Bradley University Senate
Agenda
Seventh Regular Meeting of the 2016-2017 Senate
3:10 p.m. - 5:00 p.m., April 20, 2017
Michel Student Center – Ballroom A

I. Call to Order

II. Announcements
ISBE Faculty Advisory Group resolution (attached)

III. Approval of Minutes
A. Sixth Regular Meeting of the 2016-2017 Senate, March 23, 2016

IV. Reports from Administrators
A. President Roberts
B. Senior Vice President of Academic Affairs and Provost Zakahi
C. Senior Vice President of Financial Affairs Anna

V. Report from Student Body President Dellaria

VI. Reports from Standing Committees
Curriculum and Regulations
- **Course Additions**
  - 157009 CHM CHM 104 Essentials of General Chemistry
  - 158271 COM COM 370 Global Perspectives in Sports Communication
  - 158285 PHY PHY 167 Introduction to Fluids and Thermodynamics
  - 158391 BIO BIO 430 Soil Ecology
  - 158397 BIO BIO 304 Ecology of Place
  - 159118 IME IME 487 Occupational Safety and Health
  - 159379 LAS LAS 125 Global Topics in Liberal Arts and Sciences
  - 159384 BIO BIO 103 The Biology of Sex
  - 159391 BIO BIO 483 Stem Cell Biology and Tissue Regeneration
- **Course Modifications**
  - 158330 FIN FIN 426 Financial Research & Modeling
  - 156812 ETL MIS 572 Information Systems Management
  - 156811 M L M L 520 Management Theory
  - 156815 ECO ECO 510 Global Markets and Sustainability
  - 148692 IME IME 461 Simulation of Manufacturing and Service Systems
  - 158256 COM COM 265 Ethical Issues in Sports Communication
  - 158203 CFA CFA 101 Arts and Ideas Seminar
  - 157643 AAS AAS 200 Introduction to African-American Studies
  - 158110 CHM CHM 416 Environmental Chemistry
  - 158114 CHM CHM 302 Medical Terminology
  - 158115 CHM CHM 299 Directed Studies in Chemistry and Biochemistry

158116 CHM CHM 499 Directed Studies in Chemistry and Biochemistry
158164 CHM CHM 101 Fundamentals of General Chemistry Lab
158166 CHM CHM 110 General Chemistry I
158171 CHM CHM 112 Engineering Chemistry
158176 CHM CHM 162 Fundamentals of Organic and Biochemistry
158179 CHM CHM 117 General Chemistry II Laboratory
158203 CFA CFA 101 Arts and Ideas Seminar
158206 PHY PHY 110 University Physics I
158344 CS CS 140 Advanced Programming Concepts and Languages
158406 BIO BIO 202 Microbiology and Immunology
159199 IME IME 386 Industrial and Managerial Engineering
159388 BIO BIO 482 Endocrinology
159389 BIO BIO 484 Neurophysiology

- **Course Deletions**
    157654 CHM CHM 452 Physical Organic Chemistry
    158104 CHM CHM 454 Organic Spectroscopy
    158105 CHM CHM 455 Organic Spectroscopy Laboratory
    158106 CHM CHM 477 Physical Chemistry Laboratory II
    159224 BIO BIO 102 Life Sciences II

- **Major Modifications**
    158448 I M Animation and Game Design
    158449 I M Interactive Media
    158433 I M Animation
    158446 I M Game Design
    158447 I M User Experience Design
    159409 COM Sports Communication

- **Program Modifications**
    156816 BUS Master of Business Administration
    157393 BUS Foster College of Business Core

- **Concentration Modifications**
    157407   ENG Literary Studies
    158113   CHM

- **Minor Modification**
    158117 CHM Chemistry

Bradley Core Curriculum
- **Core Curriculum Additions**
    153646 ETE ETE 310 Teacher Performance Assessment
    152411 MUS MUS 335 Music in Its Historical Perspective III
    151587 M E M E 411 Mechanical Engineering Senior Project II
    156600 M E M E 499 ME Senior Research Project II

151509 ME M E 410 Mechanical Engineering Senior Project I
151510 M E M E 498 M E Senior Design Research Project
157137 CHM CHM 104 Essentials of General Chemistry
156933 MTH MTH 114 Applied Finite Mathematics
152945 FCS FCS 310 Community Program Planning
159445 BIO ENS 105 Introduction to Sustainability
144178 BIO BIO 303 Plants and People
157809 IME IMT 212 Technical Calculus I
157811 IME IMT 214 Technical Calculus II
159385 BIO BIO 103 The Biology of Sex
159386 BIO BIO 301 Biotechnology and Society
158405 BIO BIO 202 Microbiology and Immunology
158396 BIO BIO 304 Ecology of Place
159428 BIO BIO 300 Population, Resources and Environment
159430 BIO ENS 110 Populations, Resources and Environment
151999 ENG ENG 340 Global British Literature
157337 CS CIS 300 Computers and Society
144171 BIO SCI 102 Science through Inquiry I: Molecules (Biology and
        Chemistry)
159281 BIO SCI 104 Science through Inquiry I: Water (Biology, Chemistry)
159285 BIO SCI 101 Science through Inquiry I: Special Topics
159305 BIO SCI 302 Science through Inquiry II: Ecosystems (Biology, Earth
        Science)
141677 BIO SCI 100 Science through Inquiry I: Motion (Biology, Physics) AI
144005 BIO SCI 300 Science through Inquiry II: Evolution (Biology, Earth
        Science)
159859 ETE ETE 339 Methods of Teaching Mathematics Grades 1-6
159786 CHM CHM 361 Biochemistry Laboratory
157620 IS IS 373 South and Southeast Asian Nations in International Affairs
153428 IME IME 333 Materials Science Laboratory
152625 FCS FCS 300 Consumer Issues in America
159899 CHM CHM 471 Physical Chemistry laboratory I
159917 SOC S W 395 Social Work Seminar
159927 IME IME 485 Occupational Ergonomics
159860 SO SOC 313 Race, Ethnicity, and Power
157619 IS IS 340 Africa in the International System

- **Proposal to Modify the Bradley Core Curriculum Language** (details attached)
    A. Replace the Core Practice term "Integrative Learning" with the word
        "Experiential Learning"
    B. Replace the Core Outcomes term of "Multidisciplinary Integration" with the
       word "Integrative Learning"

Executive Committee of the Graduate Faculty

- **Course Additions**
    158150 CHM CHM 686 Literature Review

159387 BIO BIO 582 Endocrinology
159390 BIO BIO 584 Neurophysiology
159392 BIO BIO 583 Stem Cell Biology and Tissue Regeneration

- **Course Modifications**
  156812 ETL MIS 572 Information Systems Management
  156811 M L M L 520 Management Theory
  156815 ECO ECO 510 Global Markets and Sustainability
  158103 IME IME 587 Occupational Safety and Health
- **Program Modifications**
  157784 ATG Master of Science in Accounting
  157788 ATG Master Science in Accounting with Internal Audit Concentration
  156816 BUS Master of Business Administration
- **Major Modifications**
  157789 ATG ATG 3:2
  157790 ATG ATG 3A (ATG 3:2 with Internal Audit Concentration)

B. Tenure Promotion and Dismissal Committee Proposed Handbook Language Changes

Proposed Changes on Page 95 of the Faculty Handbook

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

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

C. Sabbatical Leave Committee Report (Attached)

VIII. Unfinished Business

Admissions and Retention. Proposed Handbook Language as Amended, March 23, 2017,

1. The functions of the Committee on Admissions and Retention shall be:

A. In consultation with the Division of Enrollment Management, to review policies and practices to achieve enrollment goals;

B. In consultation with the Divisions of Student Affairs and Academic Affairs, to review policies and practices to achieve retention and graduation goals;

C. To review the effectiveness of admission and retention practices and to report findings and recommendations to the appropriate University offices and to the Senate;

D. To review University policies and decisions that affect the total University climate with respect to enrollment and retention of students.

The Committee shall act in an advisory capacity to appropriate University offices in making recommendations for their consideration.

2. The Committee on Admissions and Retention shall consist of:

A. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;

B. One At-Large faculty member selected by the Senate Executive Committee;

B. One ~~Two~~ representatives from the Division of Enrollment Management to be recommended by the Vice President for Enrollment Management;

C. One ~~Three~~ representatives from the Division of Student Affairs to be recommended by the Vice President for Student Affairs;

D. One student selected by the Student Senate;

E. The Director of Orientation and Advisement, who shall serve ex officio.

F. Members shall serve for two-year staggered terms.

3. The Chairperson of the Committee shall be elected by and from the members of the Committee.

Contractual Arrangements. Proposed Experience vs Credentials Handbook Language

Faculty teaching at the graduate level should have a terminal degree or relevant experience in the field in which they are teaching. Faculty teaching at the undergraduate level should have a masters degree or relevant experience in the field in which they are teaching. Professional experience may be considered in lieu of academic qualifications in making faculty appointments. Situations where professional experience is accepted in lieu of academic qualifications will be

considered based on guidelines established by each college and approved by The University Provost and Senior Vice President for Academic Affairs.

IX. New Business

X. Adjournment

Proposal to replace the Core Outcome term "Multidisciplinary Integration" with "Integrative Learning"

current Core Outcomes	*proposed* Core Outcomes
Critical and Creative Thinking	Critical and Creative Thinking
Effective Communication	Effective Communication
Multidisciplinary Integration	**Integrative Learning**
Practical Application	Practical Application
Social Awareness	Social Awareness

Current **Core Outcome of Multidisciplinary Integration:** Bradley graduates will approach learning in an integrated manner, connecting knowledge and skills across multiple disciplines.

Proposed **Core Outcomes of Integrative Learning:** Bradley graduates will understand that learning builds across disciplines, curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring knowledge to new, complex situations throughout their lives.

Justification: The term Integrative Learning refers to a habit of mind that extends beyond Multidisciplinary Integration to include other key attributes important to Bradley graduates.

Effect on students: There is no direct change to the Bradley Core Curriculum structure or requirements. Multidisciplinary Integration will remain as an Area of Inquiry as already defined in the Bradley Core Curriculum. This change would affect assessment of BCC Core Outcomes only.

current Areas of Inquiry – no change proposed
Communication (CM)
Fine Arts (FA)
Global Perspectives (GP)
Humanities (HU)
Knowledge & Reasoning in the Natural Sciences (NS)
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)
Multidisciplinary Integration (MI)
Quantitative Reasoning (QR)

Proposal to replace the Core Practice term "Integrative Learning" with "Experiential Learning"

current Core Practices	*proposed* Core Practices
Writing Intensive (WI)	Writing Intensive (WI)
Integrative Learning (IL)	**Experiential Learning (EL)**
e.g., First Year Seminars	e.g., Capstones
Capstones	Study Abroad
Experiential Learning	Undergraduate Research

Current **Core Practice of Integrative Learning:** an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the classroom. (excerpt from Bradley Core Curriculum proposal)

Proposed **Core Practice of Experiential Learning:** a high impact practice that is at the heart of the Bradley Experience. Students will learn to apply knowledge, skills and dispositions to real-world applications within and beyond the classroom. These activities provide students with an awareness and appreciation of their growing ability to apply learning to problems that will be encountered after Bradley. Experiential Learning commonly encompasses a variety of experiences that can include service learning, study abroad, supervised research or creative production, capstone experiences, or supervised internships and practical experiences. Additional manifestations of Experiential Learning may be approved.

Justification: The term Integrative Learning refers to a habit of mind, but Experiential Learning is an activity and practice with which students can engage directly during their time at Bradley. Further, this hallmark practice will be the focus of our Quality Improvement Project through our Higher Learning Commission reaccreditation process.

Effect on students: There is no direct change to the Bradley Core Curriculum structure or requirements. This change simply reflects a more clearly delineated set of activities encompassed by this Core Practice.

April 13, 2017

To: Mathew Timm, President, University Senate

Re: Report of the University Committee on Sabbatical Leave for the 2016-2017 Academic Year

The University Committee on Sabbatical Leave (UCSL) committee members were Drs. Chris Kasch, Michael Lang, Yufeng Lu, Twila Lukowiak and myself. The committee received a total of 15 proposals. The committee reviewed the proposals using the sabbatical leave criteria in the faculty handbook. The proposals were rank ordered and a report along with electronic copies and the original proposals were delivered to Dr. Walter Zakahi, Provost and VP of Academic Affairs. All proposals were granted.

Thank you to Dr. Yufeng Lu who has agreed to serve as the Committee Chair for academic year 2017-2018.

Respectfully Submitted,
Patty Hatfield (Chair)

FAC Resolution in Support of the April 27ᵗʰ

TEACH OUT for Illinois Higher Education

Whereas the State of Illinois has failed to pass a full higher-education budget since fiscal year 2015; and

Whereas higher education funding and MAP grants have endured both repeated governor veto and failed veto override votes (*Chicago Tribune*); and

Whereas proposed budgets further cut higher education (Illinois Office of Management and Budget FY16, FY17, FY18); and

Whereas the State of Illinois has failed to pass and support MAP Grants for our low-income students in the current academic year (Illinois Student Assistance Commission); and

Whereas students are adversely affected by the continued budget impasse by programs being eliminated, classrooms with insufficient supplies, larger class sizes due to the lack of faculty and staff, and cuts in services offered to assist students (University Professionals of Illinois Local 4100); and

Whereas due to consistent underfunding of public higher education in Illinois, students face the fifth highest average public university tuition and fees in the country, and highest in the Midwest (College Board); and

Whereas over 70% of graduating Illinois students have student loan debt which is, on average, $30,000 or more (lendedu.com); and

Whereas over 33,000 Illinois high school students left the state last year to attend out-of-state universities, rather than pursue their degrees in Illinois (*The New York Times*); and

Whereas some students have been forced to delay their education due to these cuts (*Springfield Journal Register*); and

Whereas higher-education employees have been laid off, furloughed, and/or forced to take pay cuts and/or defer their salaries to keep higher educational institutions' doors open (NEIU, CSU, EIU, WIU, Black Hawk College, Rock Valley College, Elgin Community College, McHenry Community College, and Richland College, among others); and

Whereas institutions have moved to eliminate programs due to decreasing enrollment, and these program cuts tend to be in the humanities which teach vital critical and creative thinking (CSU, GSU, WIU, and pending at EIU and NIU); and

Whereas the State of Illinois has chronically underfunded public higher education, including being the only sector cut in nominal dollars when compared to FY2000 (FY2000=$2.15 billion compared to FY15 = $1.99 billion) and when adjusted for inflation, Illinois public higher education has suffered a 41% cut in funding between FY 2000 and FY2015 (Center for Tax and Budget Accountabiland

Whereas the stop-gap appropriation passed by the Illinois General Assembly in June 2016 resulted in an over 78.5% cut in funding when compared to FY 2000 (adjusted for inflation), making it the single largest cut in higher education in the country (Center for Tax and Budget Accountability); and

Whereas between 2008 and 2015, Illinois has cut per-pupil higher education funding by over 54%, the second highest in the country (Center for Budget and Policy Priorities); and

Whereas higher-education degrees are vital to long-term personal and state economic growth, as well as to civic and cultural growth; and

Whereas our students and our state deserve better;

Therefore be it resolved that the Faculty Advisory Council of the Illinois Board of Higher Education supports the state-wide TEACH OUT for Illinois Higher Education on April 27 in Springfield, when Illinois universities and colleges will bring students and employees to occupy the hallways and rotunda in the Capitol Building to demand full MAP and higher education funding; and

Be it further resolved that the Faculty Advisory Council encourages all supporting organizations and groups to join in the statewide TEACH OUT for Illinois Higher Education.

Approved by the Faculty Advisory Council of the Illinois Board of Higher Education on April 14, 2017

Bradley University Senate
Agenda
Sixth Regular Meeting of the 2016-2017 Senate
3:10 p.m. - 5:00 p.m., March 23, 2017
Michel Student Center – Ballroom A

I. Call to Order
The meeting was called to order by Senate President at 3:10 PM

II. Announcements
1. Paper copies of a couple of handbook changes are available. We will be discussing these changes today, but as per tradition the voting would be at the next meeting.
2. There will be one more Faculty Caucus in April. Details will be forthcoming.
3. President Roberts is on a fund raising trip.

III. Approval of Minutes
1. The URC report from the last meeting is not attached. It is available on last week's agenda which has already been posted, but they are not part of the approved minutes. The motion to approve the minutes should include the motion to attach the URC report to the official minutes.
2. Senator Jean Marie Grant moved to approve the minutes from the Fifth Regular Meeting of the 2016-2017 Senate, February 16, 2017. The minutes are to include the URC report. Senator Celia Johnson seconded the motion.
3. Discussion
    i. Senator Ahmed Fakheri refers to a question made by VP Gary Anna and seeks elaboration. The sentence referred to is "… we continue to see $8-10 million of positive cash flows from operations…".
    ii. VP Anna's response: The operating deficits arise from depreciation expense. On a free cash flow basis, a positive cash flow is being generated despite the operating deficit. The minutes accurately reflect the comments.
4. The Senate voted to approve the minutes, with all votes in approval of the motion.

IV. Reports from Administrators
1. President Roberts
    a. As the Senate President mentioned earlier, President Roberts is travelling

2. Senior Vice President of Academic Affairs and Provost Zakahi
    a. A new CIO, Mr. Zach Gorman, has been hired. Zach will start on May 1, 2017 and comes to Bradley from Georgia Tech.
    b. Strategic Planning Process
        i. The process continues. Keeling and Associates left campus yesterday. There have been dozens of meetings with departments that have been hosted by Keeling, and members of the University Strategic Planning Committee

(USPC). Academic and non-academic units have been included. Open forums have been hosted by Keeling for faculty, staff and students. An Idea Wall was hosted by Keeling that has generated ideas. The Survey to provide feedback by faculty, staff and students will close this week. Themes are emerging. Although, information is still being collected and these may change, these emerging themes are:

- Institutional Identity and Distinction
- Academic Excellence and Innovation
- Investment in Faculty and Staff
- Diversity and Inclusion
- Student Success-College Readiness, Academic Support Services, and Faculty Student Relationships
- Institutional Sustainability, including enrollment, partnership, facilities
- Organizational Effectiveness – resource allocation, Decision Making, Transparency

It is not anticipated that we would pursue all of these themes as part of the strategic plan. We will try to narrow it down and focus on three or four at the most. The USPC will have a retreat with Keeling in April. The purpose of the retreat is to draft the next strategic plan. We are anticipating bringing the plan to this body in the fall for feedback and we would hope for approval.

c. Educational Advisory Board (EAB), Student Success Collaborative. We are working with this alphabet soup over the course of the semester about student success. EAB is the organization we are working with. We have joined what they call the Student Success Collaborative. The student success collaborative provides us with analytics regarding our data on how students are doing and provide interesting opportunities around advising. We will first get the opportunity to use this system during the summer with orientation. On April 20th we will have a training session with those who are involved in advising students during the summer orientation. Invitations for the core faculty/staff who are involved will go out tomorrow. If there are conflicts and you cannot attend, there will essentially be "train the trainers" presentation. Training the rest of the campus will occur early in the fall. This is an opportunity to really make a difference.

d. Salary imitative: We continue to work on the salary initative. I will be sharing with the Deans much as we do about the regular salary annual raise. I will meet with Deans to make sure that things are in line with the conversations we have had. My hope is to get through next week and that we will be able to send out letters the following week. We want to get this right. Avoid any mistakes if possible. We are also engaging the Senate Executive Committee. I am going to share with them a variety of different things that we have worked on around this. In particular, to demonstrate to them we have resolved any kind of gender equity issues around salary adjustments.

e. Questions and Answers
- Senator Lamoureux: will there be a written report separate from the findings? Provost's Response: There will be a series of reports. At this point we are

releasing those seven things. They come out from a variety of different things. We will be pushing all of that on the webpage.
Question: Who is going to write the report? The report is different from the strategic plan report.
Provost's Response: The consultants are organizing and collecting the information. They are the ones who are writing things down and conducting the survey. We are sharing those with the Strategic Planning Committee. The consultants are writing the report and we will be putting the report on the website for the entire community.

- Senator Leach: In additional the summary, is it possible to make the raw data itself available so that some of us who are interested in doing some qualitative content analysis can do so?
  Provost's Response: The issue we run into is maintaining anonymity. Before I make a blanket statement, let me find out what is possible and what is not. If it is possible I would be happy to share the information.
- Senator Smith: Would you be willing to repeat the emerging themes?
  Provost's Response: Absolutely.
- Senator Lamoureux: Is there a quantitative order to the themes?
  Provost's Response: I do not believe there is an order. Members of the committee may correct me.
  Mat Timm: They did not tell us the order.
  Matt O'Brien: The order had been preliminary. The order had been rearranged the second time we saw it.
  Provost's goes on to repeat the emerging themes he mentioned earlier.
- Senator Glassmeyer: I appreciate that you have added the special attention to gender equity. I would like to follow up with a question that was raised in the LAS meeting. It seems that the roll out as it is planned would disadvantage the people at the lower end of the earning pool already. Have you had the time to take that into consideration and modify the roll out?
- Provost's Response: Thank you for bringing that up. If you remember from the last time, that if the gap was less than a thousand dollars, I would make the adjustment all at once. There is enough push back around that idea I have reversed that decision. We will treat everyone the same and not advantage or disadvantage anyone. The hope is to roll this salary initiative out over four to five years. We will do twenty-fiveyepercent in the first year.

3. Senior Vice President of Financial Affairs Anna: Vice President Anna did not have a report to present but was willing to respond to questions
   a. Question from Senator Paul Wayvon: Is the S&P bond rating review available?
   b. Response from VP Anna: The review is still going and may not be complete until mid to late April at the earliest. The document is a public document and will be made available.

V. Report from Student Senate President Dellaria
Dave Jensen, the current speaker of the assembly, spoke on behalf of the Student Senate President Dellaria. April is the sexual assault awareness month and a number of events

have been planned. Student body officer election is starting on Monday. Campaigning is going on right now. Election is on Monday and Tuesday and results will be available on Wednesday. We are really pushing for a smoke free campus.

VI. Reports from Standing Committees
A. Committee on Curriculum and Regulations
The curriculum items are general consent. Does anyone want to remove any of these items from the consent agenda? Note: We will consider the On-line Academic Year Calendar separately. Curriculum items are approved by consent.

Curriculum
- **Course Additions**
  - 151574 M E M E 498 ME Senior Research Project I
  - 153019 M E M E 499 ME Senior Research Project II
  - 153276 E E ECE 227 Electrical Engineering Fundamentals
  - 153430 SEI SEI 330 Technical Creativity and Innovation
  - 151893 AAS AAS 401 Community Engagement in African American Studies

  - 153516 MTH MTH 114 Applied Finite Mathematics
  - 154961 RLS RLS 114 Introduction to Judaism

- **Course Modifications**
  - 151572 M E M E 410 Mechanical Engineering Senior Project I
  - 151586 M E M E 411 Mechanical Engineering Senior Design Project II
  - 152645 E E ECE 200 Engineering Co-Op
  - 153277 M E M E 403 Mechanical Engineering Systems Laboratory
  - 153278 M E M E 303 Instrumentation and Measurement
  - 153279 M E M E 415 Introduction to Heat Transfer
  - 153297 LAS LAS 101 Arts and Ideas Seminar
  - 153431 HIS HIS 204 American History and Global Systems since 1877
  - 155566 ENG ENG 336 20th and 21st Century American Literature
  - 155568 ENG ENG 364 20th and 21st Century British Literature
  - 155822 NUR NUR 410 Adult Health IV: Nursing Care of the Patient with Multi-System Challenges (T)
  - 155867 M E M E 441 Mechanical Control Systems
  - 156640 E E ECE 221 AC Circuits and Systems Laboratory
  - 156764 E E ECE 100 Introduction to EE: Circuits and Digital Systems Laboratory
  - 156765 E E ECE 207 Simulation and Analysis for Electrical Engineers
  - 156894 BUS BUS 100 Contemporary Business
  - 156938 SOC SOC 320 Social Theory
  - 157034 BUS BUS 400 Senior Consulting Project
  - 157068 ETE ETE 108 Conceptualizing Math for Teachers II
  - 157069 ETE ETE 116 Introductory Field Experience
  - 157070 ETE ETE 120 Early Childhood Professional Roles and Responsibilities
  - 157071 ETE ETE 210 Human Development from Birth to Young Adulthood
  - 157072 ETE ETE 227 Development of the Early Adolescent
  - 157073 ETE ETE 228 Strategies for Middle School

> 157074 ETE ETE 260 Children's Literature
> 157075 ETE ETE 310 Teacher Performance Assessment
> 157160 BUS BUS 401 Senior Consulting Project II

- **Major Modifications**
  > 153275 M E Mechanical Engineering
  > 156850 FCS Hospitality Leadership

- **Major Deletion**
  > 156694 EGT Engineering Physics

- **Minor Modifications**
  > 149225 AAS African American Studies
  > 155696 ENG Literature

- **Concentration Modifications**
  > 153280 M E Biomedical Concentration
  > 153281 M E Energy Concentration

- **Core Curriculum Additions**
  > 151592 RLS RLS 320 Muslim-Christian Relations
  > 152733 WLC WLF 341 French Literature II
  > 154019 RLS RLS 105 Church History
  > 154020 RLS RLS 305 Early Christianity: Monasticism

Executive Committee of the Graduate Faculty

- **Major Deletions**
  > 155299 NUR BSN/MSN Education

Regulations
On-line Academic Calendar Master 2017-August 2021
Senator Jean Marie Grant moves the motion to approve the calendar. No Second-standing committee. Senator Goitein introduces an amendment. Senator Goitein's amendment at the end of this document.   Senator Darcy Leach seconds the motion. After discussion the motion to amend is voted upon. The motion to amend fails to pass. The motion to approve the calendar is voted upon. The motion to approve the calendar passes.

B. Admissions and Retention. Proposed Handbook Language

Senator Jean Marie moves the motion. No Second needed as the motion comes from a standing committee. Senator Fakheri introduces an amendment. The proposed amendments are relatively minor changes. Senate President Timm points out the proposed amendments. The amendment is to reduce the number of members. Senator Fakheri: The Senator never received a report about the fluctuation in enrollment. The changes are to make this committee more effective. Discussion about amendment ensues.

This is handbook language change. We will only vote on the amendment today. We will vote on the proposed handbook language change at the next meeting. Amendment language is voted upon and it passes.

1. The functions of the Committee on Admissions and Retention shall be:

A. In consultation with the Division of Enrollment Management, to review policies and practices to achieve enrollment goals;
B. In consultation with the Divisions of Student Affairs and Academic Affairs, to review policies and practices to achieve retention and graduation goals;
C. To review the effectiveness of admission and retention practices and to report findings and recommendations to the appropriate University offices and to the Senate;
D. To review University policies and decisions that affect the total University climate with respect to enrollment and retention of students.

The Committee shall act in an advisory capacity to appropriate University offices in making recommendations for their consideration.

2. The Committee on Admissions and Retention shall consist of:

A. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;
B. One At-Large faculty member selected by the Senate Executive Committee;
C. Two representatives from the Division of Enrollment Management to be recommended by the Vice President for Enrollment Management;
D. Three representatives from the Division of Student Affairs to be recommended by the Vice President for Student Affairs;
E. One student selected by the Student Senate;
F. The Director of Orientation and Advisement, who shall serve ex officio.
G. Members shall serve for two-year staggered terms.

3. The Chairperson of the Committee shall be elected by and from the members of the Committee.

C. Contractual Arrangements. Proposed Experience vs Credentials Handbook

Senator Jean Marie Grant moves the motion. No Second needed as the motion comes from a standing committee. This is Handbook change. As per tradition, this is being discussed at this meeting, but we will vote at the next.

Faculty teaching at the graduate level should have a terminal degree or relevant experience in the field in which they are teaching. Faculty teaching at the undergraduate level should have a masters degree or relevant experience in the field in which they are

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

Provost Zakahi: The Higher Learning Commission has put in a new requirement that is effective in September of 2017. If faculty do not have the credentials to teach i.e., Master's degree to teach at the undergraduate level or a terminal degree to teach at the doctoral level, that the institution must have in place a set of *a priori* criteria that have come through the Senate. In essence, what we are doing here is that the Deans in collaboration with the Department Chairs and eventually with the Provost, can set up a set of criteria to recognize people who do not have appropriate degree but who have an appropriate level of experience. For example, if we were to hire somebody to teach in the College of Business who had an MBA and many years of experience, then the MBA could stand in place of the doctoral degree. In some instances, even in the undergraduate level we have some faculty with many years of professional experience who do not have graduate degree but their experience is such that they can still provide a great deal of information for our students. HLC is willing to accept that as long as we are not making the criteria at the moment we hire people but what we have done is that we thought about this in advance and that there is a record of that.

Senator Podlasek: This is a guideline and not a requirement?

Provost Zakahi: Yes, you are right. This is a guideline and not a requirement. At the next review, we may be asked to look at this. We just are taking care of it now.

Dean Bakken: Clarification needed with respect to the second sentence. Does the second sentence mean that a person does not have a degree at all, they can teach undergraduate students just on the basis of experience?

Provost Zakahi: Yes. The phrase in the next sentence takes care of it, "*Professional experience may be considered in lieu of academic qualifications in making faculty appointments.*" The intent of the committee was to include those people who are highly qualified but have not finished their degree. The point ultimately is that no degree is required. The example that we always hear about is Bill Gates. If Bill Gates wants to teach computer science at Bradley we will find a way for him to teach computer science.

Senator Lamoureux: There is a connection to tenure and promotion whether it intended in this paragraph or not. In six years we have to make a decision, whether we put the individual in the tenure and promotion process or get sued.

Provost Zakahi: We are referring to hiring temporary faculty as opposed to tenure track faculty. The intent here is with regards to hiring temporary faculty. All the faculty, as far as I know, who are hired without credentials are in temporary slots.

Dean Huberman: As per the Handbook to be eligible for tenure you have to have the terminal degree. Anyone who comes under this, will be eligible for non-tenure track contracts. We have a good number of people who are on contracts like that already.

Senator McQuade: As it is written "*a terminal degree or relevant experience*" and "*masters degree or relevant experience*" suggests that they are equal. I don't think it is necessary to put "*or relevant experience*" in either of those two sentences. Another sentence like "... allows for professional experience allows to be considered ...". As written, it suggests something we don't want to suggest.

Senate President Timm: This is handbook language. It gets to percolate till the next meeting. Is there any further discussion at this time?

Senator Fakheri: The guidelines are to be set by different colleges. Can different colleges have different guidelines?

Provost Zakahi: Actually different departments can have different guidelines.

Senator Fakheri: Who administers this? Who certifies that a particular individual has the necessary background?

Provost Zakahi: I would anticipate the Chairs and Deans are making those assurances.

Senator Fakheri: Does the Provost have to approve it?

Provost Zakahi: Yes

Senator Smith: This language allows for a situation, when departments have hiring freezes, for hiring of temporary faculty at a much lower salary than hiring someone who is qualified. This sentence encourages temporary faculty to fill those positions. It seems there is potential for abuse here.

Provost Zakahi: I can't speak to chances for abuse per say. It certainly, to the extent you want to believe the Provost, is not my intent to use the situation like this. I frankly don't like to be in a situation where we are hiring people without credentials. But at the same time, I recognize that there are certain disciplines in this community that we hiring people with credentials can be a real challenge. In particular, the discipline that comes to mind is computer science. There are very good people who have Master's degree but not doctoral degree. Finding people with doctoral degree can be difficult. Ultimately, my opinion is that we should be moving in the direction of hiring fully qualified tenure track faculty whenever we can.

Dean Bakken: A person could teach a class at Bradley with no degree at all. How are we going to evaluate those individuals to make sure that our students are getting a good educational experience? In computer science, Master level person teaching Master students with experience.

Provost Zakahi: I think what you are describing is a very unusual situation. Ultimately, if the Provost does not think, and the Dean does not believe that someone is qualified we are not going to hire that person in that role. In the absence of credentials, we have this alternative available to us. Do we have anyone who is teaching at the graduate level without any degree?

Dean Bakken: No, because we don't allow them.

Senate President Timm: One more question on this issue.

Senator Leach: In general, what we are saying here is that we leave it up to the people who are doing the hiring to have discretion and be advisory. The alternative is to take away their discretion and I prefer to let them have discretion.

Provost Zakahi: This provides a measure of *a priori* criteria.

D. Faculty Grievance Committee Report (Attached)
Written report is available from the Faculty Grievance Committee. Report is attached to the agenda. The Chair of the committee is here to answer questions.
Celia Johnson is here to answer questions. Need a motion for her to speak.

E. Tenure Promotion and Dismissal Committee Report (Attached)
Written report is available from the Tenure Promotion and Dismissal Committee. The Chair of the committee is not available, but Mike McAsey, who also serves on the committee can answer any questions.

VIII. Unfinished Business

We have no unfinished business.

IX. New Business

Is there any new business? No new business.

X. Adjournment

Is there a motion to adjourn? Senator Bosma makes a motion to adjourn. Senator Leach seconds. The meeting is adjourned after the motion to adjourn passes.

On-Line Academic Year Calendar Amendment

Insert the following language at the top of the On-line Academic Year Calendar Webpage:

This calendar is for on-line programs only. The academic calendar for all other Bradly University academic programs can be found at

http://www.bradley.edu/academic/undergradcat/20162017/overview-calendar.dot

B. Admissions and Retention. Amended Handbook Language

1. The functions of the Committee on Admissions and Retention shall be:

A. In consultation with the Division of Enrollment Management, to review policies and practices to achieve enrollment goals;

B. In consultation with the Divisions of Student Affairs and Academic Affairs, to review policies and practices to achieve retention and graduation goals;

C. To review the effectiveness of admission and retention practices and to report findings and recommendations to the appropriate University offices and to the Senate;
D. To review University policies and decisions that affect the total University climate with respect to enrollment and retention of students.

The Committee shall act in an advisory capacity to appropriate University offices in making recommendations for their consideration.

2. The Committee on Admissions and Retention shall consist of:

E. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;

F. One At-Large faculty member selected by the Senate Executive Committee;

F. G. Two One representatives from the Division of Enrollment Management to be recommended by the Vice President for Enrollment Management;

G. H. Three One representatives from the Division of Student Affairs to be recommended by the Vice President for Student Affairs;

H. I. One student selected by the Student Senate;

I. J. The Director of Orientation and Advisement, who shall serve ex officio.

J. K. Members shall serve for two-year staggered terms.

3. The Chairperson of the Committee shall be elected by and from the members of the Committee.

Main Talking Points

1. Over the past 3 recruiting years, when the size and nature of the class that was recruited changed dramatically, the Admissions and Retention Committee was not keeping the Senate informed about these changes. This suggests a structural problem. We would like to try a different structure.

Bradley University Senate
2016-2017
March 23, 2017 – Sixth Regular Meeting

Faculty *(please initial)*

Name	Dept	Init	Name	Dept	Init	Name	Dept	Init
Blair, Eden	FCB	✓	Hatfield, Patty	FCB	PH	Podlasek, Bob	CCET	✓
Bosma, Wayne	CLAS	✓	Heinemann, Steve	SCCFA		Portocarrero, Melvy	CLAS	
Brammeier, Heather	SCCFA	✓	Herman, Tony	CEHS	✓	Quan, Xie	SCCFA	
Bruns, Laura	SCCFA		Johnson, Celia	CLAS	✓	Reyer, Julie	CCET	
Bukowski, Jeanie	CLAS	✓	Kelley, Andrew		✓	Robin, Jennifer	FCB	✓
Carty, Tom	CLAS	✓	Krishnamoorthi, K.	CCET		Schwend, Kelly	CEHS	
Courtad, James	CLAS	✓	Lamoureux, Ed	SCCFA	✓	Shastry, Prashad	CCET	✓
Drake, Teresa	CEHS	✓	Leach, Darcy	CLAS	✓	Sinha, Amit	FCB	
Dickhaus, Joshua	SCCFA	✓	Lewer, Joshua	FCB		Smith, Dan	SCCFA	✓
Erickson, Deb	CEHS		Lin, Tachun	CLAS	✓	Stover, Naomi	CLAS	✓
Fakheri, Ahmad	CCET	✓	Lohman, Mark	SCCFA		Tayyari, Fred	CCET	✓
Flannigan, Peggy	CEHS	✓	Lozano, Jose	CLAS	✓	Timm, Mathew	CLAS	✓
Frazier, Meg	Lib	✓	Lukowiak, Twila	CEHS	✓	Wayvon, Paul	FCB	✓
Glassmeyer, Danielle	CLAS	✓	McQuade, Kristi	CLAS	✓	Weaver, Priscella	CEHS	✓
Gobeyn, Mark	CLAS	✓	Miah, Suruz	CCET		Williams, Chris	CLAS	✓
Goitein, Bernie	FCB		O'Brien, Matt	FCB	✓	Williams, John	CLAS	✓
Grant, Jean Marie	CEHS	✓	Palakeel, Thomas	CLAS	✓	Yoo, John Jung-Woon	CCET	✓

Ex-officio *(please initial)*

Akers	Lex	✓	Kindler	Andy	✓
Anna	Gary	✓	Malinowski	Olek	✓
Bakken	Jeffrey	✓	McAsey	Mike	MM
Bury	Sandra	✓	Radson	Darrell	
Cluskey	Molly		Roberts	Gary	
Galik	Barbara	✓	Sattler	Joan	✓
Heuser	Jake		Skaggs	Jobie	
Huberman	Jeffery	✓	Thomas	Nathan	NT
Jones	Chris	✓	Zakahi	Walter	✓

Students *(please initial)*

Student Body President	Jenna Dellaria	DJ
Graduate		
Undergraduate		
Undergraduate		

Bradley University Senate 2016-2017

March 23, 2017 - Sixth Regular Meeting
Non-voting faculty/staff and guest sign-in
Thank you for attending.

(please write your name and list your college or unit)

Name	Unit	Name	Unit
Barbra Kerns	CTEL		
Brian Josalbo	Police		
Kelly McConnaugh	LAS		
Michelle Fry	LAS Cotm		