



**Bradley University Senate
Second Regular Meeting of the 2018-2019 Senate**

3:10 p.m. – 5:00 p.m., October 18, 2018
Michel Student Center, Ballroom A



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. Alongside our dedication to students, we embrace the generation, application and interpretation of knowledge.

Agenda

- I. **Call to Order**
- II. **Announcements**
- III. **Approval of Minutes**
[First Regular Meeting of 2018-2019 Senate Minutes, Sep. 20, 2018](#)
- IV. **Reports from Administrators**
 - A. President Roberts
 - B. Senior Vice President of Academic Affairs and Provost Zakahi
- V. **Report from Student Body President Mikki Tran**
- VI. [Consent Agenda](#)
- VII. **Unfinished Business**
 - i. **Joint Appointments Policy - March 6, 2017**
The contractual arrangement committee drafted in 16-17 academic year

Recommended placement

Part II Faculty,

B. Faculty Appointment Status

1. Appointments

Appointments to the faculty of Bradley University are made on one of the following bases:

- a) Full-time position(s) eligible for tenure.

Procedures and criteria for appointment, evaluation, tenure, promotion, and dismissal are found in the other sections of this chapter of the Faculty Handbook.

1) Academic Ranks

Lecturer

....

...

2) Probationary Appointments

- a) Probationary appointments may be for one year, or for other stated periods, subject to renewal. The total period of full-time service prior to the acquisition of continuous tenure will not exceed seven years. No person shall lose or gain any tenure rights on a part-time appointment or while on leave of absence.

.....

3) Joint appointments

[Faculty members holding a joint appointment will have responsibilities in multiple units, but one academic department must be designated as primary. Prior to offering a joint appointment, all units must agree upon a strategy for assigning the faculty member's office location\(s\), research space\(s\) \(if applicable\), and workload \(teaching, research, and service expectations within all units\), the](#)

proportionate funding strategy for faculty development activities, the assignment of indirect cost sharing, and a process for conducting annual evaluations and making tenure and promotion decisions. The Provost and Senior Vice President for Academic Affairs must approve the written plan prior to offering the first contract associated with the joint appointment. If changes need to be made to the agreement, the faculty member, the chair(s), and the Dean(s) must agree upon the changes and the Provost and Senior Vice President for Academic Affairs must approve the revised plan. Whenever a new chair(s), dean(s), or Provost is selected, any standing agreement(s) remain(s) in effect unless changed by mutual agreement of all parties.

ii. ARB Language for the Handbook.

Recommended placement

I. UNIVERSITY GOVERNMENT

E. Bradley University Senate Constitution.

ARTICLE V - COMMITTEES

.....
17. Strategic Planning Committee

1. The function of the Strategic Planning Committee shall be:

.....
18. Academic Review Board

1. The function of the Academic Review Board shall be to:

a. Make decisions, and report said decisions to the Provost, in following three areas:

i. Reinstatement of undergraduate students who have been academically dismissed from the University.

ii. Waivers of University graduation requirements on a case by case basis.

iii. Academic Forgiveness Policy.

b. Meet to review student petitions as needed to meet academic deadlines for reinstatement and graduation.

c. Summarize and report petition trends and committee decisions to the Provost.

2. The membership and roles of the ARB committee members shall consist of the following:

a. Two tenured faculty members from each academic college appointed by the Dean and 1 representative from the Division of Student Affairs appointed by the Provost in consultation with the Vice President for Student Affairs to serve a term of 3 years renewable. Terms should be staggered to ensure continuity on the committee.

- b. Ex Officio nonvoting members: Associate Provost, an associate Dean selected in consultation with the Council of Deans
- c. Committee members elect the Chair from the faculty members of the committee to a term of 3 years renewable.
 - i. The Chair receives petitions, calls committee meetings, documents and stores committee minutes and committee decisions, and keeps student forms and meeting dates current on the Registrar's web page.

3. Appeals of decisions of the Committee rendered under 1, above, are made to the Provost. If, upon appeal, the Provost rejects a decision of the Committee, the reasons for doing so will be reported to Committee. At the request of the Committee, the Provost will meet with the Committee to explain the reasons for overriding its decision. Thereafter the Provost will notify the petitioner of the decision.

iii. Handbook Changes - (attached) The Tenure, Promotion and Dismissal Committee

Starting on page 85 Revision 2.15a – April 19, 2018

f. Tenure and Promotion Decisions at Bradley

1) Tenure

The probationary period provides a period during which a department reviews the performance of a faculty member in terms of its established criteria. When a faculty member is appointed to a tenure-track position, the department judges this individual to possess the potential to attain tenure and promotion. Each year through the annual review process, the department assesses the faculty member's progress toward achieving this goal. The annual review provides a formal statement regarding the faculty member's professional performance. Accordingly, these evaluations shall be discussed in a timely manner with each faculty member. Therefore, all faculty know on a yearly basis whether they are making progress toward tenure. Each positive annual review strengthens the presumption that this faculty member will be granted tenure.

The probationary period is six years. During a faculty member's sixth year, the Department makes a decision on tenure, based on the total of all present voting members.

Abstentions should be rarely used during the Tenure and Promotion process at the departmental level as they make an evaluation of the faculty member's progress toward tenure difficult. Although an abstention does not have an effect on the outcome of the vote, abstentions without justification may be negatively interpreted as a dissenting vote. Therefore, justification of the abstention(s) is to be included in the documentation supporting the review and decisions of tenure and or promotion.

The criteria used to evaluate the faculty member are:

.....

3. Tenure, Promotion, and Dismissal Committee Operating Procedures

- m. The Committee shall submit in writing its recommendations concerning the case to the President and to the faculty member. ~~The Committee shall request a written statement from the President regarding a rejection of its recommendations.~~ If the President chooses to reject the Committee's recommendations, the President shall provide the Committee with a statement detailing the reasons for rejecting the recommendations.
- n. While the President will normally defer to the primary authority of the departmental committee in tenure, promotion and renewal decisions, the President will have greater discretion in cases when there are closely split votes, when there are procedural issues or questions concerning the adherence to the tenure and promotion guidelines as set out in a departmental or college tenure and promotion policy or in the Faculty Handbook, or when there is evidence of serious misconduct by a faculty member.
- o. When discrimination on grounds of race, color, age, religion, sex, or national origin is alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.
- p. Every reasonable effort will be made to conclude the Committee's proceedings and to make a recommendation to the President within 45 days after the matter has been formally submitted to the committee. This time period shall not include University holidays and times when the faculty are not under contract, such as during the summer.

iv. Item from Affirmative Action

<https://www.bradley.edu/legal/nondiscrimination/>

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

Handbook changes

Page 4 Revision 2.15a – April 19, 2018

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Page 27

(b) protecting individuals from discrimination and harassment based on age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status.

Page 93

11) When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, ~~nationality~~national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the petitioner may consult with the Equal Employment Opportunity/Affirmative Action Office;

Page 96

n. When discrimination on grounds of ~~race~~age, color, ~~age, creed, disability, ethnicity, marital status, national origin, race,~~ religion, sex, sexual orientation, gender identity and expression or ~~national origin~~veteran status is formally alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.

Page 98

A student non-academic grievance refers to a case when a student claims practices which deny or restrict his/her access to or participation in course offerings; sexual harassment, ~~racial discrimination~~ and/or any violation of the University Non-Discrimination Policy, or any other act by a University faculty member that ~~is derogatory or discriminatory in nature~~ violates the University Non-Discrimination Policy

Page 104

(2) governing policies on making appointments without prejudice with respect to ~~race, sex, religion, or national origin~~age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status, the allegation will be given consideration.

VIII. **Bradley's Future, Demographics and Retention Challenges and their impact going forward (President's email of Oct 2, 2018, attached)**

IX. **New Business**

X. **Adjournment**

CONSENT AGENDA

A. SENATE COMMITTEE ON CURRICULUM AND REGULATIONS

No Report

From: Affirmative Action Committee (contact: Ollie Nanyes)
To: Mathew Timm, President of the University Senate
Date: April 10, 2018
Re: Proposals for changing language in the Faculty Handbook

The Affirmative Action Committee recommends that the following changes be made to the Faculty Handbook. In each case, the change is to make the Handbook language consistent with the University Non-Discrimination Policy which reads as follows:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

<https://www.bradley.edu/legal/nondiscrimination/>

The committee is following recommendations from Human Resources, the University attorneys and, in one case, the University President (the change on page 92).

The recommended changes are as follows:

(page 4)

I. University Government

C. Bradley University General Equal Opportunity/Affirmative Action Policy Statement.

The paragraph beginning with Bradley University is committed to....

Should be changed to read:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

The change: “sex” has been added (it does not currently appear) and “gender” has been dropped as “gender identity and expression” covers “gender”.

(page 25)

E. Bradley University Senate Constitution

Article V—Committees

1. Standing Committees of the University Senate

...14 The Committee on Affirmative Action

The part of Section (b) which starts with “protecting individuals from...” and ends with “veteran status”

Should be changed to read:

“protecting individuals from discrimination and harassment based on age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity

and expression or veteran status. “

The change: the list of classes now adds “gender identity and expression” and the order of classes is now consistent with the official University Non Discrimination Statement.

(page 92)

II. Faculty

E. Due Process (pp. 89 ff)

1. Faculty Grievance Committee Operating Procedures

..e. Procedures for formal hearing

....11) “When discrimination on grounds of of....

This paragraph should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the petitioner may consult with the Equal Employment Opportunity/Affirmative Action Office;”

The changes:

- a. The list of classes has been changed to be consistent with the University Non Discrimination Statement (“gender identity and expression” has been added as a class and the order of classes has been changed for consistency)
- b. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 95)

II. Faculty

E. Due Process (pp. 89 ff)

3. Tenure, Promotion and Dismissal Operating Procedures

Paragraph n. beginning “When discrimination on grounds....”

Should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.

The changes:

- a. The list of classes has been changed to be consistent with the University Non Discrimination Statement as several of these classes are absent from the present statement)
- b. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 103)

II. Faculty

E. Due Process (pp. 89 ff)

...7. Termination of Employment

...c. Non-reappointment of Non-Tenured Faculty .

The part of the passage beginning with “(2) governing policies on making appointments....the

allegation will be given consideration.”

Should be changed to read:

“(2) governing policies on making appointments without prejudice with respect to age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status, the allegation will be given consideration. The change: the list of classes has been changed to be consistent with the University Non-Discrimination Statement as several of these classes are absent from the present statement).

(page 97)

II Faculty

E. Due Process (pp. 89 ff)

6. Student Grievance Committee Operating Procedures

First paragraph, sentence 3 which begins with “A student non-academic grievance refers to...” should be changed to read:

“A student non-academic grievance refers to a case when a student claims practices which deny or restrict his/her access to or participation in course offerings; sexual harassment and/or any violation of the University Non-Discrimination Policy, or any other act by a University faculty member that violates the University Non-Discrimination Policy.

The change: brings the language in this section to be consistent with the University Non-Discrimination policy; currently, only racial discrimination is mentioned explicitly.

Bradley University Senate
First Regular Meeting of the 2017-2018 Senate Minutes
3:10 p.m. – 5:00 p.m., September 20, 2018
Michel Student Center, Ballroom A

I. Call to Order

Meeting called to order at 3:10 PM by Senate President

II. Announcements

- HLC requires that we discuss mission regularly, so we'll show the slide with mission statement at every meeting.
- Please state your name for minutes.

III. Approval of Minutes

Seventh Regular Meeting Minutes, April 19, 2018.

- 1st Mat Timm; 2nd Senator Bukowski. Approved.

Eighth Regular Meeting Minutes, May 2, 2018

- 1st Senator Lukowiak; 2nd Senator Tayyari. Approved.

Special Meeting of 2018-2019 Senate Minutes, May 2, 2018

- 1st Senator Lukowiak; 2nd Senator Tayyari. Approved.

IV. Reports from Administrators

A. President Roberts: not present. Senate president conveyed President Roberts regrets for missing the meeting due to attendance at a professional conference.

B. Senior Vice President of Academic Affairs and Provost Zakahi

Meeting room enhancements: Thanks to Olli and Continuing Education and Janet Lange for sound proof wall, new screen and projection in ballroom. Also provided handrails in Marty Theatre and flat screens here and at the Peoria NEXT.

New Building: The plan is to move into new building prior to beginning of next school year. But a contingency plan has been formulated by Provost and Registrar. If contingency is enacted, hopes to keep schedule, but in different spaces. All is currently on or ahead of schedule.

Title IX training: has been promised for several years. With new counsel on campus, we can do training. Working with insurer to provide online training that will be mandatory...should be ready by October, or November at latest.

WCBU: we cannot afford to move the station from Jobst to another space. After conversation with ISU public radio and U of I Public Radio, we have received 2 preliminary proposals (that offer options without degradation in service) that may lead to partnership with another station and institution.

SSC and EAB: satisfied with validity of data from EAB's SSC and confident that it's a useful product. Encourages all to train on this tool. Not demanding that faculty use SSC, but feels that if you explore you'll find it's valuable, and even more so if you follow the training.

Higher Learning Commission: In 2020-21 (HLC) will be on campus for our 10-year review and accreditation process. No precise date yet. They've proposed fall or spring, and administration prefers spring. Work around accreditation is already begun. For instance, the mission is on the cover for this Agenda because one criteria for evaluation is how well faculty/ staff/students understand and embed the mission in work. Steps have been taken

already to begin this process. To date, team leaders have been appointed to guide review around different evaluation criteria. The document's editor has been identified. This report will be different from previous documents: only 20,000 words (Jenny Gruening-Burge), with only one picture. This is not a marketing piece, but more like a self-study. HLC wants an "assurance argument".

Implementation plan: we are on year 2. The University was simultaneously going through year 1, articulating year 2, and approving the implementation plan. Tweaks have been made around timelines such as moving up dates re face to face graduate enrollment.

Third week enrollment: 1090 First-Years.

- Questions were raised by Senators Remmel, Leach and Podlasek regarding WCBU. Provost Zakahi indicated that antiquated equipment would not survive a move on campus and there are no adequate spaces for this purpose. There is a trend across the country for smaller stations to combine. He wants to maintain our license with local programming and news reporting. Worst case, we would still receive radio broadcasts from Public Radio. CIO Gorman adds that the Tower is 90 % devoted to cell traffic. We transmit across the river for broadcast.

V. **Report from Student Body President Mikki Tran**

The Student Senate is looking for student senators. Please refer interested people to President Tran. There are 8 freshman Senators. The Student Senate is in process on student representatives to University committees. New Student Senate pins have been adopted for PR and to build morale.

VI. **Report from Senate EC**

Senate President Fakheri reported on Senate Exec discussions.

Senate Structural Reform: Senate and its committees need over 240 members (excluding the ad-hoc committees). Can we improve efficiency? Senate functions, subcommittees are being looked at. Concerned about efficiency and so merging, creating new, and streamlining the process are being considered. Existing committees are sometimes already there when an ad hoc is added. These questions will be referred to Handbook Committee or Exec will create a subcommittee to examine the issues .

Senate agenda: will be shared directly with full faculty in future

CRCRS process modification, pocket veto: There is a very slow process for curricular items. Once an item leaves department, 14 people have to approve it. We are looking for a better way to bring items to the floor in an expedited way. We hope to bring this to the Senate soon.

Reminder - C&R items need to be to Sub-C and R by April 1. This implies the last date for entering new items into CRCRS should be March 1.

VII. Consent Agenda (see below)

Senate President Fakheri explained decision to include all C&R matters as consent agenda items, and explained that every item on the consent agenda could be pulled out and considered separately.

Motion: Move to withdraw #2 on consent agenda and postpone voting on that to next meeting

1st—Senator Leach; 2nd – Senator Bukowksi

Discussion:

- Provost Zakahi – would this be subject to fermentation?
Immediate Past President Timm: No, this is not handbook language.
Senator Leach: what does fermentation mean?
Provost Zakahi: with major changes we present at one and vote at the next. He wants to be sure it can be voted on the same day.

Motion carries.

Point of Order:

- Senator Muncy: to pull the item from the consent agenda, you've got to get a majority?
Parliamentarian McAsey: if you pull it off the consent agenda, you just put in on the agenda.
Past Senate President Timm: you don't need a motion.
Senator Muncy: so any senator can say , I want to discuss this separately, and no motion/vote/majority is needed.

Senator O'Brien: Question to Senator Leach: As motioner, was your intention to pull the item and delay discussion?

Provost Zakahi: Concerned about timeline. This is linked to HLC accreditation. Delay can create a problem for us. Question to Jon Neidy or Kelly McConaughy.

Motion: Allow Jon Neidy to speak.

1st-Previous Senate President Timm; 2nd Senator O'Brien

Motion Carries

Motion: negate the last motion [to delay discussion till next meeting'] and move item 2 to the current agenda.

1st Senator O'Brien; 2nd Provost Zakahi

Motion carries.

Motion: let Kelly McConaughy speak.

1st-- VP for Student Affairs Thomas 2nd -- Senator O'Brien.

Motion carries.

Presentation with questions from Senate:

- EL requirement discussion led by Jon Neidy and Kelly McConaughy with support from a powerpoint presentation.

Motion: To approve the EL requirement for 2 EL courses.

1st Senator Smith, 2nd Senator O'Brien

Discussion:

- Senator Leach: how is this different from any other course?
Provost Zakahi: The spirit of the question is that if I am engaged in a learning project in research, then students have experiential learning because I've engaged students in research.
 - Senator Carty: How will EL count against my teaching for this university?
Provost Zakahi: Strategic planning is trying to weight and count those things.
 - Senator Remmel: Why is this happening first?
Jon Neidy: You don't have to apply
 - Senator Carty: But Math capstone is for free. So what other courses have the EL tag?
Jon Neidy: Math might decide not to offer.
 - Senator McQuade: This is a problem with WI. But no special credit to teachers. So, how to make sure all students can get 2?
Provost Zakahi: We're already doing this. 1. Even those who do not (8 %) are really getting it but it's not captured. 2. We can't control the timeline, but we'll struggle with HLC accreditation. Will promise to try to work this out. Voices on Strategic Planning are saying we've got to figure this out. Currently we have expectation to get things done without being valued, and he wants to change that.
 - Senator Leach: What would the snag be?
Provost Zakahi: We promised this as our quality initiative for HLC. It seemed like a natural fit for Bradley.
 - Senator Remmel: Why 2 not 1?
Kelly McConnaughey: With 92 % doing 1, 67% or 75 % doing 2, we need to move the bar but it's likely we're even under-reporting. This is a modest reach. Tracking this allows us to make adjustments to faculty workloads, etc.
 - Senator Matista: What body approves an EL tag?
Kelly McConnaughey: Faculty Handbook spells it out.
 - Senate President Fakheri: We can vote, or we can postpone.
Senator Bosma: We don't have the full document.
Senator Leach: If we approve, when will it go in effect? And what's the pressure to get things tagged?
Kelly McConnaughey: See page 72 [in agenda] for full document. Submit within a month after approval. Want it to go live for Fall 2019, Fall 2024 for transfers
 - Senator Carty: The difficulties of the document presentation. Would like to read in full.
- **Motion: Postpone vote on EL requirements (item 2 from Consent agenda) to next meeting.**
 - 1st Senator Carty; 2nd Jim Munsy
 - Standing vote: in favor of postponement: 13
 - Opposed to postponement: 21
 - **Motion fails**

Motion [to approve the EL requirement for 2 EL courses] Approved

Consensual Relationship Interim Policy (informational)

Senate President Fakheri: This is our interim policy until contractual arrangements creates a permanent policy [see below].

VIII. Joint Appointments Policy - March 6, 2017

The contractual arrangement committee drafted in 16-17 academic year
Recommended placement as a new item under
Part II Faculty,

B. Faculty Appointment Status

1. Appointments

a. Full-time position(s) eligible for tenure.

Add a new item 3 (see below)

b. Full-time and part-time positions not eligible for tenure, consisting of the following ranks:

3. Faculty members holding a joint appointment will have responsibilities in multiple units, but one academic department must be designated as primary. Prior to offering a joint appointment, all units must agree upon a strategy for assigning the faculty member's office location(s), research space(s) (if applicable), and workload (teaching, research, and service expectations within all units), the proportionate funding strategy for faculty development activities, the assignment of indirect cost sharing, and a process for conducting annual evaluations and making tenure and promotion decisions. The Provost and Senior Vice President for Academic Affairs must approve the written plan prior to offering the first contract associated with the joint appointment. If changes need to be made to the agreement, the faculty member, the chair(s), and the Dean(s) must agree upon the changes and the Provost and Senior Vice President for Academic Affairs must approve the revised plan. Whenever a new chair(s), dean(s), or Provost is selected, any standing agreement(s) remain(s) in effect unless changed by mutual agreement of all parties.

Senate President Fakheri: No vote today, since this came from Contractual Affairs. We will vote next time. This is a step toward interdisciplinary per Strategic Plan.

Motion: to adopt this language to the Handbook

1st—Former Senate President Timm; no second needed since this came from committee.

Discussion:

- Senator Smith: Is all language new -- not a re-write of existing language? No mention of "co-appointment" in this document? Because if there is mention of Co you can't designate primary and secondary.
Provost Zakahi and Senate President Fakheri: no such word in this document.
- Senator McQuade: what if folks don't agree on changes? What happens?
Senate President Fakheri: if all don't agree on a change the original agreement holds.

No vote on this today. Vote next time.

IX. ARB Language for the Handbook.

Recommended placement as a new item under

II. UNIVERSITY GOVERNMENT

E. Bradley University Senate Constitution.

ARTICLE V - COMMITTEES

18. Academic Review Board

ARB Language Approved 04/20/2018 by Senate Exec

~~1.4.~~ The function of the Academic Review Board shall be to:

~~a.d.~~ Make decisions, and report said decisions to the Provost, in following three areas:

i. Reinstatement of undergraduate students who have been academically dismissed from the University.

ii. Waivers of University graduation requirements on a case by case basis.

iii. Academic Forgiveness Policy.

~~b.e.~~ Meet to review student petitions as needed to meet academic deadlines for reinstatement and graduation.

~~e.f.~~ Summarize and report petition trends and committee decisions to the Provost.

~~2.5.~~ The membership and roles of the ARB committee members shall consist of the following:

a. Two tenured faculty members from each academic college appointed by the Dean and 1 representative from the Division of Student Affairs appointed by the Provost in consultation with the Vice President for Student Affairs to serve a term of 3 years renewable. Terms should be staggered to ensure continuity on the committee.

b. Ex Officio nonvoting members: Associate Provost, an associate Dean selected in consultation with the Council of Deans

c. Committee members elect the Chair from the faculty members of the committee to a term of 3 years renewable.

i. The Chair receives petitions, calls committee meetings, documents and stores committee minutes and committee decisions, and keeps student forms and meeting dates current on the Registrar's web page.

~~3.6.~~ Appeals of decisions of the Committee rendered under 1, above, are made to the Provost. If, upon appeal, the Provost rejects a decision of the Committee, the reasons for doing so will be reported to Committee. At the request of the Committee, the Provost will meet with the Committee to explain the reasons for overriding its decision. Thereafter the Provost will notify the petitioner of the decision.

Discussion:

Senate President Fakheri: No vote today. This language is meant to bring ARB under shared governance. There is a small stipend associated with being chair of ARB and that language will be added for next meeting.

Herb Kasube, Chair of ARB voiced concern about the requirement for this committee to meet in the summer. This puts committee members out of contract.

Senate President Fakheri: No known prohibition to meet in the summer. This needs to be clarified for those who run. Will discuss this in Exec.

- X. Handbook Changes - (attached) The Tenure, Promotion and Dismissal Committee recommends consideration on the following amendments to , to be included in Section II (Faculty), Subsection E (Due Process) 3 (Tenure, Promotion, and Dismissal Committee Operating Procedures, p. 94):

Starting on page 85 of the Handbook

The probationary period is six years. During a faculty member's sixth year, the Department makes a decision on tenure, **based on the total of all present voting members.**

Abstentions should be rarely used during the Tenure and Promotion process at the departmental level as they make an evaluation of the faculty member's progress toward tenure difficult. Although an abstention does not have an effect on the outcome of the vote, abstentions without justification may be negatively interpreted as a dissenting vote. Therefore, justification of the abstention(s) is to be included in the documentation supporting the review and decisions of tenure and or promotion.

Pages 94 and 95 Revision 2.11a – August 16, 2015

3. Tenure, Promotion, and Dismissal Committee Operating Procedures

a..

- a. The primary purpose of the Committee shall be to determine whether proper procedures were followed in cases involving non-renewal (See Termination of Employment), tenure, promotion, or dismissal. The Committee may consider whether "adequate consideration" was given by the decision-making bodies, if the contrary charge is made by the faculty member. **In line with AAUP Policy Documents and Reports, when weighing whether "adequate consideration" was given, the Committee will consider whether "all available evidence bearing on the relevant performance of the candidate" was considered in a reasonable and proportionate manner, whether there was "adequate deliberation by the department over the import of the evidence in light of the relevant standards" for tenure and promotion, whether "irrelevant and improper standards were excluded from consideration," and whether the decision was "a bona fide exercise of professional academic judgment." If the Committee determines that adequate consideration was not given it may recommend appropriate remedies.**

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- m. The Committee shall submit in writing its recommendations concerning the case to

the President and to the faculty member. **If the President chooses to reject the Committee's recommendations, the President shall provide the Committee with a statement detailing the reasons for rejecting the recommendations.**

n. While the President will normally defer to the primary authority of the department in tenure, promotion and renewal decisions, the President will have greater discretion in cases when there are closely split votes, when there are procedural issues or questions concerning the adherence to the tenure and promotion guidelines as set out in a departmental or college tenure and promotion policy or in the Faculty Handbook, or when there is evidence of serious misconduct by a faculty member.

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

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

XI. Promotion and Dismissal Committee noted that the current performance appraisal form for faculty is potentially problematic with regard to the box that denotes whether a probationary faculty member is making adequate progress towards tenure. Where the record of a faculty member shows a consistent record of having this box checked yes, a denial of tenure and promotion is hard to defend, yet, it is quite conceivable that such a situation would arise.

While it is not within the jurisdiction of the University Senate Committee on Tenure, Promotion, & Dismissal to determine the content of said faculty appraisal form, The Tenure, Promotion and Dismissal Committee also recommends consideration be given toward a revised faculty appraisal form that is focused on the primary purpose of said form, which is to provide feedback to the faculty member to be used by them to improve their performance.

Discussion:

Senate President Fakheri: This is not a motion – read it and discuss it – vote next time. Some discussion is ongoing via email. Dismissal cases are not the same as Tenure and Promotion – issues are different when tenure has been denied. But procedurally the same committee is looking at it. Concern at hand is that after they recommend, the president can accept or override the committee. In at least 2 past circumstances the case has instead been sent back to committee to have them make a change,

- Senator Bosma; question about 3n. language about the “department”? Or should it be committee? Is that correct?

Senate President Fakheri: in his reading, the president should defer to the recommendation of the departmental T and P. Executive committee will review this. More suggestions?

- Senator O'Brien. In 3a. -- Why is AAUP specifically referenced there?
Senate President Fakheri: It's in the handbook like that.
Senator O'Brien: Concern -- if we reference an outside body here, we are bound in ways that we might not want to be. Recommends to reference the policy and remove the citation.
- Senator Leach: We are saying we'll reference them in this instance, only.
Senator Kuester: This is not a change to the existing policy.
Senate President Fakheri: How do we reference this without citing it?
- Senator McQuade: Would like to see side by side the current vs the proposed when it's time to vote.
Senate President Fakheri: Will do.
- Senator Brill de Ramirez: Item O: are there protected categories not listed there?
Recommend that we check to make sure that these are up to date.
Senate President Fakheri: Proposal from affirmative action will provide basis for update.

XII. Item from Affirmative Action (attached)

1st Senator Nanyes – no second needed since this is from committee.
No vote today – next time.

XIII. Unfinished Business

None

XIV. New Business

None

XV. Adjournment

Senator Bosma, motion.
Adjourned at 4:51pm

CONSENT AGENDA

A. SENATE COMMITTEE ON CURRICULUM AND REGULATIONS

I. Curriculum

- Major Modification
170711 FCS Dietetics
- Course Modification
159454 MTN OCP 388 Clinical Practicum
- Program Modification
159451 MTN Medical Laboratory Science

II. Bradley Core Curriculum

- **EL Practice Tags** ([see attached](#))

III. Offer credit in World Languages to students based on their score on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam.

IV. Offer three elective credits in World Languages to students who have earned the State Seal of Biliteracy.

V. The College of Liberal Arts and Sciences has recently added natural science coursework under two new course prefixes: ENS (Environmental Science) and BMS (Biomedical Science).

B. Ratification of Senate Committee Members

I. *Core Curriculum Committee* Terms Expiring in May 2021

Dawn Roberts, LAS PSY-(nominated by Dean Jones)
Todd Kelly, CFA MUS spring term only (nominated by Dean Huberman)
Dan Smith, CFA, COM (nominated by Provost Zakahi)

II. *Core Practices Subcommittee*

Terms Expiring in April 2020
Melissa Peterson, EHS (nominated by Dean Sattler)

Terms Expiring in April 2021
Bill McDowell, FCB (nominated by Interim Dean O'Brien)
Scott Cavanah, CFA IM (nominated by Dean Huberman)
Aurea Toxqui, LAS HIS (nominated by Provost Zakahi)

Cara Wood, SA (nominated by VP Nathan Thomas)

Proposal for the Requirement of Two Experiential Learning Tags at Bradley University

Preface

In February 2015, the University Senate approved the Bradley Core Curriculum (BCC). The BCC replaces our institution's first university-wide General Education program, a program left relatively untouched since its ratification 35 years earlier. The BCC comprises 36 hours of coursework aligned with eight Areas of Inquiry and two Bradley Core Practices. The Core Practices are High-Impact Practices that permeate Bradley's major and minor courses, Bradley Core courses, and co-curricular experiences.

The first two Core Practices identified at the creation of the BCC were Writing Intensive (WI) courses and Integrative Learning (IL) courses or experiences. Two years later, the University Senate approved a proposal to redefine the Integrative Learning Core Practice as Experiential Learning (EL), in concordance with our long institutional history of embracing experiential learning as a hallmark of a Bradley education, and as the first step in identifying Experiential Learning as our Higher Learning Commission Quality Initiative (HLCQI) in preparation for our institutional re-accreditation in 2020-2021.

While the previous EL-tag proposal was an important first step in our HLCQI efforts, it did not fully articulate how EL-tagged courses would be identified and tracked, or indeed how they would be distinguished from other courses which might contain elements of experiential learning. The Strategic Planning Committee of the University Senate charged the relevant committees and a task force with developing curricular guidelines, an implementation timeline, and attendant policies to operationalize the EL Core Practice.

Proposal

The Bradley University HLCQI Implementation Task Force, the University-wide Assessment Committee, the Bradley Core Practices Committee, and the Bradley Core Curriculum Committee propose to modify the current Experiential Learning Core Practice **to require** two Experiential Learning (EL) tags (currently two EL tags are recommended) and to articulate the Curricular Elements that will define EL courses. The proposed Experiential Learning Core Practice articulated below also contains a slightly more articulated and Bradley-centric definition of Experiential Learning (additions and deletions in bold and strike-out, respectively).

Experiential Learning (EL)

Experiential Learning is a high impact practice that is at the heart of the Bradley Experience. Students will learn to apply **and reflect on** knowledge, skills and dispositions ~~to in~~ real-world ~~applications~~ **contexts** within and beyond the classroom. These activities provide students with an awareness and appreciation of their growing

ability to apply learning to problems ~~that will be encountered~~ **they will encounter** after **their Bradley education.**

Experiential Learning commonly encompasses a variety of experiences that can include service learning, study abroad, **study away, expedition, practica**, supervised research or creative production, capstone experiences, or supervised internships and practical experiences.

Possible EL Course Sequence

The Bradley Core Curriculum will **require** two Experiential Learning courses. EL courses will be selected from a list approved by the Core Practices Committee. Transfer credit will be allowed pending review and approval as per other Bradley Core Curriculum requirements. Although this is not required, one possible EL course sequence is:

- First EL tag: sophomore or junior year (e.g., service learning course, study abroad or study away, internship, organizational leadership course, undergraduate research or creative production)
- Second EL tag: junior or senior year (e.g., service learning course, senior capstone course, organizational leadership course, senior practicum)

Curricular Elements

EL 1 Intention. The course or activity must have intentionality. Intention represents the purposefulness that enables experience to become knowledge. Learning goals/objectives, and aligned activities must be discussed and approved prior to the experience.

EL 2 Preparedness. The course or activity must be planned and structured to provide a sufficient foundation to ensure a successful experience. The student must be prepared and have the necessary knowledge to fulfill the learning goals/objectives, and aligned activities that were approved and agreed upon prior to the experience.

EL 3 Authenticity. The course or activity must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. Authenticity allows the students to apply academic learning to real world experiences. In order to achieve an authentic experience, students should be engaged for a minimum of 40 hours.

EL 4 Monitoring and Supervision. The course or activity must have a plan for monitoring and supervising the student. Monitoring and supervising ensures the acquisition of the knowledge and the completion of the learning.

EL 5 Feedback. The course or activity must include structured developmental opportunities to expand the student's understanding of the context and skills of the required work.

EL 6 Reflection. The course or activity must include a reflective learning assignment which allows the student to synthesize connections among experiences, deepen an understanding of a field of study, and demonstrate a developing sense of self as a learner.

EL 7 Assessment. The course or activity must include an assessment. Assessment is a means for the instructor to verify the acquisition of the specific learning goals/objectives and aligned activities identified during the planning stages of the experience.

Justification

Enriching experiences permeate learning at Bradley University and span all aspects of a student's time at our institution. These experiences are found in our major and minor programs, core curriculum and co-curricular learning. In May of 2017, the University Senate approved Experiential Learning as a recommended Core Practice for every student who graduates. The recent community-wide work on mission and vision has helped our community to understand that this Core Practice should not just be recommended, but in fact **required for all students** who graduate with a baccalaureate degree from our institution.

According to the National Society for Experiential Education's Principles of Best Practice in Experiential Education, "*most conversation about experiential learning dealt with the experience, while the learning was simply assumed to happen.*" The goal of this proposal is that Bradley University will become an institution that not only provides enriching experiences, but also helps students to articulate their learning effectively and to document and share that learning as a result of those experiences. This proposal is designed to address that goal and provide specific evidence of the experiential learning that is occurring on our campus. If the University approves this proposal, it will confirm our commitment to experiential learning for our current community, our accreditors, and our potential students. Adding a requirement of two EL tags will allow us to reflect on and improve our pedagogical practices, and enable us to tell our experiential learning story with data. When our students graduate, we want them to be able to articulate how experiential learning enhanced their education, engaged them, and prepared them for immediate and sustained success.

The construct of experiential learning is woven into numerous aspects of our strategic plan. Our University mission states, "*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. Alongside our dedication to students, we embrace the generation, application, and interpretation of knowledge. Experiential Learning empowers students to achieve immediate success upon graduation.*" A 2017 study from Mount Holyoke College found that the "*strongest predictors of initial career outcomes were grade point average and the total number of internships a student completed*" (The Impact of Undergraduate Internships on Post-Graduate Outcomes for the Liberal Arts, p. 4). Internships, in addition to four other high-impact practices, are collected under the construct of experiential learning on our campus.

Our University vision states that we will be the leader in *student engagement*. According to the American Association of Colleges and Universities (AAC&U), “*Educational research suggests that high- impact practices increase rates of student retention and student engagement*” (<https://www.aacu.org/resources/high-impact-practices>). As we have identified five of the AAC&U high- impact practices as part of Experiential Learning on our campus (Capstone Courses and Projects, Diversity/Global Learning [Study Away & Study Abroad], Internships, Service/Community-Based Learning, and Undergraduate Research) the approval of this proposal will serve to foster achievement of this vision (see **Appendix 1** for a fuller articulation to AAC&U’s list of ten High-Impact Practices). A way to become a leader in experiential learning is by constructing opportunities for students to engage in enriching experiences and reflect on their learning while providing evidence of that learning to our constituents.

Finally, our Strategic Plan 2017-2022 Implementation states that we will 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** (emphasis added), 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...This objective holds us accountable to enhancing existing practices while exploring additional opportunities to impact learning. (Goal 1, Objective 3)*

Our Strategic Plan 2017-2022 Implementation also states that we will

- *Engage all students in meaningful **experiential learning** activities. (Goal 2, Objective 1)*

This proposal is designed to elicit the various kinds of **reflective learning and assessment** that are vital to successful Experiential Learning and to the realization of our University vision and mission.

A brief timeline of the activities and decisions that led to the development of the Experiential Learning Core Practice is provided in **Appendix 2**.

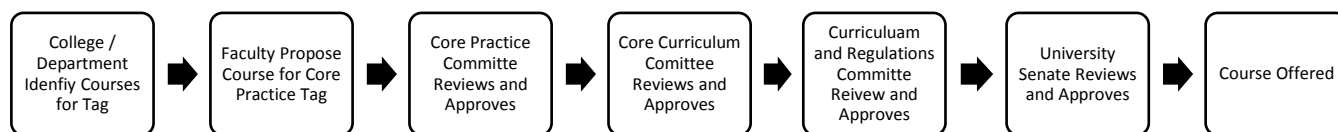
Identification of Courses Most Suitable for Experiential Learning Tags

Our colleges, departments, majors, minors, and concentrations currently offer rich and engaging experiences. We recommend that each Dean, as the Chief Academic Officer of his or her college, and the faculty in their departments, majors, minors, and concentrations (as charged by each Dean) engage in conversations around which **one-to-three existing** experiences will provide students with the best opportunity to reflect deeply on how the experience enhanced their academic learning. Courses that are currently tracked as experiential courses (service learning, study abroad, study away, expedition, practica, supervised research or creative production, capstone experiences, or supervised internships) by the Co-Op and Internship Faculty Advisory Board may serve as a foundation for these conversations.

The identified experiences / courses should be submitted to the Bradley Core Practices Committee for approval during the 2018-2019 academic year. The curricular elements will be used to review courses submitted for an Experiential Learning (EL) tag (see **Appendix 3** for a summary of the Curricular Elements and guiding questions for proposers). In situations where existing experiential opportunities are not readily identifiable, the community should consider that other experiential learning opportunities could be provided to students through co-curricular and college-wide courses, similar to LAS 301: Cooperative Education/Internship in LAS.

Finally, it is our hope that these college conversations will also engender additional proposals from individual faculty who are committed to experiential learning and the value it brings to our students.

Core Practice Tag Approval Process



Timeline

Following a timeline similar to the Bradley Core Curriculum and the Writing Intensive Core Practice, Experiential Learning tags will be phased into requirement.

- Two Experiential Learning tags will be required of all students who are entering the university as first-year students in the fall of 2019 and going forward.
- Two Experiential Learning tags will be required of all students who are entering the university as transfer students in the fall of 2020 and going forward.

Policies

The required Experiential Learning tags will follow the same policies of the Writing Intensive Tag as found in the Bradley Core Curriculum.

Appendix 1. Experiential Learning at Bradley University and AAC&U's High Impact Practices

The American Association of Colleges and Universities (AAC&U) has identified 10 High Impact Practices that “have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.” (<https://www.aacu.org/leap/hips>). Bradley University has examples of many of these practices throughout our curriculum and co-curriculum. The Higher Learning Commission Quality Initiative Experiential Learning Implementation Task Force identified 5 of the 10 as part of Experiential Learning Core Practice on our campus (the five are highlighted in bold text below).

- 1. Capstone Courses and Projects**
2. Collaborative Assignments and Projects
3. Common Intellectual Experiences
- 4. Diversity/Global Learning (Study Abroad)**
5. First-Year Seminars and Experiences
- 6. Internships**
7. Learning Communities
- 8. Service Learning, Community-Based Learning**
- 9. Undergraduate Research**
10. Writing-Intensive Courses

One of the ten, **Writing-Intensive Courses** is already an accepted Core Practice on our campus. The process used to approve the Writing-Intensive Core Practice courses served as the model for the approval process for Experiential Learning courses.

Appendix 2. A Brief History of the Development of the Required Experiential Learning Core Practice

Fall 2012-Spring 2014: Subcommittee 5 of the General Education Review/Revision Committee conducts inventory of the High-Impact Practices currently offered by Bradley's academic and co-curricular programs, and surveys Bradley faculty to identify those High-Impact Practices most valued as potential Bradley Core Practices.

Spring 2015: The University Senate approves the creation of the Bradley Core Curriculum, including Bradley Core Practices and approval procedures, for implementation for all incoming freshmen in fall 2016.

Fall 2015: The University Strategic Planning Committee conducts a campus-wide survey identifying Experiential Learning as our Quality Initiative.

Spring 2016: The Strategic Planning Committee of the University Senate with the unanimous support of both the Council of Academic Deans and the Academic Council, recommends that an Implementation Task Force be charged with completing the Quality Initiative focused on Experiential Learning.

Fall 2016: The Higher Learning Commission Quality Initiative Experiential Learning Implementation Task Force (HLCQI EL ITF), comprising representatives from the entire campus, begins meeting and debates the construct of Experiential Learning, explores its charge, and engages with the language and theory of EL.

Spring 2017: HLCQI EL ITF, the Bradley Core Curriculum Committee, the Bradley Core Practices Committee, and the University-wide Assessment Committee together develop and propose a comprehensive definition of Experiential Learning to the University Senate (to replace the Core Practice of Integrative Learning). This definition includes five of the ten High Impact Practices identified by the American Association of Colleges and Universities.

Spring 2017: A working group of the HLCQI EL ITF begins exploring the requirements for Experiential Learning as a Core Practice.

Summer 2017: A draft proposal of the Higher Learning Commission Quality Initiative on Experiential Learning is provided to the Implementation Task Force with Curricular Elements adapted from the National Society for Experiential Education.

Fall 2017: A draft proposal of the Higher Learning Commission Quality Initiative on Experiential Learning is provided to campus as well as the attendees at the 2017 Fall Forum for feedback and editing. In addition, a final Draft proposal was approved by the HLCQI EL ITF.

Fall 2017: Final HLCQI proposal signed by President Roberts and submitted to the Higher Learning Commission.

Spring 2018: Draft version of the required EL Tag shared with Academic Council.

Spring 2018: Listening tour of campus to discuss concerns and questions around proposal that included visits to 4 of the 5 college executive committees or college-wide faculty meetings; three open fora that were attended by faculty from all 5 colleges; and a conversation with the Curriculum and Regulations Committee.

Spring 2018: Additional conversations and suggestions for refinement in the Bradley Core Practices, Bradley Core Curriculum and University-Wide Assessment Committees.

Spring 2018: Two pilots in which groups of faculty - reflecting on existing syllabi - complete the revised and refined Guiding Questions found in the Curricular Elements in about ½ an hour.

Summer 2018: Revisions and edits made to initial proposal as a result of the Listening Tour.

August 2018: Revised Draft of the proposal shared with Academic Council, and with the Core Practices and Core Curriculum Committees retreat with additional edits being made after each meeting.

August 2018: Revised Draft of the proposal approved by Bradley Core Practices and Bradley Core Curriculum Committees

Appendix 3. Experiential Learning Curricular Elements, and Guiding Questions to Aid Proposal Development

Concept	Guiding Questions
<p>Intention The course or activity must have intentionality. Intention represents the purposefulness that enables experience to become knowledge. Learning</p>	<ul style="list-style-type: none"> • What are the learning goals/objectives, and aligned activities of this experience? • How will the learning goals/objectives, and aligned activities be assessed at the end of the experience? • How will student and instructor approvals
<p>Preparedness The course or activity must be planned and structured to provide a sufficient foundation to ensure a successful experience. The student must be prepared and have the necessary knowledge to fulfill the learning</p>	<ul style="list-style-type: none"> • How will the student be prepared for this experience? • How will their preparedness be ensured, recorded and confirmed?
<p>Authenticity The course or activity must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. Authenticity allows the students to apply</p>	<ul style="list-style-type: none"> • How is the experience useful or meaningful to the student in their field or discipline? • How many hours will the student be engaged in the experience? • How will the student spend their time
<p>Monitoring and Supervision The course or activity must have a plan for monitoring and supervising the student. Monitoring and supervising ensures the</p>	<ul style="list-style-type: none"> • How will students be monitored during the experience? • Who will be instructing the course or activity?
<p>Feedback The course or activity must include structured developmental opportunities to expand the student's understanding of the context and</p>	<ul style="list-style-type: none"> • How will students receive feedback during the experience? • When will the student receive feedback during the experience?
<p>Reflection The course or activity must include a reflective learning assignment which allows the student to synthesize connections among experiences, deepen an understanding of a</p>	<ul style="list-style-type: none"> • How will the student demonstrate their learning and understandings as a result of the experience?

<p>Assessment The course or activity must include an assessment. Assessment is a means for <i>the instructor</i> to verify the acquisition of the specific learning goals/objectives and aligned</p>	<ul style="list-style-type: none"> • How will the student learning be assessed by <i>the instructor</i>? • Do assessments align with stated learning goals/objectives, and aligned activities? • Are both direct measures of student
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All students engaged in Experiential Learning tagged courses and activities will complete a brief survey focused on the Experiential Learning Core Practice.

Bradley University Consensual Relationship Policy (INTERIM)

I. Purpose

The purpose of this policy is to ensure that the employment and academic environment is free from real or perceived conflicts of interest when Bradley University employees, students, and affiliated individuals, in positions of unequal authority or power, are involved in consensual romantic or sexual relationships.

II. Scope

This policy applies to all Bradley employees, students and affiliated individuals.

III. Definitions

Consensual Relationship: A consensual romantic and/or sexual relationship, either past or present and including marriage, where one individual has an evaluative, advisory, supervisory, or reporting role in regard to the other.

Employees: Employees include, but are not limited to, administrators, faculty, staff, part-time or adjunct employees, student employees, graduate assistants and interns.

Students: Any person registered for study at the university, including online and between academic periods for continuing students.

IV. Policy Statement

For reasons stated in this policy, Bradley University prohibits consensual relationships when they occur between (1) an employee of Bradley University and a student of whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence, or (2) an employee of Bradley University and another employee over whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence.

These relationships give rise to the potential for or the appearance of impropriety, a conflict of interest, favoritism, or bias. They may also undermine the real or perceived integrity of the evaluation or supervision given. An additional issue that may arise due to the reporting and/or evaluative nature of the relationship and the power differential inherent therein, is the potential for such relationships to become exploitive or cause actual harm to one of the parties. This may occur both during the relationship and after it ends. This type of relationship may also harm or injure others in the academic or work environment, providing grounds for complaints by third parties when that relationship gives undue access or advantage, restricts opportunities, or creates the perception that any of these problems exist. Moreover, although the individual who occupies a power or

authority position may honestly believe that a relationship is consensual, that may not be the case.

Due to the imbalance of power, conflicting interests, and the perceptions of unfair advantage, the student's or employee's actual freedom of choice may be greatly diminished. The relationship is likely to be perceived in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties consent to a relationship at its outset, such prior consent does not preclude a later complaint based upon subsequent unwelcome or inappropriate conduct.

Anyone who enters into a consensual relationship, as defined above, must realize that if a charge of sexual harassment or other wrongdoing is subsequently filed, the University may be charged with liability because of the nature of the alleged wrongdoer's position. Bradley University does not wish to assume such liability and it is unfair to request that it do so. In the event a legal matter or proceeding arises out of an individual's participation in a consensual relationship, the university cannot be expected to defend an individual who entered into such relationship and who is accused of wrongdoing. That individual will be personally responsible for defending him/herself and will be expected to bear all of his/her own expenses in such defense, including, but not limited to, attorneys' fees and other costs.

Notwithstanding this general rule prohibiting consensual relationships as defined in this policy, Bradley University acknowledges that some consensual relationships may be acceptable, particularly in situations where a Bradley employee is married to or in a committed relationship with another individual, and that individual becomes enrolled as a student at Bradley University, or that individual becomes employed by Bradley University in a position that reports to the individual they are in a relationship with. Individuals in these relationships must follow the reporting procedure stated in this policy and the university will determine whether an exception is appropriate.

V. Reporting Procedure

Individuals in a consensual relationship covered by this policy who believe their circumstances merit an exception must report this relationship and their respective roles to Bradley University, so that the university can determine whether an exception is appropriate, and, if so, whether any changes in the evaluative, advisory, supervisory, or reporting role should be made, or whether other individuals should share or assume such role. In such a case: (a) a staff member must report the relationship to the Vice President overseeing the unit; and (b) a faculty member must report the relationship to the appropriate Dean or to the Provost. Exceptions will be evaluated on a case-by-case basis.

If an individual is aware of an alleged violation of this policy, or if an individual independently observes conduct that may be prohibited by this policy, the individual may report the matter as follows:

- A staff member may report the matter to: (1) his/her immediate supervisor; or (2) Human Resources.
- A faculty member may report the matter to: (1) the Dean; (2) the Provost; or (3) Human Resources.
- A student may report the matter to: (1) the Executive Director of Student Support Services; (2) the Vice President for Student Affairs; or (3) Human Resources.
- An affiliated individual such as a volunteer, vendor or contractor may report the matter to: (1) the primary point of contact at the University; or (2) Human Resources.

Charges of sexual harassment that may be reported by one individual against another with whom that individual has previously involved in a consensual relationship will be investigated in accordance with the process and procedures outlined in the Bradley University Statement on Sexual Harassment & Sexual Misconduct Policy & Procedures and the Faculty and Staff Handbooks.

VI. Violations

A violation of this policy may result in disciplinary action, up to and including termination of employment.

VII. Education and Distribution of Policy

A copy of this policy is provided to all new hires during orientation and also to current employees. A copy of this policy is available in print in Human Resources and online at the HR website www.bradley.edu/offices/business/humanresources. A summary of this policy shall be provided in University Faculty and Staff Handbooks and may appear in other publications prepared by Human Resources. Questions regarding this policy may be directed to your department chair, vice president, college dean, or a representative of Human Resources.

HISTORY:

Implemented as an interim policy August __, 2018

From: Affirmative Action Committee (contact: Ollie Nanyes)
To: Mathew Timm, President of the University Senate
Date: April 10, 2018
Re: Proposals for changing language in the Faculty Handbook

The Affirmative Action Committee recommends that the following changes be made to the Faculty Handbook. In each case, the change is to make the Handbook language consistent with the University Non-Discrimination Policy which reads as follows:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

<https://www.bradley.edu/legal/nondiscrimination/>

The committee is following recommendations from Human Resources, the University attorneys and, in one case, the University President (the change on page 92).

The recommended changes are as follows:

(page 4)

I. University Government

C. Bradley University General Equal Opportunity/Affirmative Action Policy Statement.

The paragraph beginning with Bradley University is committed to....

Should be changed to read:

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status. The university is also committed to compliance with all applicable laws regarding non-discrimination, harassment and affirmative action.

The change: “sex” has been added (it does not currently appear) and “gender” has been dropped as “gender identity and expression” covers “gender”.

(page 25)

E. Bradley University Senate Constitution

Article V—Committees

1. Standing Committees of the University Senate

...14 The Committee on Affirmative Action

The part of Section (b) which starts with “protecting individuals from...” and ends with “veteran status”

Should be changed to read:

“protecting individuals from discrimination and harassment based on age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity

and expression or veteran status. “

The change: the list of classes now adds “gender identity and expression” and the order of classes is now consistent with the official University Non Discrimination Statement.

(page 92)

II. Faculty

E. Due Process (pp. 89 ff)

1. Faculty Grievance Committee Operating Procedures

..e. Procedures for formal hearing

....11) “When discrimination on grounds of of....

This paragraph should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the petitioner may consult with the Equal Employment Opportunity/Affirmative Action Office;”

The changes:

- c. The list of classes has been changed to be consistent with the University Non Discrimination Statement (“gender identity and expression” has been added as a class and the order of classes has been changed for consistency)
- d. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 95)

II. Faculty

E. Due Process (pp. 89 ff)

3. Tenure, Promotion and Dismissal Operating Procedures

Paragraph n. beginning “When discrimination on grounds....”

Should be changed to read:

“When discrimination on grounds of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status is formally alleged, the faculty member may consult with the Equal Employment Opportunity/Affirmative Action Office.

The changes:

- c. The list of classes has been changed to be consistent with the University Non Discrimination Statement as several of these classes are absent from the present statement)
- d. The word “formally” is added before alleged; this clarifies when this paragraph applies.

(page 103)

II. Faculty

E. Due Process (pp. 89 ff)

...7. Termination of Employment

...c. Non-reappointment of Non-Tenured Faculty .

The part of the passage beginning with “(2) governing policies on making appointments....the

allegation will be given consideration.”

Should be changed to read:

“(2) governing policies on making appointments without prejudice with respect to age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, gender identity and expression or veteran status, the allegation will be given consideration. The change: the list of classes has been changed to be consistent with the University Non-Discrimination Statement as several of these classes are absent from the present statement).

(page 97)

II Faculty


E. Due Process (pp. 89 ff)

6. Student Grievance Committee Operating Procedures

First paragraph, sentence 3 which begins with “A student non-academic grievance refers to...” should be changed to read:

“A student non-academic grievance refers to a case when a student claims practices which deny or restrict his/her access to or participation in course offerings; sexual harassment and/or any violation of the University Non-Discrimination Policy, or any other act by a University faculty member that violates the University Non-Discrimination Policy.

The change: brings the language in this section to be consistent with the University Non-Discrimination policy; currently, only racial discrimination is mentioned explicitly.

From: Office of the President president@fsmail.bradley.edu 
Subject: Bradley's Future
Date: October 2, 2018 at 3:34 PM
To: undisclosed-recipients;
Bcc: employees@fsmail.bradley.edu



Dear Colleagues,

I apologize for the length of this email, but I believe it is important for me to bring our campus community up to speed on the health and financial condition of the University so that we can all understand the challenges facing us and commit ourselves to working together to chart a course forward.

Last week we received the final enrollment numbers for this semester. They were unexpectedly low in every student category except for our on-line graduate programs in Nursing and Physical Therapy. All total, this fall we have enrolled 243 fewer students than we conservatively budgeted for (or so we thought), which translates into between a \$3.8 and \$5.0 million revenue shortfall. This means that if all other variables remain as predicted through the spring semester, we will operate the 2018-19 fiscal year at an operating deficit of between \$4.5 and \$5.7 million.

This is surprising, disappointing, and disturbing. In the nearly three years that I have been in this position, things seemed uniformly to be moving in a positive and predictable direction except for the enrollment of on-campus graduate students. I had confidence that we were on the right track, saw the light at the end of the tunnel, and had the general contours of a plan that would position Bradley for success for the indefinite future. These "out of the blue" enrollment shortfalls have shaken that confidence.

To give you a sense of the breadth of the problem, here are the various student categories and the enrollment shortfall from budgeted numbers in each:

Undergraduate Freshman Class – Budgeted # 1,120; Actual 1,090, **Shortfall 30**.

New Transfer Students - Budgeted # 210; Actual 195, **Shortfall 15**.

Freshmen-Sophomore Retainers - Budgeted # 1,100; Actual 1,037, **Shortfall 63**.

Upperclass Retainers - Budgeted # 3,258; Actual 3,177, **Shortfall 81** (first time ever for this problem)

On-Campus Graduate Students - Budgeted # 442; Actual 379, **Shortfall 63**

The one bright spot was our on-line graduate students where we budgeted for 850 but have an actual enrollment of 897, for a surplus of 47, but many of these students are taking less than a full-credit load so the financial benefit is less than for that of a full-time student.

Because the problem created by these numbers cuts across all categories of on-campus students, we cannot easily determine what has caused this surprising decline. This is especially true for the 81-student shortfall in juniors and seniors that as far as we know has never occurred before in Bradley's history. The highly publicized murder of our freshman student in April certainly contributed, but there is no way to determine by how much, and it is almost certain that it cannot explain even most of the shortfall, especially for graduate students. We will expeditiously and thoroughly drill down into the data to identify contributing factors, but in the end it will probably not be possible to be certain of anything.

At the End of Summer Assembly, I outlined the significant demographic, economic, political, and cost trends that are facing all of higher education over the next decade. My message then in late August was that although we are not in a crisis and there is no need to panic, we have to recognize that our current business model is not sustainable long-term and we must all start to think about how we can make changes to that model to allow Bradley to survive and thrive. It seems clear to me now, based on our disturbing enrollment numbers, that the forces I described in August are coming faster than any of us expected. We are operating in an industry that has serious and growing overcapacity (a declining college-age population and increasing inability of most families to pay for higher education), rapidly escalating costs (for technology, physical and cyber-security, health insurance, legal requirements, recruiting, and others), and is exhibiting increasingly cutthroat competition for students.

While I still do not believe we are in an imminent crisis or that we need to panic or take a meat-axe to our programs or workforce, we

must have a far greater sense of urgency about adapting to the new environment than I thought was necessary only two months ago. Failure to front-burner efforts to embrace new approaches to our business model will soon produce a serious crisis that will require us to take drastic and painful measures that none of us wants to contemplate.

I do not want Bradley to go down the path of imposing draconian measures determined by senior administrators. The process of change will be much more effective if it is determined and implemented by everyone working together. It is particularly important that the faculty be integrally involved in making and implementing critical decisions. However, we cannot afford to allow the notoriously cumbersome and slow academic culture to block or impede us from moving forward. Failure on our part to act now is not acceptable – it's not acceptable to me, to our Board of Trustees, to our supporters, to our creditors, to our credit-rating agency (Standard & Poor's), or to the marketplace. I believe that everyone just noted has some trust and patience with us, but their tolerance will quickly run thin if we do not adopt and follow an urgent plan that sets performance objectives and benchmarks.

While the details have to be worked out through a deliberative and collaborative process, there are some general categories of change that must be seriously considered and pursued. Among them are the following:

1. Increase interdisciplinary and experiential learning courses and programs. Employers are adamant that graduates must be prepared to thrive in a complex, high-tech workforce from the day they graduate, which means we have to provide the kind of innovative learning that instills the full range of necessary knowledge and skills. Continuing to teach primarily in silos using primarily traditional methods will be increasingly less attractive to future students. Dr. Bill McDowell has recently been named the Special Assistant to the Provost for Convergence Activities and tasked with identifying barriers to more effective interdisciplinary programming and with implementing steps to incentivize more “convergence.”

2. Increase significantly the use of technology-assisted delivery methods. Adopting new on-line graduate programs in areas for which there is substantial demand can create critical new revenue streams. Utilizing on-line delivery for entire or hybrid undergraduate courses as part of our on-campus programs will make those programs more attractive and accessible to many students. Utilizing interactive technology in classrooms can make instruction more effective.

3. Review and adjust resource allocations toward more effective programs. Our current 12-1 student-faculty ratio is probably not sustainable – we will undoubtedly need to shrink the faculty, hopefully through attrition over time, to a 15-1 ratio, which is where most of our peer institutions are. Thus, in determining which programs and departments should shrink (or perhaps grow) we must rely on the results of the program prioritization analysis that we have just begun, the criteria for which will be developed in collaborative discussions in the Strategic Planning Committee and elsewhere.

4. Review and adjust our cost structure. There are lots of areas where we could consider adjustments. We should ask and answer questions like: Are we optimally structured with our five colleges, 32 departments, and a graduate school; are our administrative departments optimally organized; could our two-semester, 15-credits-per-semester model be sensibly adjusted; is the assumed four-year path-to-graduation model ideal? We should also try to identify any ways in which additional investment in people, programs, or software might produce greater efficiencies in the long-run.

5. Identify and adopt new profitable programs. We need to explore possible new degree and non-degree academic (or appropriate non-academic) programs that will fill market needs and generate positive net revenue. (This includes on-line graduate programs – see #2 above.)

6. Focus attention and resources on student retention. The biggest and most concerning aspect of the current enrollment shortfall was the dramatic and unprecedented student attrition that occurred at all grade levels. The just over 82% freshman-to-sophomore retention rate and the 81-student shortfall in the junior and senior classes were shocking and, if not corrected, would create an almost insurmountable financial challenge. We will try to analyze the data and figure out what factors contributed to so many of our students not returning this year so that we can focus on fixing them. To what extent were the issues academic, financial, safety-related, cultural, or other? But regardless, as the population of students that we will enroll inevitably comes to us increasingly underprepared academically for the desired majors and increasingly must struggle to cover the cost of their education, we need to focus on addressing the special challenges that today's students face so that they can stay at Bradley and graduate. The newly established Academic Support Center and the EAB advising software that will finally be implemented this year to help faculty advisors guide their advisees presumably will help, but they are not enough. We need to create a process whereby we put our heads together to figure out what we can do to prevent students from feeling they need to follow a different path.

There are no doubt other steps as well that can be taken to position Bradley better for the future. Thoughts and ideas are welcome

and should be explored, no matter how "outside the box" they may seem.

Bradley University is a great institution, with a great history, a great mission, and a great faculty and staff dedicated to fulfilling that mission and to meeting their responsibilities to our students. The huge pace of change in our world brought about by technology, globalization, economic shifts, and changing demographics is posing potentially fatal challenges to the vast majority of colleges and universities, and Bradley is not immune from these threats. It is imperative that everyone in the Bradley community becomes laser focused on identifying the ways we can adapt to the new environment and then recommits to doing what's necessary. We really have no other choice.

Thanks to all of you for the great work you do for my alma mater!

Gary

Gary R. Roberts, President & Professor

Bradley University

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**2018-2019 Bradley University Senate
September 20, 2018, First Regular Meeting**

Faculty (please initial)

Graziano Michael ^{LAS} MB

Bacon, Amy	CLAS	AB	Glassmeyer, Danielle	CLAS	DA	Nugent, Patty	CEHS
Bailey, Bill	FCB	BT	Goitein, Bernie	FCB		O'Brien, Kevin	FCB
Bertram, Stacie	CEHS	SB	Hatfield, Patty	FCB		Podlasek, Bob	CCET
Blair, Eden	FCB		Kelley, Andrew	CLAS	AF	Rommel, Megan	CLAS
Brill de Ramirez, Susan	CLAS	BR	Kelly, Joe	CEHS	OK	Reyer, Julie	CCET
Capie, Kevin	SCCFA	KE	Kerr, Stephen	FCB		Roos, Kelly	CCET
Borton, Rachael	CEHS	RB	Kimberlin, Kevin	CLAS		Shastry, Prashad	CCET
Bosma, Wayne	CLAS	BS	Krishnamoorthi, K.	CCET	WR	Smith, Dan	SCCFA
Brammeier, Heather	SCCFA	HB	Kuester, Deitra	CEHS	DK	Stern, Travis	SCCFA
Bukowski, Jeanie	CLAS	JB	Leach, Darcy	CLAS	DL	Stover, Naomi	CLAS
Carty, Tom	CLAS	TC	Liu, Jianbo	CLAS		Tayyari, Fred	CCET
Courtad, James	CLAS	JC	Lu, Yufeng	CCET		Vick, Lori	CEHS
Drake, Teresa	CEHS	TD	Lukowiak, Twila	CEHS	TL	Wang, Grace	SCCFA
Dzapo, Kyle	SCCFA	DK	Matisa, Daniel	SCCFA	DM	Webster, Alan	FCB
Elbella, Abdalla	CCET		McQuade, Kristi	CLAS	FM	Wiley, Bret	SCCFA
Erickson, Deb	CEHS	DE	Muncy, Jim	FCB	JM	Williams, Chris	CLAS
Fakheri, Ahmad	CCET	AF	Nanyes, Ollie	CLAS	ON	Williams, John	CLAS
Frazier, Meg	Lib	MF	Nielson, J	LIB	SN	Graziano Michael	CLAS

Ex-officio (please initial)

Students (please initial)

Akers	Lex		Kindler	Andy	AB	Student Body President	Mikki Tran	MT
			Malinowski	Olek	JO	Graduate		
Bakken	Jeffrey	JB	McAsey	Mike	MM	Undergraduate		
Ball	Justin		O'Brien	Matthew	MO	Undergraduate		
Gorman	Zach	ZG	Roberts	Gary	GR			
Galik	Barbara	BG	Sattler	Joan	JS			
Heuser	Jake		Timm	Mathew	MT			
Huberman	Jeffery		Thomas	Nathan	NT			
Jones	Chris	CJ	Zakahi	Walter	WT			37

**2018-2019 Bradley University Senate
 September 20, 2018, First Regular Meeting
 Non-voting faculty/staff and guest sign-in
 Thank you for attending.**

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

Name	Unit	Name	Unit
Chae Reynolds	Athletics	Sandy Bury	IRT
Tony Xu	The Source	Miss Peters	EHS
Kelly McConaughy	LAS		
Renee Richards	Admin		
Harb Kasubo	MTH		
Tony Betenikovic	MTH		
Donna Hammick	EHS		
David Saffran	IRT		
Jobie Skages	Provost office		
Cindy Brubaker	NUR		
Barbara Kerns	LDT		
Erin Kastberg	OGC		
Brian Jassko	BOPI		
Michael			
Lawrence	SECFA		
Tom Richmond	EM		