BRADLEY University

Fifth Regular Meeting
2021-2022 Bradley University Senate
3:10 p.m., Thursday, February 17, 2022
Ballroom A, Bradley Student Union

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. 2022 marks the 125th Anniversary of the founding of Bradley University. The President's Office is collecting ideas about how to celebrate this anniversary. If you have suggestions or would like to volunteer to help plan the celebration, contact Renee Charles.
2. Covid protocols permitting, the University Senate will meet in-person only this Spring. Meetings will be recorded.

III. Approval of the Minutes of the Fourth Regular Meeting of the 2021-2022 University Senate, December 8, 2021

See attached Minutes (p.5-20).

IV. Report from the Student Body President Emma Hoyhtya

V. Reports from Committees

A. Curriculum and Regulations

1. Curriculum Consent Items

216363	Core Curriculum Addition	ENG ENG 492 Practicum in English
216780	Core Curriculum Addition	I B I B 206 Introduction to International Business
214992	Core Curriculum Addition	MTG MTG 391 Social Media Marketing
216667	Course Addition	CFA CFA 365 Los Angeles Expedition
216116	Course Addition	ECO ECO 215 Intro to Risk Management and Insurance
220128	Course Addition	EGT EGT 301 CCET Global Scholars Seminar
220158	Course Addition	MUS MUS 383 History of American Music
219568	Course Addition	MUS MUS 382 Music and World Culture
219567	Course Addition	MUS MUS 381 Western Music 1750-Present
219566	Course Addition	MUS MUS 380 Western Music to 1750
212944	Course Deletion	ETL MIS 276 Ecommerce Models and Applications
217076	Course Deletion	FCS FCS 688 Research in Dietetics
217075	Course Deletion	FCS FCS 640 Research Methods in FCS
217074	Course Deletion	FCS FCS 607 Clinical Dietetics
208773	Course Modification	ECL ENC 705 Action Research 3: Data Collection in Action Research
216530	Course Modification	E E ECE 543 Distributed Learning Control of Dynamic Systems
216507	Course Modification	E E ECE 442 Advanced Data-Driven Control and Applications
216504	Course Modification	E E ECE 441 Feedback Control of Dynamic Systems
216496	Course Modification	E E ECE 443 Distributed Learning Control of Dynamic Systems
216363	Course Modification	ENG ENG 492 Practicum/Internship in English
215537	Course Modification	ENG ENG 695 Independent Study
212948	Course Modification	ETL MIS 483 Advanced Ethical Hacking
217124	Course Modification	FCS FCS 403 Supervised Research
202585	Course Modification	IME IME 401 Engineering Economy II
217018	Course Modification	M L M L 615 Applied Leadership
216291	Course Modification	MUS MUS 250 Introduction to Music Technology
212638	Course Modification	NUR NUR 309 Nursing of Children (Practicum)
212637	Course Modification	NUR NUR 308 Nursing of Children (Theory)
212635	Course Modification	NUR NUR 307 Maternal-Newborn Nursing – Practicum
212627	Course Modification	NUR NUR 306 Maternal-Newborn Nursing – Theory
210497	Course Modification	NUR NUR 688 Professional Aspects of the PNP
210494	Course Modification	NUR NUR 687 PNP Specialty Focus Practicum III
210492	Course Modification	NUR NUR 686 PNP Continuum of Care Across the Lifespan and Practicum II
210491	Course Modification	NUR NUR 685 PNP Continuum of Care Across the Lifespan and Practicum I
210489	Course Modification	NUR NUR 684 Advanced Psychiatric Interviewing and Differential Diagnosis

210487	Course Modification	NUR NUR 682 Psychopharmacology and Neurophysiology for the PNP
210484	Course Modification	NUR NUR 680 Psychiatric Nurse Practitioner (PNP) Roles
212125	Course Modification	P T KHS 210 Concepts in Personal Wellness and Fitness

2. Curriculum Items requiring a motion

215574	Major Modification	ART CFA Art Education (K-12)
204590	Major Modification	ETL Management Information Systems
220192	Major Modification	MUS Bachelor of Arts Degree or Bachelor of Science Degree with a Major in Music
219700	Major Modification	MUS Bachelor of Arts or Bachelor of Science Degree with a Major in Music (Music Business)
219649	Major Modification	MUS Bachelor of Music
215420	Major Modification	MUS Bachelor of Music Education

| 217538 | Minor Addition | WLC Spanish for Business |

| 203780 | Minor Modification | ETL Cybersecurity |

218786	Program Modification	CS Master of Science in Computer Information Systems
189876	Program Modification	IME Master of Science in Industrial Engineering
214060	Program Modification	NUR Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) DNP AGPCNP
214059	Program Modification	NUR Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

| 217073 | Program Deletion | FCS Dietetic Internship Certificate Program |
| 214945 | Program Deletion | P T GRD Physical Therapy |

| 212983 | Concentration Modification | ETL Business Analytics |
| 212945 | Concentration Modification | ETL Cybersecurity |

| 188605 | Concentration Deletion | IME MSIE Engineering Financial Management |
| 180605 | Concentration Deletion | IME MSIE Systems Engineering Concentration |

3. Waitlist Policy Proposal
Motion: We move to adopt the Waitlist Proposal of February 1, 2022. (attached, p.22-25)

VI. Old Business

1. Resolution
      Response from Administration:

February 1, 2022

Dear Colleagues:

This message directs you to the administration's response to the Senate Resolution passed in December of 2021. We believe the most efficient way to convey the background and current state of the transformation is through a narrative, Bradley University – Response to Senate Resolution which is available on the Strategic Plan 2021 resources website. Within the body of the narrative, you'll find hyperlinks to two Huron authored documents. The first one is to the Huron Report Summary February 2021 document we shared some months ago and has been available on the Strategic Planning website for some time. The second, Huron Report Summary March 2021 document comes closest to providing the information requested by the Senate. Please note that Huron has shared their work product with Bradley in PowerPoint (pptx). There is not a single document that could be referred to as the "Huron Report." Finally, we plan to review and discuss all of these documents in detail with the Senate Resources Committee as soon as we can find a mutually agreeable time.

Sincerely,

Walter R. Zakahi

2. Motion: Add a Shared Governance Committee as a standing senate committee. (see attached, p.26)

VII. New Business

VIII. Reports from Administrators
    A. President Standifird (traveling)
    B. Provost and Senior Vice President for Academic Affairs Zakahi (traveling)

IX. Adjournment

BRADLEY University

<mark>**Fourth Regular Meeting Minutes**</mark>

2021-2022 Bradley University Senate

Wednesday, December 8, 2021

Ballroom A, Bradley Student Union

and 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

The meeting started at 3:15 PM.

II. Announcements

0. The meeting is being recorded.

1. 2022 marks the 125 Anniversary of the founding of Bradley University. The President's Office is collecting ideas about how to celebrate this anniversary. If you have suggestions or would like to volunteer to help plan the celebration, contact Rennee Charles.

2. Covid protocols permitting, the University Senate will return to in-person only meetings in February. Senate Exec is exploring the possibility of live streaming the meetings, but these will be for informational purposes only, e.g., individuals viewing the livestream

on-line, will not be considered as contributing to a quorum.

3. Senate Recording are available under the Recordings and Livestream link in the Senate Canvas site.

4. Handbook Rewrite Committee Membership to date: Yassar Khodair (CCET), Tyler Smith (FCB), Kristi McQuade (LAS), Jana Hunzicker (EHS), Ethan Ham (SCCFA), Daniel Glassmeyer (Current or former Ombudsperson).

5. Thanks to Kevin Wahl and our other IT folks.

III. Approval of the Minutes of the Third Regular Meeting of the 2021-2022 University Senate, November 16, 2021

See attached Minutes.

Motion to approve the 3rd senate meeting minutes

Motion: Teresa Drake; **2nd:** Simon Petravic

Discussion:

Addition to the minutes (Senator Glassmeyer, Additions in red font)

There were comments that the combined calendar is confusing and it appears that the summer

section I is expended to be 8 week long, and summer sections are conflicted with May Interim. Concerns were focused on negative impacts to students, including conflicts with Study Abroad enrollment and degree completion for August graduates.

The motion carries unanimously with the additions above for the 3rd senate meeting minutes.

IV. Report from the Student Body President Emma Hoyhtya

No report was given.

V. Reports from Committees

A. Curriculum and Regulations

1. Curriculum Consent Items

203665	Core Curriculum Addition	CRM S W 356 Topics in SW Enroute
204858	Core Curriculum Addition	I M I M 489 Game Capstone Project II
207457	Core Curriculum Addition	I B I B 446 Global Marketing Management
215780	Core Curriculum Addition	MTH MTH 335 Topics in Actuarial Science

213809	Course Addition	WLC WLS 131 Introduction to Spanish for Healthcare
214220	Course Addition	CRM CRM 120 Introduction to Criminology
215343	Course Addition	WLC WLS 331 Spanish for Healthcare Professionals
212952	Course Deletion	WLC WLF 303 Composition Enroute
213962	Course Deletion	MUS MUS 107 The Language of Music
213963	Course Deletion	MUS MUS 203 History of Music
215416	Course Deletion	WLC WLS 301 Spanish for Health Care Professionals
213019	Course Modification	MTH MTH 514 Partial Differential Equations
213884	Course Modification	MUS MUS 146 Jazz Ensemble/Groove Project
213882	Course Modification	MUS MUS 271 Jazz Improvisation
213883	Course Modification	MUS MUS 272 Jazz Improvisation 2
213885	Course Modification	MUS MUS 346 Jazz Ensemble/Groove Project
213972	Course Modification	MUS MUS 115 Voice Class
214252	Course Modification	ART ART 320 Introduction to Letterpress and Book Arts
215795	Course Modification	ME IME 461 Simulation of Manufacturing and Service Systems
215803	Course Modification	IME IME 561 Simulation of Manufacturing & Service Systems

2. Curriculum Items requiring a motion

212947	Major Modification	WLC World Languages & Cultures (French)
213988	Major Modification	COM Advertising and Public Relations
214918	Major Modification	HIS History
215556	Major Modification	HIS History and Social Studies

Motion: Colin Corbet, 2nd: Matthew O'Brien

The motion carries unanimously.

213989   Minor Modification   COM Advertising and Public Relations

Motion: Ahmad Fahekri (the item is from the committee. a 2nd is not needed)

The motion carries unanimously.

205871   Program Modification ENG Master of Arts in English

Motion: Matthew O'Brien

The motion carries unanimously.

3. CIP Codes Proposal

Motion: We move to adopt the CIP Code Proposal of October 4, 2021. (attached)

Motion: Ahmad Fahekri

Explanation and discussion:

Andy Kindler: CIP stands for classification of instructional programs.

 This classification is a federal database which is house within the National Center for Education Statistics, and the federal government has approximately1600 of these codes. Each major and program that we have needs to have such a code assigned. It is important for reporting purposes for federal government, state and the higher learning commission

 Students are more and more relying on researching their majors and programs based on the CIP codes. We are really in need of institutionalizing additions or also modifications to these codes that we have included in the database.

The motion carries unanimously.

      B. Senate Executive Committee

1. Request to C&R and Grad Exec they begin discussions about rewriting the portions of the Handbook relating to the Graduate School.

2. Request to TPD and University Counsel that they begin discussions about tenure clock extension for medical/personal reasons.

Discussion: Mat Timm: For the senate body's information, Item 1 and 2 are on-going discussion.

Jackie Hogan: The issue (item #2) came up from the work on the gender equity take force. A number of people raised the fact that some of the language isn't as clear as it might be. There is some discretionary power from either grant or not grant things like parental leave. There is also an

issue related to tenure promotion clock. As it stands, really a person can only take a FMLA once during the probationary period. We don't have provisions for some scenarios such as having two children at two different times during the propagation period, or birth/adoption a child, while having serious medical issue. We hope some language changes can be made.

VI Old Business

1. Motion: Add search committee composition language to III.B. Policies and Procedures for the Selection of Academic Administrative Offices as indicated below and make appropriate changes in the table of contents and index.

p. 145 Preamble (new language and changes in red font)

The academic administrative officers referred to in this policy are the President of the University, the Provost, and Vice President for Academic Affairs, the Deans of Colleges, and the Director of the Library, and an Associate Provost, should a Provost determine a need for such an officer.

p. 146 add

e. The search for an Associate Provost shall be initiated by the Provost and Vice President for Academic Affairs. The faculty component of the search committee shall number at least two-thirds of the voting membership of the search committee.   Each academic College and the Library shall elect a faculty representative to the search committee by and from its full-time faculty. A member of the University Student Senate shall be appointed by the University Student Senate as a voting member. The Chair of the search committee shall be elected by the committee from among its membership.

> **Amendment:** Delete "should a Provost determine a need for such an officer" from the end of the proposed preamble language.
>
> **Amend:** Danielle Glassmeyer **2nd:** Twila Lukowiak
>
> **Discussion and Comments:**
>
> Eden Blair, Danielle Glassmeyer, Kristi McQuade, Wendy Schweigert, Mat Timm, Daniel Matisa and Walter Zakahi (the Provost) participated in the discussion.
>
>
> Strategically it makes more sense to let the Provost make the decision on whether the Provost needs this position.
>
> The discretionary component rests it with the decision of a particular individual. I would go for building a language that has permanence that does not rely on individual to make the hiring decision. It is really an HR issue about a condition of employment. I don't believe it belongs this, the faculty handbook, unless we are understanding this role as permanently a faculty role.

Is there any precedent in the handbook? There was also a concern about setting a precedent here. There is no any similar language elsewhere in the faculty handbook.

Given the language in the document, it is really speaking specifically to the selection of a new Associate Provost. It's all of the language here is talking about the circumstances under how you would conduct a search, as opposed to whether or not a provost would eliminate the position of Associate Provost while somebody sitting in the position. Without this, there is just no search committee. We did a search before and ended up failing the search. The Provost constituted the search committee because there was no language around what a search committee was supposed to look like for associate provost.

There is similar language about conducting searches for Deans, Provost and President in the handbook. In spite of that, there is no mandate in the handbook that a particular Dean position to be filled. The current language for instance for Deans does give the Provost and the administration the flexibility to fill those positions on an as needed basis. It would read a lot nicer if that tagline wasn't there.

The amendment carries with a majority vote.

Now the Motion with approved amendment is : Add search committee composition language to III.B. Policies and Procedures for the Selection of Academic Administrative Offices as indicated below and make appropriate changes in the table of contents and index.

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The motion with amendment carries unanimously.

VII. New Business

1. Resolution:

Megan Remmel reads out the resolution below:

Whereas, the first Strategic Imperative of the Strategic Plan of 2021 commits for the University to be "Welcoming, Caring, Diverse, and Inclusive;"

Whereas, recent and ongoing changes in staffing, particularly among academic support staff, are negatively impacting students' educational experience, and their ability to access resources and support promised by the University, and therefore are inconsistent with the values of the first imperative;

Whereas, these changes in staffing are creating undue burdens on remaining administrative assistants and faculty;

Whereas, the problems resulting from these changes in staffing are compromising the ability of faculty to effectively perform their teaching and research duties and thus impeding the educational mission of the University;

Whereas, the rationale for these changes in staffing has not been sufficiently articulated to the University community;

Whereas, the Administration has suggested the Huron Report played a significant role in decisions about these changes in staffing;

And, whereas, the version of the Huron Report Summary shared with the campus community on the University's 2021 Strategic Planning Resources website does not appear to justify the changes in staffing that have taken place;

Be it resolved that the University Senate charges the Administration with

- *Sharing the entirety of the Huron Report with the University Senate*
- *Providing a detailed written report by February 1, 2022 that accounts for staffing changes and delineates clearly the evidentiary basis for these changes, whether that evidence comes from the Huron report, other consultant work, the University's own data gathering, or elsewhere*
- *Working expeditiously with the University Senate to create a plan for how to remedy staffing issues currently impeding student success and our educational mission, and*
- *Using existing mechanisms of shared governance in the crafting and implementation of all future changes in compliance with The Faculty Handbook's mandate that "joint determination" is imperative for "the most important internal operations of the University," specifically:*
  "Planning concerning the future objectives and how to achieve them;
  "Establishment of priorities and policies concerning the allocation of all resources, human and physical, among competing demands for both the short-run and the long-run;
  "Information on the current budgetary situation and on budgetary projections in order to plan and establish priorities" (Faculty Handbook Revision 2.21, pp. 5-6)

Motion: Megan Remmel **2nd:** Burl George

Summary of discussion and comments:

Simon Petravic, Cecile Arquette, Daniel Matisa, Travis Stern, Dan Getz, Danielle Glassmeyer, Kristi McQuade, Meg Frazier, Jackie Hogan, Ahmad Fakheri, Martin Morris, Colin Corbet, Wendy Schweigert participated in the discussion.

1. The resolution is not complete new. It is something we talked some about last semester as well. Definitely we discussed the issue that was going on before it was implemented.
2. Some departments have been stretched very thin. Much of this has fallen on the faculty and chairperson to fulfill all these missing roles. Administrative specialists are the first line in inviting students.
3. The report on this matter will be really crucial. Not having a good understanding of what is actually happening and why these choices were made will only muddle the water as we are trying to figure out the successes and failures of this past semester.
4. without any administrative support, it stressed the faculty considerably. The faculty are doing double duty. Sometimes the work is 2 or 3 times the amount of time necessary to make requests for the faculty. In some sense, it is deteriorating the community across the board, for students, faculty and staff. There is no enough support among the staff themselves.
5. Impact on students should be thoughtfully reviewed. Our students are walking up to empty offices when they have need. They are not getting their questions answers. There was a case where a student needed to be walked over to counseling. There was no one but the faculty that the student could find. We think we're saving money but we're putting our students at risk.
6. We all should be working to assess our own units, operational efficiencies. These changes were supposedly based on that. It is super important for us to be able to assess the implications of the changes in all ways. This request although does seems like a big one, it is very important.
7. Student success literature shows that one of the things is to guide students to departmental support to understand the complex layer of academic land. Alumni had amazing experience with faculty and departmental admins.
8. It is also around student retention. There was a resolution last September in support admin staff. It really stressed many things that those staff do to keep our programs up and going. It is not just making photo copies. They help us mange things and help our programs keep running effectively. They are such important contact people for those students. Students are concerned that the programs that they have signed up for on the way out. It seems quite short sighted to cut down on those who are so essential to the functioning of our units.   There is also the equity issue here. These are very low paid people. The are almost all women. They are now being asked to do sometimes 2 or 3 times the amount of work they used to do. It is a serious equity issue, especially when it is falling on one particular population.
9. It is true for engineering as well. The offices are empty. Students have no place to go. The department office is the glue that not only held the faculty together but the whole department together.
10. This was discussed with our alumni advisory board. Some of them had a recollection of some way that they'd been saved by the administrative support. They are not very happy with the fact that we don't have our support anymore.
11. The college of business is also facing the similar staffing issue. The resolution is asking more information about why, not requesting any particular policy changes.
12. The surviving admin support are working so much harder than they've ever worked. Overworking the one we have is not going to solve the understaff problem.

The resolution carries unanimously.

2. **Discussion items (from Senate Exec)**

    1) May 2021 TPD report

        Ahmad Fakheri made a brief summary on the TPD2021 report. It was presented through a powerpoint file.

        The University Senate Tenure, Promotion, and Dismissal Committee
        Lizabeth Crawford, Committee Co-chair
        Twila Lukowiak, Committee Co-chair
        Abdalla Elbella
        Ahmad Fakheri
        Todd Kelly

        2021 Annual Report Summary:
        The case presented a new interpretation of some key issues in the HB by the University.
        Concerns arising from the case revolve around
        (1) termination of appointment of tenure-track faculty before the end of the term;
        (2) process of non-renewal; and
        (3) term of appointment

        (1) termination of appointment of tenure-track faculty before the end of the term;
        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: (HB p. 100).

        - No distinction between the termination procedures of the tenured and probationary faculty
        - Can happen for one or more of 4 clearly defined reasons, none of which were applicable in that case
        (1) Inadequate performance; (2) financial exigency; (3) discontinuation of a program or department; (4) medical condition
        "Financial constraints" was provided as the explanation for non-renewal
        - This term is not found in the Handbook, and can't be basis for dismissal.
        - Financial exigency and its declaration have clear definitions and procedures, and involve the senate.

        2. The process for non-renewal
        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.*

        Does not seem to give the provost the authority to dismiss a probationary faculty, without the department's consent

3. Term of appointment
The university inferred that the term of appointment of all faculty is one year as defined in their annual notification of employment.
Handbook is very clear
    I.   The term of appointment of the probationary faculty is seven years, unless it is agreed to be less by the University and the probationary faculty at the time of hiring
    II.   Tenured faculty's term of appointment is indefinite
 This interpretation renders tenure moot.

Discussion and Comments:

Burl George, Seth Katz (non-senator), Mat Timm, Danielle Glassmeyer, Erin Kastberg (VP for legal Affairs and General Counsel), Ahmad Fakheri, Daniel Glassmeyer participated in the discussion.

1. Since the handbook riddled with vagueness. it was suggested to have a section devoted to definitions of terms and clean up the problems we have. It will be added to the list for the handbook rewrite committee to consider.
    A question was asked about the legal status of the handbook as a document that states the terms and conditions of our employment as versus our contracts?

    A motion was approved to allow Seth Katz talk on the senate floor.

    [Motion: Burl George; 2nd: Danielle Glassmeyer; The motion carries unanimously.]

    Under the Illinois Law, our handbook is a part of our contract.

    Our contract letters every year refer expressly and explicitly to the handbook, as an extension of our contracts. The rights and responsibilities that we have to look there in order to see how to fulfill our contracts.

2. Erin Kastberg (VP for legal Affairs and General Counsel):
    There's a disclaimer with regard to the handbook, it doesn't absolve the legal nature of it by any means to do. We have talked about how the annual letters do reference the handbook, which is a position that it's basically incorporated by reference into those provisions. But at the same time, the handbook is obviously existed a lot longer than many of us have been at Bradley. Some natures of the handbook probably are not the current nature. For example, the FMLA provision that was referenced earlier today. There are portions of the handbook probably aren't reflective of the way we actually administer things. For example, just because the handbook doesn't potentially allow for multiple provisions of FMLA, we still have to provide that under the law too. The handbook is intended to be guideposts and guardrails for how we intend to operate and cooperate with each other, and at the same time, understanding that there are flexible nature in the way that we operate a university.

3. Comments: There are certain things should not have flexibility. One of them is the question on tenure. The term of appointment of somebody who has tenure is indefinite. The term of appointment of a probationary faculty is seven years. I don't think we want

to have flexibility now this year we are going to interpret it that it is one year. We want to have some flexibilities in order to move the university forward. But you cannot have flexibilities on fundamentals where the whole higher education and academia is based on.

2) **Discussions on Shared Governance Committee**
Ahmad Fakheri, Daniel Glassmeyer, Daniel Matisa, Mat Timm, Simon Petravic participated in the discussion.

- The idea is to set up a mechanism for the senate to keep track potential handbook violations. When there are violations of the handbook, only the ombuds, the grievance committee, TPD committee get to see that and nobody else does. The remedies are essentially between the individual and the university. But some of these issues are important to all faculty. We need to be able to learn from the experience that we have had on the particular cases and don't repeat the same costly mistakes. The information needs to be carried forward. If we do need to make changes to the handbook based on the learned experience, we need to have a mechanism to do so. The committee is partly to assure our shared governance and make sure we learn from it.

- Reminder: In February 2021, we this body voted on a resolution, the eyes had it 78 to 22% whereas Bradley University issued termination notices to tenure track faculty in clear violation of faculty handbook language as commonly understood by the faculty, the Bradley University Senate acknowledges that said violation has occurred. We furthermore resolve that Bradley University show reinstate those faculty into their tenure track positions without prejudice. That was a resolution by you, Matt that you brought forward in February and we voted in favor of at 78 to 22% .

Motion to create the Shared Governance Committee

Motion: Ahmad Fakheri 2nd: Danielle Glassmeyer

Discussion and Comments:

- We may add the charge of this committee to the existing committee, in particular contractual arrangements. These are things that relate directly to our contractual arrangements with the university. There are increasing about the proliferation of committees.

- The contractual arrangements may not be the place to put that because contractual arrangements does not have any current language that forces or compels them to report to the Senate, and to have their decisions approved by the Senate. If contractual arrangements charges changed. That may be a way to solve this issue.
- There are two aspects.

Certain committees such as TPD, Grievance and the ombus come across a lot of nuances and get to compare the reasons versus what is in the handbook. They realize that there are disconnections. There are different ways of reading the handbook. They prepare a report and send it to President and the Provost. The issue gets handled, but there is never a learning process in that. The last year TPD report for the first time provided the detailed report because some of these issues are important enough. Usually the report ended like this: we had a case, it was handled. Faculty don't know the details, what part of the handwork was violated, what were the issues. The next group of committees will come in may end up making a totally different decision because no information was carried forward.

It is also educational for the faculty and they get to learn what the rights are. we can broaden the understanding of everybody. We all need to have the same understanding of the handbook.

- Question: the population rules of the committee involve only three tenured faculty members. should not an administrator be present on this committee?

  Answer: The charge of this committee is basically to look at possible violations of the handbook

----It will be on the Feb agenda of senate meeting

3. **Discussion item** (Cecile Arquette)**:**
   Conversion of tenure track lines to "In-residence" 1-year contracts.
   Cecile Arquette, the Provost, Colin Corbet, and Danielle Glassmeyer participated in the discussion.

   In-residence search: there are less amount of applications: only 3 qualified applications out of 11; offer was declined because in-residence teaching load is higher, there is no research expectation, and contract/rehiring is not guaranteed; understand there are difference across the university/programs. But it is really not a good situation, especially for education, Counseling and leadership department. The tighten labor market condition might place a role in this as well. Attract a smaller number of applications. Stable faculty team is key to student retention

   Comments from the Provost Walter Zakahi: we have been moving towards in-residence positions. There are a number of tenure track positions, but we are not hiring tenure track in every case. We are still in a period of uncertainty. Hope we will be in a position that we can do more in terms of tenure track faculty. We use in-residence positions for new proposed programs to ensure we are going to do well. Sometimes the hiring window is short due to the short notice of leaving faculty.

VIII. Reports from Administrators

A. President Standifird

1. Shared interest is greater than difference; we will look at the resolution and take it seriously. labor markets are a mess. It is challenging to fill positions.
2. Comments: no community threat associated with the isolated event. So just email, no message out.
3. Administrative changes: LAS Dean; Dean business & engineering;
   Sincerely thank the three interim deans: Matt O'Brien, Julie Reyer, and Kelly McConnaughay for their amazing work
4. Formally announce the VP Equity and Diversity, Anderson Warren.
5. EMBO report; it is general good news; record graduate enrollment in spring 2022; make sure they are successful (office of global studies and initiatives is helping with this)

Q&A session:

Megan Remmel, Kristi McQuade, Danielle Glassmeyer participated in the discussion. President Standifird and VP Chris Jones commented and answered questions.

Q: There was a question asked about required boost shots.
A: No answer to it yet. Continue watching variance.

Q: There was a question about title change: from director to assistant vice president of online and distance education. It was under the Provost's office (academic affairs). Now it is outside of academic affair and is moved to the Strategy and Innovation.

A: The search firm has helped us understand how to position this position in the market. We were told explicitly that Bradley university would be better positioned to be competitive nationally, if it was an assistant VP position.

The reporting structure is not a change. That's exactly where it's been all along since the position was created during the pandemic. I've been told that from Walter and others that given the capacity of the Provost's office already being very busy, that he appreciates this portfolio, being over strategy and innovation. View strategy and innovation as an incubator. The academic programs will always be owned by the colleges and the departments. We in no way want to or should own any of these programs. If anybody has further concerns or questions, always happy to talk.

Q: How was the search committee constituted? What handbook policies were followed since this is primarily an academic position?

A: It is a blended/hybrid position. It has academic connections and also very strong administrative connections, extensive time in working with IT, financial services, enrollment management and marketing and communication etc. It is not a requirement that the person we hire have a full throttle academic background. Justin Ball will chair the committee and pull it together with the help of search firm at the very end of this

semester. The search meetings and fora, and anything related to that will unfold in the first half of the spring semester.

Consult with Walter, consultants, the Presidents and the Dean to best represent entities on campus. EHS (Jana is on the committee), Molly's office (Rob Bertram), Justin Ball (enrollment), IT representative, faculty representation (LAS). No language presently in the handbook governs this position. These are all people who were selected and appointed.

    B. Provost and Senior Vice President for Academic Affairs Zakahi
        None. Hold comments until next meeting.
    C. CFO/COO Cox

        None

Announcement from Mat Timm

Mat was awarded a Fulbright grant and will be in Croatia on or about February 1st 2022. Teresa will be assuming the presidential duties at some point over the winter break. Thanks for the support in the last year and half. Honor to serve.

X. Adjournment

    The meeting adjourned at 5:03 pm.

Prepared by : Yufeng Lu, Senate Secretary

Appendix:

1. CIP Codes Proposal
2. Senate Shared Governance Committee

Bradley University CIP Code Policy

October 4, 2021 Draft

The Classification of Instructional Programs (CIP) codes are used by various agencies to classify individual academic programs. CIP codes are important to several processes, both internal and external to Bradley. Some examples include institutional reporting to external agencies, such as the federal or state government through the Integrated Postsecondary Education System (IPEDS), and Illinois Higher Education Information System (IHEIS-IBHE), as well as program changes or notification of new program offerings to The Higher Learning Commission (HLC). The assigned CIP code may also have implications for international students, in terms of the programs in which they can enroll and their ability to remain in the country upon graduation. The assigned CIP code must be as accurate as possible in reflecting the curriculum and learning outcomes as the program may need to justify its CIP code to an external entity, such as our accreditor or the federal government.

At Bradley, all CIP codes were reviewed by units during the 2019 Program Prioritization Process. The Registrar's Office, in consultation with the Office of Institutional Effectiveness and the Associate Provost made recommendations for changing CIP codes based on an individual department's stated rationale. Since that time, the Registrar has consulted with individual departments in identifying CIP codes via the National Center of Education Statistics' (NCES) CIP database at https://nces.ed.gov/ipeds/cipcode.

Assigning a CIP Code to a new degree program

CIP Codes are assigned based on matching the curriculum and learning outcomes to a CIP Code description. For any new undergraduate or graduate degree program the following process is to be used to assign an appropriate CIP Code:

1. The initial assignment (which may include several options) of a CIP Codes is made by the Registrar in consultation with the appropriate Department Chair.

2.. The Registrar will ensure that the CIP Code is entered and maintained in the Student Information System.

Request a change of CIP Code for an existing degree program

A request for changing a CIP Code should be based on identifying a mismatch between the program curriculum/learning outcomes and the description of the assigned CIP Code. Thus, changes are intended to improve the accuracy of the assigned CIP Code. The following process applies to any program requesting a change to an existing CIP Code:

1. The department/program chair should meet with the Registrar and the Director of Institutional Effectiveness to understand the assigned CIP Code and to discuss implications.

2. The department chair drafts a rationale and recommendation for changing the CIP code in collaboration with the department faculty. The final rationale and recommendation are submitted to the Dean for review. The rationale should include the following:

a. The current CIP Code and its official description,

b. The proposed CIP Code and its official description,

c. A justification for how the proposed CIP Code better aligns with the curriculum, course content, and learning outcomes.

d. Supporting documentation that may include curriculum, course content, and learning outcomes from programs at other institutions that use the proposed CIP Code.

3. Dean's review and decision.

a. If the Dean supports the request - they will forward it to the Registrar.

b. If the Dean denies the request, they will provide the department information about the reason for the denial. The Dean will also inform the Registrar of the decision.

4. The Registrar will share the supported request with the Director of Institutional Effectiveness and the Associate Provost. The Registrar, Director of Institutional Effectiveness, and Associate Provost will make a recommendation to the Provost regarding the change in CIP code based on the department's rationale.

5. The Provost makes the decision whether or not to change the CIP code.

6. The Registrar will notify the Department Chair, Dean, Office of Institutional Effectiveness, and Office of Financial Aid about the decision to change the CIP code.

7. The Registrar will ensure that the CIP Code is entered into the Student Information System, effective immediately upon final approval.

Senate Shared Governance Committee

1. The function of the **Senate Shared Governance Committee** shall be to:

   a. To promote the enhancement of shared governance, through enhanced collaboration between faculty and administrators and propose specific suggestions to the senate to achieve its charge
   b. Receive reports from the Senate Tenure Promotion and Dismissal Committee, the Grievance Committee, and the Faculty Ombuds, with particular focus on issues related to compliance with the Faculty Handbook on the cases they handled, and the outcomes of those cases
   c. Receive reports from faculty and staff related to compliance with the Handbook, including concerns about both ambiguous Handbook language and suspected violations of the Handbook
   d. Thoroughly investigate all the reported violations including holding hearings whenever the Committee judges hearings advisable
   e. Provide a detailed annual report to the Senate in the first Senate meeting of each academic year's Spring semester describing the instances where the committee believes handbook violations have occurred, and when necessary forward recommendations for Handbook change to the University Senate.

2. The **Senate Shared Governance Committee** shall consist of three tenured faculty members. Members shall be nominated and elected by and from the full-time faculty. Members shall be elected for staggered terms of five years. If a vacancy occurs prior to the completion of a term, the Senate EC shall appoint a replacement member to complete that term. The members may not serve on the Tenure, Promotion and Dismissal Committee, the Faculty Grievance Committee or as Faculty Ombuds simultaneously.

3. This Committee shall select its own Chairperson and shall establish its internal operating procedures and these procedures shall be made available to all full-time faculty.

Recommendations of the ad hoc Waitlist Process Subcommittee of C&R

Members: Wendy Schweigert (chair), Shannon Bates, Teresa Drake, Greg Haines, Andy Kindler, Chad Lowell, Matt McGowan

Waitlist: Current Process

1. Waitlists open at the start of early registration.
2. Students can add themselves to waitlists up until the last day of early registration.
3. The Registrar's Office asks Departments to process their waitlists as much as possible by the week after early registration.
4. Waitlists continue to be processed until Study Day.
5. Waitlists are cleared by the Registrar's Office on Study Day.

Issues found

- It is unfair to first-year students registering on the last day of early registration, as they have only hours to determine the waitlists they need.
- It creates an inequitable system for students with registration holds; those who cannot register during early registration (for any number of reasons) are unable to put themselves on waitlists for required and recommended courses in their programs - leading to schedules of lesser quality and the potential for reduced graduation rates.
- Students who fail prerequisite courses need to change their schedule for the next semester, but waitlists have been cleared at that point.
- Many students change their programs of study over the break or cannot register until after early registration and need a way to indicate their desire to be registered for important courses.
- There is no standardized mechanism for units/colleges to know who and how many students are on the waitlists for any given course.

RECOMMENDATIONS

Proposed Timing for Waitlists

1. Waitlists open at the start of early registration
2. Departments process their waitlists by Study Day
3. Departments communicate on Study Day to waitlisted students the realistic likelihood of being enrolled in the course of interest. Also they will tell students to contact their advisor if their schedule is not complete.
4. Students can add themselves to waitlists up until Class Claiming/Bill Paying Due Date.
5. Waitlists continue to be processed until Class Claiming/Bill Paying Due Date
6. During the waitlist clearing process an Interest List (the waitlist report or snapshot) is created for each course with an existing waitlist on Class Claiming/Bill Paying Due Date. These Interest Lists are made available to departments through Reportal for their use when adding students to courses and for information regarding demand for classes. Waitlists are cleared on Class Claiming/Bill Paying Due Date, but the Interest List snapshot will remain available for the departments.

RELATED RECOMMENDATIONS

- **Students should be allowed to waitlist for up to 19 hours.**
    - Students who are registered for enough hours that the last waitlist will put them over 18.5 should be required by the system to create Wait-Drop logic.
        - Students with 13 registered hours can waitlist for 2 classes with the hopes of getting into one of them.
        - Students with 16 hours can waitlist for a course if they'd prefer the waitlist course and would drop a less preferred course.

- **Financially-related holds should NOT be Registration Holds.**
    - Students should be allowed to register and be able to put themselves on waitlists until Class Claiming/Bill Paying Due Date.
    - Connecting registration and waitlist use to payments creates an inequitable situation where those who are unable to register during preregistration are left with fewer course options and arguably lower quality schedules.

- **Waitlists should be an option for Summer and Interim courses. The waitlist process for summer and interim terms would be comparable to the proposed process, with timing adjusted somewhat.**
    - Interim & Summers - Students could add themselves to waitlists from the first day of early registration to Class Claiming/Bill Paying Due Date.
    - Interest Lists formed and waitlists cleared at 4:00 PM on this date.

- **Waitlist/Interest Lists should indicate if the student is already registered for a different section of a course they are waitlisted for.**
    - This information is important to those adding students to courses. It slows down the process when a person tries to add a student who is already in a different section of the course. The student must drop the first section to be added to the waitlisted section.

- **The date of when a student added themselves to the waitlist should be included on the list.**
    - This would help processing the waitlists after Study Day, when the waitlist is initially processed. The person adding students would be able to readily tell who was added to the list and needed further assessment.

- **This waitlist process should be reviewed in approximately one (1) year to look for any unintended consequences, system changes, or other issues that detract from its effectiveness.**

NECESSARY COMMUNICATIONS

- **Courses are scheduled within Course Offerings Preparation (COP)**
    - Schedule of Classes with Registration Information:

- Information about the waitlist timeline and process
- Statement that: Departments reserve the right to manually add students to this course dependent upon major/minor status, earned hours, schedule conflicts, etc.

Note: Departments can manage who is enrolled in specific classes by including reserved seats that they control.

- **Prior to publishing the Schedule of Classes**
  - Initially - Need a communication about the new system to *all* Faculty/Staff and Students
  - Annually -
    - Need communication that the Schedule of Classes has been published. [to Faculty/Staff and Students]
    - Need communication about the dates for advising, registration, and wait listing - *including when departments should have their initial processing of waitlists completed* (by Study Day), so that nearly all students have complete schedules before the end of the semester. [To Faculty/Staff]
    - Communication should occur in numerous ways, such as via email, the Navigate Student App (coming Fall '22), and other appropriate channels.
    - Students need clear information about how waitlists work, how to use Wait-Drop - etc.

- **Advising for Early Registration**
  - No specific additional communication necessary

- **Early Registration**
  - Students will be able to add themselves to waitists beginning with their registration time during Early Registration and continuing until Class Claiming/Bill Paying Due Date at 4:00 PM.

- ***Departments will process their waitlist (as much as possible) by Study Day*** [communication to departments from the Registrar's Office - occurs now but earlier]
  - Departments should communicate to students on the waitlists the realistic likelihood of their being registered in the course. The students should be told to contact their advisors if their schedules are incomplete. [usual communication from the Registrar's Office]

- ***Students are encouraged to complete their schedules by Study Day***
  - Communication from the Registrar's office via email and other appropriate channels [to Students].

- Students will be asked to remove themselves from any waitlists for courses they are no longer interested in to free seats for students who are interested and qualified, and to avoid being added to those classes and increasing their bill.

- **The deadline to add one's self to waitlists is 4:00 PM the day before Class Claiming/Bill Paying Due Date. Students, after this time students can no longer add themselves to waitlists, and the system will not move students to courses off the waitlists.**
  - Communication from the Registrar's office via email and other appropriate channels to Faculty/Staff/Students.

- **The Waitlist is transferred to an Interest List. The Interest Lists are made available to each department to be used as indicators of those who were interested in registering for the course. Departments may need to refer to these lists to determine whom to add if a seat becomes available after the Class Claiming/Bill Paying Due Date.**
  - Communication from Registrar's office via email and other appropriate channels to Faculty/Staff

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