Within this policy, again, there are a number of attractive options but it is also problematic in specific ways. Posthumous degrees are not conferred degrees but symbolic degrees. As such, this degree could be awarded (not conferred) immediately. We believe this to be a significant benefit. Additional benefits of amending the policy to include one with a terminal illness would include the ability to waive the requirements listed above and merely meet the guidelines emended here which include the following:

- Request made by the (deceased) student's family
- The student is enrolled in a degree program.
- The student is in good standing.
- The student has entered his or her senior year.

Here the Academic Regulations and Degree Requirements Committee considers the request and the eligibility of the student and makes a recommendation to the Provost and Senior Vice President for Academic Affairs for approval. This is a process which would likely be considerably faster than that of the above. Unfortunately, the drawbacks to such course is that the policy was not intended for such application. Additionally, this policy is also problematic in that the degree awarded is symbolic in nature and would not be ascribed the kind of privileges associated with conferred degrees such as the degree would not be considered for advancement to graduate school, the degree would not be noted and cross-checked in national databases, etc. . . Here, as in above, this option is not recommended.

The remaining option considered by the committee is to award an honorary degree. One significant benefit is that the process for an honorary degree can be initiated by almost anyone. The Bradley University Faculty Handbook (pg 21) states the following:

1. The function of the Committee on Honorary Degrees shall be:
  - a. To encourage submission of names from faculty, administration, trustees, alumni and students for consideration as recipients of honorary degrees;

One significant benefit is that the process for an honorary degree can be initiated by almost anyone. This would allow the case to be considered without a direct appeal from the family.

Additionally, on page 154 of the Faculty Handbook it states that:

1. Bradley University shall confer honorary degrees in recognition of outstanding achievement in the various fields of human endeavor and in celebration of personal excellence. Such degrees may be awarded posthumously.

And also that:

3. The honorary degree awarded to any individual shall be based on criteria generally recognized in higher education and appropriate for the achievement and excellence being honored.

We believe that the policy of "outstanding achievement in the various fields of human endeavor and in celebration of personal excellence." is more directly applicable than that of the Posthumous Degree policy and is open to interpreting the phrase in celebration of

personal excellence to such circumstances as the ones precipitated the inquiry. However, this is up to the committee on honorary degrees to consider and we do not wish to overstep our bounds. The benefits of pursuing an honorary degree include many mentioned before including expediency, the ability to circumvent requirements, and the (perhaps more) directly applicable policy which is in place. Downsides to this course include the fact that the honorary degree requirements committee would need to convene and recommend. My understanding is that the committee is dormant and this may take some time to execute. Further, as above, the degree awarded would not be conferred but presented. However, despite these challenges, it is our belief that this avenue is likely the best to pursue and therefore the recommendation of the committee.

The committee did not consider developing a policy for the present circumstances. We are open to doing so, but adopting such would require the approval of the traditional university senate process. We do not believe this is timely.

The committee recommends obtaining the advice of university counsel on such matters in general. An argument can be made that the authority to either confer degrees or award symbolic degrees may reside within the chief academic officer of the university. Hence, the ability to unilaterally provide such degrees may not need reference the policies indicated above and such accommodations could be offered at their discretion.

The committee also recommends consultation with HLC guidelines. There may be important considerations in the HLC requirements that necessitate adherence.



1501 West Bradley Avenue | Peoria, IL 61625 | bradley.edu

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



1501 West Bradley Avenue | Peoria, IL 61625 | bradley.edu

April 9, 2021

To: Provost Walter Zakahi, Provost & Senior V.P. for Academic Affairs  
Dr. Ahmad Fakheri, Chair of the Curriculum and Regulations Committee  
From: Subcommittee on Regulations and Degree Requirements  
Subject: Consideration of 124 vs 120 semester credit hours.

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 reducing the minimum number of semester credit hours (sch) required for baccalaureate degrees from 124 sch to 120 sch. Importantly, the policy under consideration only considers the floor that must be attained prior to awarding a baccalaureate degree. This policy does not impose restrictions on *individual* degree requirements (such as the Bradley Core curriculum, majors, or minors) which may require work beyond the minimum in order to satisfy a *specific* degree's requirement. It is understood the state of Illinois baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper-division courses. After review, the RDR committee recommends, based on the information provided below, the University to consider adopting 120 credit hours as the minimum credit hour requirement for the baccalaureate degree.

Importantly, more detailed suggestions appear at the end of this document. Notably, the Athletics Department has expressed concerns regarding the impact this policy will have on student athletes. They have suggested the amendment to University policies/procedures would be impacted by the proposed 120 credit hour policy. Bradley's current 124 credit hour minimum has not prevented some Departments or Programs from requiring more hours and it is expected a move to a 120-hour policy would still allow Departments and/or Programs to continue to do so.

This memo will provide a brief overview of some of the more compelling arguments for and against moving from 124 sch to 120 sch. The recommendation presented above is based upon review of information gathered from internal and external sources both directly and indirectly. While the committee was diligent and methodical in the approach, it is worth recognizing that neither the information collected was complete nor the analysis perfect. However, the committee feels comfortable summarizing key findings here to forward to C&R for consideration.

There is strong *prima facie* narrative evidence to suggest the inquiry in reducing the minimum to 120 sch is warranted. Notably, it has been suggested the move from 120 sch to 124 sch was in response to a governmental mandate many decades ago to include one sch per annum for students to engage in physical education. However, when the requirement was lifted, the minimum requirement did not retreat and that Bradley (as well as many other institutions) retained the 124 sch floor. Accordingly, the primary justification of moving away from 120 sch to 124sch is no longer in existence.

Further, there are compelling arguments for moving towards 120 sch as opposed to retaining the 124 sch minimum. Student outcomes are perhaps the most persuasive in this regard and include enhancing the ability of a student towards their attaining a degree in four years, the ease of communicating full semester loads of 15 credit hours (which also tracks with 30/60/90 sophomore/junior/senior progression), and that 120 sch may be helpful in recruiting some prospective students. Indeed, external evidence provided by the Complete College America organization (<https://completecollege.org/wp-content/uploads/2017/11/Program-Requirements-A-National-Survey.pdf>) supports some of these assertions through their reporting of a survey of 300+ institutions across nearly 200 degree programs. While this report is now nearly a decade old, and its emphasis is on programs and not institutional requirements, it is believed the findings remain relevant and the positive implications for students endure. We encourage those reading this report to reference this source.

The committee's investigation of Bradley University *specific* degree requirements included reviewing the number of sch required for 154 identified specific majors and to project if they could be accomplished in 120 sch or less. Of these 154, eight programs did not have sufficient information to be included in further analysis, resulting in 146 major programs. Our findings indicate sch requirements vary significantly across the institution. The results of the analysis presented here utilized the 2019-202 Undergraduate catalog and was based upon the assumption students would appropriately, in instances where allowable, take and count courses to satisfy multiple requirements (i.e. double dipping). Additionally, the ability for programs to 'fit' within 120 sch may also depend on the students choosing to pursue a BA or BS degree. Multi-degree programs (e.g. 3/2 or 4/1) were excluded from this list. Unfortunately, because major and concentration requirements are not uniformly listed in the catalog across offerings, manual calculation was necessary to determine if programs could be completed in 120 sch. The committee thanks and is deeply indebted to Ms. Abby Schierer, Assistant Registrar, who deserves our gratitude for compiling this data in which the following information is culled.

Of the identified 146 programs, the highest threshold for potentially meeting all major and core curriculum requirements is 147 sch. Overall, our projections indicate 112 programs (76.7%) can be accomplished within 120 sch. Colleges may disproportionately impacted by any potential negative effects of implementing a 120 sch floor as the proportion of programs within a college projected to 'fit' inside 120 sch highly varies. All programs (100%) in the Foster College of Business and all but three programs (94.6%) of the College of Liberal Arts and Sciences are projected to be at or under the threshold. Of the College of Education and Health Sciences' programs, 76.5% are below 120 sch. While 71.4% of Slane College of Communications and Fine Arts' programs can be met with 120 sch or fewer, of those that don't (12 programs), the majority are met at 121 sch (7 of the 12 programs, or 58.3%) while the remaining programs (5) currently would need 124 sch or more. None (0%) of the profiled programs within the Caterpillar College of Engineering and Technology have degree requirements which can be accomplished in 120 sch or fewer.

The RDR committee also briefly reviewed requirements from 20 institutions (15 private, 5 public) which were either similar in direct competition, profile, or geographic region. Of these, the minimum comparable (one school is on the quarter system) sch requirements

were 120 and the maximum was 128. Of this sample, which is by no means representative, 65% set 120 sch as the floor and 20% set the floor at 128 sch. Additionally, the proportion of core requirements (i.e. general education requirements) to total minimum requirements ranged from a high of 46% to a low of 13.3%, with the average being 34.1%, representing either 41/120 sch or 42/124 sch.

In addition to consultation requested from C&R, the RDR committee had conversations with individuals from the Registrar's Office, Financial Assistance, Office of Enrollment Management, Office of Institutional Effectiveness, and the Council of Academic Deans who, in turn, requested input from departmental chairs. We thank each of these areas for their input and candor and would like to recognize each of these offices' willingness to both collaborate and coordinate. Below we attempt to paraphrase and highlight key points from the above but always encourage open dialogue with the subject matter experts for both clarity or change of opinion or circumstance.

Concerning HLC requirements, it has been communicated that Practice B.1.a indicates an expectation of a minimum of 120 sch and that any variation would need to be explained and/or justified. Accordingly, if such a requirement is changed it would need to be based on data and campus reflection. It is expected that this document would provide significant evidence toward such. Additionally, the Office of Financial Assistance does not foresee any negative impact from such a proposal but notes that any change would necessitate reporting to the Department of Education.

The Office of Enrollment Management, while reticent to weigh in on academic matters, replied that moving to 120 sch as the floor would be a helpful tool in bringing Bradley in line with other schools that prospective students are also investigating. The assertion of being in line with competitors is consistent with the institution comparisons presented above.

From the opinions forwarded to the committee, there are a number of concerns emanating from the colleges and academic departments, most of which have been addressed briefly above. Foremost in the opinions from academic departments has been students' best interest in terms of financial implications, time to graduation, and preparation for both near and long-term future. Additional concern for students from underrepresented populations and/or differing social-economic status (SES) was raised numerous times and the potential disproportional effect such a policy would incur upon these audiences. Further, there is significant concern the potential in reduction of 4 sch would be 'targeted' at the 'expense' of either major requirements or the Bradley Core Curriculum. There is also strong concern from departments that such a change in policy would effectively compel departments to change curriculum to ensure major requirements would comfortably fit within the newly established floor.

Perhaps the strongest opinion offered was one presented to the athletics department compiled by individuals who are instrumental in assisting student-athletes in navigating their academic careers in meeting with success. Their opinion, presented to both the committee and the Athletic Director presents a number of arguments against such a proposal mostly due to the intricacies of legislation which mandates substantive progress towards degree requirements for student-athletes. From what we understand, the legislation

requires all student-athletes degree requirements must be met within the minimum number of credit hours required to graduate in the student-athlete's degree program. Accordingly, a student-athlete's major selection can significantly reduce their minor options and elective courses disproportionately as compared to all students, in general. Further, moving to 120 sch may restrict the major programs that student-athletes are allowed to declare for both traditional and transfer student-athletes. Policies regarding transfer credit limit, Junior/Senior hour requirements, and Bradley Core Curriculum requirements (such as Writing Intensive and Experiential Learning) also inhibit student-athletes' options if adopted and is recommended that each be reexamined. Lastly, with regard to student success, advising between department requirements and requirements to maintain NCAA eligibility needs better alignment and consistency. It was also noted that such a change in policy would be burdensome to both Athletics and Registrar's Office staff. Accordingly, because of the reasons above, it was recognized the proposal to transition to 120 sch requirement does not benefit the student-athlete population and that Athletics may oppose the proposal.

While the arguments above provide an overview to the specific policy at hand, it is recognized that changing of such policy may have implications with other policies and procedures. Accordingly, the committee recommends remaining aware of the following prior to deciding in isolation. The committee considered it beyond the scope of their consultation, but is aware that consequences are likely. Suggestions for areas of future consideration include, but are not limited to:

- The current limits placed on transfer credits. Moving to 120 sch would effectively increase the proportional amount of transferrable (in) credit hours.
- Per the point above, transfer student's with Associate's Degrees would also be impacted, particularly with the number of Junior/Senior hours required.
- Moving to 120 sch would effectively increase the proportional number of Junior/Senior hours currently required relative to the total.
- Dual credit and accepted AP credit proportions would also be increased.
- The proportion of Bradley Core Curriculum would effectively be raised if adopting a 120 sch floor, potentially placing further pressure on some majors and minors in students effectively attempting to accomplish all requirements in 120 sch.
- Requirements for honors and other recognitions may be impacted and would likely need reevaluation.
- Many majors on campus would effectively find their requirements to be even further above the minimum required, perhaps highlighting a negative attribute unnecessarily. Remember, the potential change to 120 sch as a minimum requirement would not have a direct impact on these majors' requirements.
- Second major and minors would also be squeezed, relatively. This may turn students away from second majors to minors, and minors turning themselves away.
- Review of number of earned sch to be considered as sophomore/junior/senior status may wish to be reviewed.
- Financial implications for students and the institution should be balanced.
- Implications for underrepresented student populations may be disproportionate.

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

April 30, 2021

To: Bradley University Senate  
From: Mathew Timm  
Subject: Senate Executive Committee AY2020-2021 Report

Significant activities of the Bradley University Senate Executive Committee during AY2020-2021 include the following:

1. Formation of two ad hoc Handbook Review Committees. The first was a small committee charged with looking at the Process Three portions of the Faculty Handbook. It recommended that significant numbers of these items be removed from the Handbook. That removal process is ongoing. The second of these committees is larger with greater representation from across campus. Language regarding membership criteria for this committee was developed and submitted to the University Senate. The proposed criteria were approved by the Senate. That committee will be populated and begin its work on more substantive revisions to the Handbook in Fall 2021.
2. The Senate helped coordinate open forums for the on-going strategic planning initiative.
3. The University Senate President met regularly with the University President and Provost. In a first, the Vice President of the University Senate attended the meetings with the President. In another first, the University Senate President met regularly with the University's CFO.
4. Efforts were made to continue to structure University Senate Meetings in a way which promotes significant discussion and debate on the Senate floor.
5. The following Senate level committees did not meet: Admissions and Retention, Sabbatical Leave (Sabbaticals which were cancelled during AY2020-2021 will be honored during AY2021-2022), Faculty Grievance and Student Grievance.
6. Strategic Planning has only recently begun to meet. There role in the on going strategic planning exercise is scheduled to begin on or about May 15, 2021.



Mathew Timm &lt;mtimm@fsmail.bradley.edu&gt;

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**Re: AY2020-2021 Senate Committee Reports**

1 message

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**Jennifer Jost** <jjost@fsmail.bradley.edu>  
To: Mathew Timm <mtimm@fsmail.bradley.edu>

Wed, Apr 28, 2021 at 12:49 PM

Hi Mat,

For Student Grievance Committee:

- We did not meet
- We were contacted by Jobie and tasked with making a "standard operating procedure" document for the committee to have a set of protocols moving forward (what should be recorded? when should a meeting be required? etc.)
- After some emailing, we learned that none of us have been involved with an active case and so we weren't sure where to begin
- We planned to contact you to get more info

Apparently, that fell through the cracks (and is probably my fault). While I have your attention, do you have any info about the last time the committee met? Any faculty who were involved in prior cases that I could reach out to to start working on our document?

Please let me know.  
Thanks!  
Jen

Jennifer A. Jost, Ph.D.  
Associate Professor  
Olin Hall 113  
Biology Department  
Bradley University  
[1501 W. Bradley Ave](#)  
[Peoria, IL 61625](#)  
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On Wed, Apr 28, 2021 at 11:18 AM Mathew Timm <mtimm@fsmail.bradley.edu> wrote:  
To Chairs and Responsible Parties of Senate Committees,

If you have not yet done so, please forward you AY2020-2021 Committee report to me. These do not have to be long reports. An email will suffice. If your committee did not meet this year, an email indicating that will suffice.

I would like to attach these to the Study Day Senate meeting minutes.

If you are not the Chair of the committee and have received this email as a "responsible party", please forward it to your committee chair. You are receiving it because I do not have a record of who your committee chair is.

Academic Review Board -- Jana Hunzicker  
Admissions and Retention -- Dave Vroman  
Committee on Equity and Diversity -- Molly Cluskey  
Continuing Education Michelle Riggio Rarick  
Curriculum and Regulations -- Ahmad Fakhari  
Faculty Grievance -- Krisit McQuade

Sabbatical Leave -- Tony Adams  
Strategic Planning -- Walter Zakahi  
Student Grievance -- Jennifer Jost  
Tenure Promotion and Dismissal -- Twila Lukowiak  
University Resources -- Aaron Buchko

Thanks for your assistance,  
Mat

Mathew Timm, President  
University Senate



May 3, 2021

In re: Annual Report

From: The University Senate Tenure, Promotion, and Dismissal Committee

After being selected in summer 2020 for involuntary separation from the University and receiving a one-year terminal contract, a probationary faculty consulted with the Faculty Ombud. When a mutual settlement between the faculty member and the administration was not reached, the faculty member subsequently filed an appeal with the University Senate Committee on Tenure, Promotion, and Dismissal (TP&D).

As stated in the Bradley University Faculty Handbook (HB, Revision 2.18, section I. E., p. 23), it is incumbent upon the administration to provide the Committee and the faculty member with a statement of charges stated with reasonable particularity. The burden of proof for these charges lies with the administration. The TP&D Committee requested from the Provost a statement of the reasons for the non-renewal. Provost Zakahi responded that this faculty's "non-renewal (as well as the non-renewal of 11 other members of the Bradley University faculty and staff) is a result of the University's financial circumstances." Vice President for Legal Affairs & General Counsel, Erin Kastberg, also indicated the decision is based on financial reasons.

The TP&D committee focused on the material provided. The key issues in this non-renewal include the following: (1) termination of appointment of tenure-track faculty before the end of the term; (2) process of non-renewal; and (3) term of appointment. The Committee relied on the Bradley University Faculty Handbook.

Following its examination, the TP&D committee unanimously agreed that proper procedures were not followed and immediate reconsideration should be provided to the faculty member.

The reasons for these conclusions are outlined below.

### **1. Termination of appointment**

As stated in the Handbook

*Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may be affected by the University under the following conditions: (p. 100).*

The Bradley University Faculty Handbook does not make a distinction between the procedures that have to be followed for the termination of tenured and probationary faculty.

The Handbook provides four reasons for termination prior to the expiration of the term of appointment: (1) inadequate performance; (2) financial exigency; (3) discontinuation of a program or department; or (4) an inability to fulfill the terms or conditions of an appointment due to a medical condition (pp. 100-103).

None of the above applied to this case. The explanation provided for non-renewal was termed “financial constraints.” This arbitrary term is not found in the Bradley University Faculty Handbook and cannot be used interchangeably with “financial exigency” as a reason for the dismissal of tenure-track or tenured faculty.

## 2. **The process for non-renewal**

The process for non-renewal is also in the Handbook. Faculty Handbook (section II. C. 2., p. 73), states that

*a. Recommendations for full-time appointment, reappointment, tenure and promotion shall originate with the department faculty, in accordance with procedures developed by the faculty of each College.*

*b. The chairperson will initiate the recommendation process at the appropriate time.*

The Department’s faculty, chair, Dean, and Tenure, Promotion and Dismissal Committee were not involved in the non-renewal.

## **Term of appointment**

The Bradley University Faculty Handbook is very clear on the definition of the term of appointment of the faculty and how it can be modified. The probationary period is seven years, unless it is agreed to be less by the University and the probationary faculty at the time of hiring, as outlined in multiple places in the HB (pp. 36-38) and provided below.

a) **Probationary appointments** may be for one year, or for other stated periods, subject to renewal. The total period of full-time service prior to the acquisition of continuous tenure will not exceed seven years. No person shall lose or gain any tenure rights on a part-time appointment or while on leave of absence.

b) ..... Determination of the **amount of credit** to be transferred shall be made at the time of initial appointment and shall be the joint decision of the department of which the faculty member shall be a member, the Dean of the College of which the department is a part, and the Provost and Vice President for Academic Affairs.

c) The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any

special standards adopted by the faculty member's department will be brought to the faculty member's attention. The faculty member will be advised of **the time when decisions affecting renewal or tenure are ordinarily made**, and will be given the opportunity to submit material which the faculty member believes will be helpful to an adequate consideration of the circumstances.

d) ....., **the probationary period** may be established at less than seven years upon the recommendation of the faculty member's department, with the concurrence of the Dean and the Provost and Vice President for Academic Affairs. .... Should a tenured lecturer receive an appointment to a professorial position, this shall be considered a new appointment and the **individual's tenure probationary period** for meeting those tenure criteria shall be the same as for other new appointments.

f) A faculty member **in the probationary period must be notified not later than March 1st of the sixth** year of service with the University if the faculty member will or will not be offered tenure at the beginning of the seventh year. ....

A faculty member who has been granted **a one-year extension of the probationary period** according to the policy on extending the probationary period must be notified not later than March 1st of the seventh year of service with the University whether the faculty member will.

Tenured faculty's term of appointment is indefinite and ends when they leave the University. Probationary faculty receive seven years, unless a shorter period was agreed to at the time of appointment. The non-renewal of annual contracts of probationary faculty prior to the end of the term of appointment has to follow a specific process, laid out in the Handbook. All faculty, including probationary and tenured, receive yearly contract letters which traditionally have been used to inform them of their salaries for the following academic year (a practice that was recently changed). The annual notification of employment conditions does not supersede the policies and protocols written in the University Faculty Handbook. In doing so, it undermines the entire concept of tenure and shared governance. This interpretation renders tenure moot, permitting the University to not renew any faculty's contract, regardless of whether they are tenured. This is contrary to the text of the HB and is completely against everyone's understanding and expectation, not only at Bradley University, but anywhere in academia.

To summarize, the Handbook, the precedent, the faculty understanding and expectations have been that the probationary faculty are appointed to a term that is normally seven years, unless agreed to be less at the initial time of hiring, or extended by one year for specified reasons during the probationary term. A probationary faculty can only be terminated for the same four reasons that someone with continuous tenure can. Probationary appointment renewal (dismissal) shall originate with the department faculty.

Therefore, for the reasons written above, it is the conclusion of the Tenure, Promotion, and Dismissal Committee that the University did not provide adequate consideration to the faculty. The decision to not renew is in violation of the Bradley University Faculty Handbook, common understanding and precedent.

Therefore, our recommendation is that the individual be immediately reinstated to their original tenure-track position.

Respectfully submitted,

Lizabeth Crawford, Committee Co-chair

Twila Lukowiak, Committee Co-chair

Abdulla Elbella

Ahmad Fakhri

Todd Kelly