

BRADLEY UNIVERSITY SENATE

AGENDA

FIRST REGULAR MEETING OF THE 2001-2002 SENATE

3:10 P. M. SEPTEMBER 20, 2001

STUDENT CENTER MARTY THEATER

- I. Call to order
- II. Announcements
- III. Approval of Minutes
 - A. Sixth regular meeting of the 2000-2001 Senate, May 9, 2001 (pp. 4-7)
 - B. Special meeting of the 2001-2002 Senate, May 9, 2001 (pp. 8-9)
- 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. Report from Committee on Elections
 - B. Committee on Curriculum and Regulations
 - 1. Subcommittee on Curriculum
 - Modification of Music Education Major (pp. 10)
 - Modification of undergraduate Business Admin core curriculum (pp. 10)
 - 2. Subcommittee on Academic Regulations and Degree Requirements
 - Change in a requirement for the B.S. degree (pp. 10)
 - 3. Executive Committee of the Graduate Faculty
 - Modification of MBA (pp. 10)
 - C. Report from Strategic Planning on Academic Program Review (pp. 11-21)
- VII. Reports from Ad Hoc Committees
 - A. Report from the Ad Hoc Committee to Review the Evaluation of Deans (pp. 22-28)
- VIII. Unfinished Business
- IX. New Business
 - A. Ratification of Appointments to Standing Committees
 - 1. Contractual Arrangements
 - 2. Admissions and Retention
 - 3. Affirmative Action
 - 4. Honorary Degrees
 - 5. Retirement Advisory
 - 6. General Education Subcommittee
 - B. Appointments and College Elections to Standing Committees
 - C. Proposal to Revise Submission Dates for Midterm Grades (pp. 29)
- X. Other Business
- XI. Adjournment

2001-2002 University Senate Membership

Faculty

FCBA

Kevin Berry
Bernie Goitein
Donna Hill
Kevin Obrien (Replacing Joe Felder for Fall 2001)
Ed Sattler
Shyam Bhandari*
Lisa Gardner*
Allen Webster*

CEHS

Nina Collins
Peggy Flannigan
Mary Jo Mays
Jobie Skaggs
Fran Armmer*
Molly Cluskey*
Rosalyn Templeton*
Robert Wolffe*

CEGT

Bob Fuessle
Vinod Prasad
David Zietlow
Jeries Abou-Hanna*
In Soo Ahn*
Paul Mehta*
Robert Podlasek*

LIBRARY

Mary Jo DeJoice

SCCFA

Howard Goldbaum
John Jost
Jim Langley
Hong Cheng*
Olatunji Dare*
James Hansen*
B. J. Lawrence*

CLAS

Larry Aspin
Martha Craig
Sam Fan
Edward Flint
Kevin Kimberlin
Gay Leathers
Richard Stalling
Mary Jane Sterling
Janet Gehring*
Zev Gorin*
Mike Greene*
Tracy Harris*
John Haverhals*
Henry Helenek*
Jiang-bo Liu*
Shah Tarzi*
John Williams*

*First Year of the Two-Year Term

EX-OFFICIO

President: David Broski
Provost and Vice President for Academic Affairs: Stan Liberty
Vice President for Business Affairs: Gary Anna
Vice President for Advancement: William Engelbrecht
Associate Provost for Student Affairs: Alan Galsky
Associate Provost for Research and Dean of the Graduate School: Conley Stutz
Associate Provost for Information Resources and Technologies: William Winn
Associate Provost for Enrollment Management: Scott Friedhoff
Registrar: Kathie Beaty
Dean, Foster College of Business Administration: Robert Baer
Dean, Slane College of Communications and Fine Arts: Jeffrey Huberman
Dean, College of Education and Health Sciences: Joan Sattler
Dean, College of Engineering and Technology: Richard Johnson
Dean, College of Liberal Arts and Sciences: Claire Etaugh
Director of the Library: Barbara Galik
Immediate Past-President of University Senate: Kurt Field
Editor, Faculty Handbook:
Parliamentarian/Archivist:

STUDENTS

Undergraduate
(graduate)

Undergraduate
Undergraduate

MEETING SCHEDULE AND DUE DATES FOR THE
2001-2002 UNIVERSITY SENATE

The University Senate will meet at 3:10 P.M. on the following dates in the locations indicated below. If there is no important business to be brought forward, meetings may be canceled. There will be the traditional reception following the December and May meetings. Any changes to the initial schedule will be in RED.

September 20, 2001	S/C Marty Theater
October 18, 2001	S/C Ballroom C
November 15, 2001	S/C Ballroom C
December 12, 2001 (Study Day)	S/C Ballroom C
February 21, 2002	S/C Ballroom C
March 14, 2002	S/C Ballroom C
April 18, 2002	S/C Ballroom C
May 8, 2002 (Study Day)	S/C Ballroom C

The Executive Committee of the Senate will meet on the following dates in the Brune Conference Room in Bradley Hall at 3:10p.m. Any business that must be considered by the Executive Committee must be submitted to the President of the University Senate prior to these dates:

September 4, 2001
October 4, 2001
November 1, 2001
November 29, 2001
February 7, 2002
February 28, 2002
April 4, 2002
April 30, 2002

All items that are to be distributed as part of the Agenda must be in the hands of the President of the University Senate by noon on the following dates:

October 10, 2001
November 7, 2001
December 4, 2001
February 13, 2002
March 6, 2002
April 10, 2002
April 30, 2002

**BRADLEY UNIVERSITY SENATE 2000-2001 SESSION
MINUTES
SIXTH REGULAR MEETING, MAY 9, 2001**

I. CALL TO ORDER

The meeting was called to order at 3:13 P.M. in Ballroom C of the Robert Michael Student Center.

II. ANNOUNCEMENTS

Larry Aspin presented the meeting dates for the 2001-2002 University Senate and for the Executive Committee Meetings. He reminded the senators that the Executive Committee creates the agenda and gave the example, that if anyone wished to have business addressed at the September meeting, he/she needed to have the information available to the Executive Committee by September 6.

Larry Aspin stated to those who would be in the Bradley University Senate for 2001-2002 and not in the 2000-2001 Senate were not to vote during the first of the two meetings to be held.

The Ad Hoc Committee on Ethical Use of Information Technology Resources has placed a draft of the policy on the WEB. It can be accessed through the Senate page or by going to bobcat.bradley.edu/~larryc/Ethics/. The senators were asked to review the document and provide feedback to the Ad Hoc Committee. A draft will be sent to the Provost and a draft to the legal counsel for their input. The Committee plans to have a completed document by September.

The term of the Handbook Editor is expiring. An election needs to be held. Any one with an interest in being the Handbook Editor was asked to send that information to Larry Aspin. The Handbook Editor must be a full-time faculty member. The Handbook Editor serves as an ex officio member of the Senate. In August a request for nominations will be sent. The election will be held when the elections for standing committees are held in the fall.

III. APPROVAL OF MINUTES

Two corrections were made to the minutes. Under V. A. line 2 "He is a new President of Caterpillar." was changed to "He is one of five group Presidents of Caterpillar." Also, under VIII. A. paragraph 3, line 3 the word "remove" was changed to the word "modify."

Mary Jane Sterling moved to pass the amended minutes. Fred Tayyari seconded the motion. The motion passed.

IV. CALL FOR ITEMS TO BE ADDED TO THE AGENDA

No items were added.

V. REPORTS FROM ADMINISTRATORS

A. President Broski thanked the senators for their hard work. He reported that Commencement would occur on May 19 at 10:00 A.M. at the Civic Center. Glen Barton, CEO of Caterpillar, will be the Commencement speaker.

On June 15 the Board of Trustees will meet. Also the Search Committee for Vice President of Advancement has received several curriculum vitas, which they are in the process of reviewing.

B. Provost Liberty announced that William Wynn as Associate Provost for Information Resources and Technology. Also Conley Stutz has accepted Interim-Dean of the Graduate School.

The Institutional Accreditation process has come to conclusion. The next scheduled visit by NCA is 2010-2011. The visiting team had recommended three progress reports: two at the end of 2003, one on assessment and one on strategic planning and at the end of 2002 a progress report on graduate education at Bradley. The report went to a Reader's Panel. The Reader's Panel decided the comments regarding graduate education were substantive enough to require a monitored report. This means that if the NCA is not satisfied with the report a team could do a focused visit.

Provost Liberty addressed a question concerning the format for the Faculty Activity Report. He stated he was trying to bring format of the activity report into alignment with the Department Annual Report.

A specific concern was stated regarding the administrative category being added. Were all faculty to be administrators? Provost Liberty indicated it was added to give a better understanding of how each faculty viewed his/her responsibilities.

VI. REPORTS OF STANDING COMMITTEES

A. Curriculum and Regulations

1. Subcommittee on Curriculum

a - c. Robert Fuessle moved approval of the major modifications on Construct major, Civil Engineering, and Change in Concentration in Environmental Engineering in Civil Engineering. Richard Johnson seconded the motion. The motion passed.

d - e. Alan Galsky moved acceptance of the major modification in Biochemistry and the deletion of the Biochemistry/Molecular biology. Sam Fan seconded the motion. The motion passed.

2. Academic Regulations and Degree Requirements

Nina Collins moved approval of the University Calendar for 2004-2005. Robert Baer seconded the motion. There was discussion as to whether Dr. Martin Luther King Day had been discussed as a university holiday. Dr. Hahn stated it had not been discussed.

The motion to approve the calendar for 2004-2005 passed.

3. Executive Committee of the Graduate Faculty

a. Edward Sattler moved approval of the change in transfer course policy for graduate students. Richard Johnson seconded the motion. The motion passed.

b. Edward Sattler moved approval of the modification of Graduate Academic Forgiveness policy. Paul Mehta seconded the motion. The motion passed.

c. Edward Sattler moved approval of the Program modification for the Master of Science in Accounting: Integrated Undergraduate/Graduate Program. Alan Galsky seconded the motion. The motion passed.

4. Subcommittee on General Education

Alan Galsky moved approval of the proposed revision of Social Forces and Institutions category, which would include a new title **Cultural Diversity and Social Forces**, reflecting the existence of two subcategories. Two courses are required and one must be from the Social Forces subcategory and one may from the Cultural Diversity category. Thus, students are required to complete either one Cultural Diversity course and one Social Forces course, or two Social Forces courses. Also included in the revision is the policy that an approved General Education course may not be used to satisfy more than one of the nine major categories of General Education. Paul Mehta seconded the motion. In an extended discussion, Richard Stalling moved the proposal be recommitted to committee. The motion to recommit failed and after additional discussion the original motion passed.

B. Annual Reports from Standing Committees

1. Affirmative Action report - No questions were asked.

2. Contractual Arrangements - No questions were asked.

3. Admissions and Retention - No questions were asked.

4. Elections - Joe Felder asked if any action had been taken on having elections in the spring for Committees rather than in the fall. Larry Aspin indicated the Elections Committee had not been charged to do so.

5. University Resources - No questions were asked.

6. Strategic Planning - No questions were asked.

7. Curriculum and Regulations - No questions were asked.

VII. REPORTS FROM AD HOC COMMITTEES

Committee on Review of Tenure and Promotion criteria - The Senate received the report. The Executive Committee of the Senate will review and make suggestions in the fall.

The Ad Hoc Committee was discharged.

VIII. UNFINISHED BUSINESS

Donna Hill moved approval of the changes in the Faculty Grievance Procedures. Steve Heinemann seconded the motion.

Discussion included: pre-judging the merits of the grievance; making the pre-formal grievance process more structured and formal; and keeping the process informal as presented.

Joan Sattler stated there was a spelling error in the second paragraph of the Forward in line seven, which would change the meaning of the statement. The correction was to change "meditate" to "mediate."

Sandra Perry moved to amend, in E. Due Process d. Informal Hearing 2. Decision Regarding Necessity of Formal Hearing by striking the underlined portion and restoring the two sentences that are lined through. Bernie Goitein seconded the motion. The motion to amend passed.

Joe Felder moved to amend by changing "Non-Grievance Committee options include (1) except where the nature of the grievance with his or her chairperson, dean, and with the Provost and Vice President for Academic Affairs," to " Non-Grievance Committee options include (1) discussing the grievance with the department chairperson, dean, and/or Provost. Richard Stalling seconded the motion. The motion passed.

Joe Felder moved to amend by adding: "The faculty member may choose one other faculty member of their choosing accompany them as a non-participating observer at any and all meetings dealing with the grievance. The accompanying faculty member cannot also be representing the faculty member as attorney/Counsel on this matter. The Ombudsman, if enlisted as mediator, takes the place of this observer. All parties present at such meetings have the right to take notes. They also have the right to record the meeting electronically so long as notice of the intent to do so is given at the start of the meeting. Ed Sattler seconded the motion.

Joe Felder accepted as a friendly amendment a modification of the second sentence in his amendment. "The accompanying faculty member cannot be a lawyer." was changed to "The accompanying faculty member cannot also be representing the faculty member as attorney/counsel on this matter."

Jeff Huberman moved amending the amendment in sentence 1 by deleting "of their choosing accompany them." Mary Jane Sterling seconded the motion.

Following discussion on the amendment to the amendment, the question was called. The motion passed

The motion to amend the amendment passed.

Richard Stalling moved to amend the amendment by striking the last two sentences. Howard Goldbaum seconded the motion. The motion passed.

The amendment to the motion passed as amended. The motion as amended passed.

IX. NEW BUSINESS

Ratification of Appointments to General Education Subcommittee - Mark Gobeyn and Ali Zohoori were submitted as appointments to the General Education Subcommittee. Howard Goldbaum moved to approve the appointments. Robert Fuessle seconded the motion. The motion passed.

X. OTHER BUSINESS

No other business was considered.

XI. ADJOURNMENT

The meeting adjourned at 5:30 P.M.

Respectfully submitted,

Mary Jo Mays, Secretary
Bradley University Senate

6th Meeting of the 2000-2001 University Senate Attendance May 9, 2001

Faculty (Please Initial)

Ahn, In Soo	<i>IA</i>	Gillespie, Oscar	<i>OG</i>	Prasad, Vinod	
Armmer, Fran	<i>FA</i>	Goitein, Bernard	<i>BL</i>	Roberts, Dawn	<i>DR</i>
Aspin, Larry	<i>LA</i>	Goldbaum, Howard		Sattler, Ed	<i>ES</i>
Berry, Kevin	<i>KB</i>	Greene, Mike	<i>MG</i>	Skaggs, Jobie	<i>JS</i>
Collins Nina	<i>NC</i>	Haverhals, John	<i>JH</i>	Stephens, Robert	
Craig, Martha	<i>MC</i>	Heinemann, Steve	<i>SH</i>	Sterling, Mary Jane	<i>MS</i>
Cram, Elizabeth	<i>EC</i>	Helenek, Henry		Tarzi, Shah	
DeJoice, Mary Jo	<i>MJD</i>	Hill, Donna	<i>DH</i>	Tayyari, Fred	<i>FT</i>
Dille, Glen		Jost, John	<i>JJ</i>	Templeton, Rosalyn	<i>RT</i>
		Kimberlin, Kevin	<i>KK</i>	Tiernan, Karni	
Fan, Sam	<i>SF</i>	Lawrence, B. J.	<i>BL</i>	Trezza, Frank	
Felder, Joe	<i>FF</i>	Leathers, Gay	<i>GL</i>	Webster, Allen	<i>AW</i>
Flannigan, Peggy	<i>PF</i>	Mays, Mary Jo	<i>MM</i>	Williams, John	<i>WJ</i>
Flint, Edward	<i>EF</i>	Mehta, Paul	<i>PM</i>	Wolffe, Robert	<i>WR</i>
Fuessle, Bob	<i>BF</i>	Nikolopoulos, Christos		Zietlow, David	<i>DZ</i>
Gardner, Lisa		Podlasek, Robert		Zosky, Diane	

Ex-Officio (Please Initial)

Anna, Gary	<i>GA</i>		Galsky, Alan	
Baer, Robert			Huberman, Jeffrey	<i>JH</i>
Beaty, Kathie	<i>KB</i>		Johnson, Richard	<i>JR</i>
Broski, David	<i>DB</i>		Liberty, Stan	<i>SL</i>
Etaugh, Claire			Perry, Sandra	<i>SP</i>
Field, Kurt	<i>KF</i>		Sattler, Joan	<i>JS</i>
Friedhoff, Scott	<i>SF</i>		Stalling, Richard	<i>RS</i>
Galik, Barbara				

Students (Please Initial)

Falter, Tarra			Gieespan, Gny	
Lyons, Amber	<i>AL</i>		Graduate Student	

New Senators Sign in on the Other Sheet

BRADLEY UNIVERSITY SENATE 2001-2002
MINUTES
SPECIAL MEETING
MAY 9, 2001

I. CALL TO ORDER

The meeting was called to order at 5:31 P.M. in Ballroom C of the Robert Michael Student Center.

II. ANNOUNCEMENTS

No announcements were made.

III. CALL FOR ITEMS TO BE ADDED TO THE AGENDA

No items were added to the agenda.

IV. RATIFICATION OF MEMBERS TO COMMITTEE ON ELECTIONS

Sam Fan moved ratification of Robert Wolffe as Chair and Nina Collins and Michael Greene as members of the Committee on Elections. Francesca Armmer seconded the motion. The motion passed.

V. ELECTION OF OFFICERS

Mary Jane Sterling nominated Larry Aspin for President. No further nominations were made. Larry Aspin was elected President.

Francesca Armmer nominated Mary Jo Mays for Vice President. No further nominations were made. Mary Jo Mays was elected Vice President.

Sandra Perry nominated Donna Hill for Secretary. No further nominations were made. Donna Hill was elected Secretary.

Tracy Harris nominated Howard Goldbaum for Senator at-large. No further nominations were made. Howard Goldbaum was elected as Senator at-large.

David Zietlow nominated Paul Mehta for Senator at-large. No further nominations were made. Paul Mehta was elected as Senator at-large.

VI. OTHER BUSINESS

No other business was considered.

VII. ADJOURNMENT

The meeting was adjourned at 5:37 P.M.

Respectfully submitted,

Donna Hill, Secretary
Bradley University Senate

Special Meeting of the 2001-2002 Senate Attendance May 9, 2001

Faculty (Please Initial)

Abou-Hanna, Jeries		Gardner, Lisa		Mays, Mary Jo	MCJ
Alm, In Soo		Gehring, Janet	AG	Mehta, Paul	
Armmer, Fran	FA	Goitein, Bernie	YBG	O'Brien, Kevin (J. Foster)	
Aspin, Larry	LA	Goldbaum, Howard	HG	Podlasek, Robert	
Berry, Kevin	KB	Gorin, Zev		Prasad, Vinod	
Bhandari, Shyam	SB	Greer, Mike	MG	Sattler, Ed	
Cheng, Hong	H.C.	Hansen, James		Skaggs, Jobie	J
Cluskey, Molly		Harris, Tracy	TH	Stalling, Richard	
Collins, Nina		Haverhals, John	JH	Sterling, Mary Jane	
Craig, Martha	MC	Helenek, Henry		Tarzi, Shah	
Dare, Olatunji	OD	Hill, Donna	DH	Templeton, Rosalyn	RAT
DeJoice, Mary Jo		Jost, John	JJ	Frank Jim Lajoie	FLJ
Fan, Sam	FS	Kimberlin, Kevin	KK	Webster, Allen	AW
Flannigan, Peggy	PF	Lawrence, B. J.	BL	Williams, John	JW
Flint, Edward	EF	Leathers, Gay	GL	Wolffe, Robert	
Fuessle, Bob	BF	Liu, Jiang-bo	JL	Zietlow, David	DZ

Ex-Officio (Please Initial)

Anna, Gary	GA	Galsky, Alan	AG
Baer, Robert	RB	Huberman, Jeffrey	JH
Beaty, Kathie	KB	Johnson, Richard	RJ
Broski, David	DB	Liberty, Stan	SL
Etaugh, Claire		Perry, Sandra	SP
Field, Kurt	KF	Sattler, Joan	JS
Friedhoff, Scott	FS	Stutz, Conley	CS
Galik, Barbara		Winn, William	

Students (Please Initial)

Undergraduate ^{Junior} Smith	JS	Undergraduate	
Undergraduate		Graduate Student	

New Senate New Senate New Senate New Senate New Senate

Change in a requirement for the B.S. degree:

Change

BMA 172 changed to BMA 372 in the list of courses that can be used to fulfill the additional 6-hour requirement for the B.S. degree

Rationale

BMA 172 was reduced from a 3 hour to a 1-hour computer skill course. It has been replaced by BMA 372, Information Technology, which contains some of the material previously covered in BMA 172 and more advanced level information technology level material.

Modification of MBA:

Change

Reduce the number of hours in the Required Common Body Courses from 25 to 23.

Rationale

The 2-hour course BUS 600 was part of the Required Common Body of Courses. The course was deleted from both the curriculum and Required Common Body of Courses and will not be replaced.

Course Deletions:

BUS 600 Key issues in Business Decision Making

Course Modifications:

CFA 500 Research Methods in Speech and Theatre Arts

Prerequisite changed from consent of director to consent of chairperson to reflect updating of college administrative structure.

CFA 604 Independent Study

Prerequisite changed from consent of director to consent of chairperson to reflect updating of college administrative structure.

ME 521 Intermediate Fluid Mechanics

Prerequisites changed from "MTH 224; CE 304" to "MTH 224; ME 308"

ME 547 Fluid Power Control Systems

Prerequisites changed from "ME 301; CE 304" to "ME 301; ME 308"

Physics 568 Condensed Matter Physics

Expanded description and change of prerequisites from "MTH 224; consent of instructor. PHY 501 recommended." to "PHY 202 or 303, MTH 224; consent of instructor."

Physics 555 Independent Readings

Changed course description from "Individual assignments of relevant topics in physics or astronomy" to "Individually assigned reading assignments of relevant topics in physics or astronomy."

Course Additions

ME 504 Experimental Stress Analysis

Experimental methods of stress analysis. Strain gages and related transducers. Photo elasticity and polariscopes. Instrumentation amplifiers, integrated circuits and other electronics used for connecting transducers with a terminating device. Analog to digital conversion. Extensive hands-on laboratory exercises are emphasized. PREREQUISITES: ME 303 & ME 304 or consent of the instructor.

Guidelines for the Academic Program Review Process

Bradley University

Prepared by the Office of the Provost and Vice President for Academic Affairs

Draft Approved by the University Strategic Planning Committee for Submission to the University
Senate

September 7, 2001

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I. Introduction

Bradley University will initiate a new Academic Program Review (APR) process during the 2001-2002 academic year. The APR process will be an ongoing activity in which all academic programs will be reviewed over a multiple-year span of time. The definition of a program for APR purposes, the purpose of the APR process, the frequency of the reviews and the criteria for selection of programs to be reviewed are described in this introduction. The composition of the review team, the distribution of responsibilities in the APR process, a typical timeline for conducting a review, general guidelines for preparation of an APR self-study, and the format of a review team's report are contained in subsequent sections.

Definition of "Program" for APR purposes

The APR process will eventually cover all organized academic activities conducted within academic units – divisions, schools, colleges, departments, centers, institutes, etc. – or among such academic units. Such activities include: all baccalaureate and master's degree programs including majors, minors and inter-disciplinary educational programs; ongoing certificate programs and non-credit educational offerings; and ongoing research and service activities organized under internal units or under formal agreements with entities external to Bradley. However, these guidelines are written specifically for review of credit programs. Separate guidelines for review of the other activities listed above will have to be developed in the future. Thus, initially only credit educational programs will be reviewed.

Although the focus of the APR process is on academic programs, in most cases the review process will involve entire units or combinations of units. Where multiple programs are conducted within a single unit all such programs within that unit will be reviewed if practicable. Consequently, as individual programs are reviewed, related aspects of the unit(s) will be reviewed including activity in all mission components. Thus these guidelines will often refer to unit-level resources, data, etc. particularly as they relate to the self-study.

The Purpose of the Academic Program Review Process

The academic program review process provides information that supports planning and decision-making regarding resource allocations and programmatic changes aimed at improving the quality and appropriateness of Bradley's programs. Thus the review process will focus both on the role of each program in the overall Bradley mission and on assessing the quality of each program being reviewed.

The Frequency of Academic Program Reviews

In general, academic programs at Bradley that are not reviewed by external accrediting bodies will be reviewed approximately every six years. In units where there are programs that are reviewed by external accrediting bodies, the academic program review cycle will match the accreditation review cycle. However, under special circumstances a program might be scheduled for review outside this normal cycle.

Criteria for Selection of Programs to be Reviewed

The Provost and Vice President for Academic Affairs, in consultation with the appropriate academic dean, will select the programs to be reviewed in a given year. The University Strategic Planning Committee (USPC) may also suggest that a program be reviewed. Selection of programs to be reviewed will be based on the following considerations:

- Relationship of the program to other programs being reviewed
- Planned program changes
- Changes in the program market
- Accreditation cycles
- Time since the last review of the program

II. Elements of the APR Process

Once a program or set of programs is selected for review an APR Coordinator will be identified from within the unit(s) administering the program(s). A unit self-study will then be prepared. A review team will be constituted and focus questions for the review will be developed and submitted to the team. A “visit” will be conducted and a team report will be submitted to the Provost and Vice President for Academic Affairs. The report will be shared with the unit(s) and a unit response prepared. The reports will be presented to the University Strategic Planning Committee and to the President. Based on the outcome of the review, appropriate recommendations for follow-up actions will be made. Some or all of these actions may require University Senate approval and some may be subject to resource constraints that will dictate the time-line for implementation.

Composition of the Review Team

The composition of the review team will vary from program to program and will not duplicate the role of visiting accrediting teams where information from the accreditation visits can be incorporated into the academic program review. In such cases (where there is an accreditation visit) the APR review team will include only those persons necessary to accomplish the objectives of the APR while incorporating the results of the accreditation visit and report. In general the composition of the APR review team will include:

- Two individuals from other institutions with relevant expertise
- Two Bradley faculty members appointed by the VPAA (at least one of these must be a member of the graduate faculty if a graduate program is being reviewed, and both must be external to the unit in which the review is taking place)
- One representative of the USPC

Responsibilities in the APR

Unit/Program being Reviewed

- Identify an APR Coordinator within the unit.
- Suggest dates for the review.
- Develop the schedule for the review.
- Prepare the self-study.

- Assist the Office of the Provost and VPAA in arranging for the needs of the review team during the visit.

APR Coordinator

- In consultation with the appropriate chair and dean, recommend to the Provost and VPAA prospective APR team members.
- Oversee the accomplishment of the unit/program responsibilities listed above.
- Ensure that the review team report is reviewed within the unit.
- Oversee the development of a unit response to the review team report.
- Meet with the Provost and VPAA and the academic dean during the concluding program evaluation and with the USPC during the report to USPC on the APR review.

Academic Dean

- Participate in the selection of programs to be reviewed.
- Meet with the faculty of the units involved to explain and discuss the review process and purpose.
- Identify specific issues to be addressed in the self-study.
- Participate in selection of review team members.
- Review and evaluate the self-study.
- Provide specific questions to be posed to the review team.
- Participate in the visit and the exit interview.
- Review the team's final report.
- Meet with the faculty of the unit to discuss the final report.
- Provide a written report to the VPAA commenting on: the final report and the unit's response, the specific recommendations in the report, and anticipated changes resulting from the review.
- Provide a general evaluation of the unit within the written report.

Office of the Provost and Vice President for Academic Affairs

- Conduct an orientation session for the program/unit being reviewed
- Provide Institutional Research Information in support of the review
- Appoint the review team
- Serve as liaison between the review team and the program being reviewed
- Distribute the self-study as appropriate
- Provide the review team with specific questions to be addressed in the review
- Make local arrangements and handle financial aspects of the review
- Provide a written statement on the entire review including the dean's general evaluation
- Meet with the USPC to report on the outcome of the APR

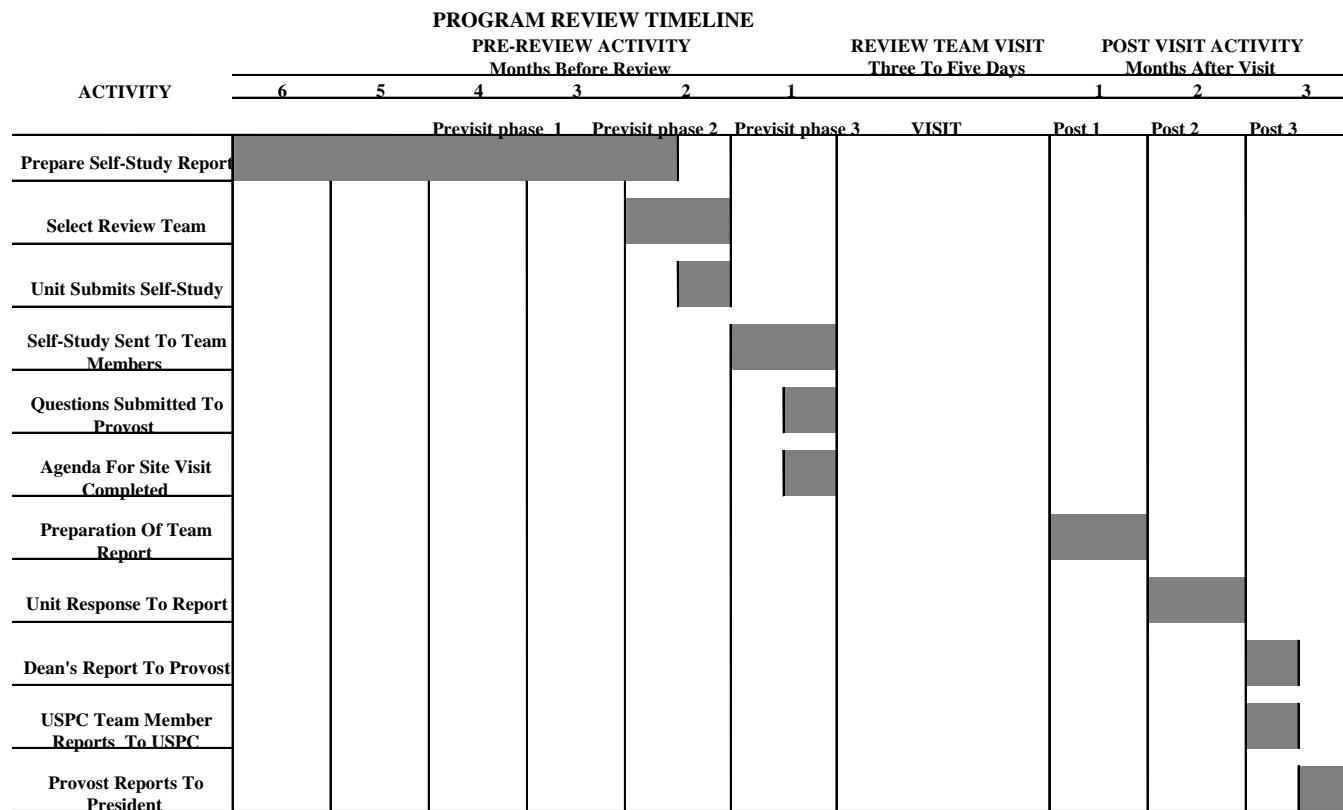
Review Team

- Examine the self-study report and questions posed for the review

- Conduct the campus visit, which will include two exit interviews: one with the faculty of the appropriate unit and one with the appropriate dean and administrative representatives
- Shortly after the campus interview the team will provide a written report on the APR

III. Program Review Timeline and Review Activities by Phase

Typically the process of preparing for and completing a program review will span most of two semesters. In many cases the process will be contained within one academic year. However, there will be situations where it will be more efficient or more effective to begin the process in the spring semester of one academic year and complete it in the fall semester of the subsequent academic year. A typical timeline for a program review and the review activities by phase are illustrated in the following figures.



PROGRAM REVIEW ACTIVITIES BY PHASE AND RESPONSIBLE ENTITY		
ACTIVITY	PHASE	RESPONSIBLE ENTITY
Identify an APR Coordinator within the unit	PRE VISIT 1 (3 - 6 Months prior to review)	The Unit/Program being Reviewed
Suggest dates for the review	PRE VISIT 1	The Unit/Program being Reviewed
Prepare the self-study	PRE VISIT 1	The Unit/Program being Reviewed
Participate in the selection of programs to be reviewed	PRE VISIT 1	The Academic Dean
Meet with the faculty of the units involved to explain and discuss the review process and purpose	PRE VISIT 1	The Academic Dean
Identify specific issues to be addressed in the self-study	PRE VISIT 1	The Academic Dean
Conduct an orientation session for the program/unit being reviewed	PRE VISIT 1	Office of the Vice President for Academic Affairs
Develop the schedule for the review	PRE VISIT 2 (Two months prior to review)	The Unit/Program being Reviewed
In consultation with the appropriate chair and dean, recommend to the VPAA prospective APR team members	PRE VISIT 2	The APR Coordinator
Participate in selection of review team members	PRE VISIT 2	The Academic Dean
Review and evaluate the self-study	PRE VISIT 2	The Academic Dean
Provide specific questions to be posed to the review team	PRE VISIT 2	The Academic Dean
Appoint the review team	PRE VISIT 2	Office of the Vice President for Academic Affairs
Distribute the self-study as appropriate	PRE VISIT 3 (One month prior to review)	Office of the Vice President for Academic Affairs
Provide the review team with specific questions to be addressed in the review	PRE VISIT 3	Office of the Vice President for Academic Affairs
Make local arrangements and handle financial aspects of the review	PRE VISIT 3	Office of the Vice President for Academic Affairs
Members of the review team will examine the self-study report and questions posed for the review	PRE VISIT 3	Review Team
Assist the Office of the VPAA in arranging for the needs of the review team during the visit	REVIEW VISIT	The Unit/Program being Reviewed
Participate in the visit and the exit interview	REVIEW VISIT	The Academic Dean
The team will conduct the campus visit, which will include two exit interviews: one with the faculty of the appropriate unit, one with the appropriate dean and administrative representatives	REVIEW VISIT	Review Team
Shortly after the campus interview the team will provide a written report on the APR	POST VISIT PHASE 1 (First month after visit)	Review Team
Ensure that the review team report is reviewed within the unit	POST VISIT 2 (Second month after visit)	The APR Coordinator
Oversee the development of a unit response to the review team report	POST VISIT 2	The APR Coordinator
Review the team's final report	POST VISIT 2	The Academic Dean

IV. Guidelines for Preparation of the Self-Study Document

The guidelines for preparation of the self-study document presented here are intended specifically for units/programs that are not reviewed by external accrediting bodies. In such cases the APR will use the accreditation self-study information – incorporating it by reference. Only APR required information not contained in the accreditation self-study must be provided within the APR self-study document. The Office of the Provost and Vice President for Academic Affairs will assist the unit with analysis, reconciliation, and presentation of data to be included in the self-study document.

The purpose of these guidelines is to encourage reflection, analysis, and self-evaluation within the unit(s). It is not meant to constrain unit(s) in the presentation of the self-study information. Consequently, although all of the following items must be addressed in the self-study, additional relevant information may be included and necessary departure from the following format is welcome.

Main Body of the APR Self-Study Document

The main body of the APR self-study document should contain (explicitly or by reference to other appended documents) narrative on the following points relevant to the program(s) under review:

- **Mission of the Unit(s)**

Provide the mission statement(s). Explain how the program(s) under review relate to the mission statement(s) and how central they are to the mission of Bradley University. What are the faculty activities under this mission? What are the products of these activities and how are they measured (see Section I of the Departmental Report(s))? How do these activities relate to the program under review? Provide evidence of need for the program(s).

- **Program/Unit Objectives**

State the short and long-term objectives for the program(s) and the related unit(s). How have these changed in recent years? Are these objectives being achieved? If so, how? If not, why not? What is the vision for the program(s)/unit(s) ten years from now?

- **Quality of the Program(s)**

Provide evidence of the quality of the program relevant to similar programs at other institutions. Describe how the quality of the program is assessed on a regular basis and how this assessment mechanism is used to assure program quality. How is faculty instruction evaluated? Provide evidence of the quality of instruction supporting the program(s). Describe unique aspects and special strengths in the program(s). Also describe any weaknesses in the program(s). Explain how these weaknesses can be corrected.

Appendices to the APR Self-Study Document

The three most recent Departmental Annual Reports of the unit(s) with responsibility for the program under review should be appended to the APR self-study. Information in these reports that is useful in the APR self-study may be incorporated by reference. In particular, the Annual Reports contain information that characterizes the unit(s): mission, activities and products of these activities. The Annual Reports also contain short and long-term objectives (elements of planning), accomplishments,

obstacles to accomplishing objectives, and an assessment of the quality of the unit products. Annual Reports also contain information on the departmental assessment plans. Another source of information that may be useful in the short-term is the qualitative benchmarking done for the faculty salary initiative (although it is not necessary to include this as an appendix).

Additionally the appendices the APR self-study should contain:

- A description of the administration of the program(s). What is the administrative structure including committees with oversight?
- A list of all faculty members involved in the program(s) under review and their current vitae (The office of the Provost and VPAA will provide additional demographic information on this group of faculty members that will be included in the self-study document.) NOTE: A current salary analysis relative to comparison institutions used in the faculty salary initiative will also be done administratively, but this information will not be included in the self-study document.
- A current description of the relevant curricula including course descriptions etc. (catalog copy should be included)
- Program data and analysis including enrollment and instructional productivity, degree production, theses, etc. (the Office of the Provost and VPAA will assist with this) since the last APR (over the past three years for an initial APR)
- A compilation, covering the same period of time, of the research and creative productions of all faculty members involved in the program(s) under review
- A compilation, covering the same period of time, of the service activities and products of all faculty members involved in the program(s) under review
- A list of any unit level policies applicable to faculty and students involved in the program(s) under review
- A profile of students enrolled in the program(s) including demographic information over the same period of time (the Office of the Provost and VPAA will assist with this)
- The most recent unit and/or college strategic plans
- A listing of all support services relevant to the program(s) under review
- A description (including quantitative information as appropriate) of the facilities utilized by the program(s) under review and the related faculty (the Office of the Provost and VPAA will assist with this as necessary)
- NOTE: A budget analysis for the program(s)/unit(s) under review will also be done administratively, but this analysis and supporting budget data will not be included in the self-study document.

V. Guidelines for Review Team's Report

The review team report should address:

- the appropriateness of the program's goals and objectives. Are the program's goals and objectives consistent with those of the University? Are the goals and objectives appropriate for the external marketplace?
- the quality of (1) the program(s) – particularly the curricula, (2) the program administration, and (3) the students enrolled in the program(s)
- the quality and productivity of faculty teaching, research and creative production, and service
- the adequacy of the resources and support services available to the program(s)
- the appropriateness and effectiveness of evaluation and assessment procedures applied to the curricula, instruction, and student retention
- the self-study conclusions, especially those regarding program quality – strengths, weaknesses, etc.
- specific review team recommendations regarding the focus questions provided for the program(s) under review

The initial Report was submitted August 10, 2001. After receiving suggestions, the committee made further revisions. 22
The most recent versions of the instruments are attached.

REPORT OF THE SENATE AD HOC COMMITTEE
ON
EVALUATION OF ACADEMIC DEANS

Attached to this report are appendices 1 & 2. Appendices 1 & 2 are questionnaires which resulted from the efforts of this Committee over the Summer of 2001. The first appendix is the committee's recommendation as to the form and content of the annual questionnaire to the faculty of each college. The second is the committee's recommendation as to the form and content of the annual questionnaire directed to the executive committee of the college. The committee further recommends that the same questionnaires be used for both the questionnaire distributed to the faculty and executive committee each year and the third-year evaluation instrument. The committee recommends that, consistent with its secondary charge, it be re-constituted in the Fall of 2001 to address issues related to the process and timing of evaluation of academic deans which were not addressable during the short time frame allotted for the examination of the evaluation instruments.

CONSTITUTION:

The committee was constituted and charged as an ad-hoc committee of the Academic Senate. The members of the committee were appointed by the President of the Academic Senate and are:

Robert Davison Aviles
Joe Felder
Bill Hall
Phil Horvath, Chair
Jeff Huberman
John Schweitzer
Tom Stewart

CHARGE:

The charge to the committee was stated as:

"The committee has a primary and a secondary charge. The primary task of the committee is to (1) evaluate the current questionnaires, and suggested revisions thereof, employed in evaluating the Deans, and (2) Draft any suggested revisions for subsequent action by the Senate. The evaluation process begins in October, thus, the ideal timetable would be to have any suggested revisions in the questionnaires ready to be voted on by the October 18, 2001 meeting of the Senate.

The secondary charge of the committee is to consider and make recommendations on procedural issues. The committee is not charged with rethinking and restructuring the entire evaluation process. Rather, the Executive Committee recognizes that in the course of its efforts the ad hoc committee may become aware of procedural issues. The committee can, if it so chooses, examine and make recommendations on these issues. If such issues are numerous or of a fundamental nature, the committee can request authorization to conduct an in-depth study of the entire evaluation process. Such a study should be done during the 2001-2002 academic year."

MEETINGS:

The committee met as a whole on each Thursday from May 14, 2001 through June 28, 2001. Various sub-committees or action groups met as needed, which was frequently, between each weekly meeting. A record was kept of the general issues discussed in each meeting and the membership and assignments of each subcommittee/action group.

The process employed by the committee was that each group was assigned a task and the results of the tasks were discussed by the committee as a whole at each weekly meeting. The committee elected to report and move forward on the basis of consensus as opposed to open or secret ballot.

The initial Report was submitted August 10, 2001. After receiving suggestions, the committee made further revisions. 23
The most recent versions of the instruments are attached.

ACTIVITIES:

The major activities or tasks conducted by the committee were:

1. Representatives of the committee met with and had discussions with the President of the Academic Senate and the Provost regarding the purpose and use of the results gleaned through the application of the questionnaire.
2. Two subgroups of three and one subgroup of one searched their contacts, the internet and other sources for examples of questionnaires and best practices in place at other colleges and universities.
3. These subgroups reported their results and they were discussed in several meetings
4. Each subgroup developed their version of the general faculty questionnaire. These were presented and discussed at a regular committee meeting and revised and discussed again as appropriate.
5. Each subgroup developed their version of the executive committee questionnaire. Again, these were presented, discussed, revised, presented as appropriate.

DISCUSSIONS:

The discussions were open, very frank, and frequently creative. The discussions were consistently goal oriented with free and full participation. A variety of issues were treated at length. Among these were:

1. The knowledge and familiarity of the faculty and/or executive committees with various aspects of the activities normally expected of a dean.
2. Questionnaire length reflecting the trade off between extensive information and questionnaire response rates, yield.
3. The needs of the ultimate users of the questionnaire results.
4. The appropriate balance between forced answer and open-ended questions.
5. The nature of the requested response: ie., numerical Likert scale versus qualitative assessment
6. The nature of the responses in the sense of fact versus perception of both faculty and the executive committees.
7. Ability of the dean to influence responses and the propriety of secret assessments.
8. Halo, recency, and other effects.

The results of the discussions resulted in a consensus set of two instruments. The instruments would remain unchanged as to the annual and the third-year assessment in order to provide a consistent stream and identify patterns of assessments.

College: _____ Dean: _____ Academic Year: _____

<p>In the left-hand column record your degree of familiarity with the Dean's performance in the specified area, where 0 is No Knowledge and 5 is First-Hand Knowledge..... In the right-hand columns record your assessment of the Dean's performance by checking the appropriate box.</p>						
Knowledge 0 to 5	ASSESSMENT OF LEADERSHIP.	Outstanding	Above Expectation	Satisfactory	Below Expectation	Unsatis- factory
	1. Fosters an environment or culture that stimulates excellence in teaching					
	2. Fosters an environment or culture that stimulates scholarship					
	3. Fosters an environment or culture that stimulates service					
	4. Communicates with faculty					
	5. College advocate					
	6. Generates external support, strengthens ties with external constituencies and promotes the college locally and nationally					
Please comment on Leadership:						
Knowledge 0 to 5	ASSESSMENT OF GOVERNANCE.	Outstanding	Above Expectation	Satisfactory	Below Expectation	Unsatis- factory
	7. Allocating resources					
	8. Handling personnel issues, including tenure and promotion decisions					
	9. Using the committee and governance structure of the college					
	10. Conducting department chair elections					
	11. Holding College meetings with appropriate frequency					
Please comment on Governance:						

College: _____ Dean: _____ Academic Year: _____

QUESTIONS ON THE DEAN'S PERFORMANCE.

12. What are the Dean's strengths?

13. How can the Dean's performance be improved?

QUESTIONS ON THE STATE OF THE COLLEGE

14. Is the college developing in an appropriate direction and at an appropriate rate? If so, why? If not, why not?

15. What are the most important challenges facing the College?

SPACE FOR OPEN-ENDED COMMENTS

16. Other comments you may wish to make about the Dean and the College:

College: _____ Dean: _____ Academic Year: _____

In the left-hand column record your degree of familiarity with the Dean's performance in the specified area, where 0 is No Knowledge and 5 is First-Hand Knowledge.						
Knowledge 0 to 5	In the right-hand columns record your assessment of the Dean's performance and/or appropriate participation by checking the appropriate box.	Outstanding	Above Expectation	Satisfactory	Below Expectation	Unsatis- factory
	1. Planning and Developing Strategy					
Comment:						
	2. Development and Alumni Relations					
Comment:						
	3. Resource Management					
Comment:						
	4. Interest in Student Affairs					
Comment:						
	5. Curriculum Development					
Comment:						
	6. Faculty Development and Evaluation					
Comment:						
	7. Delegation of Authority					
Comment:						

College: _____ Dean: _____ Academic Year: _____

In the left-hand column record your degree of familiarity with the Dean's performance in the specified area, where 0 is No Knowledge and 5 is First-Hand Knowledge.						
Knowledge 0 to 5	In the right-hand columns record your assessment of the Dean's performance and/or participation by checking the appropriate box.	Outstanding	Above Expectation	Satisfactory	Below Expectation	Unsatis- factory
	8. Hiring, Promotions, and Dismissals					
Comment:						
	9. Relationships with Departments and Department Chairs					
Comment:						
	10. Communication Through Chairs to and from the Faculty					
Comment:						
	11. Conduct and Frequency of College Executive Committee Meetings					
Comment:						

College: _____ Dean: _____ Academic Year: _____

COMMENTS ON THE DEAN'S OVERALL PERFORMANCE:

COMMENTS ON THIS QUESTIONNAIRE

University Senate

Inter-Office Memo

To: Members of the University Senate
 From: Larry Aspin, President
 Date: 9/13/2001
 Re: Proposed Change in the Mid-term Grade Policy

In November of 1998 the University Senate adopted a revised mid-term grade policy. The intent was to provide feedback to all students on their academic progress in each course. Unfortunately the policy is not as successful as it could be. Many instructors are turning in mid-term grades of incomplete instead of letter grades, thus depriving students and their academic advisors of the desired feedback. While there are many reasons for the submission of so many incompletes, one reason is the submission date required by the current policy. The current policy requires "A report of the mid-term grades for all undergraduate students is prepared at the close of the seventh week of classes." Requiring grades be submitted at the close of the seventh week often does not allow sufficient time to grade midterm exams given at the end of the seventh week. Furthermore, some instructors give their mid-terms exams at the beginning of the eighth week. Such situations will often result in the instructor simply submitting a grade of incomplete.

The Provost's Council has suggested trying to reduce the number of incompletes by delaying the date for reporting mid-term grades. However, because the existing mid-term grade policy is written so specifically, the reporting date cannot be moved without University Senate approval. Rather than trying to improve the policy's implementation by putting yet another specific date in the Faculty Handbook, the following proposal gives the administration a small degree of discretion in setting the exact date. This discretion will allow for fine-tuning of the policy's implementation so as to minimize the number of incompletes and for adjusting the date in light of other considerations (e.g., when fall and spring are scheduled).

6. Mid-Term Grades. (Revised 11/19/98)

~~A report of the m~~Mid-term grades for all undergraduate students *are reported to the registrar shortly after the midpoint*~~is prepared at the close~~ of the ~~seventh week of classes~~ *fall and spring semesters. The registrar shall establish the exact date mid-term grades are due and provide*~~g~~Grade rosters ~~will be supplied~~ to faculty members about one week ~~prior~~ *previous* to ~~this~~~~ese~~ dates. 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.