

Members of both the 2001-2002 and 2002-2003 Senates are invited to the reception to be held immediately after the special meeting of the 2002-2003 Senate.

BRADLEY UNIVERSITY SENATE

AGENDA

EIGHTH REGULAR MEETING OF THE 2001-2002 SENATE

MAY 8, 2002

3:10 P.M.

STUDENT CENTER BALLROOM C

- I. Call to order
- II. Announcements
- III. Approval of Minutes
 - A. Seventh regular meeting of the 2001-2002 Session, April 18, 2002 ([pp. 3](#))
- 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 and Regulations
 1. Subcommittee on Curriculum
 - Military Science ([pp. 7](#))
 - Business Computer Systems ([pp. 8](#))
 - Finance ([pp. 9](#))
 - Multimedia ([pp.10](#))
 - Communication ([pp. 13](#))
 - Biology ([pp. 15](#))
 - Actuarial Science—Mathematics ([pp. 16](#))
 - Mathematics ([pp. 17](#))
 2. Executive Committee of the Graduate School
 - Executive Master of Business Administration ([pp. 18](#))
 3. General Education
 - Revision of the English Composition Category ([pp. 20](#))
 4. Academic Regulations and Degree Requirements
 - Academic Calendar for 2005-06 ([pp. 22](#))
 - Science 101 for BS requirement ([pp. 25](#))
 - Admission of non-degree-seeking undergraduate students ([pp. 26](#))
 - B. Annual Reports from Standing Committees
 - Admissions and Retention Committee ([pp. 27](#))
 - Affirmative Action Committee ([pp. 28](#))
 - Contractual Arrangements ([pp. 29](#))
 - Curriculum and Regulations ([pp. 30](#))
 - Honorary Degrees ([pp. 31](#))

Strategic Planning	(pp. 31)
Student Grievance	(pp. 32)
Tenure Promotion & Dismissal	(pp. 32)
University Resources	(pp. 33)

- VII. Unfinished Business
 - A. **Proposed Vision Statement** [\(pp. 35\)](#)
 - B. **Affirmative Action Committee proposed description of functions** [\(pp. 39\)](#)
 - C. **Proposed Faculty Handbook Headings** [\(pp. 40\)](#)
- VIII. Reports from Ad Hoc Committees
- IX. New Business
 - A. **Ratification of Appointments to General Education Subcommittee**
- X. Other Business
- XI. Adjournment

BRADLEY UNIVERSITY SENATE

SEVENTH REGULAR MEETING OF THE 2001-2002 SENATE
APRIL 18, 2002

I. Call to order

The meeting was called to order in Student Center Marty Theater at 3:15 p.m.

II. Announcements

The next regular meeting is study day, May 8, 2002. There will be a special meeting of the 2002-2003 Senate immediately after that meeting on May 8th, followed immediately by the end of year reception. Elections for Senators whose terms have expired should have been conducted by that meeting date.

The Contractual Arrangements Committee is holding two open forums on the draft policies for online courses, conflict of interest, conflict of commitment, and intellectual property: Tuesday, April 23, from 3 to 4:30 p.m. and Wednesday, April 24, from 9:00 to 10:30 a.m. Both of these will be held in the Wyckoff Room of the Library. Present plans of the Contractual Arrangements Committee are to present these to the Senate at the May meeting, revise after receiving input, and bring back for a vote in the fall.

Standing committee chairs owe a report to the Senate body on their activities for the year. Please submit that report by May 1st.

III. Approval of Minutes

The following corrections were made to the minutes. Under Section VI. A. 3, line 1, Rick Stallings should be Rick Stalling. Under Section VI. B, lines three and four, the sentence "Basically, two new categories were added to the non-discrimination statement creed and sexual orientation." Was changed to "Basically, four new categories were added to the non-discrimination statement creed, martial status, ethnicity, and sexual orientation." Also, under Section VI. A., line 11, the statement "Several people strongly urged the Senate not to pass the policy unless benefits were also extended to domestic partners." Was changed to "One person questioned whether the Senate should pass the policy without also extending benefits to domestic partners. Claire Etaugh moved to pass the amended minutes. Molly Cluskey 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

The bio- collaborative partnering efforts are continuing. An office has been provided by the ag-lab. A philanthropist has donated \$1,000,000 over three years to provide some start up funds for the organization. A venture capitalist, Arch Venture Capitalist has been selected to raise money locally to seed commercial and other types of projects.

A basketball coach was hired. The President gave his assurances that a very fair and unbiased process was followed in the hiring.

B. Provost Liberty

The drafts on policies for online courses, conflict of interest, conflict of commitment, and intellectual property are still in preliminary stages and thus the open forums seeking additional input are very important. These drafts are posted on the University Senate Web site for review.

Also a reminder was given that input is still being sought on the Call for Thoughts and Insights on Post Baccalaureate Education.

VI. Reports from Standing Committees

A. Affirmative Action Committee proposed description of functions (pp. 6).

BJ Lawence provided a brief summary of the proposed changes as outlined on page 6 and sought comments and input on this proposal. Fran Armmer asked for clarification on the reporting process of the affirmative action committee. According to the handbook, all standing committees should report semi-annually to the Senate. Also, Sandra Perry requested clarification of the description of the function of the committee. Additional thoughts and input are welcomed and should be directed toward the chair or any member of the committee. The revised description will be an action item at the May 8th meeting.

VII. Unfinished Business

A. Revised Equal Opportunity/Affirmative Action Policy Statement (page 8).

John Haverhals moved to accept the new statement found on page 7. Claire Etaugh seconded. Gary Anna addressed the Senate asking that the language "We also propose that the following statement be included in Chapter I, Part B, regarding Medical Insurance: At this time the University does not offer domestic partner benefits." Be replaced with "We also propose that the following statement be inserted at the beginning of the benefits section of the Handbook: II, B, 3., d. Benefits. No provision of this Handbook shall be construed as requiring the University to provide any benefit to or for any dependent or domestic partner of an employee unless expressly provided for in a University benefit plan or required by law." John

Haverhals accepted this as a friendly amendment. The motion carried.

B. Ad Hoc Committee on the Evaluation of Academic Deans (page 10).

Mary Jo Mays moved to accept the recommendation from the Ad Hoc Committee as indicated on pages 11-14. Howard Goldbaum seconded the motion. A spirited discussion took place. The motion did not carry. The Ad Hoc Committee was thanked and dismissed.

C. Revised University's Mission Statement (page 8).

Mary Jo Mays moved to approve the revised University Mission Statement as written on page 8. Joan Sattler seconded the motion. Sam Fan moved to change the second sentence under Mission from "Our graduates are prepared for life and professions in a changing world and they are able to cross academic, geographic, and cultural boundaries" to "Our graduates are prepared for life and professions in a changing world and they are unfettered by academic, geographic, and cultural boundaries." Zev Gorin seconded the motion. The motion to amend the Mission statement was defeated. The motion to accept the Mission Statement passed.

VIII. Reports from Ad Hoc Committees

There were no reports from Ad Hoc Committees.

IX. New Business

Proposed Faculty Handbook Headings & Demonstration of the PDF version. Sandra Perry, handbook editor, introduced students Sam Felder and Delf Scepanik. These two students demonstrated the new version of the handbook. The most important change is that the new version is now a PDF file. The suggested new headings are outlined on page 10. Since these involve changes to the handbook they are presented for informational purposes. Input or suggestions on these headings are sought and may be directed to Sandra Perry. The headings will be an action item for the May 8th meeting.

X. Other Business

There was no other business.

XI. Adjournment

The meeting was adjourned at 4:45 p.m.

Seventh Regular Meeting of the 2001-2002 Senate Attendance April 18, 2002

Faculty (Please Initial)

Martin Morris (Replacing Abou-Hanna, Jeries Spring 2002)		Fuessle, Bob		Leathers, Gay	JBY
Ahn, In Soo		Gardner, Lisa	LAG	Liu, Jiang-bo	JBL
Armmer, Fran	FA	Gehring, Janet	JG	Mays, Mary Jo	MJM
Aspin, Larry	LA	Goitein, Bernie	LG	Mehta, Paul	PM
Berry, Kevin	KB	Goldbaum, Howard	HG	Podlasek, Robert	RJP
Bhandari, Shyam	SB	Gorin, Zev	ZG	Prasad, Vinod	
Cheng, Hong		Greene, Mike	MG	Sattler, Ed	ES
Choi, Chang-Ok (Replacing Nina Collins, Spring 2002)	OC	Hansen, James		Skaggs, Jobie	JAS
Cluskey, Molly	MC	Harris, Tracy	TH	Stalling, Richard	RS
Craig, Martha	KB	Haverhals, John	JH	Sterling, Mary Jane	MS
Dare, Olatunji		Helenek, Henry		Tarzi, Shah	TS
DeJoyce, Mary Jo		Hill, Donna	DH	Templeton, Rosalyn	
Fan, Sam	FS	Jost, John	JJ	Webster, Allen	AW
Felder, Joe	FJ	Kimberlin, Kevin	KK	Williams, John	JW
Flannigan, Peggy	PF	Langley, William		Wolffe, Robert	
Flint, Edward	EF	Lawrence, B. J.	BL	Zietlow, David	DZ

Ex-Officio (Please Initial)

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

Students (Please Initial)

Mike Mantis	MM	Eric Bochtler	EB
Sara Ray	SR	Farai Kasambira	

DATE: April 30, 2002

TO: The University Senate

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.

Military Science cross-enrollment agreement between Bradley University and Illinois State University.

MILITARY SCIENCE

A cross-enrollment agreement between Illinois State University and Bradley makes training in the Army Reserve Officers Training Corps (AROTC) available to qualified Bradley students who desire to earn appointment as commissioned officers in the United States Army. The goal of the AROTC is to commission college graduates into the Active, National Guard, and Reserve components of the Army. Military science classes are conducted on Illinois State's campus. Military science classes are recorded on students' transcripts, and the grades received and semester hours of credit are counted as if they had been taken at Bradley.

Military Science students can receive financial aid through Federal Army ROTC scholarships, which are awarded for a four, three, or two-year period. Students compete at the national level for these scholarships. Each scholarship can pay up to \$16,000 towards tuition and fees each year, provide a book allowance of \$450 a year, and a tax free living allowance of \$200 a month, up to \$2,000 during the school year. Every ROTC advance course student (junior and senior ROTC students) receives the tax-free living allowance of \$200 per month during the school year.

Sequence: To complete the basic course a student must complete MS 101, 102, 112, 111 normally taken in that sequence over a four semester period. Exceptions are determined by law and may be discussed on an individual basis with the professor of Military Science at ISU. Entry into the advanced course requires successful completion of the basic course, basic camp or advanced placement and acceptance by the professor of Military Science. The advanced course must be completed over a four semester period, the usual sequence consisting of MS 220, 221, 240, 241.

101 Introduction to Leadership: Individual Effectiveness Introduction to leadership from perspective of the member of an effective organization. Self-enhancement skills such as time management techniques, problem solving and decision making processes, and health enrichment actions. *Offered each fall.*

102 Introduction to Leadership: Teamwork Basic leadership fundamentals, principles, and experiences. Relevant for all organizational leaders. Purpose is to examine how the individual organizational member and the team are affected by leaders and leadership decisions. *Offered each spring.*

111 Military Leadership: Officership Provides in-depth and critical assessment of the role, functions and traditions of U.S. commissioned officers. *Offered each spring.*

112 American Leadership: Tradition and Change Provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles. Group research projects designed to research, examine, and analyze leaders and leadership within community context. *Offered each fall.*

200 Leadership Laboratory Provides development by practical application of the student's leadership characteristics through progressive training in leadership, drill and command. Registration in AROTC Advanced Course Required. *Offered each semester.*

203 ROTC Basic Camp Provides instruction and practical application on basic military concepts of map reading, tactics, principles of instruction, drill and ceremony. Training is presented off campus at Fort Knox, Kentucky. Consent of instructor required. Pass/Fail only. Not open to students who have had MSC 101, 102, 111, and 112. *Offered each summer.*

220 Advanced Leadership and Tactics I Provides general knowledge and understanding of advanced leadership principles, small unit offensive operations, land navigation, and the operating systems. Consent of instructor required. *Offered each fall.*

221 Advanced Leadership and Tactics II Provides knowledge and understanding of advanced combat leadership techniques, small unit defensive operations, patrolling, and land navigation. Registration in AROTC and MSC 220 or consent of instructor required. *Offered each spring.*

240 Advanced Applied Leadership I Fundamental concepts of military justice; principles of court-martial and non-judicial punishment; staff principles and procedures in the Army organizational structure. Registration in AROTC Advanced Course or consent of instructor required. *Offered each fall.*

241 Advanced Applied Leadership II Introduction to professionalism and military professional responsibility. Provides students with a capstone experience in leadership studies before their transition to officership. Registration in AROTC Advanced Course or consent of instructor required. *Offered each spring.*

242 ROTC Advanced Camp Instruction and practical application in field training, demonstration of leadership capabilities, and leadership opportunities of problem analysis, decision making, and troop leading. Training is presented off campus near Seattle, Washington. Registration in AROTC Advanced Course required. Pass/Fail only. *Offered each summer.*

Foster College of Business Administration

Major Modification:

Business Computer Systems

Rationale: The change in the programming requirement of the BCS major is in response to industry demand. It also provides more selections in the programming requirement to the BCS majors. The new list of options provides six groups of programming courses. Each group maintains the department standard of requiring majors to take at least two courses in the same language.

[Material between the double lines was added to the report from C&R documentation]

CURRENT REQUIREMENTS

Departmental requirements for the business computer system majors are as follows:

Three of the following four courses:

CS 106 Introduction to Programming and Computer Science

CIS 121 Introduction to Data Structures

CIS 203 Data Processing with COBOL

CIS 377 Advanced COBOL Systems and Environments

BMA 272 Management Applications of Personal Computers

MODIFIED REQUIREMENTS

Department requirements for the business computer systems major are as follows:

Select one of the following options:

1. CIS 102, BMA/CIS 275 and CS 106
2. CIS 102, BMA/CIS 275 and CIS 203
3. CIS 102, CS 106 and CS 121
4. CS 106, CS 121 and CIS 203
5. CS 106, CIS 203 and CIS 377
6. CS 106, CS 121 and CS 500

BMA 272 Management Applications of Personal Computers

Course Modification:

BMA 478, Implementing Business Computer Systems, 3 s.h.

Course description: No change

Semester hours: No change

Prerequisites: *BMA 375*

Major Modification:

Finance

Rationale: The department wishes to delete MTH 116/122 as a major requirement, and add a new course, QM 260, as a requirement. The department feels that these changes in emphasis and added concepts will help students to read upper level texts and understand the concepts, tools and techniques required of finance majors.

Course Addition:

QM 260, Quantitative Methods in Finance, 3 s.h.

Rationale: This course will provide students with an understanding of how quantitative tools can be applied to important financial concepts. At the present time there is no course available to the students that focuses on the interaction between mathematical techniques and fundamental financial issues. Students will gain a more thorough appreciation of financial models and the manner in which they are used in both an academic framework as well as in a business setting. It will also provide a more solid foundation for subsequent finance courses taken at both the graduate and undergraduate levels and will sharpen students' job skills upon graduation.

Course Modifications:**FIN 327, Derivative Securities, 3 s.h.**

Course description: *Overview of options, futures, swaps, and related financial securities. Examination of exchanges, pricing issues, arbitrage, and trading strategies. Applications emphasize the use of derivative securities for managing financial risk.*

Semester hours: No change

Prerequisites: FIN 322, *QM 260*

FIN 425, Portfolio Theory & Management, 3 s.h.

Course description: No change

Semester hours: No change

Prerequisites: FIN 325, *QM 260*; *QM 263*

Additional Modifications and Additions for the College of Business:**Course Modification:****MTG 384, Sales Management 3 s.h.**

Course Description: No change

Semester hours: No change

Prerequisites: MTG 315, *MTG 304*

Course Additions:***IB 208, Business in Mexican Culture, 3 s.h.***

Rationale: The college has determined that two countries (Mexico and China) should be special emphases for the college's global expansion in the world areas outside of Europe. This course along with a parallel course on Business in Chinese Culture, is one of the key components of the new emphasis curriculum. The course will be offered to a limited number of students at the sophomore level with hopes that it will encourage them to pursue more advanced study abroad activities in their junior or senior year. Mexico was selected as a focus because of its growing economic importance as one of this country's top three trading partners as well as BU's current study abroad relationship with ITESM-Queretaro campus.

IB 204, Business in Chinese Culture, 3 s.h.

Rationale: This course, along with a parallel course on the Business in Mexican Culture, is one of the key components of the new emphasis curriculum in the college. The course will be offered to a limited number of students at the sophomore level with hopes that it will encourage them to pursue more advanced study abroad activities in their junior or senior year. China was selected as a focus because of its growing economic importance as one of the world's major centers for international trade and investment.

Slane College of Communications and Fine Arts**Major Modification:****Multimedia**

Rationale: Currently, multimedia major admissions process requires the applicant to complete three prerequisite courses earning at least a B in each, and to submit a portfolio for review. The department's observation along with reports from prospective students, parents, and admissions counselors have led them to conclude that a different process might result in the same standard of excellence in the student body while eliminating the period of uncertainty and confusion for first-year students. The revised program will continue to ensure high standards by mandating that students who wish to graduate with the multimedia major earn a grade of C or higher in each of the three courses considered as the multimedia core. A portfolio course will be added.

Proposed Changes in Admissions Procedures and Graduation Requirements for the Multimedia Major

- **Modify the paragraph entitled “Multimedia Major Admission Requirements.”**
- **Re-group the “Multimedia Core” courses into two sections: “Multimedia Core,” and “Other Multimedia Major Requirements.**
- **Require a grade of “C” or better in the three “Multimedia Core” courses.**
- **Add a new one-hour course (MM 426 “Multimedia Portfolio”) to the Multimedia Requirements.**

Comparison of Current and Modified Admission and Curriculum Listings

Current Admission Requirements for the Multimedia Major

1. Minimum 24 semester hours of University work with an overall GPA of 2.5 or better;
2. Grades of B or better in ART 105, MM 113, and MM 250.
3. In the semester after the two above requirements have been met, students submit a portfolio of representative works for faculty review for admission as a major. If unsuccessful, students may have one more opportunity to resubmit the portfolio for reconsideration in the next semester enrolled.

The Proposed Modifications will delete the above section from the catalog.

Admission decisions will be made in close coordination with the university's
Admissions office.

Current approved Multimedia Core Requirements

ART 105	Two-Dimensional Design, 3 hrs.
ART 205	Typographic Design, 3 hrs.
COM 204	Audio Production, 3 hrs.
COM 335	Introduction to Video: Field Production, 3 hrs.
COM 345	Photojournalism and Documentary Photography, 3 hrs.
MM 113	Introduction to Media Production, 3 hrs.
MM 213	Basic Multimedia Authoring, 4 hrs.
MM 250	Introduction to New Media Theory, 3 hrs.
MM 313	Intermediate Multimedia Authoring, 3 hrs.
MM 215	Introduction to Scripting Languages, 3 hrs.
MM 413	Advanced Multimedia Authoring, 3 hrs.
MM 450	Issues in New Media Theory, 3 hrs.
MM 365	Design for the World Wide Web, 3 hrs
MM 465	Advanced Web Design, 3 hrs.

Proposed listing of “Multimedia Core” and “Other Multimedia Major Requirements”

Multimedia Core (10 hours)

A grade of “C” or better is required in each of these courses for graduation as a Multimedia Major.

ART 205	Typographic Design, 3 hrs.
MM 213	Basic Multimedia Authoring, 4 hrs.
MM 250	Introduction to New Media Theory, 3 hrs.

Other Multimedia Major Requirements (34 hours)

ART 105	Two-Dimensional Design, 3 hrs.
COM 204	Audio Production, 3 hrs.
COM 335	Introduction to Video: Field Production, 3 hrs.
COM 345	Photojournalism and Documentary Photography, 3 hrs.
MM 113	Introduction to Media Production, 3 hrs.
MM 313	Intermediate Multimedia Authoring, 3 hrs.
MM 215	Introduction to Scripting Languages, 3 hrs.
MM 413	Advanced Multimedia Authoring, 3 hrs.
MM 450	Issues in New Media Theory, 3 hrs.
MM 365	Design for the World Wide Web, 3 hrs
MM 465	Advanced Web Design, 3 hrs.
MM 426	Multimedia Portfolio, 1 hr.

The final section of 12 hours of required courses, “Specialized” will remain unchanged.
 Thus the program requirements will increase by one hour, to total 56 hours.

Course Addition:

MM 426, Multimedia Portfolio, 1 s.h.

Rationale: It is in the best interests of graduating seniors in the multimedia program, as well as potential employers, that the students be required to create a multimedia portfolio during their senior year.

**Major and Minor Modification:
Communication**

Rationale: The overall rationale for the proposed modifications is to address inaccurate and redundant text and consistency of prerequisites in the University Catalog related to the department. The modifications will delete redundant statements, clarify confusing references, and clarify requirements for department minors.

**Proposed Changes in the Major Requirements - General Requirements
Section in the University Catalog**

Current Catalog Section	Proposed Changes in Bold
1. Students must earn a "C" or better in every core course	No change.
2. Students may not enroll in communication courses for which a core course is a prerequisite unless they have earned a C or better in the core course.	No change.
3. For graduation, all department majors must have a grade point average of 2.25 for all courses taken in the major and/or minor (including courses outside the department required for the major/minor).	Delete the word " minor " in the parenthetical phrase at the end of the statement.
4. All majors must have an overall grade point average of 2.0 to graduate.	Delete entirely.
5. Students interested in an internship, practicum, or independent study must complete a formal application. Consult the department office for specific requirements.	Delete entirely.
6. Upon approval, only 3 hours of internship credit may be applied to the major or minor.	Delete entirely.
7. Department majors and/or minors may not apply a course to more than one requirement.	Department majors and/or minors may not apply a course to more than one requirement. See the requirements for the minors.
8. With advisor approval, students may take up to 9 hours in nontraditional courses (CFA 302, COM 291, 391, 490, 494) and apply these 9 hours to a communication major or 3 hours to a minor.	Delete entirely.
9. Students may have only one concentration and one minor in the Department of Communication. The two cannot be in the same concentration.	No change.
10. Students not majoring in the department may complete two minors in the department.	No change.

Proposed Changes in the Course Requirements

Under Radio/Television Concentration:

Current statement	Proposed Change in Bold
COM 495 Communication Internshipmax. 6	COM 495 Communication Internshipmax. 3

Under Speech/Theatre Education Concentration (Speech) and Second Teaching Field:

Delete the entire two sections. (Paperwork has been initiated to drop this concentration from the department's offerings.)

Under Minor Requirements:

Current statement	Proposed Change in Bold
The Department of Communication offers two minors.	The Department of Communication offers two minors. Communication majors, who choose a Communication minor, must substitute courses for COM 101 and COM 200 with departmental approval.

Under Course Descriptions:

Delete COM 105 Business and Professional Speech and subsequent references to COM 105 in course prerequisites. (Paperwork relevant to the proposed changes has been initiated and submitted separately.)

Course Modifications:

COM 391, Topics in Communication 1-3 hrs. per sem.

Course description: No change

Semester hours: No change

Prerequisites: *Junior standing*

COM 494, Communication Expedition, 1-3 s.h.

Course description: *Students travel to observe professional communication and/or to engage in creative production making use of the resources of the particular location. Advanced study and/or experiences in communication settings. May be repeated under different topics for a maximum of 9 hours credit. Topics, destination, and prerequisites stated in current Schedule of Classes.*

Semester hours: No change

Prerequisites: No change

Course Deletion:**COM 105, Business and Professional Speech, 2 s.h.**

Rationale: This course is no longer required in any department's core curriculum or concentrations, and the department does not foresee a future need for the course. The last time the course was offered was fall, 1998.

College of Liberal Arts and Sciences

Major Modification:**Biology Department-BIO, BIOP, BIOT, ENSB**

Rationale: With the addition of new faculty members, the Biology Department has added one new course (BIO 420-already approved) and has reanimated a course that has not been taught regularly. As courses are added to the curriculum, it is appropriate for the department to update lists of distribution requirements to reflect the complete suite of courses available to students. The department wishes to upgrade the distribution lists to reflect the addition of two upper level courses, BIO 420, Ecosystems Ecology, and BIO 312, Developmental Biology, for students majoring in Biology (LASBIO), Biology Pre-professional (LASBIOP), Biology-Secondary teaching (LASBIOT) and in Environmental Science-Biology (LASENSB) programs.

Course Modifications:**CHM 362, Biochemistry I: Macromolecular Structure and Function, 3 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: CHM 351, *BIO 123*, and *BIO 124*

Course Deletion:**CHM 365, Cell and Molecular Biology, 3-4 s.h.**

Rationale: In the past, the course Cell and Molecular Biology was team taught by one biology and one chemistry faculty member and was offered under two course numbers, BIO 365 and CHM 365. In spring 2002, a series of curriculum changes proposed by the chemistry and biology departments were approved. One result of these changes is that the biology department now has sole responsibility for this course. Thus, the Cell and Molecular Biology should be offered only as BIO 365.

Course Addition:**ENG 130, Introduction to Native American Literatures, 3 s.h.**

Rationale: This course will bolster the English department's offerings in non-western literatures, ethnic literatures, multiculturalism, and Native American studies. This course will be available to students throughout the university. This course is an important addition to the English department's, the university's and the general education program's course offerings.

Course Modifications:**SOC 324, Sociology of Religion, 3 s.h.**

Course description: No change

Semester hours: No change

Prerequisites: No change

SOC 333, Sociology of Violence, 3 s.h.

Course description: *Analysis of violence as manifested in criminal behavior. Examines the concept of violence in terms of its basic nature, its sources in theoretical formulations, and its relationship to socially and culturally approved expressions of violence. Also analyses of the various reactions/responses to violence and violent crimes, including efforts at curtailing and/or preventing such violent expressions. This course takes a macro-sociological view, including the collective structural forces operating to produce violence in all its forms.*

Semester hours: No change

Prerequisites: No change

Major Modification:**Actuarial Science—Mathematics**

Rationale: The actuarial exams have changed since the ASM program was started. The numerical methods exam has been deleted. The ASM students will get more depth in courses specific to actuarial science and in operations research.

<i>Current Program</i>		<i>Difference</i>	<i>Proposed Program</i>	
<i>Courses</i>	<i>Hours</i>		<i>Courses</i>	<i>Hours</i>
Required courses			Required courses	
MTH 121,122,223,207	15	<i>No change</i>	MTH 121,122,223,207	15
MTH 325, 326, 427	9	<i>No change</i>	MTH 325, 326, 427	9
MTH 335	3	<i>Change</i>	MTH 335 (two different topics)	6
MTH 510	3	<i>Delete</i>		
IE 313 and MTH 511 or IE 314	6	<i>Change</i>	IME 313 and 314	6
CS,ATG,ECO,RMI,FIN	18	<i>No change</i>	CS,ATG,ECO,RMI,FIN	18
Additional hours			Additional hours	
At least one add'l MTH course #301-490	3	<i>Change</i>	At least 6 add'l MTH hours in courses #301 or above	6

Course Modifications:**MTH 122, Calculus II, 4 s.h.**

Course description: No change

Semester hours: No change

Prerequisite: Grade of C or better in MTH 119 or MTH 121 or its equivalent

MTH 190, Topics in Mathematics for Middle School Teachers, 3 s.h.

Course description: Topics for middle school math teachers: analytic geometry, problem solving, topics in calculus. For elementary education majors only. *May be repeated under different topics for a maximum of 6 hours credit.*

Semester hours: No change

Prerequisite: No change

MTH 406, *Elementary Topology*, 3 s.h.

Course description: No change

Semester hours: No change

Prerequisites: No change

Major Modification:**Mathematics**

Rationale: The changes are designed to give the students in the Mathematics program the opportunity to work closely with a faculty member on a project or problem chosen by the student in consultation with the faculty member. MTH 370 will be removed as a requirement and MTH 494 and MTH 495 will be added.

Course Additions:***MTH 494, Senior Project in Mathematics, I, 0 s.h.***

Rationale: This course is the first in a sequence of courses designed to give students an opportunity to work closely with a faculty member on a mathematics project of mutual interest; and to contribute to the NCA special emphasis on collaborative work between students and faculty.

MTH 495, Senior Project in Mathematics, II, 3 s.h.

Rationale: This course is a continuation of MTH 494. Designed for the reasons noted above in MTH 494.

/lp

From: Grabbe, Donna
Sent: Wednesday, April 24, 2002 1:20 PM
To: Aspin, Larry
Subject: Senate Memo.doc

May 1, 2002

To: University Senate

From: Conley Stutz, Interim Dean of the Graduate School
 Executive Committee of the Graduate Faculty

The Executive Committee of the Graduate Faculty and the Curriculum and Regulations Committee has reviewed and approved the following curriculum changes and respectfully requests the approval of the University Senate:

Course Addition:

MLS 633 Issues in Higher Education 3 hrs.

Covers both controversial and topical issues in higher education. Examination of the myriad of issues (sometimes changing daily) that occur in higher education, the challenges and opportunities facing higher education, and the nature and complexity of universities and higher education.

Program Modification:

Executive Master of Business Administration

Current Requirement:

Entrance requirements include an undergraduate degree, at least seven years of managerial experience, a personal interview, professional recommendations, and a demonstrated ability to accomplish graduate-level business coursework. Evaluation of students for admission is a very individualized process. A prospective student's background, work experience, career goals, and desire to succeed are considered in making an admission decision.

Proposed Requirement:

A baccalaureate degree is normally required; however in exceptional cases, candidates who do not have a baccalaureate degree may be admitted upon the recommendation of the EMBA Admissions Committee and approval by the Graduate School Dean and the Provost. In these rare cases, noteworthy professional experience, the candidate's ability to handle graduate-level study, and the ability to contribute to the academic experience of others in the class will be considered.

Managerial experience is required for all candidates; seven years of managerial experience is preferred. Entrance requirements also include a personal interview, professional recommendations, and a demonstrated ability to accomplish graduate-level business coursework. Evaluation of students for admission is a very individualized process. A prospective student's background, work experience, career goals, and desire to succeed are considered in making an admission decision.

DIFFERENCES BETWEEN CURRENT PROPOSED REQUIREMENTS:

The current and proposed requirements differ in two ways.

(1) With the proposed requirement, a baccalaureate degree is no longer absolutely essential for admission.

Rationale: Two current EMBA students were admitted into the first class without undergraduate degrees. These candidates had extensive managerial experience and, in the opinion of the EMBA Admissions Committee, could offer a significant contribution to the class. To date, these two students are performing at a high level.

Further, over 50% of the EMBA programs in the country allow students to enter without an undergraduate degree (source: EMBA Council). Typically, these schools indicate that an undergraduate degree is strongly preferred but that special circumstances will be considered. Some of the most prestigious EMBA programs in the country, including University of Illinois at Urbana and University of North Carolina at Chapel Hill, allow significant experience to compensate for an undergraduate degree.

(2) More flexibility has been added to the managerial experience requirement.

Rationale: Our experience from the first class shows that even though one candidate may have fewer years of experience than another, their experience may be more profound than someone with more years of experience.

April 30, 2002

To: University Senate
 From: General Education Sub-committee *jeh*
 Re: Revision of the English Composition Category

As part of our multi-year review of the General Education program, the Curriculum and Regulations Committee has approved the Sub-committee's revision of the description of the English Composition Category. There is no change in the academic requirement of six semester hours of composition.

ENGLISH COMPOSITION CATEGORY

- English Composition, 6 hours

The English composition category consists of two integrated parts focusing on the development of writing skills requisite for both academic and professional settings emphasizing the structured interrelationship of fundamental (100-level) and advanced composition (300-level).

The goals of the English Composition requirement are to educate students in the principles and processes of effective college-level writing (100-level) and to help students develop successful writing skills for the intellectual and rhetorical contexts of their major disciplines or professions (300-level courses). Students must complete ENG 101, or equivalent, and one 300-level writing course.

- English 100-level Writing Courses, 3 hours
 The objective of 100-level writing is to prepare students to communicate effectively during their academic careers. Consequently, students should be given an opportunity to acquire the diverse range of skills and techniques needed to meet the requirement of subsequent college courses. Specifically, 100-level writing prepares students to:
 - Write accurately, clearly and effectively;
 - Achieve competence in grammar, punctuation and mechanics;
 - Complete all stages of the writing process successfully;
 - Demonstrate competence in research techniques and documentation.

100-level Writing Courses:

ENG 101 English Composition
 CIV 111 and CIV 112 Unified Composition and Western Civilization I, II

- English 300-level Writing Courses, 3 hours
The upper-level component of the requirement builds upon the skills developed in 100-level writing and upon the intellectual development of students in their third and fourth year of study. The upper-level writing courses prepare students to:
 - Write for a variety of audiences and contexts for multiple purposes, including advanced intellectual and scholarly work;
 - Reinforce the skills of mechanics, usage, and grammar and research techniques developed in the 100-level writing requirement;
 - Develop sophisticated writing styles appropriate to upper-level undergraduate studies;
 - Refine abilities in critical thinking and writing.

300-level Writing Courses:

ENG 300 Expository Writing
 ENG 301 Argumentative Writing
 ENG 304 Research in Individual Discipline
 ENG 305 Technical Writing
 ENG 306 Business Communications

From: Hahn, Jerome
Sent: Tuesday, April 30, 2002 10:33 AM
To: Larry Aspin
Subject: OLD English

Larry,

The 'Original' document contains very little in the way of a description of the category. Most of the material is policy which has not changed. Our revision is directed at the goals and objectives of English Composition.

Jerry

March 29, 2002

TO: Stan Liberty

FROM: Claire Etaugh
Academic Regulations and
Degree Requirements Subcommittee

The Academic Regulations and Degree Requirements Subcommittee was asked to review the academic calendar for 2005-2006.

The Subcommittee has reviewed the calendar and unanimously approves it.

/pc

attachment

**ACADEMIC CALENDAR
2005 - 2006**

FIRST SEMESTER

August 15, Monday	Reporting date for faculty
August 20, Saturday	Residence halls open
August 24, Wednesday	Classes begin
October 8, Saturday	Fall Recess begins
October 12, Wednesday	Classes resume – 8:00 a.m.
November 23, Wednesday	Thanksgiving Recess begins (no classes)
November 28, Monday	Classes resume – 8:00 a.m.
December 6, Tuesday	Last day of classes
December 7, Wednesday	Study Day
December 8, Thursday	Final Examinations begin
December 14, Wednesday	Final Examinations end
December 17, Saturday	Commencement

JANUARY INTERIM

January 2, Monday	First day of classes Classes meet Monday – Saturday
January 16, Monday	Final Examinations will be held in the morning only.

SECOND SEMESTER

January 9, Monday	Reporting date for new faculty
January 15, Sunday	Residence halls open
January 18, Wednesday	Classes begin
March 11, Saturday	Spring Recess begins
March 20, Monday	Classes resume – 8:00 a.m.

SECOND SEMESTER, continued

May 2, Tuesday	Last day of classes
May 3, Wednesday	Study Day
May 4, Thursday	Final Examinations begin
May 10, Wednesday	Final Examinations end
May 13, Saturday	Commencement

SUMMER SESSIONS

May 15, Monday	Three-week Interim Classes begin
NO CLASSES on Memorial Day Holiday	
June 2, Friday	Three-week Interim ends
June 5, Monday	First Session – Classes begin
NO CLASSES on July 4 th Holiday	
July 7, Friday	First Session ends
July 11, Tuesday	Second Session – Classes begin
August 11, Friday	Second Session ends

April 8, 2002

TO: Stan Liberty
Chair, Curriculum and Regulations Committee

FROM: Claire Etaugh
Chair, Subcommittee on Academic Regulations and Degree Requirements

SUBJECT: Science 101

The Subcommittee unanimously recommends that Science 101 be approved as one of the courses meeting the requirements for a Bachelor of Science degree. The committee further recommends that this approval take effect immediately and in addition be retroactive to the first offering of the course.

enc.

/pc

SCI 101 Topics in Investigative Science for Educators 4 hrs. (Gen. Ed. FS)

Laboratory-based biological and physical science. Content developed along interdisciplinary themes. Course taught in an inquiry/investigative format and provides an introduction to investigative science applications in Pre K-12 classroom settings. Course may be repeated once under different topic. Prerequisite: 12 hours of college-level courses.

BRADLEY

UNIVERSITY

April 9, 2002

TO: Stan Liberty
Chair, Committee on Curriculum and Regulations

FROM: Claire Etaugh *Claire*
Chair, Subcommittee on Academic Regulations and Degree Requirements

Carla Montez has expressed concerns about Bradley's current admissions policies for non-degree seeking undergraduate students (sometimes referred to as unclassified students). Her letter and the current policy are attached. The specific concern is that some marginal students are being admitted, especially during summer sessions, because Bradley does not require documentation of their current academic standing. A survey of regional institutions somewhat comparable to Bradley (see attached) indicates a variety of policies. Some require documentation of academic standing; some do not. Some charge an application fee, while others don't.

After much careful deliberation, the subcommittee unanimously proposes the following recommendations regarding admission of non-degree-seeking undergraduate students:

1. Documentation of academic standing at the student's home institution should be required either by an official transcript or by a letter from the student's academic Dean at that institution verifying that the student is in good standing.
2. A modest application fee should be required, with the exact amount to be set by the Vice-President for Business Affairs in consultation with others.

attachments

/pc

OFFICE OF THE DEAN • COLLEGE OF LIBERAL ARTS AND SCIENCES
1501 WEST BRADLEY AVENUE • PEORIA, ILLINOIS 61625-0477 • (309) 677-2380 • FAX (309) 677-2815

Curriculum and Regulations passed the first recommendation, but not the second recommendation

MEMORANDUM

TO: UNIVERSITY SENATE
FROM: HERB KASUBE, CHAIR
ADMISSIONS AND RETENTION COMMITTEE
SUBJECT: ANNUAL REPORT
DATE: 5/1/02

The Admissions and Retention Committee (ARC) met periodically throughout the year. Provost Liberty attended one of our meetings and communicated the University's strong commitment to improving retention. He asked for ARC's assistance. It was suggested that alumni might be used in determining reasons that students choose not to return to Bradley University.

As a result, I met with Dr. Liberty, Alan Galsky, Scott Friedhoff and Lori Winters to draw up a plan by which Bradley University alumni would conduct a survey of students who chose not to return to Bradley.

ARC then drew up a set of potential survey questions, which were subsequently approved. On March 11, 2002, I attended a dinner meeting with Stan Liberty, Alan Galsky, Lori Winters and an eager group of Bradley alumni who will be making the first series of telephone calls.

Respectfully submitted,

Herbert E. Kasube, Chair
Admissions and Retention Committee

April 30, 2002

TO: University Senate
FROM: University Senate Affirmative Action Committee
RE: 2001-2002 Annual Committee Report

The Affirmative Action committee has focused on the role of diversity on the Bradley campus for the past three years. We have studied the issue of the recruitment, hiring and retention of a diverse faculty, the recruitment and retention of a more diverse student body and directions that the University is taking to insure that the role of diversity is addressed. The committee devoted its attention to several items this year:

- Nena Peplow, Bradley's Human Resource Director, met with the committee in December to present an overview of her department and her position with the recruitment and selection of the classified and professional staff positions.
- Dr. David Broski met with the committee in February to discuss his newly created Committee on Diversity and the role of the Affirmative Action committee with this organization. In order to avoid duplication of research and to improve communication between the two committees, Dr. Broski requested that a member of the Affirmative Action committee be selected to serve on the Diversity Committee. B. J. Lawrence was asked to serve.
- The committee function description found in Section 14 of the University Handbook was examined. The language was revised and presented to the University Senate for approval as a by-law change.

Respectively submitted,
Olantunji Dare
Abdalla Elbella
Pratima Gandhi
Bernard Goitein
Anne Herbert
Betty Jane Lawrence, Chair
Erica Pack (student representative)
Richard Stalling

April 29, 2002

To: The University Senate

From: Contractual Arrangements Committee

Re: Annual Report

The Contractual Arrangements Committee has met weekly during this academic year. A proposal to revise the Equal Opportunity/Affirmative Action Policy was sent to the Senate and was approved.

A proposal regarding On-Line Education may be introduced to the Senate on May 8. The Committee proposal on Intellectual Property and Technology may also be ready for consideration.

A conflict of interest/commitment draft was written, primarily patterned after the policy at the University of Illinois. Based on comments that were sent to the Committee and given at two recent open forums, the proposal needs major changes before it can be submitted to the Senate.

Respectfully submitted,

Joseph Emanuel
Lisa Gardner
Pratima Gandhi
John Haverhals, Chair
Steven Tippett

TO: Larry Aspin, President
University Senate

FROM: Stan Liberty, Chair
Senate Committee on Curriculum and Regulations

DATE: May 1, 2002

RE: Annual Report of the Senate Committee on Curriculum and Regulations

The Committee met numerous times throughout the academic year, and dealt with a large number of curricular matters as well as some policy issues that were forwarded to the University Senate. The committee considered modifications in major programs, minor programs and concentrations as well as a large quantity of course additions, deletions and modifications.

In General Education, The English Composition category description was revised. THE 141 was added to the fine arts category; FCS 301 was added to the science and technology category; SOC 300 was added to the non-western civilization category; FIN 220 was added to the social forces category; PSY 300 was added to the cultural diversity sub-category; SOC 315 was added to the social forces sub-category.

The Subcommittee on Academic Regulations and Degree Requirements presented a recommendation regarding admission of non-degree-seeking undergraduate students that was approved.

SRL:lv

TO: Larry Aspin, President
University Senate

FROM: S. R. Liberty, Chair
Senate Committee on Honorary Degrees

DATE: May 1, 2002

RE: Annual Report of the Senate Committee on Honorary Degrees

The committee has identified three candidates for honorary degrees this year and has also planned solicitation from the Bradley Community and constituencies for future prospective candidates.

SRL:lv

DATE: May 1, 2002

TO: Larry Aspin, President
University Senate

FROM: S. R. Liberty, Chair
University Strategic Planning Committee

RE: Annual Report of the University Strategic Planning Committee

The University Strategic Planning Committee met regularly throughout the 2001-02 academic year. The committee reviewed and made recommendations to the academic review process and schedule, and guided the process for developing the new mission and vision statements. The committee has also discussed aspects of post baccalaureate education planning.

/lp

Date: April 29, 2002

To: Larry Aspin, President of the University Senate

From: University Student Grievance Committee

Re: Annual Report

The University Student Grievance Committee met several times during the Spring 2002 semester. One grievance was filed, a hearing was held and the committee recommendation was forwarded to the Provost and Vice President for Academic Affairs.

Respectfully Submitted,

Kirsten Aslaksen
Burl George
Patty Hatfield, Chair
Stephanie Poland
Dawn Roberts
Mindy Sloan
Ali Zohoori

To: L. Aspin, Senate President

From: M. McAsey, Chair of Tenure, Promotion, and Dismissal Committee

Date: April 26, 2002

Subject: Annual Report

The University Tenure, Promotion, and Dismissal Committee received one request to review procedures in a TPD decision this year. The request was received at the end of January 2002 and the committee delivered its report to President Broski April 17, 2002.

Heather Fowler-Salamini
William Hall
Edward Kaizer
Michael McAsey, Chair
Sandra Perry

TO: Larry Aspin
 FROM: Committee on University Resources
 Shyam Bhandari
 Jeanie Bukowski
 Henry Helenek
 Allyn Kosenko
 Brian Huggins, Chair
 Mike McAsey
 DATE: 4/23/02
 RE: Report from the Committee on University Resources for 2001-2002

The Committee on University Resources met six times during the Fall 2001 semester and nine times during the Spring 2002 semester. Eight individuals were invited to these meetings to discuss a variety of resource issues. In the fall semester, the committee met with Pratima Gandhi, Stan Liberty, and Gary Anna. In the spring semester the committee met with Bill Engelbrecht, Bill Winn, David Broski, Dave Pardieck, Scott Friedhoff, and Gary Anna. The issues discussed are summarized below.

Fiscal Year 2001 Annual Financial Report: There was no dramatic change in the financial health of Bradley from the previous year with the institution remaining tuition driven.

Budget Planning for Fiscal Year 2002: There will be both merit and equity salary increments for Fiscal Year 2002. The merit increment will be similar to Fiscal Year 2001. The remaining equity adjustment will be done in two steps and not completed in Fiscal Year 2002. There will be significant increases in health insurance costs.

Building Plans: Olin will cost about 25% more than anticipated and the Constance Hall renovation was funded by a gift. In contrast, Bradley Hall renovation will be a long term effort taking up to 10 years to complete. It will likely be funded out of operating budgets. In addition, the need to temporarily relocate offices and classrooms during construction will be a major problem. Westlake Hall also needs renovation but there are no funds at this time to proceed. A new recreational facility is a high priority and will be costly. New construction will require donations since the institution has limited additional debt capacity.

Graduate School: The new institutional mission statement will give guidance to the planning relative to the graduate school and programs. The post-baccalaureate arena is a potential growth area for programs.

Advancement: Giving is down this year due to drop off in the market and the economic slow down. The costly projects are brick and mortar with the recreational facility a high priority. The next major campaign is several years off.

Endowment: The endowment is down from last year due to the drop in the market. The spending rate will be decreased a little this year but will not have a major impact on operating budgets.

Information, Resources, and Technology: About \$1 million is needed annually for faculty and staff computers as well as network equipment. Currently only faculty computers are replaced at a cost of about \$200,000 annually. In addition, the new Internet II initiative will have about a \$400,000 annual price tag. Looking ahead, new comprehensive software for administrative units will become necessary. The library collection is also an issue with subscription costs going up faster than inflation.

Financial Assistance: A main goal is to have a stable incoming class with an improving academic profile while keeping the discount rate at about 30%. Though this has been accomplished for the last few years, the discount rate could increase due to other initiatives.

Retention: Several components of retention can now be measured. Overall, there was a slight decrease from last academic year to this academic year. The improving student profile may improve the retention rate.

Date: 4/30/02

To: The University Senate

From: Larry Aspin, Chair of the University Senate Executive Committee

RE: Vision Statement

At the April meeting the University Senate adopted the revised Bradley University mission statement with the understanding that the vision component would be finalized and presented for action at the May meeting.

The University Senate's Strategic Planning Committee spent considerable time and effort developing the following vision statement:

Bradley University is committed to excel in all aspects of its mission. Already one of the best private comprehensive universities in the Midwest, Bradley will be one of the finest institutions of its type in the nation.

This draft of the vision statement was then posted on the Senate's main web page.

On April 26 members of the Bradley University Board of Trustees reviewed the adopted mission statement and the draft vision statement. There was strong support among the trustees to shorten the first sentence so the vision statement would read:

Bradley University is committed to excellence. Already one of the best private comprehensive universities in the Midwest, Bradley will be one of the finest institutions of its type in the nation.

The University Senate's Executive Committee is recommending the University Senate adopt the revised version of the vision statement.

The following two pages indicate the placement of the proposed vision statement (***bold italics***) in the now complete mission and vision statement, and the mission/vision statement's placement in the Faculty Handbook. You will note that in addition to replacing the current mission, vision, and core values sections (~~struckthrough~~), the heading is also being changed from "Bradley University Goals" to "Mission and Vision."

Placement of New Mission and Proposed Vision Statement

I University Government

A. Organization and Administration

.....

B. *Mission and Vision*

Founded by Lydia Moss Bradley in 1897, Bradley University is a private, independent university offering undergraduate, graduate and continuing education programs in the liberal and fine arts, the sciences, business administration, communications, education, engineering, and the health sciences. A residential campus of 6,000 students blends large school opportunities with a small school personality where there is a commitment to excellent teaching and personal attention to students. Bradley's comprehensive programs offer an effective integration of liberal education, professional preparation, and personal and social development.

Our Vision

Bradley University is committed to excellence. Already one of the best private comprehensive universities in the Midwest, Bradley will be one of the finest institutions of its type in the nation.

Our Mission

Bradley University is committed to nurturing the multifaceted development of students to enable them to become leaders, innovators, and productive members of society. Our graduates are prepared for life and professions in a changing world and they are able to cross academic, geographic, and cultural boundaries. A Bradley education is characterized by small classes, active learning, mentoring by highly qualified faculty, challenging academic programs, opportunities for study abroad, and numerous co-curricular activities.

We recruit, develop, and support faculty who are passionate educators and outstanding scholars whose research and creative contributions benefit society. We expect and reward pedagogy and scholarship of exceptional quality and influence.

A distinctive feature of Bradley University is our cohesive sense of community that unites faculty, students, and staff. Our tradition of collective responsibility is founded on a commitment to the values of academic freedom, civility, diversity, and respect for the individual. Our exemplary system of shared governance both represents and sustains our sense of community and fundamental values.

We promote and facilitate collaboration among all members of the University community. Students learn teamwork and leadership through group projects and collaborate with faculty on research and creative production. Likewise, faculty collaborate with colleagues across departmental, college, and institutional boundaries to elevate the quality and impact of their work. The University's strategic partnerships with business, cultural, and governmental institutions provide benefits to the community and society and create additional learning opportunities for students.

Sections Replaced by the New Mission and Proposed Vision Statement

I. University Government

A. Organization and Administration

.....

B. Bradley University Goals

~~Mission, Vision, & Core Commitments~~

~~The Mission~~

~~Bradley University is committed to excellence in teaching and learning. At Bradley, students, faculty and staff unite to create a dynamic academic community of the highest quality committed to the exploration of what is known and the discovery of what is not.~~

~~Our Vision of the Future~~

~~We will combine the best elements of Bradley University's past, its current strengths, and new carefully selected strategic initiatives to become the finest private comprehensive* university of its kind in the country.~~

~~In the Bradley of tomorrow, each student is a citizen of the world—well educated, possessing the intellectual curiosity to learn throughout life, and responsive to cultural and socioeconomic differences among people. Each student is actively engaged in research, professional life, or creative production in collaboration with faculty and involved in the intellectual and artistic life of the University.~~

~~Every faculty member is an excellent teacher, a principled professional, an empathetic and well prepared advisor to students, an outstanding scholar or an accomplished artist or performer, and is actively engaged in professional service. In support of the mission, staff place service, quality, and commitment first and foremost in everything they do. Each administrator leads by example and is a thoughtful, responsive representative of the campus community.~~

~~The combined efforts of students, faculty, staff, and administration make Bradley a special place with an exciting and dynamic learning environment. Curricular innovation is continuous, driven by intellectual curiosity, changes in technology, and new academic opportunities. Pervading the University is a willingness to be bold, to question what it does, and to journey down new paths that enrich the lives of everyone involved in the Bradley experience.~~

~~Our Core Commitments~~

~~Lydia Moss Bradley founded the University in 1897 with the goal of preparing students to lead productive and useful lives.~~

~~The academic community at Bradley University, in achieving that goal, is founded on and embodies many values. At both the undergraduate and graduate levels, among the most important of these is our belief in free and open inquiry and the inherent worth of the individual. Knowledge can only be expanded and truth discovered where members of the academic community are free to pursue their inquiries wherever evidence and argument lead them and to discuss the results of that pursuit. Further, that pursuit is most effective where the individual is~~

respected and responsible, where each person is the object and source of humane and civil behavior.

We believe students learn best and grow the most when they receive individual attention and when they have available a broad range of academic programs and co-curricular activities of the highest quality in a culturally rich and diverse environment. We are committed, in consequence, to remaining a medium-sized comprehensive university that offers academic breadth and depth and opportunities for both the intellectual and personal development of students, providing for them the very best formal and informal opportunities to learn about themselves and the world.

We believe that the most successful professional education and the most broadening liberal education are profoundly intertwined. Our students must be prepared to learn throughout their lives, launch and sustain careers, be effective citizens, and lead rich, fulfilling personal lives in a global and multicultural society. They must, therefore, have the advantage of curricula that develop fully the relationship between the personal and professional and between general competencies and special expertise. They must master both the theoretic and the applied, developing practical skills in combination with conceptual and analytic abilities. Just as importantly, students must have the advantage of academic and living experiences that enlarge their affective and aesthetic lives, their moral and ethical natures, and their capacity to function in and contribute to our global community.

We believe that an enterprise flourishes when all members participate and feel ownership. Therefore, we are committed to an evaluation and reward structure that facilitates and maintains the development of a dynamic learning community.

*Comprehensive University at Bradley University is defined as a Masters I institution according to new Carnegie classifications of universities.

AFFIRMATIVE ACTION MOTION FOR UNIVERSITY SENATE

The University Senate Affirmative Action committee has reviewed the committee description found in Section 14 of the University Handbook. The current language of the committee was dated and narrow in its depth of analysis of Bradley University's position on Affirmative Action. The committee moves that the original descriptive statement be deleted and replaced with the recommended proposal. The language in this statement will be consistent with that of the proposed Contractual Arrangements Committee motion currently before the Senate.

The description currently reads:

Section 14. The Committee on Affirmative Action.

1. The function of the Committee on Affirmative Action shall be:
 - a. To review, and where appropriate recommend revisions and additional policies or practices that protect individuals from discrimination because of race, sex, color, age, national origin, religion, or disability. Vietnam era veterans are also members of the protected class.
 - b. To receive periodic reports from administrative officers and University committees and groups involved in affirmative action policies and programs on the effectiveness and results of their activities.
 - c. To consult with and discuss its findings with appropriate individuals and groups.
 - d. To make reports periodically, but at least annually, along with recommendations to the University Senate and to the administrative officers involved in the implementation of affirmative action policies
 - e. To encourage and facilitate involvement of protected class members in the activities and opportunities of Bradley University consistent with the goals of the University.
2. The Committee shall be composed of nine members. Six members shall be appointed by the Executive Committee subject to approval by the Senate, one of whom, a Senate member, shall be designated as Chairperson. One member shall be appointed by the Provost and Vice President for Academic Affairs and one member by the Vice President for Business Affairs. One member shall be a student selected by the Student Senate. Appointments are for three-year renewable terms with staggered terminations.

The Affirmative Action committee recommends the statement be revised to read as follows:

The function of the Committee on Affirmative Action shall be to review and, where appropriate, recommend practices and policies for the purpose of (a) enhancing the diversity of the faculty and student body through recruitment, retention, and other appropriate strategies, and (b) protecting individuals from discrimination and harassment based on age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. The Committee shall make recommendations to the University Senate and to the administrative officers involved in the implementation of affirmative action policies. To accomplish its objectives, the Committee shall periodically solicit and review reports from administrative officers, University Senate, university committees, and others involved in diversity and affirmative action policies.

The Committee composition described in 14. 2. would not change.

Olatunji Dare
 Abdalla Elbella
 Pratima Gandhi
 Bernard Goitein
 Anne Herbert
 Betty Jane Lawrence, Chair
 Ericka Pack
 Richard Stalling

April 10, 2002

To: Larry Aspin, University Senate President

From: Sandra J. Perry, Faculty Handbook Editor

Re: Proposed titles for Handbook sections that currently have none

Rationale:

In preparing to change the Faculty Handbook from its current web format to a PDF format, it became apparent that some sections had no title, which interferes with the bookmark function of the PDF file, and results in an incomplete table of contents. The following proposed titles are intended to be descriptive of the respective sections so that the table of contents in the Handbook will be complete. Proposed additions to the Handbook are underlined.

I. E. Bradley University Senate Constitution

Article I-Preamble

- Section 1. University Senate Jurisdiction
- Section 2. Review of Senate Actions

Article II-University Senate

- Section 1. Membership

Article III-University Assembly

- Section 1. University Assembly Jurisdiction

Article IV-Faculties of the Colleges and Graduate School

- Section 1. Faculties as Legislative Bodies
- Section 2. Senate Review of Actions
- Section 3. Recommendations to Senate

Article VI-Elections

- Section 1. Timing of Elections for Senate Membership
- Section 2. Timing of Elections for Senate Officers and Members of Executive Committee
- Section 3. Election of Members of Standing Committees
- Section 4. Procedures for Elections by Committee on Elections
- Section 5. Procedures for Elections by Colleges

Article VII-Amendments

- Section 1. Proposal, Discussion, and Vote
- Section 2. Adoption of Amendments at Same Meeting

BRADLEY UNIVERSITY SENATE
AGENDA
SPECIAL MEETING OF THE 2002-2003 SENATE
MAY 8, 2002
STUDENT CENTER BALLROOM C

- I. Call to order

- II. Announcements

- III. Call for Items to be Added to the Agenda

- IV. Ratification of Members to Committee on Elections

- V. Election of Officers

- VI. Other Business

- VII. Adjournment

***Be sure to join members of the 2001-2002 and 2002-2003
Senates for the reception immediately after the meeting.***