

**Bradley University Senate**  
**Agenda**  
**Second Regular Meeting of the 2017-2018 Senate**  
3:10 p.m. - 5:00 p.m. October 19, 2017  
Michel Student Center – Marty Theater

**I. Call to Order**

**II. Announcements**

**III. Approval of Minutes**

- A. First Regular Meeting of the 2017-2018 University Senate, September 21, 2017.

**IV. Report from Student Body President David Jensen**

**VI. Reports from Standing Committees**

- A. University Strategic Planning Committee

See attached Strategic Plan

*Motion:* The Bradley University Senate approves the University Strategic Plan as submitted by the University Strategic Planning Committee.

**VII. Unfinished Business**

- A. *Motion:* The Bradley University Senate recommends the adoption of the Smoke Free Campus resolution as submitted by the Student Senate.

- B. *Motion:* Replace every occurrence of the phrase “Robertson Memorial Fieldhouse” in the Faculty Handbook by the phrase “Renaissance Coliseum.”

**VIII. Reports from Administrators**

- A. President Roberts

- B. Senior Vice President of Academic Affairs and Provost Zakahi

- C. Senior Vice President of Financial Affairs Anna

**IX. Adjournment**

## **Preamble**

The 2017-2022 Strategic Plan for Bradley University honors our past while creating a brighter, bolder, and more sustainable future.

The steps taken to create the plan are important, and they are outlined in Appendix C: Key Dates and Timeline. Most notably, Bradley worked with Keeling & Associates, LLC (K&A), a higher education consulting company, throughout the 2016-17 academic year to gather and analyze findings, generate planning themes, and facilitate a broadly inclusive strategic planning process that led to the University's creation of this strategic plan. The goals that emerged from this process speak directly to the vibrancy of this University, affirm our mission and values, providing direction and inspiration to the whole Bradley community.

We have articulated four overarching goals for 2017-2022:

1. We will prepare all students for immediate and sustained success.
2. We will offer and nurture rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs.
3. We will build and support a more diverse and inclusive university community.
4. We will enhance the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative/participatory/consultative processes.

The University Board of Trustees, administrators, faculty, staff, and students identified signature components of Bradley's identity, the strongest of which are (1) a personalized, caring, and rigorous learning environment characterized by deeply engaging and long-lasting relationships between students and their faculty and staff mentors; (2) our commitment to ever-deepening, collaborative relationships between and among administrators, faculty and staff to enhance our University's capacity for innovation and excellence; and (3) a commitment to serve as stewards of our local, regional, national, and international communities. These attributes distinguish Bradley; they, and the cultural and intellectual assets of our community, offer a solid and distinctive foundation upon which to envision our future. We believe that executing this plan will enhance our competitive advantages and challenge us in new and important ways.

The 2017-2022 Strategic Plan has been developed during a time of transition in the leadership of Bradley University. Our hope is that the spirit of unity, collaboration, and trust that fostered creativity and collaboration in the development of this plan continues as we execute the goals, objectives, and activities that will, together, build and bolster a new era of innovation, excellence, inclusion, and transparency.

The 2017-2022 Strategic Plan provides an opportunity to strengthen our sense of identity, unify our constituents and build trust, peel back layers of protectionism, simplify processes, and clarify decision-making practices. It will take commitment from all of us—administrators, faculty, staff, students, and the broader Bradley community—to cultivate the sense of ownership and collaboration required to deliver on the goals we've set for a stronger Bradley. Our plan begins with revised mission and vision statements, and includes detailed discussion of four strategic goals.

## **Mission**

Bradley University empowers students for immediate and sustained success in their personal and professional endeavors by combining professional preparation, liberal arts and sciences, and co-curricular experiences. In so doing, we embrace the generation, application, and interpretation of knowledge.

The mission statement, which articulates our fundamental purpose and our approach to achieving our vision, engages and calls for commitment and action from all members of the Bradley University community. A secure platform for the mission is our reliance upon the power of relationships—with administrators, faculty and staff, alumni, donors, and others—to support the holistic education and preparation of the student.

A competitive advantage of Bradley University—and something built into our DNA—is our success in pairing academic and co-curricular learning experiences to provide students with a deeply engaging, rigorous, and high-quality education. This is included deliberately in our mission statement, along with the acknowledgment that the liberal arts and sciences and professional preparation are interconnected, worthwhile, and significant avenues for lifelong intellectual vitality and career and personal success. The 2017-2022 Strategic Plan firmly aligns with our intention to integrate professional preparation, liberal arts and sciences, and co-curricular experiences to nurture an active life of the mind—at Bradley and beyond. Ultimately, we will succeed when Bradley alumni are enabled to have lives of purpose that are fortified by their experiences as Bradley students.

The second aspect of the mission statement reflects our aim to embrace the contributions of each of our colleges and units—generating, applying, and interpreting knowledge in order to facilitate learning experiences—for our students as well as the broader Bradley community—while advancing our respective fields of study through myriad forms of original and thought-provoking scholarship. In doing so, we provide students and other constituents tools for success in an increasingly knowledge-driven world.

## **Vision**

The leader in student engagement.

Incorporating input from constituents across the University, this vision statement captures our aspirations and ambitions for the long term—not only during the 2017-2022 planning period, but also beyond. Throughout Bradley's history, student engagement has been a core strength—one that extends and affirms learning. This is a consistent focus by administrators, faculty and staff, an aspect of our identity that distinguishes us from many other universities, and the single element of their Bradley education that is most appreciated by students. We are eager to build further upon this strength—not only further advancing the education and development of all students, but also ensuring that we can achieve the same results with non-traditional undergraduates, larger numbers of more diverse students, international students, and students in graduate, non-degree, and online learning programs. We are committed to providing greater access to programs, resources, services, and experiences that enhance learning and development.

While the words included in both statements were carefully chosen, we know that they are meaningless unless they become visible through action. Our mission and vision will guide decision-making, communications, reward systems, and resource allocation.

## **Core Values**

At the heart of Bradley University is a community built upon the valued relationships we find in each other as students, staff, faculty, administrators and alumni. At the core of these relationships are the values of student success, knowledge and discovery, inclusiveness and connectivity, and excellence.

### **Student Success**

We are a community that ensures student access to an individualized learning experience. This is characterized by broad opportunities for students to marry their passions and skills, by innovative academic programming, and by an exceptional level of engagement between students, staff and faculty, such that all students acquire the skills and dispositions essential to purposeful and productive living.

### **Knowledge and Discovery**

We are a community that prioritizes academic excellence by nurturing critical inquiry, research, creativity and technical skills development. We work collaboratively to engage learners in high-impact practices, in scholarship, and in leadership development opportunities in order to foster lives of purpose and advance a better world.

### **Inclusiveness and Connectivity**

We are a community that strives to contribute meaningfully to understanding and resolving the problems around us. By embracing servant leadership, purposeful civil discourse, and an inclusive identity whereby we understand that our differences are our strengths, we lend our passions and knowledge to build valued relationships with local, regional and global partners.

### **Excellence**

We are a dynamic community committed to the continuous pursuit of excellence. As individuals, as units and across campus, we welcome mutual accountability and are strengthened by our shared, collaborative efforts to ensure that we are each exceptional and passionate stewards of Bradley University.

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### **Goal #1: We will prepare all students for immediate and sustained success.**

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The strong sense of community and shared purpose of Bradley University has laid the foundation for personalized educational opportunities that prepare students for immediate and sustained success. We must also be vigilant in anticipating, responding to, and leading change in the structures, programs, and services that enable our students for success at Bradley and beyond, empowering them to live lives of purpose. This goal speaks to who we are as an institution, and calls upon us to collaborate with colleagues in new ways to create innovative and experiential learning experiences for the next generation of students, who are more diverse in educational background, social identity, and life experience than at any other time in our University's history.

While our sustainability as an institution has relied heavily upon enrollment and the affordability of a unique and valuable educational experience, we must renew and strengthen policies, processes, and practices that enhance student retention, persistence, and completion. Our brand in the educational marketplace, our alumni base, our financial health, our continued educational stewardship, and indeed our very institutional purpose rely upon how well we prepare our students for success at Bradley and beyond.

## Objectives

**1. Identify and respond to academic, financial, and co-curricular factors that contribute to student persistence and timely completion.**

Student retention is a critical success factor for us in the short-term, and we articulate this objective as a call to identify the variables that lead to student retention and completion, to implement both corrective and pioneering interventions, and to monitor our success in doing so.

**2. Enhance infrastructure for evidence-based student support services, advising, and academic and co-curricular programs that promote student success.**

We must strengthen and expand the synergies that exist between academic and co-curricular programs. We anticipate revisiting and tightening this objective once activities are clearer—both for this particular objective and the supporting objectives (such as those associated with institutional research and the identification of factors contributing to student success). We are confident that we have the building blocks to achieve this objective—our student support offices and staff are an under-celebrated strength of Bradley University.

**3. Identify and expand the use of high-impact practices that contribute to the immediate and sustained success of all students.**

High-impact practices are those that involve active and reflective learning, and they have been empirically shown to improve both retention and engagement. With the recent implementation of the Bradley Core Curriculum, we have already adopted high-impact practices—writing intensive courses and five additional high-impact practices gathered around the construct of experiential learning. Those five high-impact practices are: Capstone Courses & Projects, Study Abroad, Internships, Service Learning, and Undergraduate Research. This objective holds us accountable to enhancing existing practices while exploring additional opportunities to impact learning.

**4. Promote the use of best practices for effective teaching and learning.**

As an institution focused on student learning and success, Bradley's faculty take effective teaching seriously. It is a natural enhancement to our campus culture for us to encourage faculty development, promote the use of best practices for effective teaching and learning, and hold ourselves accountable for doing so more intentionally. While Bradley's Center for Teaching Excellence and Learning has been the main faculty resource for teaching best practices, evidence-based methods, and cutting-edge tools and technology, we can create even more avenues to encourage the development of courses that integrate high-impact practices and reward the use of evidence based techniques, including placing additional focus upon the scholarship of teaching and learning. Indeed, the scholarship of teaching and learning is an outgrowth of our mission—we are student focused, and we embrace the generation, application, and interpretation of knowledge.

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**Goal #2: Bradley University will offer and nurture rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs.**

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While Bradley already has a strong portfolio of academic programs, we have an opportunity to build on areas of strength (such as experiential learning), to remove obstacles to innovative programs (e.g., encouraging interdisciplinary programs and collaborations), and to deepen our capacities for facilitating learning (e.g., professional development for faculty, encouraging research in teaching and learning).

This goal strengthens our identity by capitalizing and improving upon our fundamental student-focus and our collaborative nature, as all of our programs rely upon a core curriculum that spans multiple colleges and receives support from multiple units. Our mission to empower student success falls short if our programs do not simultaneously stand the test of time and evolve to meet today's challenges. Moreover, messaging to prospective students, alumni, and other stakeholders often highlights our academic programs, so any enhancements made in our programs offer additional opportunities to communicate the value of a Bradley University education.

Bradley's roots are in undergraduate education, but there are vast opportunities to expand our reach through graduate programs, particularly via online delivery models. Exploring such programs that have high student and occupational demand will enable Bradley to address economic and workforce needs while empowering more students to succeed in fields for which they are intellectually curious and professionally passionate. Expanding our portfolio of graduate and professional program offerings will also attract productive scholars who will elevate our stature in the academic community and provide additional avenues for external funding and donor support.

### **Objectives**

**1. Engage all students in meaningful experiential learning activities.**

Experiential learning is a competitive advantage of Bradley University. This objective holds us accountable for ensuring that *all* students have opportunities for experiential learning. Our emphasis on experiential learning is realized in both academic and co-curricular settings.

**2. Enable the growth of interdisciplinary activities and programs at Bradley University.**

Interdisciplinary activities and programs are not new to Bradley University, but there are administrative barriers to the ease with which these efforts are managed by multiple departments and their faculty and staff. While we are aware of these barriers, we will need to better understand them and take steps to reduce their impact as we create new activities and programs. In so doing, we will better align our policies and practices to enable the growth of interdisciplinary pursuits.

**3. Explore opportunities to expand graduate program offerings.**

Given the successful initiation of online graduate programs in the College of Education and Health Sciences during the 2012-2017 planning cycle, we have great opportunities for economies of scale and implementation of institutional knowledge in additional online offerings. Upholding high standards for graduate courses and programs is necessary. Additionally, there are opportunities to revitalize and grow our traditional graduate offerings by taking an approach to their creation and administration that is more integrated and aligned with our institution's mission and vision.

**4. Support and enhance an informed and internationalized curriculum, opportunities to participate in global learning, and international academic experiences.**

Understanding and appreciating the complexity of a globalized world, and interacting effectively across physical and cultural boundaries constitute crucial components of student success. We need to build upon already significant global learning efforts across Colleges and disciplines, including the Global Scholars programs and the BCC Global Perspectives area of inquiry, in order to develop and support a more systematic approach to campus internationalization. It is also critical to capitalize on our successful faculty-led academic programs abroad, long-term study abroad, overseas internships, global partnerships, and international student recruitment can be strategically supported and expanded.

**5. Use data from program reviews and assessments of student learning for quality improvement across undergraduate and graduate academic programs, the Bradley Core Curriculum, and co-curricular experiences.**

While the delivery of our programs generates data that can be used in decision-making, we have not taken full advantage of the availability of data and analyzed it in coherent and meaningful ways. Improving our institutional, both curricular and co-curricular, research capacity (as outlined in Goal #4) will be a necessary first step.

**6. Increase funding and improve processes for faculty research and creative production.**

As our mission makes clear, we embrace the generation, application, and interpretation of knowledge. As we drive toward attainment of the first objective in Goal #4 – Develop a collaborative and transparent planning process led by a strategic outlook for all departments, programs, centers, units, and functions, it will be important to build mechanisms to encourage and reward faculty who produce both excellent classroom experiences and excellent research and creative production. Research and creative production that serves as an experiential learning opportunity for students should be encouraged.

**7. Develop facilities and technology master plans based on an assessment of program needs and market demands.**

In conjunction with campus program prioritization and market demands for Bradley graduates, campus master plans shall be developed that systematically and strategically pursue improvements to technology and facility infrastructure and capacity. We do not wish to predetermine the outcome of such assessment, but university leaders are aware of opportunities for prioritization in the health and natural sciences units, and we anticipate that assessments will provide information to guide the master plans accordingly. Master plans will encourage and support dynamic learning experiences and ensure reliability in campus support systems and operations; however, the planning process should not preclude making immediate changes that are deemed necessary for program success.

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**Goal #3: We will build and support a more diverse and inclusive university community.**

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Supporting a more diverse and inclusive university community is not only a modern-day imperative, it is fundamental to who we are as an institution. We see opportunities to foster, support, and sustain a more diverse and inclusive environment, in which we nurture empathy, dignity, appreciation, and shared learning for the differences and similarities that make us whole. These opportunities include international experiences and exposure, as well as concentrated efforts here at home. Our opportunities hold not only for students: we have also not realized our potential in terms of faculty and staff diversity and community outreach. We commit ourselves to structural, systemic, and sustainable change toward a broadly inclusive, equitable, and wholly nurturing campus that affirms acceptance and challenges ignorance.

The word “community” has a special meaning at Bradley, as conveyed in our values statement. As a guiding philosophy, a fundamental aspect of campus culture, and an approach to accomplishing our goal of greater diversity and inclusion, a strong sense of community is essential. It is a fundamental, defining characteristic of the University experience that all of our students, administrators, faculty, and staff value and deserve. Our relevance and success as an institution—indeed, our sustainability—depend upon our ability to create a welcoming

environment for all people. Our sense of community is a distinctive aspect of our identity that we can make even stronger.

## Objectives

**1. Establish faculty, staff, and student development structures and accountability mechanisms for awareness of differences, cultural competence, and skill building for inclusivity.**

It is vital that our constituents have the awareness, knowledge, and skills needed to be effective stewards of a culture of inclusion. While speakers and other events, coursework, student organizations, and the like support this objective, a more systematic way to educate all members of campus about diversity and inclusion is necessary. Diversity and inclusivity is a collective responsibility to which we are all accountable, and we realize that the acquisition of knowledge, skills, and behaviors is a lifelong endeavor that requires our support and understanding.

**2. Monitor the inclusivity within our university community and commit to a yearly area of focus for improvement.**

Anecdotal evidence, including feedback gathered as part of the strategic planning process, provides evidence that we have opportunities to increase the inclusivity of our campus. This objective compels us to gather data more systematically, such that we can dedicate time, effort, and resources to improvements.

**3. Explore ways to build relationships more deliberately and to bring our expertise to bear on social opportunities and problems in the Peoria area.**

Beyond a moral imperative to apply our knowledge in outreach activities, partnering with external community leaders to make the Peoria area a more attractive place for all people provides Bradley with several opportunities. Specifically, our faculty, staff, and students may find new avenues for research and creative production, deploy their talents in novel and developmental ways, and otherwise make the Peoria area a more inclusive community.

**4. Ensure resources are dedicated to engage and enable underrepresented groups to live, learn, and work at Bradley.**

As an initial step, an evaluation of resources that are currently supporting underrepresented groups is needed. In most cases, save for some clear examples (e.g., the Office of Diversity and Inclusion, Admissions Office outreach, Human Resources job posting requirements) resources that are directed to these efforts are not expressly earmarked for this purpose. Once we have a better understanding of the resources actually devoted to these efforts, we can begin the work of enhancing our ability to support the engagement of underrepresented groups and their ability to live, learn, and work at Bradley by earmarking resources specifically for these efforts.

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**Goal #4: We will enhance the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative/participatory/consultative processes.**

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In virtually all conversations and information gathering activities during the strategic planning process, it became clear that we must devote attention to our processes of decision-making and resource allocation—specifically, bolstering transparency, broadening sources of input within the Bradley community (especially those who might

be affected by decisions), and building greater trust. Indeed, the successful execution of many (if not all) of our goals relies upon taking those steps. In other words, this goal to improve our operational excellence is distinctive in that it enables the successful execution of all other goals and objectives across campus, at the university-level and within each unit, department, and program.

Bradley is at its best when collaboration and synergy guide our work, leveraging our intellectual and entrepreneurial assets to solve systemic problems, improve efficiency, and capitalize on opportunities for growth and innovation. Our processes for resource allocation and priority setting should empower all members of the university community to generate and pursue new ideas that advance our mission, pursue our vision, and affirm our values. This goal is not confined to financial decision-making; rather, we address resource allocation writ large. For instance, personnel time is a precious and finite resource that must be allocated and invested deliberately and wisely. It is the spirit of this goal that a review of our policies, procedures, and practices related to resource allocation will enable us to make decisions that both reflect and nurture a spirit of collaboration and innovation, align the deployment of resources with strategic priorities, and execute our work at levels of effectiveness and efficiency not yet seen at Bradley.

### **Objectives**

**1. Develop a collaborative and transparent planning process led by a strategic outlook for all academic and non-academic departments, programs, centers, units, and functions.**

While decision-making in many departments, programs, centers, units, and functions are often guided by strategic plans—those of the university, or those plans more specific to colleges, departments, and non-academic units—Bradley University has not been consistent or deliberate about communicating the resources available for strategic endeavors. Accordingly, leaders have not consistently been able to optimize the allocation of resources for the execution of strategic initiatives and expectations. This level of transparency and collaboration represents a significant operational change for Bradley, and it will require us to participate in process *creation* in the short term, in addition to execution. Doing so not only provides more information to stakeholders to aid in their decision-making responsibilities, but it enables our success in other objectives.

**2. Explore institutional research capability to support strategic initiatives.**

Another opportunity for growth is to enhance our ability to collect, warehouse, access, analyze, and utilize data that we already collect across units and departments at Bradley, as well as to identify and gather additional data that are essential to enable us to more effectively execute our mission and demonstrate accountability with resources. A centralized institutional research function may ultimately allow us to make more evidence-based decisions, and to deliver on multiple objectives in the current plan as noted throughout.

**3. Align fundraising campaigns with strategic needs.**

Our fundraising efforts have produced steady, consistent results in recent years. As we move into this strategic planning cycle, we are encouraged by the enthusiasm and generosity of our donors. An opportunity exists for us to better align our fundraising campaigns with strategic needs, certainly at the University level, but also within individual colleges and units as they build their plans for this strategic planning cycle.

**4. Review and improve mechanisms of shared governance annually to ensure its vitality and value for collaborative decision-making.**

During the current strategic planning cycle, shared governance has been examined more critically, and calls for more faculty and staff involvement and transparency are being heard. University Senate, the primary vehicle for collaborative decision-making, should continue to evolve, vehicles for involvement of other constituencies should be developed, and involvement in and expectations of university administrators should be clarified. Additionally, both improved channels and more frequent internal communication are needed to support staff and faculty's ability to engage with the institution.

**Conclusion**

As we look ahead to 2022, after making notable progress in all of our strategic objectives, we envision a University that has honored its legacy of student-focused, experiential learning while creating a more sustainable future through collaboration, innovation, and focus on meeting the needs of the Bradley community.

Accomplishing our goals—preparing students for immediate and sustained success, offering and nurturing rigorous, innovative, competitive, and engaging undergraduate and graduate academic programs, supporting a more diverse and inclusive community, and enhancing the acquisition, alignment, and allocation of resources with strategic goals using transparent and collaborative, participatory, and consultative processes—will bring us sustainability and predictability when higher education is being challenged by the changing characteristics and needs of students, new ways of learning, and greater competition.

Our core areas of student focus, collaboration, and stewardship surfaced at every stage of the process that led to this strategic plan. These offer a strong platform for success in our strategic endeavors. We must work together with resolve, dedication, and conviction to accomplish our goals.

**Appendices**

- A. Committee members**
- B. Committee Charge**
- C. Key Dates and Project Timeline**
- D. Comparative Research**
- E. Campus Survey Results**

**Bradley University**  
**Strategic Plan 2017-2022**  
**Appendix A: University Strategic Planning Committee Members**

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Below, find the University Strategic Planning Committee members at the time of the plan's draft completion in Spring 2017. More information on term expiration and selection criteria for each member, along with the current members of the committee can be found at: <http://www.bradley.edu/sites/strategicplan/committee/>

Walter Zakahi (Chair)  
Provost and Senior Vice President for Academic Affairs

Gary Anna  
Senior Vice President for Business Affairs

Justin Ball  
Vice President of Enrollment Management

Cindy Brubaker  
Department Chair and Associate Professor of Nursing

Jenna Dellaria  
Undergraduate student, Elementary Education & Learning Behavior Specialist I (ESL Endorsement)

Vijaya A Jessie Elepe  
Graduate student, Civil Engineering

Ahmad Fakheri (CEGT)  
Professor, Department of Mechanical Engineering

Jennifer Gruening Burge  
Director of Institutional Improvement

Alexander Hertich (CLAS)  
Department Chair, World Languages and Cultures  
Associate Professor of French

Jacob Heuser  
Vice President for Advancement

Dave Jensen  
Undergraduate Student, Management & Leadership-Human Resource Management

Christopher Jones  
Dean, College of Liberal Arts & Sciences

Chris Kasch (SCCFA)  
Associate Professor, Department of Communication

Tim Koeltzow (CLAS)  
Department Chair and Associate Professor of Psychology

Mike McAsey  
Professor, Department of Mathematics

Matthew O'Brien  
Associate Dean, Foster College of Business

Jennifer Robin (FCB)  
Associate Professor, Department of Management and Leadership

Andrew Strubhar (CEHS)  
Associate Professor, Department of Physical Therapy & Health Science

Nathan Thomas  
Vice President for Student Affairs

Mathew Timm  
President, University Senate  
Professor, Department of Mathematics

Paul Wayvon  
Instructor, Department of Accounting

**Ex Officio**

Janet Lange  
Interim Associate Vice President, Office of Marketing and Publications

Linda Pizzuti  
Assistant Provost for Academic Affairs

Communicated to the campus community at: <http://www.bradley.edu/sites/strategicplan/charge/>

The Bradley University Strategic Planning Committee (USPC, the Committee), led by Provost Walter Zakahi, includes faculty, staff, and students. From October 2016 through early Fall 2017, this standing Committee will convene regularly to:

1. Guide, monitor, and advance the strategic planning process
2. Work with and advise the consultants from Keeling & Associates (K&A) on any matters pertinent to that process, including methods, formats, and procedures for data collection, as well as contextual factors that might influence the process or the findings
3. Review, deliberate on, and respond to findings from all methods of data collection, including narratives from meetings and interviews and survey results
4. Conduct additional data gathering with University constituents, as determined in consultation with and supported by K&A
5. Work closely with the consultants to develop and revise iterative drafts of planning themes
6. Maintain regular and open communication with the campus community and University leadership regarding the strategic planning process and important findings and conclusions emerging from that process
7. Participate with University leadership and others as designated by the institution in a strategic planning retreat in late April 2017
8. Work with the consultants to refine goals and objectives that emerge from the retreat

Specific responsibilities of the USPC include:

- Provide guidance and counsel on agendas for campus visits by K&A, including review and revision of draft schedules. K&A will work with the Provost or his designees regarding logistics for campus visits and telephone interviews. K&A will meet in person with the USPC during campus visits and participate by phone or videoconference in other meetings of the Committee.
- Suggest individuals, standing or ad hoc groups, committees, councils, and organizations, including faculty, students, staff and administrators, and—if desired—alumni, parents, board members, and friends of the University with whom K&A should speak by phone and/or meet during the data gathering phase of the project (from Fall 2016 through March 2017).
- Determine the best ways and means of establishing and sustaining ongoing communication about the strategic planning process with the University community. This includes determining (1) the adequate and appropriate format and methods for announcing and publicizing strategic planning open forums, updates, and announcements; (2) the desired frequency of communications to the University community; (3) accountability for ensuring timely communications; and (4) processes for collecting and reviewing feedback from all strategic planning communications.
- Review, discuss, and comment on findings and themes generated throughout the information gathering phase of the project, and determine strategies and timing for review and discussion of those themes with the members of the University community.
- Participate in the strategic planning retreat with University leadership and others, as designated by Bradley, to reach consensus about the institution's overarching strategy, priorities, goals, and objectives

for the planning period. K&A will prepare and share a summary of major themes, areas of discussion, and conclusions of the retreat, including preliminary goals and objectives, for the USPC to review and refine. Throughout the process, members of the USPC, as liaisons to their constituent groups and colleagues in the University community, will communicate regularly about opportunities to participate in the planning process, emerging findings and themes, and outcomes. In addition, some members of the USPC may serve on the Implementation/Action Planning Group, which will convene during the final phase of the planning process, in Fall 2017, to develop the Implementation/Action Plan.

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While the University Strategic Planning Committee (USPC) charge projected a timeline, we felt it important to communicate thoroughly and gather as much information using as many vehicles as possible. Accordingly, the project timeline shifted to ensure we were not sacrificing effectiveness for efficiency.

Throughout the planning process, the USPC, listed in Appendix A (in addition to members who had rotated off the committee prior to the plan's writing), met most Fridays from 3:00-5:00 pm. Minutes and documents were shared with committee members who were unable to attend. Among other tasks, the committee guided the strategic planning process and advised K&A on their research, interviewed members of the Bradley University community, analyzed data and considered themes, drafted mission and vision statements, and communicated to the constituents in their college, department, or unit.

K&A was engaged in October 2016, upon a recommendation from the University Senate to help guide the next strategic planning process. Unless noted, the K&A team planned and facilitated many of the campus events in the timeline below.

**October 27-28, 2016: Keeling & Associates' Campus Visit #1**

In this visit, the K&A team held meetings with the Trustees, President, Provost, Administrative Council, Academic Council, Student Senate, and the USPC. They also conducted selected small group interviews in order to begin understanding the current state of affairs on Bradley's campus.

**November 28-30, 2016: Keeling & Associates' Campus Visit #2**

In this visit, the K&A team held individual and small group interviews with campus constituents and met with the USPC.

**January-March 2017: Meetings with Departments, Units, Centers, and Other Groups**

The USPC (along with support from University Senators where required) met with small groups to gather information about perceptions of Bradley's identity and imperatives to be included in the strategic plan.

**February 2-3: Keeling & Associates' Campus Visit #3**

In this visit, the K&A team held open forums with staff, deans, and faculty, assembled idea walls in the student center, and met with the USPC.

**February 27-March 10: Campus-wide Survey Open**

Informed by themes discovered in small group meetings, the survey's purpose was to gather information from the entire Bradley University community while confirming themes and gathering targeted information about priorities and identity. Results from the survey appear in Appendix E.

**March 21-22: Keeling & Associates' Campus Visit #4**

In this visit, the K&A team reviewed findings and planning themes with the Provost, Leadership Team, and USPC.

**April 4: Campus-Wide Communication**

K&A's findings and key themes made available to the campus on the USPC website. Documents posted included summaries from idea walls, campus interviews, a summary of key themes, and the survey report.

**April 24-25: Strategic Planning Retreat**

Facilitated by K&A, a retreat was held in order to determine strategic plan goals and objectives, and to begin thinking toward implementation and execution by listing potential activities in support of each objective. A comparative research report with competitive data from selected institutions was shared with participants of the retreat.

**May-July 2017: Draft and Revise Strategic Plan**

Final activities to support each objective are not included in this version of the plan, pending the USPC's return in Fall 2017.

**August x 2017: Presentation of Initial Strategic Plan to the Board of Trustees**

**Fall 2017: Strategic Planning Committee resumes work**

The USPC's priority will be to generate and finalize activities to support each objective in the strategic plan.

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In the Spring of 2016, Bradley University Student Senate placed on its ballot a referendum regarding the Bradley University campus going smoke-free. The referendum passed with 78% of the votes (1,249 of 1,595). During the course of the Fall 2016 semester the Student Senate reviewed the feasibility of the referendum and proposes the following no-smoking regulations for Bradley University's campus.

The proposal is modeled after the Smoke-Free Campus Act (110 ILCS 64 et seq.) effective within public institutions of higher education July 1, 2015.

### **Bradley University Smoke Free Campus**

Smoking is prohibited on the campus of Bradley University.

The promotion of smoking and tobacco products through campus organizations and activities is prohibited, as well as the advertising of tobacco products through campus media.

**Campus** means all property, indoors and outdoors, including buildings, grounds, parking lots, and vehicles that are owned or operated by Bradley University. This includes, but is not limited to, all academic buildings, all residence halls, all fraternity and sorority houses, etc. and all grounds on which these permanent structures may sit. This also includes all streets, sidewalks, driveways, loading docks, and parking lots owned and operated by the University.

**Smoking** means smoking, burning, inhaling, or exhaling of any kind of lighted pipe, cigar, cigarette, hookah, marijuana, herbs, e-cigarette or other lighted smoking equipment.

Any product that has been approved or otherwise certified for legal sale by the United States Food and Drug Administration for tobacco use cessation or other medical purposes and is being marketed and sold solely for that approved purpose is permitted.

Smoking of tobacco products is permitted when traveling in a private vehicle through campus or parked on campus; provided that all windows remain closed and provided that tobacco smoke is not released when exiting from the vehicle.

The implementation of this policy will depend primarily on the cooperation of all faculty, staff, students, and visitors. University community members are urged to comply with this policy and encourage others to comply, in order to promote a healthier environment. Initial compliance efforts will be focused on informing all members of the community and campus visitors of the new policy and providing signage in appropriate places on campus.

If a member of the campus community observes an individual violating the University policy that member may respectfully request the individual stop and inform the individual of the policy.

The Smoke Free Campus policy is in effect 24/7 and as a result smoking is not permitted on campus (see the above referenced areas) at any time.

Policy modeled after:

- Smoke-Free Campus Act - <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3575&ChapterID=18>
- Illinois State University, Smoke and Tobacco Free Campus Policy - <http://policy.illinoisstate.edu/health-safety/5-1-7.shtml>
- Eastern Illinois University, Tobacco Free Campus - <http://castle.eiu.edu/auditing/171.php>

**Bradley University Senate**  
**Minutes**  
**First Regular Meeting of the 2017-2018 Senate**  
3:10 p.m. - 5:00 p.m. September 21, 2017  
Michel Student Center – Ballroom A

**I. Call to Order**

The meeting was called to order by Senate President at 3:10 PM.

**II. Announcements**

1. Senate President welcomes everyone to the 2017-2018 Senate Year.
2. The Senate webpages are being updated, additional changes to roster and committee memberships needs to be forwarded to complete the updates. Thanks to those who have helped with the Senate webpages updates.
3. Over the summer, the Senate President continued his meetings with the Board, except for executive sessions, the President, and the Provost. He also attended a couple of the President's Administrative Council and plans to attend more if schedule permits. The message the Board is hearing at the Board meetings from campus representatives is the same message we are hearing at these Senate meetings.
4. The website changes continue. The individuals involved in that process appear to understand that those portions of the website which pertain to the curriculum are the purview of the Faculty. There has been increased consultation between academic departments and those in charge of these changes. If a department has issues with new content on their website, there is a process for requesting changes. If you are not aware of what the process is, contact the Senate President who will provide the details.
5. Senate Exec will be asking several of the Senate Committees to review their charges and other relevant Handbook language. Contractual Arrangements is likely to have another busy year.
6. The draft Strategic Plan that will be presented later in the meeting. The draft is being presented to this body at this time in order to solicit input. Thanks to Jennifer Robin for all the time she spent over the summer writing.

**III. Approval of Minutes**

- A. Eighth Regular Meeting of the 2016-2017 University Senate, May 4, 2016.  
Senator Sattler made a motion to approve the minutes. The motion was seconded by Senator Bukowski. The motion was called to vote and was unanimously approved.
- B. Special Meeting of the 2016-2017 University Senate, May 4, 2016.  
Senator Sattler made a motion to approve the minutes. The motion was seconded by Senator Banning. The motion was called to vote and was unanimously approved.

**IV. Reports from Administrators**

- A. President Roberts  
No major issues: The new academic year is off to a good start. There has been no

major issues that possibly could have happened given the large freshmen class and a building going off-line.

New building: The new building is underway. We are as close on schedule as we can be. We expect the building to be done on time.

Enrollment/Retention: The third week enrollment numbers show that there has been 1265 new freshman, 245 new transfer, 687 online graduate students, and 508 on the ground graduate students. On the ground graduate enrollment is down compared to last year, when it was 699 students. The admissions number of Fall '18 is already coming up strong, but the target class size is lower than that for Fall '17. The retention rate this year is 86.6% which is lower than the 87.2% we had last year.

Student success center: Is up and running and is having a huge response from the students. The demand is great and faculty have helped out as well. The budget for the center may have to be increased.

Financial situation: The financial situation is healthy. The audit for the last fiscal year reveals a deficit of \$185,000, against the projected deficit of \$3,000,000. Auxiliary, including athletics, outperformed beyond expectations. We got a one time bump from the change in the post-retirement medical benefit. Most of the faculty have elected to have an extra 2% in their 403B accounts. Going forward new hires would not have the option of electing for post-retirement medical benefits. This resulted in a saving of over a million dollars in our operating budget. The deficit for the coming year will be around three million dollars. We refinanced 45 million dollars in debt. That will be result in savings in debt servicing costs. After fiscal year 2019, we will have a small surplus and beyond that we ought to have seven figure surpluses.

Resources committee: Steven Kerr is the new Chair, and we are looking forward to interacting and working with that committee.

Associate VP for Marketing and Communications: Ms. Renee Richardson starts on September 25<sup>th</sup>. I am excited about her coming on board and join our team.

New leadership structure: This was talked about at great length at the end of the summer assembly. It is very close to getting finalized. This new leadership structure and the strategic plan sync and will facilitate the realization of the objective of the strategic plan.

Long-term perspective: I will be turning my attention to more long-term issues soon. In a year or two, we will start a new capital campaign, that goes along with the strategic plan.

Questions and Answers:

- Senator Leach: Can you clarify a few of the acronyms?
  - Discount rate: This reflects how much of our revenues goes towards financial aid. The incoming discount rate for the incoming freshmen is just over 50%, but the overall discount rate is around 35-36%.
  - Retention rate: the retention rate reflects the freshmen to sophomore retention rate.
  - EAB: Educational advisory board
  - SSC: Student success collaborative

B. Senior Vice President of Academic Affairs and Provost Zakahi

New Academic Year: Welcome back everyone. Thank you for everything you do. I am glad to be back and I have really enjoyed my first year. I am looking forward to a great year.

Baker Hall transition: Linda Pizzutti should take the bows for the success of the transition. Credit is due to Molly Cluskey and the Associate Deans for taking charge and addressing a whole host of issues.

Salary Initiative: Those of you who received a letter would see a larger check in October. Working with the Dean, a small group of faculty who are working at exceptional levels have been identified. The salary of this group of 21, 10 men and 11 women, has been increased to 120% of their discipline's CUPA average.

Strategic Plan: The process we went through last year was remarkably open, transparent and participatory. Jennifer Robin graciously took part of her summer to draft the plan. It was shared with the University Strategic Planning committee. There is a sub-committee that is nearing completion of the values which will be presented to the full committee shortly. Then we will have a final version of the document. The draft Jennifer composed was based on the feedback and collected documents.

Wifi: Compared to last year, it has improved in some of the buildings on campus. Efforts are afoot to improve it in all the buildings.

CTEL: It is moving to the Library. It is being moved so that it can be emphasized that professional development is valued.

EAB: this is an early alert system. There will be a variety of training opportunity for faculty and departments to participate in.

#### Questions and Answers

- Senator Goitein: Will the changes in the administrative structure be aligned and included in the strategic plan?  
Provost Zakahi: It is important that what we do be aligned with the strategic plan, but we should also be careful about the level of specificity that should be included in the plan.
- Senator Leach: CTEL is being moved, what about the Office of Sponsored Programs?  
Provost Zakahi: The Office of Sponsored Programs will remain in the Kaufman building.

#### C. Senior Vice President of Financial Affairs Anna

Financial situation: When the bonds were refinanced, it was a public issue and include a lot of financial information that are available at the website of the Controller's office under financial information. The cash from operations from last year was 13.7 million. The cash position on May 31 exceeded 33 million. This will change as we proceed with the building project. There was healthy demand for our refinances, and the issues were subscribed two to four times. The endowment at the time of issue was 299 million, was 305 million at the end of last month, 55% of which is unrestricted. There is no issue about Bradley's viability and sustainability when the liquidity is taken into consideration. No money has been advanced from the endowment to operations as loan. During the summer we did not exercise any line of credit that are available. With the resolution of Illinois budget, we received our share

of the MAP grants. The five year profoma statements, includes a debt of 50 million, are receiving some careful considerations. As far as health insurance is concerned there is no premium increases. This is the fourth year that we have no premium increase.

#### Questions and Answers

- Senator Lamoureux: What is the endowment growth strategy?  
VP Anna: We continue to be a diversified fund. We are sensitive to liquidity within the endowment. We have good liquidity. About 2/3 of the endowment can be liquidated within 30 to 60 days. We don't want or expect to go there. We have no political constrains about the construction of our endowment. We have no local managers. Our managers are selected through a process that involves consultation with the Board. Our returns through the middle of June was 12.8%.
- Senator Sinha: As far as our medical insurance is concerned we are self-insured. Is that correct?  
VP Anna: We are self-insured but if expenses were to be over 350,000 then the University has coverage for that.

#### **V. Report form Student Body President Dave Jensen**

The school year has been off to a good start. The homecoming and family weekend was exciting. Only good things have been heard. The elections for the student body went seamlessly. We had a MAP grant thank you reception. There was a good student show up. We are looking at the discussion and implementation of the smoke free campus.

#### **VI. Reports from Standing Committees**

##### A. Resources Committee -- Stephen Kerr

Senator Blair's motion to allow Stephen Kerr was seconded by Senator Bosma. The motion was called to vote and the motion passed. **Please see attached powerpoints for a summary of Kerr's presentation.**

##### Question & Answer

- Senator Carty: You seem to imply that you feel like there suddenly is a rosy outlook that wasn't there. Where is this financial safety that you suddenly see that we did not have in just a year past coming from?  
Stephen Kerr: I don't think there is a remarkable change in the balance sheet but there has been changes that are very positive. There is an effort to create a budgeting process that fits with the strategic plan. Resources will be allocated based on what we are doing. I did not have a good sense about that before. There was a crisis before, and we could not have done this before, but now there is a positive atmosphere, and we are looking at ways to build out of there.
- Senator Lamoureux: Sometime the committee has to deliver the bad news. If the committee is not getting all the information or enough time to do its work, it should inform the Senate accordingly.  
Stephen Kerr: While I am a team player, I am independent minded. I support what you are saying and if need be, I will inform the Senate accordingly.

##### B. University Strategic Planning Committee

A draft of the Strategic Plan is attached.

The following Senators participated in asking questions, providing comments and feedback: Senators Bukowski, Leach, Lamoureux, Herman, and Glassmeyer. Senator Robin, Senate President Timm, Dean Bakken, President Roberts and Provost Zakahi also participated.

## **VII. Unfinished Business**

## **VIII. New Business**

### **A. Ratification of Appointments to Standing Committees**

#### **1. Requiring Approval of the Senate**

##### **a. Affirmative Action Committee**

Jaqueline Henderson, Tanya Marcum

A motion was made and called to vote. The motion carried.

##### **b. Elections**

Andy Kelley, Eden Blair

A motion was made and called to vote. The motion carried.

##### **b. Subcommittee on Core Curriculum**

Dean Campbell (CLAS), David Zeitlow (CEGT)

Tricia Dahlquist (Provost)

A motion was made and called to vote. The motion carried.

##### **C. Subcommittee on Core Practices**

Jean Marie Grant (EHS), Krishnand Maillacheruvu (CEGT)

Fran Armmer (Provost), Norris Chase (Student Affairs)

A motion was made and called to vote. The motion carried.

### **B. Committee appointments requiring “recommendation” by Senate Exec**

#### **2. Admissions and Retention**

Vince Showers (FCB), Fred Tayyari (CEGT), Eric Stabenau (CLAS)

### **C. Informational only - other additions to committees**

#### **1. Affirmative Action**

Nena Peplow (VP Business Affairs), Molly Cluskey (Provost)

#### **2. Continuing Education**

Keith Johnson (CLAS)

#### **3. Curriculum and Regulations**

Patricia Nugent (CEHS), Dave Quigg (CLAS),

Mohammed Rizwan (Graduate Student)

#### **4. Faculty Grievance**

Ted Flemming, Jennifer Barajas, Kelly Roos (Elected by Faculty)

5. Honorary Degrees  
Jeff Huberman, Jeff Bakken
6. Retirement Advisory  
Kristi McQuade, Nena Peplow (Senate Exec)
7. Sabbatical Leave  
Anthony Adams (CFA), Liz Crawford (CLAS)
8. Strategic Planning  
Chris Jones Akers (Deans), Tim Koeltzow (CLAS), Ahmad Fakeri(CEGT), David Jensen (Student Senate), Amy Scott (President), Sai Akhil Datla (Graduate Student), Stephen Kerr (Resources)
9. Student Grievance
  
10. Tenure, Promotion, and Dismissal  
Jackie Hogan, Craig Curtis, Melissa Peterson (Elected by the Faculty)
11. University Resources  
William Funkhouser, Stephen Kerr, (Senate Exec)  
Pratima Ghandi (VP Business Affairs)
12. Subcommittee on Curriculum  
B.J. Lawrence (CFA), Mike McAsey (CLAS)

D. From Student Senate: Smoke Free Campus Resolution

VP of Student Affairs Nathan Thomas made a motion to consider the resolution regarding a Smoke Free campus. The motion was seconded by Senator Banning. Student Body President Dave Jensen started of the discussion. Senators Leach, Lamoureux, and Senate President Timm participated in the discussion. Senator Lamoureux made a motion to send the resolution back to Senate Exec Committee for further consideration. Senator Reyer seconded the motion. After a discussion that included VP Thomas, Senators Bukowski, Glassmeyer, Sinha, Johnson, Fakheri, Lamoureux, Erickson, and Provost Zakahi, the motion was called to a vote. The motion failed. Given paucity of time, the debate on the issue was postponed to the next meeting.

E. Other New Business

Faculty handbook editor Senator Malinowski makes a motion to replace ‘Robertson Memorial Fieldhouse’ by ‘Renaissance Coliseum’ in the faculty handbook. The motion is seconded by Senator Lamoureux. Dean Radson mention that there are references to the Fieldhouse that may not be applicable anymore. By just changing the label, we may be agreeing to all those activities that may or may not be relevant. VP Anna mentions that some portions of the handbook are for FYI could just eliminated. As per tradition, the vote on this issue was postponed to the next meeting.

## **IX. Adjournment**

The meeting was adjourned.



**Bradley University Senate  
2017-2018**

**September 21, 2017 First Regular Meeting**

**Faculty (please initial)**

Alvin, Chris	CLAS	CAW	Goitein, Bernie	FCB	PA	Palakeel, Thomas	CLAS	TP
Blair, Eden	FCB	EB	Hanke, Eran	CEHS	EH	Podlasek, Bob	CCET	
Banning, Stephen	SCCFA	SB	Hatfield, Patty	FCB	PH	Portocarrero, Melvy	CLAS	
Rachel Borton	CEHS	RB	Heinemann, Steve	SCCFA		Reyer, Julie	CCET	SK
Bosma, Wayne	CLAS	WB	Herman, Tony	CEHS		Robin, Jennifer	FCB	
Brammeier, Heather	SCCFA		Johnson, Celia	CLAS	oef	Roos, Kelly	CCET	
Bruns, Laura	SCCFA	LB	Kelley, Andrew	CLAS	AF	Shastry, Prashad	CCET	
Bukowski, Jeanie	CLAS	JB	Kelly, Joe	CEHS		Sinha, Amit	FCB	
Carty, Tom	CLAS	TC	Kimberlin, Kevin	CLAS	KKK	Smith, Dan	SCCFA	
Cisneros, Aldolpho	CLAS	ASC	Krishnamoorthi, K.	CCET		Stern, Travis	SCCFA	TWS
Drake, Teresa	CEHS	TD	Lamoureux, Ed	SCCFA	ed	Stover, Naomi	CLAS	
Elbella, Abdalla	CCET		Leach, Darcy	CLAS	DL	Timm, Mathew	CLAS	
Erickson, Deb	CEHS	de	Lukowiak, Twila	CEHS		Weaver, Priscella	CEHS	
Fakheri, Ahmad	CCET	AF	McQuade, Kristi	CLAS		Williams, Chris	CLAS	
Frazier, Meg	Lib	mf	Muncy, Jim	FCB	jm	Williams, John	CLAS	
Glassmeyer, Danielle	CLAS	DG	Nugent, Patty	CEHS	PN	Yoo, John Jung-Woon	CCET	
Gobeyn, Mark	CLAS	mg	O'Brien, Kevin	FCB	KOB	Wagoner, A. Jay	SCCFA	AW
KERR, STEPHEN	FCB	SK	Martin, Morris	CCET	MM			

(FOR BILL BAILEY)

**Ex-officio (please initial)**

**Students (please initial)**

Akers	Lex		Kindler	Andy	KB	Student Body President	Dave Jensen	DJ
Anna	Gary	GA	Malinowski	Olek	AO	Graduate		
Bakken	Jeffrey	JB	McAsey	Mike	MM	Undergraduate		
Galik	Barbar		Radson	Darrell	DR	Undergraduate		
Gorman	Zach	ZG	Roberts	Gary	GR			
Galik	Barbara		Sattler	Joan	JS			
Heuser	Jake		Skaggs	Jobie	JK			
Huberman	Jeffery	HJ	Thomas	Nathan	NT			
Jones	Chris	CJ	Zakahi	Walter	WZ			



