

# BRADLEY UNIVERSITY SENATE

## AGENDA

FIFTH MEETING OF THE 2000-2001 SENATE

APRIL 19, 2001

3:10 P.M.

STUDENT CENTER BALLROOM C

- I. Call to order
- II. Announcements
  - A. Standing Committee Annual Reports
  - B. Election of Senators for the 2001-2002 Senate
- III. Approval of Minutes
  - A. Fourth regular meeting of the 2000-2001 Session, March 15, 2000 (pp. 2-4)
- IV. Call for Items to be added to the Agenda
- V. Reports from Administrators
  - A. President Broski
  - B. Provost Liberty
- VI. Reports from Standing Committees
  - A. Curriculum & Regulations
    1. Subcommittee on General Education  
Addition of HIS 314 & RLS to the Non-Western Civilization Category: (pp. 5)  
Revision of the Fine Arts Category (pp. 5-6)
    2. Subcommittee on Curriculum  
Major Modification: Bachelor of Music (pp. 7)  
Concentration Modification: Drawing (pp. 7)  
Major Modification: Change Molecular Biology to Cell & Molecular Biology (pp. 8-9)  
Minor Modification: Political Science (pp. 10)
    3. Executive Committee of the Graduate Faculty  
Course Addition and Course Modifications (pp. 13-14)
  - B. Faculty Grievance Committee: Annual Report (pp. 15)
- VII. Reports from Ad Hoc Committees
- VIII. Unfinished Business
  - A. Report from Executive Committee on Proposed Changes to Faculty Grievance Committee Procedures. (pp. 16-20)
- IX. New Business
- X. Other Business
- XI. Adjournment

**BRADLEY UNIVERSITY SENATE 2000-2001 SESSION  
MINUTES  
FOURTH REGULAR MEETING, MARCH 15, 2001**

**I. CALL TO ORDER**

The meeting was called to order at 3:14 P.M. in Ballroom C of the Robert Michael Student Center.

**II. ANNOUNCEMENTS**

1. Larry Aspin reminded chairs of all standing committees to provide the Senate with an annual report in time to distribute April 9 for the April meeting or April 30 for the May meeting.
2. The ad hoc committee on Ethical Use of Information Technology and Resources has a WEB site with the draft document. The ad hoc committee on Review of Promotion and Tenure will be seeking input sometime in April

**III. APPROVAL OF MINUTES**

B.J. Lawrence moved approval of the minutes for the Third Regular Meeting of the Bradley University Senate. Joan Sattler seconded the motion. The minutes were approved.

**IV. CALL FOR ITEMS TO BE ADDED TO THE AGENDA**

Larry Aspin added two items. Under VI. A. 3. There was a change in Civil Engineering on which a vote was taken. Under New Business a proposal for changes in language in the operating procedures of the Grievance Committee was considered.

**V. REPORTS FROM ADMINISTRATORS**

- A. President Broski stated the Bradley University Council met. The Board of Trustees would meet on Friday. Two new Trustees are Keith Alm, President of Hallmark International and Rex Linder, Senior Partner in Peoria Law Firm of Heyl, Royster, Voelker and Allen.

Dean Robert Baer will Chair the Search Committee for the Vice President for Advancement. Gary Anna will Chair the Committee for National Athletics Certification Institutional Self Study.

- B. Provost Liberty reported the University's response to the North Central Accrediting On-site Team's report has been completed and sent, along with the team's report to a two person reader's panel. Following that review process the reports go to the Commission for action.

The second increment of the salary initiative has been implemented. Approximately 53-54% of the target has been met.

The third deployment of faculty laptop computers has begun and is expected to be completed prior to the end of the semester.

The Search Committee for the Associate Provost of Information and Resource Technology is preparing for teleconference interviews with three candidates.

Provost Liberty will be appointing an Interim-Dean for the Graduate School, while doing a thorough investigation of post-graduate education at Bradley University. He has heard from some and encouraged those interested to contact him.

VI. **REPORTS OF STANDING COMMITTEES**

A. Curriculum and Regulations

1. **Subcommittee on General Education**

John Haverhals moved the addition of MTH 119, Calculus with Review B, to the Mathematics category and SOC 420, Critical Theory, to the Human Values category of general education. Fred Tayyari seconded the motion. The motion passed.

2. **Subcommittee on Curriculum**

Claire Etaugh moved approval of the Sociology proposal to eliminate the Applied Sociology Concentration, and rename the Liberal Arts Concentration as Sociology. Joe Felder seconded the motion. The motion passed.

Joan Sattler moved approval of a major modification in Foods, Nutrition and Dietetics that deleted to required supporting courses. Fred Tayyari seconded the motion. The motion passed.

3. **Executive Committee of the Graduate Faculty**

Richard Johnson moved the approval of the proposed Executive MBA program. Ed Sattler seconded the motion. The motion passed.

Fred Tayyari moved approval of a program modification in Civil Engineering that organized the program's courses into four modules. Alan Galsky seconded the motion. The motion was approved.

VII. **REPORTS FROM AD HOC COMMITTEES**

No reports were given.

VIII. **OLD BUSINESS**

The proposed Theater Arts modification to require at least 62 credit hours outside of the major, which had previously been moved and seconded, was passed following clarification of stated concerns at the previous Senate meeting.

IX. **NEW BUSINESS**

The Executive Committee asked the Grievance Committee to take examine the procedures used by the Grievance Committee. Conley Stutz, the committee chairperson, returned the committee's suggested changes. They were proposed for information purposes. A vote will occur at the next Senate meeting.

X. **OTHER BUSINESS**

No other business was identified.

XI. **ADJOURNMENT**

Richard Johnson moved adjournment. Alan Galsky seconded the motion. The meeting adjourned at 4:25 P.M.

Respectfully submitted,

Mary Jo Mays, Secretary  
Bradley University Senate

2000-2001 University Senate

# Attendance March 15, 2001

## Faculty (Please Initial)

Ahn, In Soo		Gillespie, Oscar		Prasad, Vinod	
Armmer, Fran	FA	Goitein, Bernard	BL	Roberts, Dawn	OK
Aspin, Larry		Goldbaum, Howard	HH	Sattler, Ed	<del>SA</del>
Berry, Kevin	KB	Greene, Mike	MG	Skaggs, Jobie	<del>SA</del>
Collins Nina	NC	Haverhals, John	JH	Stephens, Robert	
Craig, Martha	MC	Heinemann, Steve	SH	Sterling, Mary Jane	
Cram, Elizabeth	EC	Helenek, Henry		Tarzi, Shah	ST
DeJoyce, Mary Jo	MJD	Hill, Donna	DH	Tayyari, Fred	FD
Dille, Glen	GD	Jost, John	JJ	Templeton, Rosalyn	RT
		Kimberlin, Kevin		Tiernan, Karmi	KSJ
Fan, Sam	SF	Lawrence, B. J.	BJL	Trezza, Frank	
Felder, Joe	FJ	Leathers, Gay	GL	Webster, Allen	AW
Flannigan, Peggy	PF	Mays, Mary Jo	MJM	Williams, John	
Flint, Edward	EF	Mehta, Paul		Wolffe, Robert	RW
Fuessle, Bob		Nikolopoulos, Christos		Zietlow, David	DZ
Gardner, Lisa		Podlasek, Robert		Zosky, Diane	

## Ex-Officio (Please Initial)

Anna, Gary	GA	Huberman, Jeffrey	JH
Baer, Robert	RB	Johnson, Richard	JR
Beaty, Kathie	KB	Liberty, Stan	SL
Broski, David	BD	Perry, Sandra	SP
Etaugh, Claire	CE	Sattler, Joan	SA
Field, Kurt	KF	Stalling, Richard	RS
Friedhoff, Scott	FS		
Galik, Barbara	GB		
Galsky, Alan	GA		

## Students (Please Initial)

Falter, Tarra	TF	Gleespan, Gary	
Lyons, Amber	AL	Graduate Student	

April 12, 2001

To: University Senate  
From: General Education Subcommittee

The Curriculum and Regulations Committee has approved the Subcommittee's recommendation to add the following courses effective upon Senate action.

Non-Western Civilization Category:

HIS 314 Non-Western History: Japan and World War II

RLS 336 Buddhism and Asian Civilizations

In addition, Curriculum and Regulations has approved a revised description of the Fine Arts Category. This is the fifth category that the General Education Subcommittee has rewritten as part of a review of the entire program. The revised description follows and becomes effective upon Senate action.

- FINE ARTS, 3 semester hours

Societies express their deepest feelings and ideas about themselves and the world through the arts. Communities use the arts to communicate levels of their humanity that are otherwise inexpressible. Art can be understood best and enjoyed most when experienced directly and responded to with sensitivity and knowledge. Individuals without sensory and intellectual capabilities remain untouched by the most concentrated manifestations of the human spirit. Through studying and experiencing representative works of art, a student should:

- acquire knowledge necessary to be able to analyze art;
- develop sensitivity necessary to respond to the most profound expressions of the human spirit.

Courses in this category provide knowledge about special terminologies and concepts integral to the understanding of the arts. Closely connected is guidance and practice in the emotional and sensory skills necessary to appreciate the arts. Where practice can be demonstrated to enhance understanding, it may be incorporated into the courses. In the general education context, the practice of an art should not take precedence over an intellectual analysis of the art form.

Carefully selected representative works should be experienced, with emphasis placed on how these works function as art. Courses will also treat the historical and artistic contexts that gave rise to the works.

Courses:

ART 107	Introduction to 2-Dimensional Creative Processes
ART 108	Introduction to 3-Dimensional Creative Processes
ART 131	Art Appreciation
CFA 421	Art and the Creative Imagination
MUS 109	Music Appreciation
MUS 203	History of Music
THE 131	Introduction to the Theatre
PHL 350	Art in Human Experience

DATE: April 11, 2001  
 TO: Provost Liberty  
 FROM: Doan Modianos  
 Chair, C&R Subcommittee on Curriculum

The C&R Subcommittee on Curriculum reviewed and approved the requests noted below. These were forwarded to the Curriculum and Regulations Committee for appropriate action. The following summary is provided for your action/information.

## **Foster College of Business Administration:**

### **Course Modifications:**

#### **FIN 325, Investment Analysis, 3 s.h.**

Course description: Principles of investment analysis. Introduction to security valuation using fundamental analysis with associated trading rules. Introduction to technical analysis/charting with trading rules. Functions and descriptions of securities markets and trading.

Semester hours: No change

Prerequisites: No change

#### **FIN 426, Financial Research and Modeling, 3 s.h.**

Course description: Modeling financial processes, cash flows, security prices, etc., for decision making. Econometric, distribution based, Markov and Stochastic Process concepts are employed. Treats risk/uncertainty identification, measurement and management.

Semester hours: No change

Prerequisites: QM 263, MTH 116/122; FIN 322, and one additional Jr./Sr. finance course.

#### **MTG 420, Business Marketing, 3 s.h.**

Course description: Comprehensive examination of nature, structure, and distinguishing characteristics of marketing to and between organizations. Unique aspects of organizational decision-making and buying from the seller's perspective. Exploration of requirements to manage strategy development, interfirm relationships, e-commerce, and innovation processes in firms marketing to organizations.

Semester hours: No change

Prerequisites: MTG 315 or consent of department chair.

### **Course Addition:**

#### **MGT 309, Marketing Logistics, 3 s.h.**

Rationale: Logistics is the management of the flow of goods from the place they are manufactured to the place they are sold. A recent study indicated that over the next decade there will be twice as many job openings for candidates in the logistics field. With the fierce competition in the global marketplace, the explosion in electronic commerce, short product life cycles, and demanding customers, demand for logistics professionals is high. With the exception of marketing logistics, the department currently offers courses that prepare students well for working in this highly competitive arena. With the addition of this course, our curriculum will be positioned to place Bradley students in this exciting field.

## **Slane College of Communications and Fine Arts:**

### **Major Modification:**

#### **Bachelor of Music**

Rationale: The modification of the major will add a currently available course, MUS 405 Theories of Atonal Music, as an option among the core requirements for the bachelor of music degree. Given the importance of atonality in twentieth century music, the addition of the course as an option (students will take either MUS 305, 319, or 405 as part of core requirements) is an obvious curriculum enhancement.

### **Concentration Modification:**

#### **Drawing**

Rationale: The department wishes to reinstate ART 203. With the reinstatement of this course, the Drawing Concentration will be in consort with other studio concentrations; two courses each at the 200, 300, and 400 level. A program modification restoring the area of concentration requirements to 18 semester hours for the BA/BS degree with a Major in Studio Art was approved in 2000. Students must now take six courses, totaling 18 semester hours, instead of five, in one of the following areas of concentration: ceramics, drawing, graphic design, painting, photography, printmaking, sculpture.

**Course Additions:****ART 203, Drawing Studio I, 3 s.h.**

Rationale: ART 203 was dropped approximately 3 years ago. The department and faculty wish to reinstate ART 203 as the first semester sophomore course in the drawing concentration area. This will reflect the requirement of 6 studio courses in all concentrations in the department of art for all undergraduate degree tracks including the BA, BS, and BFA. ART 203 completes the drawing course sequence in the program as the sixth course requirement for drawing concentration students.

**THE 141, Film Appreciation, 3 s.h.**

Rationale: The Slane College of Communications and Fine Arts currently offers appreciation/introduction courses in the areas of art, music, and theatre arts. These fields of study include all the major arts forms except film. The lack of a course of study in one of the major art forms of the last 100 years leaves a void in the pursuit of a liberal arts education at Bradley University. The course will expand the understanding of the film art by outlining the history of the art and its place in society.

**MM 513/ETE 513, Educational Software Design, 3 s.h.**

Rationale: To provide education students and multimedia majors with an opportunity to learn and apply strategies specifically for developing educationally sound software. Graduates of multimedia and education programs may choose a career in software development. This course provides an introduction to that field. Graduate and undergraduate education majors will be able to apply the techniques from this course to their classrooms.

**Course Modification:****ART 204, Drawing Studio II, 3 s.h.**

Course description: Visual perception and analysis through drawing in a variety of techniques involving line, area, and ground. Figure, still life, and landscape drawing from direct observation and from imagination.

Semester hours: No change

Prerequisites: ART 101, 102, 105, 106, 110, 140, 142, 203; or consent of Art Dept. chair

## **College of Liberal Arts and Sciences:**

**Major Modification:****Molecular Biology change to Cell and Molecular Biology**

Rationale:

The joint Biotechnology/Biochemistry degree program was designed in 1990 by a team of faculty members from the departments of Biology, Chemistry, and Physics. It was decided at that time that the Chemistry Department would administer Biochemistry major and that the Biology Department would administer the Biotechnology major. Later, in response to concerns that prospective students were unfamiliar with the field of Biotechnology, the Biology Department proposed that the Biotechnology major be renamed Molecular Biology.

Since 1998, the Biology Department has hired two additional faculty members with expertise in cellular and molecular biology. This has enabled the Biology Department to offer courses with cellular/molecular emphases more frequently than in the past. In its current configuration, the Molecular Biology major does not allow for additional coursework in of cellular and molecular biology beyond BIO 365 (Cell and Molecular Biology). The department proposes to restructure the upper level distribution to enable students more latitude to take upper level course work appropriate to their educational goals and career objectives, and to reflect the wide range of biological problems that are encompassed by the field of molecular biology.

In addition to changes in the collective expertise among the Biology faculty, curricular changes underway in the Chemistry department provide an opportunity to offer more substantive training in both cellular and molecular biology and biochemistry.

The changes proposed for the Biochemistry and Molecular Biology majors result in more substantive divergence between the two majors than had previously existed. Further, recent additions of faculty with expertise in biochemistry (Chemistry Department) and molecular biology (Biology Department) provide each department with the critical mass necessary to effectively administer these majors within their respective departments. The Biology Department proposes the dissolution of the Biochemistry/Molecular Biology program and the realignment of administrative responsibility for these majors within the Chemistry (biochemistry major) and Biology (molecular biology) Departments. Active and vital communication between the Biology and Chemistry Departments is expected to continue.

Finally, the Biology Department proposes to change the name of the Molecular Biology major to Cell and Molecular Biology, to more accurately reflect the emerging breadth of the major.

Current Molecular Biology major			Proposed Cell & Molecular Biology major		
DEPT.	Course number/title	Cr. Hrs.	Course number/title	Cr. Hrs.	
BIO	123 Principles of Biology I	4	123 Principles of Biology I	4	
	124 Principles of Biology II	4	124 Principles of Biology II	4	
	223 Organismal Biology	5	223 Organismal Biology	5	
	224 Genetics	3	224 Genetics	3	
	396 Immunology of Host Defense	3 or 4	365 Cell & Molecular Biology	4	
	381 Comparative Animal Physiology OR 395 Microbiology	3 or 4	Research project (year long)	3 min.	
	Research project (unspecified length)				
BIO/CHM	365 Cell & Molecular Biology	4	courses will not be dual listed		
	366 Biochemistry	4			
CHM	161 General Chemistry I	4	161 General Chemistry I	4	
	166 General Chemistry I	5	166 General Chemistry I	5	
	250 Organic Chemistry I	4	250 Organic Chemistry I	4	
	351 Organic Chemistry II	5	351 Organic Chemistry II	5	
	320 Analytical Chemistry	4			
	461 Physical Chemistry I	3			
PHY	107 General Physics I	4	107 General Physics I	4	
	108 General Physics II	4	108 General Physics II	4	
	345 Radiation Biology OR 346 Physical Biochemistry	3			
MTH	115 Principles of Calculus I	4	115 Principles of Calculus I	4	
	116 Principles of Calculus II	3	116 Principles of Calculus II (recommended)	3	
			Students must select 4 additional courses from the following list:		
			BIO 312 Developmental Biology	4	
			BIO 361 Microanatomy	4	
			BIO 366 Biochemistry	3 or 4	
			BIO 381 Comparative Animal Physiology	3 or 4	
			BIO 384 Neurobiology	4	
			BIO 395 Microbiology	4	
			BIO 396 Immunology of Host Defense	3 or 4	
			BIO 590 Human Genetics	3	
			CHM 320 Analytical Chemistry	3 or 4	
			CHM 360 Biological Chemistry *	3	
			CHM 362/363 Biochemistry I*	3 or 4	
			CHM 366/367 Biochemistry II*	3 or 4	
			CHM461 Physical Chemistry I	3 or 4	
			PHY 345 Radiation Biology	3	
			total electives**	12 to 16	
	Total credit hours	73-75	Total credit hours	65-72	
			Minimum credit hours required	65	
			* pending new course approval		
			** CHM 360 or 362 highly recommended		
			<i>credit hours in italics are elective, not required, hours</i>		

## **Minor Modification:**

### **Political Science**

Rationale: This change is designed to remove the ambiguities about the PLS minor caused by the recently adopted university policies contained in "Standards and Procedures for Approval of majors, Concentrations, and Minors." Because current policy statements can be applied or interpreted differently when an interdisciplinary program is involved, students and academic advisors may be uncertain of not only whether or not the student can minor in political science, but also what PLS courses can be used to satisfy the requirements. With regard to the latter, the major uncertainty is what double counting is permissible when minoring in a department, which contributes to the interdisciplinary program in which the student is majoring. Lacking a university policy statement on this point, the department seeks to provide a standard for the PLS minor.

The department has decided to ban the double counting of the required 9 hours of junior-senior level courses. The primary reason for doing this is that the in-depth study of the subject occurs in the advanced courses. By stating the limit this way, the department is allowing interdisciplinary majors to possibly double count PLS 105 and PLS 209, both of which are required for the minor. These two courses are both broad in scope and provide the prerequisites for advanced study. PLS 105 provides the fundamentals of government and PLS 209 provides the fundamentals of research methods.

By allowing up to six hours to be double counted there is the same percentage of double counting, 40%, that is permissible under the rules for multiple majors. For example, if a student were to double major in PLS and ACJ, 18 of the 30 required PLS hours could not also be used to satisfy ACJ requirements. Thus, 12 of the 30 hours, or 40%, could be used to satisfy the requirements of both the PLS major and the ACJ major.

### **Course Modifications:**

#### Biology Department Proposal to Revise Course Prerequisites

##### General Statement:

The Biology Department has not performed a comprehensive review of our course prerequisites in over 15 years. Since that time, several of the courses that serve as prerequisites for core or upper level courses within our major have undergone moderate to substantial revision. Accordingly, it is appropriate to realign our prerequisites to more accurately reflect the knowledge base required to ensure optimum student performance in our classes.

In addition, during the course of our review of current prerequisites, we noted that many of our courses currently have "gate-keeping" prerequisites; these prerequisites were put in place to ensure that students were making progress in the major. As such, these prerequisites may or may not contain actual content necessary for a student to successfully complete the course. In the past decade, our non-traditional student enrollments have increased. We have growing numbers of students transferring into our programs, either from other majors at Bradley or from other institutions. These students are put at a disadvantage if prohibited from enrolling in courses for which they are prepared content-wise but do not have the required gate-keeping prerequisite.

Our curricular review resulted in proposed prerequisite changes for 16 of our courses, 10 undergraduate courses and 6 at the 500 level. Rationale for each of the proposed prerequisite changes is detailed below. Note that the current proposal addresses only those courses that are required or electives for biology and related majors. We will be evaluating prerequisites for our service courses in consultation with appropriate departments at a later time.

The proposed changes will not alter course delivery, and thus no additional resources will be required. The overall program of study for our majors will not be affected, and thus there will be minimal impact on student schedules.

#### **BIO 224, Genetics, 3 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: CHM 161; MTH 109; C or better in BIO 123.

Rationale: Content in BIO 224 requires basic inorganic chemistry (CHM 161), basic genetics (BIO 123) and math skills, but does not require a high level of understanding of organic chemistry or cell metabolism (CHM 250 and BIO 124). Previously, prerequisites of BIO 124, CHM 250 and MTH 115 were in place to ensure progress in the major. However, a growing number of students are transfer students, and are at a disadvantage if they need to complete three semesters of Chemistry and a full year of Biology before taking this core course.

#### **BIO 312, Developmental Biology, 4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: C or better in BIO 224

Rationale: BIO 312 has not been taught on a regular basis for a number of years. The field of developmental biology has become increasingly dominated by advances in molecular genetics. Appropriately, a strong background in basic molecular genetics (C or better in BIO 224) is essential. Content in Developmental Biology does not build on that in CHM 250. Previously, the prerequisite of CHM 250 was in place to ensure progress in the major. However, a growing number of students are transfer students, and are at a disadvantage if they must complete 3-4 semesters of chemistry before enrolling in upper level Biology courses.

**BIO 323, Comparative Anatomy, 4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: 6 hours college-level Biology

Rationale: Comparative anatomy is a class that attracts a high number of high quality non-major students. The current prerequisite, BIO 223, is only available to BIO and related majors, and was a common gateway to our upper level courses. Course content does not build appreciably on BIO 223, but substantive exposure (a minimum of 6 hours of college-level biology) to biological thought is required for success in all of our upper level courses.

**BIO 365, Cell & Molecular Biology, 3-4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: C or better in BIO 224

Rationale: Cell and Molecular Biology focuses strongly on genetics and metabolism. Accordingly, a strong background in genetics (BIO 224) and an introduction to cell metabolism (a prerequisite for BIO 224) are essential. Content Cell and Molecular Biology does not build on that in CHM 166 and 250. Previously, the Chemistry prerequisites were in place to ensure progress in the major. However, a growing number of students are transfer students, and are at a disadvantage if they must complete 3-4 semesters of chemistry before enrolling in upper level Biology courses.

**BIO 366, Biochemistry, 3-4 s.h.**

Course description: Introduction to enzymatic processes, bioenergetics, metabolism, and metabolic regulation. Methods and techniques of investigation. Four hours if taken with laboratory.

Semester hours: No change

Prerequisites: BIO 365

**BIO 384, Neurobiology, 3-4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: C or better in BIO 223

Rationale: The field of neurobiology has expanded rapidly in the past decade. Accordingly, the course has shifted away from a purely physiological focus (BIO 381). A firm background in basic biological principles are required (BIO 223 and its prerequisites).

**BIO 395, General Microbiology, 4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: C or better in BIO 123 and BIO 124

Rationale: Content in General Microbiology does not build on that in CHM 250. Previously, the prerequisite of CHM 250 was in place to ensure progress in the major. However, a growing number of students are transfer students, and are at a disadvantage if they must complete 3-4 semesters of chemistry before enrolling in upper level Biology courses. Also, this course attracts a high number of high quality non-major students. Course content requires an understanding of basic genetics and metabolism (BIO 123 and 124).

**BIO 396, Immunology of Host Defense, 3-4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: C or better in BIO 123 and BIO 124

Rationale: Content in Immunology does not build on that in CHM 250. Previously, the prerequisite of CHM 250 was in place to ensure progress in the major. However, a growing number of students are transfer students, and are at a disadvantage if they must complete 3-4 semesters of chemistry before enrolling in upper level Biology courses. Also, this course attracts a high number of high quality non-major students. Course content requires an understanding of basic genetics and metabolism (BIO 123 and 124).

**BIO 440, Evolution, 3 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: MTH 115; C or better in BIO 223 and BIO 224

Rationale: Evolution requires a firm background in organismal biology and genetics (BIO 223 and BIO 224), and requires familiarity with calculus (MTH 115). Course content does not build on material from organic chemistry (CHM 250). Previously, CHM 250 was a common gateway to our upper level courses, though not essential in terms of content knowledge.

**BIO 460, Ecology, 4 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: MTH 115; C or better in BIO 223

Rationale: Ecology as a discipline has become increasingly theoretical, with increasing emphasis on modeling various aspects of both natural and managed systems. Physiological ecology was not previously covered in sufficient detail. Appropriately, a firm background in both biology (BIO 223 and its prerequisites, including BIO 123, 124 and CHM 161) and familiarity with calculus (MTH 115) are essential. Course content does not build on material from organic chemistry (CHM 250). Previously, CHM 250 was a common gateway to our upper level courses, though not essential in terms of content knowledge.

**CHM 366, Biochemistry II: Metabolism, 3 s.h.**

Course description: Energetics, regulation, and integration of metabolic processes.

Semester hours: 3 s.h.

Prerequisites: CHM 362 or CHM 351 and consent of instructor

**Course Additions:**

**CHM 367, Biochemistry II Laboratory, 1 s.h.**

Course description: Investigation of Enzymes and Metabolism

Semester hours: 1 s.h.

Prerequisites: CHM 363 and CHM 366 or concurrent enrollment

Rationale: Expansion of the core biochemistry course from one to two semesters allows the department to add a second semester of biochemistry laboratory to the curriculum. Under the proposed scheme, the material formerly covered in the laboratory portion of CHM 366 is moved to the lab course CHM 363, which accompanies Biochemistry I (CHM 362). CHM 367 allows the student to expand on the experimental skills they have developed and explore more open-ended problems.

/lp

# BRADLEY

UNIVERSITY

March 9, 2001

To: Provost Stan Liberty  
Curriculum and Regulation Committee

From: Jim Miller, Computer Science and Information Systems, Chair 

The Executive Committee of the Graduate Faculty has reviewed and approved the following *course additions and modifications* and respectfully requests the approval by Curriculum and Regulations Committee:

**Course Additions:** Finance

*FIN624*                      *Capital Budegeting*                      *3 hrs.*

**Course Modifications:** Biology

*BIO501*                      *Biology of Fishes*                      *3 hrs*

*BIO509*                      *Human Genetics*                      *3 hrs.*

*BIO530*                      *Plant Systematics*                      *3 hrs.*

*BIO563*                      *Adv. Plant Ecology*                      *3 hrs*

*BIO564*                      *Adv. Molecular Biology*                      *3 hrs.*

*BIO565*                      *Aquatic Ecology*                      *3 hrs.*

#### Rationale for BIO 440 modification

Evolution requires a firm background in organismal biology and genetics (BIO 223 and BIO 224), and requires familiarity with calculus (MTH 115). Course content does not build on material from organic chemistry (CHM 250). Previously, CHM 250 was a common gateway to our upper level courses, though not essential in terms of content knowledge.

#### Rationale for BIO 460 modification

Ecology as a discipline has become increasingly theoretical, with increasing emphasis on modeling various aspects of both natural and managed systems. Physiological ecology was not previously covered in sufficient detail. Appropriately, a firm background in both biology (BIO 223 and its prerequisites, including BIO 123,124 and CHM 161) and familiarity with calculus (MTH 115) are essential. Course content does not build on material from organic chemistry (CHM 250). Previously, CHM 250 was a common gateway to our upper level courses, though not essential in terms of content knowledge.

#### Rationale for BIO 501 modification

The discipline of biology has expanded considerably in the past two decades. Increasingly, students in our graduate program have had a more diverse course background in biology, though may lack a specific course or its equivalent. The course content in BIO 501 does not directly build on specific information presented in BIO 312 or BIO 323 to any appreciable extent. However, substantive exposure (a minimum of 6 hours of college-level biology) to biological thought is required for success in all of our graduate level courses.

#### Rationale for BIO 509 modification

Genetics as a field has become increasingly molecular in nature. A strong background in basic molecular genetics (C or better in BIO 224) is essential.

#### Rationale for BIO 530 modification

The discipline of biology has expanded considerably in the past two decades. Increasingly, students in our graduate program have had a more diverse course background in biology, though may lack a specific course or its equivalent. The course content in BIO 530 does not directly build on specific information presented in BIO 330 to any appreciable extent. However, substantive exposure (a minimum of 6 hours of level biology) to biological thought is required for success in all of our graduate level courses.

#### Rationale for BIO 563 modification

The discipline of biology *has* expanded considerably in the past two decades. Increasingly, students in our graduate program have had a more diverse course background in biology, though may lack a specific course or its equivalent. The course content in BIO 563 does not directly build on specific information in CHM 250 to any appreciable extent. However, substantive exposure (a minimum of 6 hours of college level biology) to biological thought is required for success in all of our graduate level courses.

#### Rationale for BIO 564 modification

Modern molecular biology focuses largely on the regulation of development and the control of gene expression. Thus, a firm background in molecular genetics (C or better in BIO 224) is essential.

#### Rationale for BIO 565 modification

The discipline of biology has expanded considerably in the past two decades. Increasingly, students in our graduate program have had a more diverse course background biology, though may lack a specific course or its equivalent. However, substantive exposure (a minimum of 6 hours of college-level biology) to biological thought is required for success in all of our graduate level courses.

April 12, 2001

To: Dr. Larry Aspin, President of the University Senate

From: Conley Stutz, Chairperson of the Faculty Grievance Committee

RE: Annual Report of the Faculty Grievance Committee

Members of the Committee the first semester of the 2000-2001 academic year were Charles Bukowski, Edward Lamoureux, Jacklyn Ruthman, Arwin Smallwood, Richard Stalling, and Conley Stutz. In the second semester Stephen Heinemann replaced Edward Lamoureux.

The Committee concluded its deliberations of a grievance that had been filed in October of 2000 by holding a formal hearing and submitting its recommendations to President Broski.

The Committee was requested by the Executive Committee of the Senate to consider a number of changes in its operating procedures and the role of the Faculty Ombudsman. The recommendations of the Committee regarding these changes were forwarded to President Aspin.

## E. DUE PROCESS

### Foreward:

These regulations are designed to enable Bradley University to protect academic freedom and tenure and the requirements of due process. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. A college of ~~r~~ university is a marketplace of ideas; ~~and~~ extending knowledge is impossible if it requires conformity with any orthodoxy of content and method. In the words of the United States Supreme ~~court~~ *Court*, "Teachers and students must always remain free to inquire and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die."

### 1. Faculty Grievance Committee Operating Procedures

~~a. The Faculty Grievance Committee considers matters other than those dealing with tenure, promotion, and dismissal. The Committee hears grievances from full time and part time faculty.~~

~~b. General Procedures.~~

- ~~1) The faculty member will be consulted on the composition of the Committee. If a conflict of interests exists, or if a member of the Committee is unable to serve, the alternate will serve.~~
- ~~2) A log of activities and committee sessions, briefly stating date and nature of the meetings, witnesses interviewed, oral or written requests for witnesses to appear, etc., shall be kept.~~
- ~~3) A faculty member seeking consideration by this Committee shall normally file for such consideration within one year of the event leading to the grievance.~~

~~c. Pre appeal Procedures.~~

~~In the initial process, the petitioner of grievance should pursue all normal channels for resolving the grievance before appealing to the Faculty Grievance Committee. Suggested preliminary procedures for the petitioner are:~~

- ~~1) To prepare a written statement of grievance for purposes of discussion. This would provide a basis for consideration in the informal hearing process.~~
- ~~2) To seek advice from other faculty members who may be able to assist in clarifying issues, including opposing viewpoints.~~
- ~~3) To discuss with appropriate administrators starting with the chairperson; proceeding, if necessary, to the Dean; and then proceeding, if necessary, to the Provost and Vice President for Academic Affairs.~~

*a. Pre-petition Procedures*

*Prior to petitioning to the Faculty Grievance Committee the Petitioner should:*

- 1) Prepare a concise, written statement describing the grievance and the remedy sought.*
- 2) Pursue other channels for resolving the grievance. Except where the nature of the grievance would preclude it, the petitioner should discuss the grievance with his or her chairperson, dean, and with the Provost and Vice President for Academic Affairs.*
- 3) Discuss the issue with the Faculty Ombudsman in accordance with Chapter II, Section E. 5*
- 4) If these steps do not resolve the grievance, the faculty member may submit a formal petition to the Faculty Grievance Committee requesting that it consider the grievance. This petition is a short letter asking the committee to consider the grievance to which is attached the detailed statement referred to under Conciliation Procedures.*

*b. Committee Role and Jurisdiction*

- 1) *The role of the Committee is to function as a neutral party seeking an objective resolution of grievances brought before it.*
- 2) *The Committee hears grievances, charges of injury or wrong for which redress is sought, from full-time and part-time faculty, the petitioner(s).*
- 3) *The Committee considers all matters stemming from an individual's faculty position other than those dealing with tenure, promotion, and dismissal, which are considered by the Tenure, Promotion, and Dismissal Committee. On occasion, faculty members also occupy non-faculty positions (e.g., Associate Dean, Coach). A grievance stemming from the faculty member's non-faculty position is subject to the University's general grievance procedures for administrators and professional staff.*

*c. General Procedures.*

- 1) *A petitioner seeking consideration by this Committee shall normally submit a formal petition to the Committee within one year of the event, or last in a series of events, upon which the grievance is based.*
- 2) *A log of activities and committee sessions, briefly stating date and nature of the meetings, witnesses interviewed, oral or written requests for witnesses to appear, etc., shall be kept.*
- 3) *The petitioner(s) will be consulted on the composition of the Committee. If a conflict of interests exists, or if a member of the Committee is unable to serve, the alternate will serve.*
- 4) *In the event that a grievance procedure is not completed prior to the close of an academic year, the members of the Committee hearing the original grievance whose terms have expired shall continue to serve with the Committee, provided they remain full-time faculty members, until the entire grievance process has been completed. These continuing members may not participate in the resolution of new grievances after their terms have expired.*

*d. Conciliation Procedures.*

1) Because the interests of everyone concerned may be best served if the grievance is resolved through informal methods, the Committee, the petitioner and the *respondent appropriate administrators affected* in the case should take all responsible steps to achieve its resolution without a formal hearing.

2) During this stage of appeal, these procedures shall apply:

a) The petitioner ~~of grievance~~ shall present a *detailed* statement of the grievance which shall state (a) the basis of the grievance, ~~and~~ (b) the factual allegations supporting the grievance *and (c) the remedy sought.*

b) The Committee has several options available in seeking to resolve the grievance. These options are:

- 1)) Informal meetings of the Grievance Committee Chairperson or a delegated Committee member with the petitioner and with *the respondent appropriate administrators;*
- 2)) Recommendation by the Committee of another faculty person to participate in informal meetings between the petitioner and *respondent appropriate administrators;*
- 3)) An informal meeting of the Grievance Committee with the petitioner and *respondent appropriate administrators;*

4)) Any method deemed likely to resolve the grievance without the need to conduct further hearings.

e. Informal Hearing.

If efforts to reach a settlement of the grievance fail, the Committee shall conduct an informal hearing to decide whether a formal hearing should be conducted. The process for determining this need shall be:

1) Review of Grievance

a) As an impartial hearing body, the Grievance Committee shall review the case and the efforts made to reach settlement.

b) The Committee shall receive any amended grievance statement to the petitioner's statement under "*Conciliation Procedures*~~Pre appeal Procedures.~~"

c) The Committee shall receive any statements which *the respondent and* appropriate administrators wish to submit.

d) The Committee may request written or oral statements from persons concerned with the grievance.

e) The Committee may schedule interviews with persons concerned with the grievance.

f) The Committee may meet with the petitioner and *the respondent* ~~appropriate administrators.~~

g) The Committee may make other informal efforts to resolve the grievance.

2) Decision Regarding Necessity of Formal Hearing

After its review the Committee shall decide either (a) that there should be a formal hearing, or (b) that there is an insufficient basis to hold a formal hearing. ~~The Committee's decision to hold or not hold a formal hearing should be based on determining whether there should be a sufficient basis for a Committee recommendation to the President for relief of the petitioner's grievance assuming the petitioner's factual allegations were correct.~~ *The Committee's decision to hold a formal hearing should be based on its determination that the petitioner's factual allegations if found to be correct would constitute a sufficient basis for a recommendation for relief of the grievance.* The Committee's decision at this stage shall not be based on a finding of the truth or falsity of the petitioner's factual allegations.

3) Report of Decision

The Committee decision on whether there should be a formal hearing shall be reported to the petitioner(s), *the respondent(s)*, and the appropriate administrators.

f. Procedures for Formal Hearing.

If the Committee decides a formal hearing is necessary, the procedures outlined below shall apply:

1) During the proceedings the petitioner will be permitted to have an advisor and/or counsel at petitioner's expense. This advisor and/or counsel shall be advisory only and shall not be permitted to speak on the petitioner's behalf. The Committee shall have access to the University attorney on procedural matters.

2) A verbatim record of the hearing or hearings will be taken and a copy will be made available to the ~~petitioner~~ ~~faculty member~~ without cost at the ~~faculty member~~ ~~petitioner's~~ request. ~~Choice of recording method will be decided by the Committee~~ *The Committee will decide choice of recording method.*

3) The Faculty Grievance Committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

4) *All parties to the grievance* ~~The petitioner~~ will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The Administration *and other parties to the grievance* will cooperate with the Committee in securing witnesses and making available documentary and other evidence.

5) *All parties to the grievance will be afforded access to the documentary or other evidence conveyed to the Committee.*

6) ~~The petitioner and the Administration~~ *All parties to the grievance* will have the right to confront and cross-examine all witnesses. Where the witnesses cannot appear, but the Committee determines that the interests of justice require admission of their statements, the Committee will identify the witnesses, disclose their statements, and if possible, provide for interrogatories.

7) The Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

8) The findings of fact and the decision will be based solely on the hearing record.

9) Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case either by the petitioner or by the administrative officers will be avoided so far as possible. The President, the appropriate Vice President, the petitioner, ~~and~~ the petitioner's dean or supervisor, *and the respondent* will be notified of the Committee's decision in writing, and a copy of the record of the hearing will go to the appropriate Vice President.

10) The Committee shall report its recommendation on the grievance to the President of the University. If the President rejects the Committee's recommendation, the reasons for doing so should be reported in writing to the Committee and the petitioner. The President should also be willing to meet with the Committee to explain the reasons for overriding the recommendation of the Committee.

11) When discrimination on grounds of race, color, age, religion, sex or national origin is alleged, the ~~petitioner~~ *faculty member* may consult with the Equal Employment Opportunity/Affirmative Action Office.

12) Every reasonable effort will be made to conclude the Committee's proceedings and to make a recommendation to the President within 45 days after the matter has been formally submitted to the Committee. This time period shall not include University holidays and times when the faculty are not under contract, such as during the summer.

g. Appeal to the Board of Trustees.

If the President or the petitioner deems it necessary, the grievance may be further appealed to the Board of Trustees.

## 2. Faculty Ombudsman

a. ~~The Faculty Ombudsman shall function in cases of non-renewal (See Termination of Employment), tenure, promotion and dismissal only if the faculty member requests such action in writing within 30 days of notification of non-renewal, denial of tenure or promotion, or dismissal.~~ *The Faculty*

*Ombudsman shall mediate in any faculty grievances if requested to do so by the petitioner(s). In cases of non-reappointment of probationary faculty members and in disputes regarding tenure, promotion, and dismissal the request for mediation must be received in writing within 30 days of notification of an adverse decision and prior to petitioning the Tenure Promotion and Dismissal Committee. Requests to the Ombudsman to mediate in other grievances should be made prior to petitioning the Faculty Grievance Committee. The Ombudsman may request a written statement from the parties to the grievance, administrators, chairpersons, and faculty committees. The statements should express the reasons for the grievance and the decisions reached. ~~The Ombudsman may request written statements from the faculty member and the administration stating the reasons for the appeal and the administrative decision respectively. Such requests from the Ombudsman must be honored. Once the Ombudsman has been enlisted as mediator, the Ombudsman shall be present at all meetings between parties to the grievance. If the Ombudsman is unsuccessful in achieving ~~can not help the parties achieve~~ a satisfactory agreement between the parties, or if the faculty member(s) chooses to terminate the mediation of the Ombudsman, the faculty member(s) may petition, ~~the Ombudsman will prepare a report for~~ the Tenure, Promotion and Dismissal Committee or the Faculty Grievance Committee. In either situation the Ombudsman shall prepare a report for the appropriate committee indicating ~~stating~~ that attempts at mediation have failed and stating the issue(s) between the parties. All parties to the grievance ~~The faculty member~~ will receive a copy of the report and will ~~receipt the copy~~ acknowledge receipt of the copy to the Ombudsman.~~*

*b. Qualifications and Selection*

- 1). The Faculty Ombudsman must be a full-time faculty member holding tenure with at least ten years experience at Bradley. The Ombudsman shall be granted a three-hour teaching load reduction in each semester of the regular academic year and compensation for duties during the summer. Necessary budgetary expenses shall be arranged through the Office of the Provost and Vice President for Academic Affairs.
- 2). Candidates shall be nominated by the President of the University and the Executive ~~C~~ommittee of the *University* Senate. The Executive Committee shall solicit, for its consideration, names of potential nominees from the faculty. The Faculty Ombudsman shall be elected by the tenured faculty. The choice, "None of the above" shall be included on the ballot. To be elected, the candidate shall receive a majority of the votes cast. The Faculty Ombudsman shall have a two-year term. The Faculty Ombudsman may not ~~simultaneously~~ serve on the Faculty Grievance *Committee*, ~~or~~ Tenure, Promotion and Dismissal *Committee*, or Student Grievance Committees. This prohibition of joint service extends one year after the term as Faculty Ombudsman expires.
- 3). *When the Ombudsman has a conflict of interest regarding a particular case, the Ombudsman shall ask the Executive Committee of the University Senate to appoint a faculty member to act as the Ombudsman's representative for that case. The representative must be a full-time faculty member holding tenure with at least ten years experience at Bradley. The person chosen must be acceptable to the faculty member(s) whose case is under consideration and to the Provost and Vice President for Academic Affairs.*

~~b. The Faculty Ombudsman may be consulted by faculty members on other grievance procedures. The Faculty Ombudsman will mediate only in the areas identified in paragraph a. above.~~