

Bradley University Senate
Agenda
Eighth Regular Meeting of the 2015-2016 Senate
3:10 P.M.- 5:00 P.M. May 4, 2016
Michel Student Center - Marty Theater

- I. **Call to Order**

- II. **Announcements**
 - A. **Provost Search Committee Update – Dean Huberman**
 - B. **General Announcements**

- III. **Approval of Minutes**
 - A. **Seventh Regular University Senate Meeting, April 21, 2016 (pp. ? - ??)**

- IV. **Reports from Administrators**
 - A. **President Roberts**

 - B. **Interim Senior Vice President of Academic Affairs and Provost Sattler**

 - C. **Senior Vice President of Financial Affairs Anna**

- V. **Report from Student Body President – Jenna Dellaria**

- VI. **Reports from Standing Committees**
 - A. **Strategic Planning**

 - B. **Committee on Curriculum and Regulation**
 - 1. **Major Additions**
147978 - I M User Experience Design

 - 2. **Concentration Additions**
149493 ETL Management and Leadership with a Concentration in Business Law

 - 3. **Minor Modifications**
146799 I M Game Design
147789 FIN Decision Analysis
150612 RLS Religious Studies

 - 4. **Minor Additions**
146800 I M Game Production

5. Course Additions

147539 BIO BIO 490 Biology Capstone
149375 HIS HIS 351 Topics in Historical Methods

6. Course Modifications

150585 CIV CIV 111 Unified Composition and Western Civilization I
150589 CIV CIV 112 Unified Composition and Western Civilization II

7. Bradley Core Curriculum Additions

149307 BUS BUS 361 Collaboration in Organizations
149308 BUS BUS 362 Innovation in Organizations
148033 NUR NUR 303 Research in Nursing
149594 CIV CIV 111 Unified Composition and Western Civilization I
149603 CIV CIV 112 Unified Composition and Western Civilization II
149351 HIS HIS 208 Non-Western Civilization: Russian History
150634 PLS PLS 208 Fundamentals of International Relations
150644 I B I B 205 Business in Indian Culture
150645 I B I B 204 Business in Chinese Culture
146054 ETE ETE 313 Methods of Literacy I: Reading, Writing and Language Arts Grades 1-2

146312 ETL MIS 375 Business Systems Analysis and Design
148880 ENG ENG 347 Shakespeare
148897 PLS PLS 105 Introduction to American Government
148898 CIV CIV 100 Western Civilization
14889 CIV CIV 101 Western Civilization to 1600
148900 CIV CIV 102 Western Civilization Since 1600
148905 RLS PHL 347 Ethics
147885 HIS HIS 336 Early Non-Western History and Geography
149422 MTH MTH 116 Brief Calculus With Applications II
148915 RLS PHL 350 Art in Human Experience
142517 PSY PSY 206 Research Methods in Psychology
149448 ENG ENG 407 Advanced Poetry Workshop
149449 ENG ENG 408 Advanced Fiction Workshop
149215 ETE ETE 228 Strategies for Middle School
149216 ETE ETE 227 Development of the Early Adolescent
147705 BUS BUS 400 Business Capstone Consulting Project

C. Core Curriculum General Policies - The Sub Committee on Core Curriculum Committee and the Curriculum and Regulations Committee approved a number of policy changes to the Bradley Core Curriculum General Policies. The additions now come before University Senate for consideration. The proposed additions are in red font and underlined.

- With some exceptions, a course approved to satisfy an Area of Inquiry may also carry Core Practices tags. Courses approved for an Area of Inquiry may not also carry the tag of a cognate Core Practice, e.g., courses satisfying the Communication writing requirement cannot also carry the writing intensive tag, courses satisfying the Multidisciplinary

Integration requirement cannot also carry the Integrative Learning tag. Transfer credit for composition courses not used to fulfill the Communications Area of Inquiry requirements may be eligible for Writing Intensive credit.

- Transfer students enrolled in a second baccalaureate program will be automatically granted credit for all ~~Area of Inquiry~~ Bradley Core Curriculum requirements upon verification that their first baccalaureate was completed at ~~an accredited~~ a regionally accredited institution of higher education that requires a minimum of 30 hours of general education.

D. Annual Written Reports from Standing Committees

1. Admissions and Retention (p.)
2. Affirmative Action (p.)
3. Continuing Education(p.)
4. Contractual Arrangements (p.)
5. Curriculum and Regulations (p.)
6. Elections Committee (p.)
7. Faculty Grievance (p.)
8. Honorary Degrees (p.)
9. Sabbatical Leave (p.)
10. Strategic Planning (p.)
11. Student Grievance (p.)
12. Tenure, Promotion, & Dismissal (p.)
13. Bradley Core Curriculum (p.)

VII. Unfinished Business

A. Revisions to the Faculty Handbook

1. University Senate Committee on Admissions and Retention (Section 1.E.Article V.2, pp. 23-24)

Motion (April 21, 2016) by Mat Timm, 2nd Jean Marie Grant: I move to accept the revisions, as specified in the Agenda, to the University Senate Committee on Admissions and Retention committee structure in the *University Senate Faculty Handbook*. *Mat Timm / 2nd–Jean Marie Grant.*

Additions are in red font and italics.

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

- a. ~~Two~~ *One* representatives from ~~the Division for~~ Enrollment Management to be recommended by the Vice President for Enrollment Management, and ~~two~~ *one* representatives from the ~~Division of Student Affairs~~ *Office* of Educational Development to be recommended by the Vice President for Student Affairs;
- b. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;

- c. One student selected by the Student Senate;
- *d. One person recommended by the Vice President for Student Affairs;
- e.d. The Director of Orientation, Testing, and Advisement, who shall serve ex officio.

2. Guidelines for Instructional Practices (Sections IV.A.1, 2, 6, and 8, pp. 153 – 155)

Motion (April 21, 2016) by Andy Kindler, 2nd Mat Timm: I move to accept the revisions, as specified in the Agenda, to the Guidelines for Faculty Activities in the *University Senate Faculty Handbook*.

Additions are in red font and italics.

IV. GUIDELINES FOR FACULTY ACTIVITIES

A. Guidelines for Instructional Practice

1. Introduction

Regulations pertaining to academic matters for undergraduate students are published *bi-annually* in the Schedule of Classes ~~a copy of which is furnished to each student and faculty member before the start of the Fall semester,~~ and *annually* in the Undergraduate Catalog. In addition, the Schedule of Classes contains the annual *semester* calendar and the *current* class schedule. Regulations concerning graduate students are published in the Graduate Catalog and the Undergraduate Catalog. Faculty members are urged to familiarize themselves with all academic rules and regulations.

The several regulations which are cited in this section are in addition to, or are expansions of, regulations found in the publications noted above.

2. Class Rosters

~~The initial class rosters will be sent in the form of computer printouts which will be delivered as quickly as possible after registration.~~ *Official Class Rosters are available on AcInquire (Academic Inquiry).* The *rosters* of each class should be checked carefully **and often**. Any student who attempts to attend a class without ~~either~~ being listed on the Class Roster ~~or presenting an Official Addition to Class Card~~ should be prohibited from attending *until that student is officially listed on the Class Roster in AcInquire.* ~~until that student can present an addition card to the faculty member.~~

~~Official rosters will be issued at the end of the 3rd and 10th weeks, and a grade report roster will be issued during the week prior to final examinations.~~ Each official roster should be checked against the class roll. If a student's name is on a class roster and that student has not attended class by the end of the third week, the student's name should be reported to the Registrar's Office.

Students whose names appear on the grade roster are the only ones for whom grades will be accepted, and a grade must be reported for each student whose name is on the final grade roster.

6. Mid-Term Grades

Mid-term grades for all undergraduate students are reported to the *Registrar's Office* shortly after the midpoint of the fall and spring semesters. The *Registrar's Office* shall establish the exact date mid-term grades are due. ~~and provide grade rosters to faculty members about one week prior to this date.~~ Teaching schedules should be planned so that reports of these grades can be made. ~~These grades are supplied to the student, the student's academic advisor, and the Dean of the College in which the student is registered.~~ *A report of mid-term grades will be posted on Webster and AcInquire shortly after the mid-term grade deadline has passed.*

8. Final Grades

Final grades for all students are due in the Registrar's Office at 10:00 a.m. the Saturday following the last examination scheduled for ~~first~~ *Fall* and *Spring* ~~second~~ semesters. Due to the pressure of processing grades at the end of the semester, no exceptions can be made to this deadline. ~~Final grade rosters will be delivered to the faculty during the week previous to examinations.~~ Deadlines for interim and summer session grades will be communicated separately to the faculty. At the end of each semester or session, a grade must be filed with the Registrar's Office for each student who is officially registered for the class at *that* ~~the~~ time (whether or not the student has been in regular attendance).

~~A report of final grades will be issued to the student by the Registrar's Office within a very short time following the end of examinations. The issuing of grades to students by instructors by means of posting, postcards, etc., is at the discretion of individual instructors, provided extreme care is exercised to insure accuracy and confidentiality. This practice is seldom necessary, however, because of the speed with which the official grades are mailed to the students from the Registrar's Office.~~ *A report of these final grades will be posted on Webster and AcInquire by the Registrar's Office within a very short time following the close of the semester. All challenges to final grades must be made in the next regular semester after the grade was awarded. All completed grade change request forms must be approved by the department chairperson, the Dean of the College, and the Provost and Vice President for Academic Affairs. Requests for grade changes must be submitted to the Dean of the College in which the course is offered no later than four weeks before the end of the next regular semester.* Grades may not be ~~posted~~ *published* by name or student I.D. number without the prior written consent of the students.

All examinations, term papers, themes, etc., which are not returned to the student by the instructor must be kept for a least two semesters from the close of the semester or session in which the work was done.

~~If an error is made in submitting a final grade to the Registrar which the faculty member wishes to rectify later, a request for such correction must be approved by the department chairperson, the Dean of the College, and the Provost and Vice President for Academic Affairs. Requests for grade changes must be processed on the appropriate form which is available in the Office of the Dean.~~

B. Bradley University's Higher Learning Commission Quality Initiative
Motion (April 21, 2016) by Joan Sattler, 2nd Mat Timm: I move to support Experiential Learning as Bradley University's Higher Learning Commission's Quality Initiative.

VIII. New Business

A. Ratification of Appointments to Standing Subcommittees

1. Core Practices Subcommittee - August 2016 through April 2019

- a. Seth Katz (LAS)
- b. Meg Frazier (LIB)
- c. Jon Neidy (SA)
- d. Anne Hollis (SA)

B. Ratification of Appointment to Illinois Board of Higher Education

- a. Jobie Skaggs
- b. Matt O'Brien Alternate

C. Academic Regulations and Degree Requirements – Retroactive Credit. (see Appendix 1)

D. Ad hoc Committee Report: Study the Offering Online Undergraduate Degrees at Bradley University (see Appendix 2)

E. University Resources Oral Report

IX. Adjournment

APPENDIX 1: RETROACTIVE CREDIT PROPOSAL and Rationale

To: Dean Huberman, Chair ARDR Committee
From: Alexander Hertich, World Languages and Cultures
Re: Retroactive Credit Proposal

The Department of World Languages and Cultures proposes that Bradley University offer retroactive credit (or “retrocredits”) to students who place in a language at the 102 level or higher and take a course in the same language in the World Languages and Cultures Department.

In order to receive retroactive credit:

1. The course must be the first college-level course in the language;
2. The course must be taken before the student has earned 60 credit hours;
3. The course must be designated as retrocredit eligible; and
4. The student must receive a B or higher in the course.

Upon successful completion of an approved course students will receive:

- 102 – 4 retrocredits (101)
- 201 – 8 retrocredits (101, 102)
- 202 – 12 retrocredits (101, 102, 201)
- 303 – 15 retrocredits (101, 102, 201, 202)
- 315 – 15 retrocredits (101, 102, 201, 202)

Conditions for receiving retroactive credit:

1. Grades will not be given for retroactive credit nor will they figure in a student’s GPA.
2. Retroactive credit will not count towards residency.
3. Retroactive credit will count towards the 124 credits necessary for graduation.
4. Native speakers cannot earn retroactive credit in their native language (as determined by WLC faculty).
5. In order for a student with AP credit to receive retroactive credit the student would need to take an appropriate language course at Bradley. Students cannot receive additional retroactive credit for a course for which they already received AP credit.
6. Students could earn retroactive credit in more than one language as long as they have not earned more than 60 credit hours at the time the course will be taken.
7. Upon successfully completing a course, students will fill out a Retroactive Credit Form in the World Languages and Cultures Department Office, which will be forwarded to the Registrar’s Office.

To: Dean Huberman, Chair ARDR Committee
 From: Alexander Hertich, World Languages and Cultures
 Re: Retroactive Credits Rationale

The Department of World Languages and Cultures believes that offering retroactive credits will increase enrollment in language classes and will help attract high-quality high school students, recognizing their previous language study. A number of universities throughout the country offer retroactive credits, including, within our IPEDS group, Butler and Valparaiso Universities. Moreover, it will encourage students to do their best on our placement exam. Some students misrepresent their language skills on the placement exam so they can take a lower-level course.

In order to ascertain what impact retroactive credits would have on the World Languages and Cultures Department as well as Bradley University as a whole, I contacted Butler University, University of Evansville, Valparaiso University, and University of Wisconsin-Madison to inquire as to how many of their students enroll in foreign language courses in order to receive retroactive credit (or “retrocredits”). These schools either do not track this information or did not respond.

I then analyzed data from our enrollments looking at students labeled “Class 1 / Type 1” who enrolled in an eligible language course at Bradley (102, 201, 202, 303 / 306, 315 / 325) during the Fall semesters of 2012, 2013, 2014, and 2015 and received an A or B in the course. This information offers a representative indication of the number of students who would have been eligible to receive retrocredits. Here is the information for all languages by semester and then by level:

	Number of “retrocredit-eligible” students	Total number of students enrolled in all “retrocredit-eligible” courses	Percentage of “retrocredit-eligible” students
Fall 12	31	176	17.6%
Fall 13	32	184	17.4%
Fall 14	17	149	11.4%
Fall 15	18	141	12.8%

	Number of “retrocredit-eligible” students	Total number of students enrolled in all “retrocredit-eligible” courses	Percentage of “retrocredit-eligible” students
102	8	39	20.5%
201	57	279	20.4%
202	13	102	12.7%
300+	20	85	23.5%

This data shows that approximately 15% of all students in eligible courses would receive retrocredits. Moreover, the majority of these credits are at the lower levels (102, 201), which is where most incoming students place.

Finally, with the help of Kelly McConnaughay, Associate Dean of Liberal Arts and Sciences and Tom Richmond, Executive Director of Enrollment Management, during the week of January 25, 2016 we surveyed all students who have been accepted to Bradley for Fall 2016 to find out if offering retrocredits would encourage them to take a language course. Out of 5,829 admitted

students, 1,073 (18.4%) responded to the survey, which Mr. Richmond characterized as “remarkable.” The results of the survey are below:

**Survey: Foreign Language Credit Question
Freshmen admitted to Bradley through January 22, 2016**

1. How important are opportunities to receive college credit for previously gained knowledge (Advanced Placement (AP), retroactive credits,* etc.) when you choose a university?

Value	Percent	Count
Very important	62.6%	672
Somewhat important	32.4%	348
Not important	4.9%	53
Total		1,073

*Retroactive credits (“retrocredits”) are credits granted in recognition of previous course study. Retroactive credits correspond to particular courses, but are not graded, and do not factor into your GPA. For example, if you had taken Spanish in high school and place into the third-semester Spanish 201 course at Bradley, then took this class and received a B or higher, you would receive 8 additional retrocredits for Spanish 101 and 102.

2. How much more likely would you be to take a foreign language course if you could receive additional credit for classes you placed out of?

Value	Percent	Count
Much more likely	49.4%	529
Somewhat more likely	38.9%	416
No more likely	11.7%	125
Total		1,070

Although I was unable to obtain data from other schools, our own analysis indicates the immense potential of offering retroactive credit for language courses. The survey results clearly indicate the potential that retrocredits have to attract students to foreign language courses and to Bradley University in general: 88.3% of respondents were “much more” or “somewhat more” likely to take a language course and 95% find extra credit opportunities “very” or “somewhat” important when choosing a university.

Overall, retrocredits would encourage more students to find space in their schedules to take language courses, which are increasingly important in our 21st-century global economy. The Department of World Languages and Cultures has the capacity to accept more students who would enroll to receive retrocredits. Moreover, retrocredits will make us more competitive with

a number of our IPEDS peers who already offer this option. In sum, this information indicates that retrocredits possess a strong value proposition for the university.

April 27, 2016

To : University Senate
From : Admissions and Retention Committee
Herbert Kasube, Chair

The Committee met and discussed the Committee's charge and membership. Our recommendations follow . . .

The Committee on Admissions and Retention

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

- a. In consultation with the Division of Enrollment Management, to review and recommend to the Senate policies and practices to achieve enrollment goals;
- b. In consultation with the Division of Student Affairs, to review and recommend to the Senate policies and practices to achieve retention and graduation goals;
- c. To review the effectiveness of admission and retention practices and to report these 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. Two representatives from the Division for Enrollment Management to be recommended by the Vice President for Enrollment Management, and two representatives from the Division of Student Affairs to be recommended by the Vice President for Student Affairs;
- b. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;
- c. One member of Admission Liaison Committee (this position is only needed in the case that none of the full-time faculty members from above is a member of the Admission Liaison Committee)
- d. One student selected by the Student Senate;
- e. The University Registrar or an appointed official from the Registrar's Office, who shall serve ex officio.

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

Members shall serve for two-year staggered terms.

Some rationale for Admissions and retention Committee (ARC) Description

Under Heading #1

We felt the phrase “policies and practices” described the committee’s function well. We also felt that acting in an advisory capacity to “appropriate” University offices covered a lot of ground. ARC could confer with individual departments as well as administrative offices.

Under Heading #2

a and b were basically unchanged except for minor alterations due to name changes on campus.

c was added because it was felt that the Admissions and Retention Committee and the Admissions Liaison Committee had very similar “goals”. The Admissions Liaison Committee seems to be more “hands on” than ARC. They might even have more access to data that ARC could use. We did not see the need to enlarge the size of ARC if at least one of the faculty members appointed in 2b was also a member of the Admissions Liaison Committee.

e was added after discussion with Andy Kindler. Andy agreed that having a representative from the Registrar’s Office would benefit ARC.

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MEMO

To: Dr. Jobie Skaggs, University Senate President
From: Dr. John Williams, Affirmative Action Committee
Date: April 27, 2016



For the 2015-2016 academic year, the Affirmative Action Committee did not have to address any matters of concern. Accordingly, we did not schedule any meetings.

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Date: April 26, 2016
To: Dr. Jobie Skaggs, President
University Senate
From: Janet Lange, Executive Director
Division of Continuing Education & Professional Development
Office of Summer and Interim Sessions
Re: Senate Committee on Continuing Education

The University Senate Committee on Continuing Education did not meet in AY 2016; however, below is a brief summary of a few of the Division's AY 16 highlights.

- On May 21, OLLI offered its second learning trip in partnership with Road Scholar, formerly Elderhostel. 23 OLLI members joined Catherine Lawless, Program Coordinator, on a trip entitled "Natural Wonders of Utah's Canyons."
- Summer programs included the Institute for Reading; World of Wonder, Bradley's summer program for gifted and talented youth, Building Excellent Scientists for Tomorrow Summer Internship Program (BEST) and Clinical Research for Excellent Scientists for Tomorrow program (CREST), Delta Kappa Gamma Society's "Taming Technology" Seminar, and the Summer Forensics Institute.
- The Division filled three vacancies.
 - Elly Peterson, Program Coordinator, replaced Bryan Blanks, who resigned in March 2015
 - Christy Haeffele, Program Coordinator, replaced Program Director Sue Manley, who retired in February 2015
 - Debbie Finnegan, University Support, replaced Candy Hall, who resigned in February 2015
- Carla Montez, Director of Marketing, was recognized by OLLI for 20 years of teaching classes, workshops, and study groups on how to write the story of your life. Carla is one of OLLI's most popular and beloved instructors.
- Elly Peterson led a group of 26 on OLLI's third learning trip in partnership with Road Scholar, entitled, "Santa Fe and Taos: A Tale of Two Cities," from September 14-20, 2016.
- Associate Director Michelle Riggio represented Bradley at the semi-annual OLLI National Conference, where she was asked to facilitate the New Administrators Workshop, originally developed by Continuing Education staff and now presented at each conference. Michelle was also accepted into the Association for Continuing Higher Education's Emerging Leader Institute for June 2016.
- Michelle Brower was hired as a new piano instructor for the Music Preparatory School, which now has 12 piano students and 8 guitar students
- Jacqueline Kelly, Peoria Notre Dame, was hired to teach the ACT/SAT review course. The 2016 program had 98 students enrolled.
- The Office of Summer and Interim Sessions worked with the Center for Teaching Excellence and Learning to solicit applications for the Online Course Design

Institute, new Online Course Improvement Workshops, and participation in Quality Matters' advanced webinars for online teachings. 17 faculty received awards for spring 2016.

- The FIRST Robotics regional competition was held March 16-18 at Bradley's Renaissance Coliseum for the second year. Continuing Education contracted with the Caterpillar College of Engineering and Technology to provide support for the event, which brings approximately 1,200 high school students from 12 states to campus.
- OLLI is partnering with Bradley's College of Liberal Arts and Science to support, sponsor, and publicize its lectures. Dr. Matthew Timm's March 29 lecture was delivered to a capacity crowd of 125 people. Dr. Tim Conley's April 19 lecture will focus on Vienna and its cinema and television offerings.
- The WOW brochure was mailed to 21,409 households, and classes are filling up. The World of Wonder "Save the Date" email was sent to 299 addresses with a 59% open rate.
- The first Super Brain Summit, a series of 13 webinars presented by renowned experts, will take place April 28-30. The event is sponsored by the Center for Collaborative Brain Research, led by Dr. Lori Russell-Chapin, Associate Dean of the College of Education and Health Sciences.

MEMO

Date: April 29, 2016

To: Jobie Skaggs, President, University Senate

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

Re: Contractual Arrangements Committee

The Contractual Arrangements Committee met three times during the 2016 spring semester. The Contractual Arrangement Committee also met with members of the Committee on University Resources during the Spring semester. Committee members are Mark Brown (committee chair – faculty), Brad Andersh (faculty), Stephen Banning (faculty), Pratima Gandhi (administration), and Brian Huggins (faculty). The issues discussed are summarized below.

Compensation for Summer and Interim Teaching

Outstanding issues regarding compensation for interim and summer teaching were revisited. These issues will be explored further when a permanent Provost is in place.

Post-Retirement Medical Benefits

The post-retirement medical benefit (PRMB) was discussed at length. Due to a change in actuarial tables, the current value liability for the PRMB benefit has increased significantly, will continue at this level and, consequently, is considered detrimental to the financial health of the university. In conjunction with the University Resource Committee tentative options were proposed to decrease this liability. The Contractual Arrangements Committee recommends that the faculty and staff be informed of potential options, and feedback elicited, before implementing any changes to the PRMB. We also recommend that any changes be considered in the context of a broader review of compensation and benefits at Bradley University.

Memorandum

To: Jobie Skaggs, Ph.D.
President, University Senate

From: Wayne B. Bosma, Ph.D.
Chair, Faculty Grievance Committee



Date: April 26, 2016

Re: Annual Report for 2015-2016

For the 2015-2016 academic year, the Faculty Grievance Committee did not have to address any grievances. Accordingly, we did not schedule any meetings.

Members were contacted by e-mail, and Celia Johnson was elected chair for the 2016-2017 academic year.

BRADLEY

U N I V E R S I T Y

November 9, 2015

To: Dr. Jobie Skaggs

Re: University Committee on Sabbatical Leave – annual report to University Senate

Members of the Committee were Drs. In Soo Ahn, Deborah Erickson, Chris Kasch, Patricia Hatfield, and myself.

This year 24 proposals were received and the Committee approved 22.

No proposals were subject to disqualification on the basis of timing issues related to prior sabbaticals.

The Committee forwarded its report to Dr. Joan Sattler, Interim Provost, and V.P.A.A.

Dr. Patricia Hatfield has agreed to serve as the Committee Chair in 2016.

Respectfully,
Ted Fleming (Chair)

Bradley University Senate:

The Committee on Student Grievance had one case during the fall semester in 2015. The case went to a formal hearing and our report was sent to the Provost in December of 2015 for action.

Sincerely,

Edward Sattler Ph.D
Chair of the Student Grievance Committee

Dr. Kelly Roos
Dr. Scott Kanoff
Dr. Kelly Schwend
Shannon Schooley
Nigina Sultanaova

Bradley University Senate
Minutes
Seventh Regular Meeting of the 2015-2016 Senate
3:10 P.M.-5:00 P.M. April 21, 2016
Michel Student Center Ballroom A

I. Call to Order

II. Announcements

- A. The May Senate meeting will be held on Study Day, May 4. The annual Special Meeting to elect officers will immediately follow the Regular meeting.
- B. The ad hoc Committee studying the offering of online undergraduate degrees at Bradley University will present their findings to Strategic Planning tomorrow, April 22. They will present to the full Senate on May 4.
- C. The Resource Committee will report to Senate on May 4.
- D. Two provost candidates have visited campus. Please provide input. A recommendation goes to the President on April 25.

III. Approval of Minutes

Sixth Regular University Senate Meeting, March 24, 2016

Approved by General Consent

IV. Reports from Administrators

A. President Roberts

- 1. The President has been to many meetings.
- 2. Questions:
 - a. From Amit Sinha: Do you think we deserve an increase in the amount of matching money for our retirement savings? Answer: Yes.

B. Senior Vice President of Academic Affairs and Provost Sattler

- 1. Congratulations to the College of Business on their ranking this week as 42nd nationally for its undergraduate business programs by Bloomberg Business Week. They were the highest ranked undergraduate business program among private universities in Illinois.
- 2. For Fall 2016 graduate recruitment, we have 789 applicants to date with 117 RSVPs (110 International, 7 domestic).
- 3. For Fall 2016, undergraduate international student recruitment, we have 351 applications, 130 admits, and 10 deposits.
- 4. For Fall 2016, undergraduate international transfer student recruitment, we have 47 applications, 6 admits, and 3 deposits.
- 5. For on-line Graduate Programs, we have 286 Applications (210 for summer and 76 for Fall)
- 6. To date, with summer session starting Monday, April 25th, we have 145 RSVPs (116 for summer, 29 for Fall), of the 116 starting Monday, 16 are in Counseling and 100 in Nursing.
- 7. Our Fall schedule of classes has over 240 BCC classes available for students with 7 to 22 unique courses per Area of Inquiry
- 8. The Writing Intensive Course Workshop in May is fully subscribed.
- 9. Applications are due tomorrow for the Multidisciplinary Integration course workshop in June.
- 10. CTEL and the Office of Summer and Interim Sessions awarded 17 grants to faculty to

create new online courses and improve existing online courses. \$35,000 in stipends will be awarded faculty upon completion of the workshops.

11. This semester a total of 14 faculty members were awarded Teaching Excellence grants totaling \$20,620
12. CTET and OSP hosted Bradley's 23rd Annual Student Scholarship EXPO. 248 undergraduate students and 76 graduate students presented a total of 187 research, scholarship, or creative production projects. 105 faculty mentors were involved and 154 judges from Bradley and the surrounding community participated.
13. OSP hosted a reception on April 13th to honor 66 faculty members and administrators who submitted grants in the last 12 months. 35 award recipients received over \$3 million over the period of April 1, 2015 to March 31, 2016.
14. The Library renovation project will begin renovation June 1 with a plan to complete as much as possible to first and second floors of the library by the end of the summer.

C. Senior Vice President of Business Affairs Anna – no report

D. Interim Senior Vice President of Academic Affairs, Provost Sattler and Senior Vice President of Business Affairs, Gary Anna

1. A report in response to a Senate resolution that describes efforts in promoting and supporting funding of the academic mission of Bradley and investment in faculty in the previous and upcoming year. The reports are attached (pp. ?? - ??).

V. Report from Student Body President-Sarah Handler

1. Election for the Student Senate ended yesterday. A record number of students (1694) voted in this election. The new Student Senate officers are: President, Jenna Dellaria; Speaker of Assembly, Dave Jensen; Secretary of Finance, Kelsey Vogt; and Secretary of Assembly Kaitlyn Markey
2. The smoke free campus resolution passed.
3. A resolution for the University to develop an official process for students to change their name on official University documents was passed
4. A texting service has been established to enhance communication between students and the student government.

VI. Reports from Standing Committees

A. Strategic Planning

1. The committee has completed the reviews of 26 programs considered at risk. The discussions with these programs have been transferred to the corresponding deans.
2. The committee is finalizing recommendation for a data warehouse to facilitate program reviews.
3. The committee is planning a process for developing a new strategic plan.
4. The HLC will require a review of academic programs. There is a schedule for reviews. The committee is reviewing the guidelines for the review of academic programs.
5. The committee unanimously recommended a topic for the Quality Initiative that Bradley must officially declare prior to the next HLC accreditation visit.

Motion that Bradley University Senate adopt the HLC Quality Initiative entitled Experiential Learning by Joan Sattler / 2nd–Mat Timm. Vote held for notice until the May 4, 2016 Senate meeting.

Motion to allow Jason Garrett to address the Senate

by Jobie Skaggs / 2nd–Mat Timm, Motion Approved.

B. Committee on Curriculum and Regulation

1. Major Additions

Motion to approve by Jean Marie Grant / 2nd–Wayne Evens, Motion Approved

147821 I M Animation & Game Design BFA

148012 BIO Biomedical Science

2. Major Modifications

Motion to approve by Jean Marie Grant / 2nd– Julie Reyer, Motion Approved

147839 ETE Early Childhood Education

146796 I M Game Design

147593 I M Animation

147641 I M Interactive Media

146568 ATG BUS ATG --- Accounting

146574 ATG BUS ATG 32 --- Accounting (3/2)

146578 ATG BUS ATG 3A --- Accounting 3/2 (Internal Auditing)

146579 ATG BUS ATG 1A --- Accounting (Internal Auditing)

147524 BIO Biology

147969 I S International Studies

3. Concentration Additions

Approved by General Consent

148009 BIO Biomedical Science Pre-Med Concentration

148010 BIO Biomedical Science Veterinary Science Concentration

148011 BIO Biomedical Science Biomedical Research and Development
Concentration

4. Concentration Modifications

Approved by General Consent

148617 BIO Cell and Molecular Biology Concentration

5. Minor Modifications

Approved by General Consent

146799 I M Game Design

6. Minor Additions

Motion to approve by Jean Marie Grant / 2nd– Julie Reyer, Motion Approved

146800 I M Game Production

148664 LAS European Studies Program

7. Program Modifications

None

8. Minor Deletions

Motion to approve by Jean Marie Grant / 2nd– Wayne Evens, Motion Approved

148660 LAS Western European Studies Program
148646 I S Russian and East European Studies

9. Course Additions

Motion to approve Wayne Evens / 2nd– Jean Marie Grant, Motion Approved

147970 I M IM 263 Concepts in User Experience
147545 I M IM 340 Three-Dimensional Animation I
147822 I M IM 242 Game Art
147823 I M IM 342 Animation for Games
147824 I M IM 430 Animation & Game Design Thesis 1
146801 I M IM 388 Game Design II0
147825 I M IM 431 Animation & Game Design Thesis 2
146802 I M IM 389 Game Production II
146808 I M IM 489 Advanced Game Capstone
147590 I M IM 341 Three-Dimensional Animation II
147591 I M IM 441 Animation Capstone II
147592 I M IM 440 Animation Capstone I
147887 I M IM 260 User Interface Design & Development
147888 I M IM 261 User Research & Usability
147890 I M IM 360 Advanced Interaction Design
147891 I M IM 361 Advanced User Experience Design
147892 I M IM 460 User Experience Design Capstone 1
147893 I M IM 461 User Experience Design Capstone 2
147865 COM COM 388 Social Media Communication
148639 CFA CFA 350 How Hollywood Works
148651 CFA CFA 351 Development Process of Film and Television
148653 CFA CFA 352 Music Supervision for the Movies
148655 CFA CFA 353 New Media & Emerging Technology
148662 CFA CFA 354 Hollywood Semester Internship
148666 CFA CFA 356 Entertainment Public Relations
148668 CFA CFA 355 Topics in Entertainment
147910 BIO BMS 466 Human Anatomy
147912 BIO BMS 465 Medical Physiology
147735 BIO BIO 311 Genetics laboratory
147539 BIO BIO 490 Biology Capstone
147540 BIO BMS 490 Biomedical Science Capstone
147563 BIO BMS 150 Introduction to Biomedical Science
147566 BIO BMS 320 Environment and Human Health
147613 BIO BIO 190 Biology Freshman Scholars
148638 BIO BIO 204 Pathophysiology
147941 FCS FCS 346 FCS Resource Management
147998 FCS FCS 442 Foundations of FCS

10. Course Deletions

Motion to approve by Jean Marie Grant / 2nd–Julie Reyer, Motion Approved

148004 PSY PSY 403 Physiological Psychology
147546 BIO 364 Cell Biology

146571 ATG 203 Research and Analysis in Accounting
147884 I M I M 465 Advanced Web Design
147886 I M I M 313 Intermediate Interactive Media Authoring
147913 I M I M 115 Introduction to Interactive Media Development

11. Course Modifications

Approved by General Consent

146803 I M I M 426 Interactive Media Practicum II
146806 I M I M 458 Sound Design
146807 I M I M 459 Computer Game Capstone Project
147914 I M I M 160 Introduction to Scripting Languages
146838 I M I M 450 Critical Issues in Interactive Media
146611 COM COM 360 Digital Journalism
148014 COM COM 101 Survey of Communication
147774 MUS MUS 141 Orchestra
147775 MUS MUS 341 Orchestra
147776 MUS MUS 142 University Bands
147777 MUS MUS 342 University Bands
147779 MUS MUS 143 Bradley Community Chorus
147780 MUS MUS 343 Bradley Community Chorus
147781 MUS MUS 144 Bradley Chorale
147782 MUS MUS 344 Bradley Chorale
147783 MUS MUS 145 Women's Choir
147785 MUS MUS 345 Women's Choir
147786 MUS MUS 146 Jazz Band
147787 MUS MUS 346 Jazz Band
148696 WLC WLA 101 Elementary Arabic I
148697 WLC WLA 102 Elementary Arabic II
148611 ETE ETE 235 Methods of Teaching English Language Learners
148612 ETE ETE 234 Language Development
147971 ETE ETE 327 Practicum for Teaching English Learners I
148629 BIO GES 302 Invertebrate Zoology
147731 BIO BIO 310 Genetics
148705 BIO BIO 464 Cell Biology
147909 BIO BIO 101 Diseases of Life
148623 BIO BIO 482 Endocrinology
147564 BIO BIO 371 Invertebrate Zoology
148626 BIO BIO 484 Neurophysiology
148784 M S M S 102 Introduction to the Profession of Arms
148785 M S M S 201 Leadership and Decision Making
148786 M S M S 202 Army Doctrine and Team Development
148787 M S M S 301 Training Management and the War Fighting Functions
148788 M S M S 302 Applied Leadership in Small Unit Operations
148790 M S M S 401 The Army Officer
148791 M S M S 402 Company Grade Leadership
148470 M S M S 101 Introduction to the Army and Critical Thinking

12. Bradley Core Curriculum Additions

For Information Only

The following errors have been noted in the listing of the Area of Inquiry tags requested for Core Additions. The Area of Inquiry tag information is for informational purposes only.

- a. ENG 130 was listed as MI, should have been listed as MI, GP/WC
- b. HIS 203 was listed as GP/GS, SB, should have been listed as GP/GS, HU
- c. RLS 331 was listed as HU, should have been listed as GP/WC

C. Graduate Executive Committee

1. Certificate Addition

For Information Only- Matt Timm will preside

147497 ENC Post Master Certificate Program in Neurocounseling

2. Program Modifications

Motion to approve by Jean Marie Grant / 2nd-Julie Reyer, Motion Approved

147873 NUR RN-MSN Nursing Administration Online

147875 NUR MSN-FNP

148706 NUR MSN Nursing Education

3. Course Additions

Motion to approve by Jean Marie Grant / 2nd-Julie Reyer, Motion Approved

148888 FCS FCS 603 Advanced Nutrition Metabolism

148017 GRD GRD 610 Graduate Internship

D. Sub Committee on Regulations and Degree Requirements

Motion to approve by Jean Marie Grant / 2nd-Wayne Evens, Motion Approved

1.) **2019-2020 [Academic Calendar](#)** (see Appendix 2)

2.) **2016-2017 [Online Academic Calendar](#)** (see Appendix 3)

Motion to approve from committee / 2nd-Wayne Evens, Motion Approved

VI. Unfinished Business

No unfinished business.

VII. New Business

A. Revisions to the Faculty Handbook

1. [University Senate Committee](#) on [Admissions and Retention](#) (Section 1.E.Article V.2, pp. 23-24)

*Motion: I move to accept the revisions, as specified in the Agenda, to the University Senate Committee on Admissions and Retention committee structure in the *University Senate Faculty Handbook*. Mat Timm / 2nd-Jean Marie Grant.*

Motion held for notice until the May 4, 2016 Senate meeting

Additions are in red font and italics.

The Committee on Admissions and Retention shall consist of:

- a. ~~Two~~ *One* representatives from the ~~Division for Enrollment Management~~ to be recommended by the Vice President for Enrollment Management, and ~~two~~ *one* representatives from the ~~Division of Student Affairs~~ *Office* of Educational Development to be recommended by the Vice President for Student Affairs;
- b. One full-time faculty member from each of the undergraduate Colleges, nominated by the Dean of the College for recommendation by the Executive Committee;
- c. One student selected by the Student Senate;
- *~~d. One person recommended by the Vice President for Student Affairs;~~
- e. The Director of Orientation, Testing, and Advisement, who shall serve ex officio.

2. **Guidelines for Instructional Practices** (Sections IV.A.1, 2, 6, and 8, pp. 153 – 155)

Motion: I move to accept the revisions, as specified in the Agenda, to the Guidelines for Faculty Activities in the *University Senate Faculty Handbook*.

*Andy Kindler / 2nd–Mat Timm,
Motion held for notice until the May 4, 2016 Senate meeting.*

Additions are in red font and italics.

IV. GUIDELINES FOR FACULTY ACTIVITIES

Guidelines for Instructional Practice

1. Introduction

Regulations pertaining to academic matters for undergraduate students are published *bi-annually* in the Schedule of Classes ~~a copy of which is furnished to each student and faculty member before the start of the Fall semester,~~ and *annually* in the Undergraduate Catalog. In addition, the Schedule of Classes contains the annual *semester* calendar and the *current* class schedule. Regulations concerning graduate students are published in the Graduate Catalog and the Undergraduate Catalog. Faculty members are urged to familiarize themselves with all academic rules and regulations.

The several regulations which are cited in this section are in addition to, or are expansions of, regulations found in the publications noted above.

2. Class Rosters

~~The initial class rosters will be sent in the form of computer printouts which will be delivered as quickly as possible after registration.~~ *Official Class Rosters are available on AcInquire (Academic Inquiry).* The *rosters* of each class should be checked carefully ~~and often.~~ Any student who attempts to attend a class without ~~either being listed on the Class Roster or presenting an Official Addition to Class Card~~ should be prohibited from attending *until that student is officially listed on the Class Roster in AcInquire.* ~~until that student can present an addition card to the faculty member.~~

~~Official rosters will be issued at the end of the 3rd and 10th weeks, and a grade report roster will be issued during the week prior to final examinations.~~ Each official roster should be checked against the class roll. If a student's name is on a class roster and that student has not attended class by the end of the third week, the student's name should be reported to the Registrar's Office. Students whose names appear on the grade roster are the only ones for whom grades will be accepted, and a grade must be reported for each student whose name is on the final grade roster.

6. Mid-Term Grades

Mid-term grades for all undergraduate students are reported to the *Registrar's Office* shortly after the midpoint of the fall and spring semesters. The *Registrar's Office* shall establish the exact date mid-term grades are due. ~~and provide grade rosters to faculty members about one week prior to this date.~~ Teaching schedules should be planned so that reports of these grades can be made. ~~These grades are supplied to the student, the student's academic advisor, and the Dean of the College in which the student is registered.~~ *A report of mid-term grades will be posted on Webster and AcInquire shortly after the mid-term grade deadline has passed.*

8. Final Grades

Final grades for all students are due in the Registrar's Office at 10:00 a.m. the Saturday following the last examination scheduled for ~~first~~ *Fall* and *Spring* ~~second~~ semesters. Due to the pressure of processing grades at the end of the semester, no exceptions can be made to this deadline. ~~time.~~ ~~Final grade rosters will be delivered to the faculty during the week previous to examinations.~~ Deadlines for interim and summer session grades will be communicated separately to the faculty. At the end of each semester or session, a grade must be filed with the Registrar's Office for each student who is officially registered for the class at ~~that~~ the time (whether or not the student has been in regular attendance).

~~A report of final grades will be issued to the student by the Registrar's Office within a very short time following the end of examinations. The issuing of grades to students by instructors by means of posting, postcards, etc., is at the discretion of individual instructors, provided extreme care is exercised to insure accuracy and confidentiality. This practice is seldom necessary, however, because of the speed with which the official grades are mailed to the students from the Registrar's Office.~~ *A report of these final grades will be posted on Webster and AcInquire by the Registrar's Office within a very short time following the close of the semester. All challenges to final grades must be made in the next regular semester after the grade was awarded. All completed grade change request forms must be approved by the department chairperson, the Dean of the College, and the Provost and Vice President for Academic Affairs. Requests for grade changes must be submitted to the Dean of the College in which the course is offered no later than four weeks before the end of the next regular semester.* Grades may not be ~~posted~~ *published* by name or student I.D. number without the prior written consent of the students.

All examinations, term papers, themes, etc., which are not returned to the student by the instructor must be kept for a least two semesters from the close of the semester or session in which the work was done.

~~If an error is made in submitting a final grade to the Registrar which the faculty member wishes to rectify later, a request for such correction must be approved by the department chairperson, the Dean of the College, and the Provost and Vice President for Academic Affairs. Requests for grade changes must be processed on the appropriate form which is available in the Office of the Dean.~~

C. [Intercollegiate Athletics Committee Report](#)

Motion to allow Stephen Tippet to address the Senate by Jean Marie Grant / 2nd–Wayne Evens, Motion Approved
Report attached (pp. ?? - ??)

D. [Enrollment Management Report](#)

Motion to allow Ruth Vedeich to address the Senate by Gary Anna / 2nd–Mat Timm, Motion Approved
Report attached (pp. ?? - ??)

VIII. **Adjournment** 4:57 PM

Motion to adjourn Matt O'Brien - Motion Passes

Bradley University Senate
April 21, 2016 – Sixth Regular Meeting

Faculty *(please initial)*

Adams, Mollie	FCB	MTA	Grant, Jean Marie	CEHS		Podlasek, Bob	CCET	RJP
Andersh, Brad	CLAS	BA	Hatfield, Patty	FCB	PH	Portocarrero, Melvy	CLAS	MRP
Brammeier, Heather	SCCFA	AB	Heinemann, Steve	SCCFA	SA	Reyer, Julie	CCET	JR
Bruns, Laura	SCCFA		Herman, Tony	CLAS		Roos, Kelly	CCET	
Bukowski, Jeanie	CLAS	JB	Johnson, Celia	CEHS	CB	Sanchez, Jose	CCET	
Carty, Tom	CLAS	TC	Kelley, Andrew	CLAS	AK	Schwend, Kelly	CEHS	
Courtad, James	CLAS	JK	Kidd, Randy	CLAS	RK	Sinha, Amit	FCB	
Davidson, Jeannette	CEHS	JD	Krishnamoorthi, K.	CCET		Skaggs, Jobie	CEHS	
Degitz, Joe	CEHS		Lewer, Joshua	FCB	CLB	Smith, Dan	SCCFA	
Dickhaus, Joshua	SCCFA		Lin, Tachun	CLAS		Stephens, Paul	FCB	
Evens, Wayne	CLAS	WE	Lohman, Mark	SCCFA		Stover, Naomi	CLAS	
Fakheri, Ahmad	CCET	AF	Lozano, Jose	CLAS		Tayyari, Fred	CCET	
Flanningan, Peggy	CEHS	PF	Lukowiak, Twila	CEHS	PL	Timm, Mathew	CLAS	Mr. D.
Frazier, Meg	Lib	MF	McGill, Monica	SCCFA		Wayvon, Paul	FCB	Pa
Glassmeyer, Danielle	CLAS	Do	Bosma, W McQuade, Kristi	CLAS		Weaver, Priscella	CEHS	PW
Gobeyn, Mark	CLAS	MG	Morris, Martin	CCET	MM	Williams, Chris	CLAS	CM
Goitein, Bernie	FCB	GB	Newton, Lee	CLAS	GN	Young, Margaret	SCCFA	
			Perry, Sandra	FCB	PA			

Ex-officio *(please initial)*

Students *(please initial)*

Akers	Lex	LA	Kindler	Andy	AK	Student Body President	Sarah Handler	SH
Anna	Gary	A	Malinowski	Olek	AM	Graduate		
Bakken	Jeffrey	JB	McAsey	Mike	MM	Undergraduate	JF	
Bury	Sandra	SB	O'Brien	Matt	MO	Undergraduate		
Cluskey	Molly	MC	Radson	Darrell	DR			
Galik	Barbara	GB	Roberts	Gary	GR			
Heuser	Jake		Sattler	Joan	JS			
Huberman	Jeffery		Thomas	Nathan	NT			
Jones	Chris	CJ						

Bradley University Senate

April 21, 2016

Sixth Regular Meeting

Non-voting faculty/staff and guest sign-in

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

Name	Unit	Name	Unit
Ethan Ham	IM/CFA		
Sandra Shumaker	OSP		
Ed Lamourelot	CFA Fm/Com		
Craig Dahlquist	Americas		
Chris Reynolds	Athletic		
JASON GRADY	PLB		
Sherril Morris	BIO		
Paul Kerns	OTEL		
Tom Richmond	EM		
W. Johnson	LRT		
Brian Josephko	BUPD		
Kelly McConaughy	BIO		
Deb Erickson	NUR		
W. Lawrence	SCCFA		
Scott El	IM		
Cindy Brubaker	NUR		

**Appendix
Senate Meeting
Finance Report
April 21, 2016**

Promoting and Supporting Funding of the Academic Mission of Bradley and Investment in Faculty in the Previous and Upcoming Year

Senior Vice President of Academic Affairs and Provost Sattler – I wish to first address specifics of the Senate Resolution of a year ago April 2015.

1. Funding the academic mission of Bradley
 - a. Flat operating budgets in past 5 to 10 years for Departments
 - b. Need to improve instructional and research technology
 - c. Insufficient funding for general education innovations

Yes, operating budgets in many areas has been flat for the last 5 years. Yet, some units with enrollment growth have received supplemental allocations from the Provost's office I understand over the years. Also, endowment and restricted accounts have grown and in some of the colleges and departments with endowments, some significant funds are available to augment academic units to help them meet their mission.

However, remember the university during the same time frame has seen a significant downturn in undergraduate enrollment. Projections this year seem to be trending upward. All of this needs to be placed in the perspective of the overall budget. Resources in many areas have declined to right size the university with the overall enrollment, e.g. we have 12 fewer faculty positions from 5 years ago, i.e. from 355 to 343 faculty. This is only a 3 % drop when we have had a much greater percentage drop in enrollment overall. We are dealing with the instructional needs through vacancies with temporary holds on some positions and through part-time faculty needs. I believe we have had a very responsible approach to balancing instructional needs, and we have not had lay-offs as you have seen at many other universities during this time.

Instructional and research support has been ample I believe with research funding through TEC and REC grants and assistance in grant workshops to seek external grants, etc and of course now with a budget and infusion of funds for the Bradley Core Curriculum, from workshops, seminars, & assistance with new course development, etc.

Also, salary increases occurred this year (15-16) and we are requesting future salary increases for faculty and staff on an annual basis. I am aware that we had no salary increases for a few years (a couple years of 1% increase not added to the base) and that further depressed salaries. For the most part, we seem to be competitive at the assistant professor level for first year hires, but we have salary compression for the other professorial ranks, which I will address now.

2. Investment in Faculty

- a. **CUPA (College and University Professional Association) comparison data reveal that faculty salaries are below the averages for respective comparison groups.** This was done with unit comparison universities and benchmarked for instructors, asst prof, assoc prof, and full prof. Yes, we are considerably below benchmarks and my office has done the follow up CUPA analysis from last year and this year's comparisons. In summary, we are \$3.2 million behind our comparisons. The Board of Trustees has this information and will be assessing how we might move forward on this and when---perhaps incrementally over 3 years, etc. Remember this is an estimate. The increases will be based on individual productivity and merit based on annual evaluations information. Again, I am a strong proponent of placing annual salary increases and the salary initiative increases in future budgets. Keep in mind the level of funding needed and this is an on-going, reoccurring budget item and not a one-time allocation.
- b. **Lack of funding and lack of directed fundraising for Bradley's special emphasis.** Our data indicate that we have provided considerable dollars per year in past years funding requests for special emphasis research support. In some years, we had funds roll over to other years. Also, we are providing support for faculty to attend workshops and seminars for grant writing, BCC support, support for faculty who wish to place courses on-line and so forth. We have summer seminars coming up with some paying \$2,000 stipends and others \$1,500 stipends.
- c. **Longstanding difficulty in recruiting and retaining high-quality new faculty.** This is a dynamic and difficult one to address because it fluctuates with the discipline and the demand for faculty. In some disciplines, the qualified faculty do not apply due to significant shortage of faculty holding appropriate credentials. The university has used the Forgivable Loan Program to address that and it has been successful where used.

I did review the numbers of faculty leaving the university over the past 5 years for retirements or resignations and it has been fairly consistent numbers with a slight increase last year. I also looked at our faculty diversity. Over a 10 year period of time we have gone from 13% diversity to 18%. Our forgivable loan program can be used to increase faculty from diverse backgrounds as well as for disciplinary shortage areas.

- d. **Library collections and academic support** - The library has well over a million dollars of operating on an annual basis. Also, they have some significant endowed accounts that they draw upon. As most of you are aware, allocations among categories within that budget are changing with more of the collection digital and we are challenged to manage the budget in all areas with costs of books and journals increasing. One most of you are familiar with is the digital retrieval of journals through what we call "Get It Now". We are managing the resources now well but we were challenged by increased of pricing with various electronic journal collections.

Also, the university is making a multimillion dollar allocation for refurbishing the first and second floors and bringing learning areas and technology up to date. That is on line to occur this summer.

- e. **Failure to find a permanent director of the CTEL** ----this was apparently the desire of the former provost to establish a full time professional staff person to head CTEL . Again, this is a resource issue and do you want an additional professional staffer full time or do you want increases in tenure positions? This again is one of those priority decisions and the kinds of things we need to ask. I believe we have placed tenured faculty in these roles with released time---half time to date. Dr. Jana Hunzicker leads CTEL now and Dr. Kevin Randall before her also with released time to do the job. It will be up to a new Provost to determine future configurations of this position and other professional staff positions needed and if budget can be allocated to CTEL for a full time director and other others with consideration for other academic needs.

Senior Vice President of Business Affairs Anna

There are some additional flavors to addressing the primacy of Bradley’s financial support for our academic mission—and some facts that might be helpful for a few in our university community. First—our appropriated budgets to the academic (and support) areas are supplemented by design through fundraising and also through existing endowments—restricted and unrestricted. And in some departments and units these are not insignificant...During the last five years annual fundraising support to academic departments have averaged well in excess of \$700,000. And accumulated balances for these “restricted” or “carryover” accounts if you will, have actually increased. These take a variety of flavors—but cannot be ignored when reviewing college and department activities. In fact, these have significantly greater potential when unit needs are prioritized, articulated and communicated to our constituencies especially when coordinated with our development staff.

More importantly, and more strategically, are many of the university endowments that do nothing but support and enhance academic capabilities. The University’s endowment of \$280 million is unusual in that over 50% is unrestricted in nature...that means, fungible—not in the sense of why it exists, but certainly in its deployment. The majority of those funds restricted actually support one of three causes--all academic....student scholarships (1/3 of the total or \$90 million) professorships and chairs (just short of 10%-\$20 million) and departments and colleges (another almost 10%). In ADDITION, there are unrestricted endowments that have been designated for academic uses...including names that we associate with units like Foster, Slane, professorships and fellowships like Caterpillar and endowments to sustain activities to support the library, the faculty laptop program, the special emphases, diversity, and even an internally designated fund to support “assessment”. These aforementioned quasi endowments exceed \$50 million in value and during the last three years have demonstrated earnings growth approaching 15%. Some of you might inquire to your Deans or unit heads as to how these earnings are demonstrated to support your unit needs.

Now, as Joan carefully mentioned and as I need to reaffirm, our enrollment volumes have declined, but we believe are on the mend. That mending won’t happen overnight...in fact our largest freshmen class of the last four years will be graduating this Spring...so next year is likely our financial trough. Our registrar has data public to the campus that reflects a clear student head count decline of 11.3 % during the last 10 years...and student credit hour declines of 13.3% which reflects the growth of the graduate school and fewer hours generally taken by those students. During this time pure instructional costs have increased almost 20% (not counting benefit costs—our medical of which is not insignificant). The 20% is not a chest pounding number...barely matching inflation, but meaningful with that kind of volume decline. When one compares our student FTE’s over this same period our

numbers have gone from 5537 to 4910, a decline of over 11.3%. Student credit hours have declined 13.3% for the same period as there are now more graduate students in the enrollments and these students produce less hours per equivalent. When these FTE's are factored into our direct instructional costs for this same period our instructional costs per FTE have actually increased almost 35% (\$7962 to \$10731). This is not indicative of significantly increased spending, but a direct reflection of stable spending with significant volume decline.

Joan referenced a \$3 million faculty salary gap, and there are benefit issues as well. One dealing with retiree health, the other more prevalently discussed is the University's retirement contribution (or TIAA-CREF match if you will). The contractual arrangements and resources committees have been discussing these matters in thoughtful fashion.

Gary Roberts has openly mentioned his belief that financial incentives can assist and enable evolving initiatives...one of which we believe to be our DISTANCE LEARNING outreach. Given the nature of critical mass and early success of the nursing and counseling programs, we have devised a structure to do just that. By earmarking certain levels of net positive margins into a quasi-endowment under discretionary use by the college in conjunction with the Provost...we believe some sustainable levels of support can accrue to the unit as well as value to supporting needed initiatives—these could even include intervention with salary discrepancies! The template has been approved and will become operational in the very near term.

And to address you regarding academic resource constraints without mentioning auxiliary operations, including athletics, would be disingenuous. I have indicated we continue to work to improve auxiliary operating margins so they don't negatively impact academic wherewithal. Our dining services operation is on track to break-even this year, without compromising quality of product or experiences. And I believe it will again produce reasonable positive margins with some improvement in volume that future enrollments should support. Intercollegiate athletics and their staff and leadership clearly understand expectations for performance—competitively and financially...and the rest of the auxiliary operations are managing just fine in spite of past volume challenges that will soon reverse.

All in all, while every institution appropriately (or at least hopefully) challenges itself regarding alignment of purpose with resource support—I can assure you only of two things...the first, this university exists—and its clear reason for being is to deliver quality and meaningful academic programming to our constituencies; and the second...there are never enough resources—whether at Harvard, Yale, Butler, ICC, or the local school district--- there has to be continuing change and prioritization to remain viable.

As you can see there are challenges to budget planning and processes, especially when we are enrollment dependent and now also dependent on the state MAP grant funding to approximately 1,000 Bradley students.

I would like to see a budgeting process going forward that provides incentives for units, such as sharing a portion of revenue, such as Interim and Summer Sessions, if units are successful in increasing enrollment with the complement of courses and programs that are in demand by students.

Intercollegiate Athletic Committee (IAC) Report to University Senate

April 21, 2016

I. Structure

Current IAC Voting Membership

Paul Gullifor	Slane College of Communication and Fine Arts
Mike Keup	Executive Director of Student Involvement
Dennis Koch	Controller's Office
Marty Morris	Caterpillar College of Engineering and Technology
Amanda Newell	College of Education and Health Sciences
Lee Newton	College of Liberal Arts and Sciences
Amy Scott	College of Liberal Arts and Sciences
Nathan Thomas	Vice President for Student Affairs
Steve Tippett (Chair)	College of Education and Health Sciences
Larry Weinzimmer	Foster College of Business

IAC Non-Voting Members

Chris Reynolds	Director of Athletics
Jen Jones	Associate AD for Academics and Student Welfare/SWA
Eric Delvo	President Braves Council

Steve Tippett serves as IAC Chair and Bradley University Faculty Athletic Representative (FAR).

II. Activities

A. Addressing the University Subsidy

The FAR has met on a regular basis with the Director of Athletics (AD) since his arrival on campus in May 2015. During the academic year the FAR and AD has met on a weekly basis. Beginning 2016 spring semester the FAR has met with the AD and the University President monthly.

Upon President Roberts' arrival on campus he and Director of Athletics Reynolds began regular meetings. President Roberts and Dr. Reynolds agreed that the University subsidy to the Department of Athletics will be reduced. President Roberts and Dr. Reynolds viewed the decreased subsidy as a positive move for the University. Dr. Reynolds developed a plan consisting of four major initiatives to decrease the subsidy while still allowing sports programming to thrive. The four initiatives include: 1) Implementing strict fiscal controls and operate within the athletics budget; 2) Decrease operating budgets for sport programs and operating units; 3) Require coaches to fund raise (especially to help pay travel costs for non-regional competitions; and 4) Recruit high

school students to attend Bradley as walk-on student-athletes to bring tuition revenue to the University. The Director of Athletics has clearly articulated these plans to the Council of Academic Deans, as well as the staff of the Athletic Department. The FAR has attended meetings with the Director of Athletics with these key constituents. Per the request of the University Resources Committee Dr. Reynolds and Dr. Tippet met with group on 4/6/16 to discuss a variety of issues. Dr. Reynolds has been forthcoming, proactive and inclusive in his comprehensive approach to this issue and the academic side should be aware of his efforts and the efforts of the Department of Athletics.

B. Communicating with Campus

In an effort to inform the faculty and staff of the ongoing efforts regarding the financial concerns the IAC has been asked to share accurate and timely information with their academic and support units. The IAC also has a link on the Athletics web page to assist in timely and accurate communication with the University community:

http://www.bradleybraves.com/ViewArticle.dbml?ATCLID=210399430&DB_OEM_ID=3400&DB_OEM_ID=3400

Though not a committee directly under the auspices of the University Senate the IAC will provide an annual report to the Senate.

C. Clarifying Governance

Guidelines for the IAC were previously found in the IAC By-Laws and in a separate document in the Bradley University Student-Athlete Handbook. The IAC reviewed both documents and developed one document to define the function, membership, meetings. This document was approved by the University President in the spring 2016 semester and is found as an appendix to this report as well as being listed on the IAC link on the Department of Athletics webpage.

D. Return to the Classroom for Status-Post Concussion

The IAC spearheaded efforts to inform the faculty of the Return to Learn component of the Bradley University Concussion Management Protocol. The Protocol was developed by the Athletic Training staff in conjunction with Dr. Jessica Higgs (Medical Director of Student Health). The Return to Learn component of the Protocol provides guidelines regarding a concussed Bradley student-athlete return to the classroom. Guidelines were discussed with the Council of Academic Deans and were clarified by the Office of Student Affairs. Guidelines will be shared with faculty through the Office of the Provost.

III. Academic Excellence

Bradley student-athletes continue to perform well in the classroom. For the 2015 fall semester female athlete GPA was 3.48 and male GPA was 3.48. Average GPA for all athletes for the 2015 fall semester was 3.32. All of these averages are higher than the averages for the Bradley student undergraduate population.

The Bradley student-athlete academic profile can be found on the IAC website
(https://admin.xosn.com/pdf9/4605307.pdf?DB_OEM_ID=3400&)

Kristen Busch was nominated for a Missouri Valley Conference Post Graduate Academic Scholarship.

Appendix One

Bradley University Intercollegiate Athletic Committee (IAC).

I. Function

The function of the Intercollegiate Athletics Committee shall be to:

- A. Promote the mission of Bradley Athletics to provide every student-athlete a distinctive educational experience by:
 - i. helping ensure adequate opportunities for student-athletes to reach their full academic potential.
 - ii. helping ensure and maintain a culture of academic integrity of student-athletes.
 - iii. helping maintain and ensure that the academic, social, psychological, and physical best interests of the student-athletes are respected.
 - iii. assisting in the oversight of academic progress of the student-athlete.
 - iv. adhering to policies established by the National Collegiate Athletic Association and the Missouri Valley Conference.

- B. Facilitate a mutual understanding of intercollegiate athletics between the academic and athletic communities on campus by:
 - i. supporting and promoting the missions of both Bradley University and the Bradley Department of Athletics.
 - ii. communicating with the faculty at least on an annual basis regarding academic issues and student academic performance.
 - ii. involving coaching staff in IAC meetings.

- C. Recognize special athletic and academic achievement by student-athletes.

- D. Serve in an advisory capacity to the University President and Director of Athletics.

II. Membership

- A. Members of the Intercollegiate Athletics Committee (Committee) are appointed to three year terms by the President of Bradley University.
- B. Committee Membership shall consist of at least one representative from each of the following:
 - i. College of Liberal Arts and Sciences
 - ii. Foster College of Business
 - iii. Slane College of Communications and Fine Arts
 - iv. College of Education and Health Sciences
 - v. Caterpillar College of Engineering and Technology
 - vi. Office of Student Affairs
 - vii. Office of Business Affairs
 - viii. Bradley student-athletic body
 - ix. Ex officio members from the Department of Athletics

- a. Director of Athletics
 - b. Senior Woman Administrator
- C. The Bradley University Faculty Athletic Representative (FAR) in serving as the chair of the IAC shall:
 - i. Hold membership or appoint designate to sit on ad hoc Committees.
 - ii. Serve as the official delegate for the University at FAR meetings of the Missouri Valley Conference and the NCAA
 - iii. Report directly to the University President and IAC on appropriate matters dealing with intercollegiate athletics.

III. Meetings

Meetings will be called by the Committee Chair. Members will be notified of meetings via email and a meeting agenda will be provided prior to each scheduled meeting. Minutes will be taken by the Chair and distributed to Committee members prior to the next Committee meeting.

Enrollment Management



University Senate Presentation

April 21, 2016

Spring 2016 Enrollment Status

Final Spring 2016 Admission Data			
	2016	2015	Percent Change
Transfer Apps	184	187	-3%
Admits	96	100	-4%
Deposits	62	56	+10.7%

Fall 2016 Freshmen Recruitment Status

	2016 Freshmen Data			
	4/20/2016 v. 4/17/2015			
	2016	2015	Percent Change	2015 Final
Applications	9672	9031	+7.1%	9186
Admits	6765	5940	+13.9%	6033
Deposits	799	635	+25.8%	929

2016 Transfer Recruitment Status

2016 Transfer Data 4/20/2016 v. 4/17/2015

	2016	2015	Percent Change
Applications	690	680	1.47%
Admits	324	356	-8.99%
Deposits	115	133	-13.53%

International Undergraduate Data

	International F1 or J1 Students only								
	Applications			Admits			Deposits		
	2016	2015	Chg.	2016	2015	Chg.	2016	2015	Chg.
Freshmen	373	298	75	131*	41	90	8	3	5
Transfer	64	35	29	7	5	2	3	1	2

- Change in policy - international students are being admitted prior to receiving their financial resource information.

Fall 2016 Freshmen Recruitment Status by College or Curriculum as of Wednesday, April 20, 2016

Curriculum/College	Apps 2016 (2015)	Admits 2016 (2015)	Deposits 2016 (2015)	Deposits Difference 2016 - 2015
University Program	1,469 (1,391)	1,265 (1,077)	78 (75)	3
AEP I	831 (880)	633 (590)	36 (38)	-2
AEP II	276 (248)	270 (248)	8 (9)	-1
Business	1171 (1180)	787 (750)	76 (60)	16
Education and Health Sciences	1868 (1548)	1198 (975)	198 (151)	47
Communications and Fine Arts	1062 (1057)	744 (705)	113 (112)	1
Engineering	1282 (1230)	990 (888)	140 (128)	12
Liberal Arts and Sciences	2817 (2620)	1777 (1540)	172 (96)	76

Fall 2016 Freshmen Recruitment Status by ACT Mean as of Wednesday, April 20, 2016

	Apps 2016 (2015)	Admits 2016 (2015)	Deposits 2016 (2015)	Difference Deposits 2016- 2015
ACT	24.19 (24.43)	25.26 (25.47)	25.34 (25.40)	-.06

n apps = 7,613 (6,984)

n admits = 6,291 (5,642)

n deposits= 769 (612)

Fall 2016 Freshmen Recruitment Status by GPA Range as of Wednesday, April 20, 2016

GPA Range	Apps 2016 (2015)	Admits 2016 (2015)	Deposits 2016 (2015)	Deposits Difference 2016 - 2015
>4.0	1823 (1720)	1731 (1586)	161 (134)	27
3.99 – 3.75	1462 (1366)	1342 (1231)	165 (125)	40
3.74 – 3.50	1601 (1326)	1410 (1140)	172 (140)	32
3.49 – 3.25	1300 (1153)	1074 (934)	164 (113)	51
3.24 – 3.0	1076 (947)	788 (670)	92 (72)	20
2.99 – 2.75	647 (608)	334 (314)	32 (37)	-5
2.74 – 2.50	433 (351)	78 (61)	12 (12)	0
2.49 – 2.25	228 (188)	4 (3)	1 (1)	0
2.24 – 2.0	137 (87)	0 (1)	0 (1)	-1
<2.0	70 (36)	0 (0)	0 (0)	0
Total	8777 (7782)	6761 (5940)	799 (635)	164

Fall 2016 Freshmen Recruitment Status by Ethnicity as of Wednesday, April 20, 2016

	Apps 2016 (2015)	Admits 2016 (2015)	Deposits 2016 (2015)	Difference Deposits 2016 - 2015
American Indian Alaska Native	97 (48)	53 (28)	2 (3)	-1
Asian Pacific Islander	736 (760)	533 (505)	35 (24)	11
Black African American	1560 (1601)	772 (633)	42 (20)	22
Hispanic Latino	2017 (1792)	1262 (946)	74 (32)	42
International	6 (46)	1 (6)	1 (1)	0
Multiracial	34 (55)	24 (32)	8 (4)	4
Other	15 (35)	12 (14)	0 (0)	0
Prefer no to Respond	1583 (421)	986 (289)	199 (21)	178
White	3625 (4273)	3122 (3487)	438 (530)	-92
Total	9673 (9031)	6765 (5940)	799 (635)	164

Percent SOC 42.4%/47.1%/46.0% 32.4%/36.1%/39.1% 13.9%/13.1%/19.4%

Public Competition

Freshmen Increases Over 3 Years	
Madison	1,000
Iowa State	860
Indiana	450
Purdue	500
Urbana	630
IL State	500
Eastern	350
UI Chicago	360
Iowa	770
Total	5,420

Data slide redacted
By Consortium
Agreement.

Primary Recruitment Remedies

- Inquiry and Application Management
 - Financial Aid Early Estimator follow-up
- Chicago
- Territory Management
- Social Media
- Messaging and Brand Presentation

- Goals are set by the President in consultation with the VPEM so that they are realistic. President Liberty finalized 2016 goals.
 - 2016 Freshmen 950-980
 - 2016 Transfer 210

Enrollment Strategies

- Increase market share in downstate – own it. The big publics are not focused on recruitment out of Chicago
- Increase yield through more personalized outreach by admission counselors to high probability students
- More visibility through social media
 - Hired Andy Beedle, marketing expert
 - Purchased Evolution Labs/*insideBradley*
 - Created new position through staff attrition and
 - Social media position returned to Enrollment Marketing
- Hire Data Scientist to help inform student search purchases, probability of enrollment
- No change in transfers. Cannot compete with the cost of the Peoria Center of the University of Illinois, Springfield. \$10,000 per year to complete a degree

New Yield Initiatives for 2016 Freshmen

- Earlier financial aid awarding
- Online tool for family financial planning
- Financial Aid webinars to financial aid award recipients and parents
- Quantitative admit scoring by newly retained data scientist
- Strategic phone outreach by counselors utilizing qualitative scoring
- Focused email and social media messaging to Downstate Illinois
- New Social Media recruitment tool-*inside Bradley* for admits and parents, Facebook, Twitter, and more
- Print yield piece and social media campaign developed for parents
- Earlier campus yield receptions – November and March (by demand!)

Innovations for 2017 Recruitment Cycle

- Recruitment Marketing by College
 - Primarily social media
- Full rollout of strategies driven by data science discovery
- Embellished Central Illinois messaging and recruitment segment rolled out across the State
- Integrated Communication Plan
- Evolved Territory Management
- Expanded Alumni and Parent Outreach Pilot Programs
- New admission deadline – Early Choice - to utilize Prior-Prior Year financial aid application

Observations and Recommendations

- Bradley perspective students respond incredibly well to faculty interaction when on campus.
 - Improve the experience. Offer classroom visits to individual visit program.
- The campus visit is the single most important factor in the enrollment decision when cost is neutral.
 - Engage as many students in an on-campus visit as possible.
- Goals:
 - Experience is emotive – *“I can see myself here!”*
 - Connection with professor – *“I can’t wait to have a class with Dr. Timm!”*