Bradley University Senate
Agenda
Third Regular Meeting of the 2014-2015 Senate

3:10 P.M. November 20, 2014
Michel Student Center Marty Theater

I.   Call to Order

II.   Announcements

III.   Approval of Minutes
    A. Second Regular University Senate Meeting, October 16, 2014 (pp. 6-10)

IV.   Reports from Administrators
    A. President Glasser
    B. Provost Glassman

V.   Report from Student Senator

VI.   Report from Standing Committees
    A. Committee on Curriculum and Regulations

        1. Course Additions
            112374 ME 588 Human Centered Design

            122140 NUR 403 Community Health Nursing - Practicum
            122243 NUR 411 Senior Practicum I Medical Surgical
            122239 NUR 413 Leadership Practicum

        2. Course Modifications
            109269 IME 486 Logistics & Supply Chain Systems

            111470 ECE 480 Digital Systems: Communication and Interface
            111471 ECE 481 Digital Systems: Design and Synthesis
            111472 ECE 482 Digital Systems: High Level Synthesis and Codesign
            111473 ECE 483 Digital systems: Microprocessor Architecture and
                              Design
            111474 ECE 484 Digital Systems: Peripheral Architecture and Design
            111475 ECE 580 Digital Systems: Communication and Interface
            111476 ECE 581 Digital Systems: Design and Synthesis
            111477 ECE 582 Digital Systems: High Level Synthesis and Codesign
            111478 ECE 583 Digital Systems: Microprocessor Architecture and
                              Design
            111479 ECE 584 Digital Systems: Peripheral Architecture and Design
            121043 ECE 206 Continuous-time Signals and Systems
            118280 ECE 531 Communication Theory I

118282 ECE 550 Electromagnetic Theory
118283 ECE 551 Radio Frequency Circuits and Systems
118284 ECE 552 Wireless Communication Systems
118285 ECE 555 Optical Fiber Communication
118287 ECE 560 Digital Signal Processing
118288 ECE 561 Statistical and Adaptive Signal Processing
118289 ECE 562 Digital Image Processing
118290 ECE 563 Medical Imaging
118291 ECE 565 Engineering Applications of Neural Networks
118292 ECE 566 Real-time DSP Laboratory
118294 ECE 570 Embedded Data Structures and Object Oriented
Programming
118295 ECE 571 Real-time Operating Systems.
118296 ECE 572 Embedded Microcontroller Linux
118297 ECE 573 Embedded TCP/IP

118377 ETE 306 Novice Teaching Experience Grades 1-6
118378 ETE 310 Teacher Performance Assessment
118379 ETE 313 Methods of Literacy I: Reading, Writing and Language
Arts Grades 1-2
118380 ETE 315 Methods of Literacy II: Reading, Writing and
Language Arts: Grades 3-8
118381 ETE 335 Methods of Teaching Social Studies Grades 1-6
118383 ETE 336 Methods of Teaching Science Grades 1-6
118384 ETE 339 Methods of Teaching Mathematics Grades 1-6
118385 ETE 365 Teaching Reading Within the Content Areas
118386 ETE 371 Assessment and Technology for Middle School and
High School Teachers
118387 ETE 373 Methods of Teaching High School Mathematics
118388 ETE 374 Methods of Teaching High School Science
118389 ETE 375 Methods of Teaching High School Social Studies
118390 ETE 378 Methods of Teaching Family & Consumer Science
118393 ETE 498 Student Teaching 1-6
119590 ETE 494 Student Teaching for LBS I and Grades 1-6
119591 ETE 495 Student Teaching in Early Childhood and Grades 1-6
118732 ETE 499 Student Teaching in the High School

122146 NUR 409 Senior Practicum I
122149 NUR 417 Senior Practicum II

123106 HIS 323 Ancient Greece and the Hellenistic World
119578 HIS 382 European Women, Gender, and Sexuality Since 1500

115165 CIS 453 Concepting and Storytelling for Game Design

120761 MTH 120 Discrete Mathematics

120762 MTH 190 Topics in Mathematics for Middle School Teachers
120763 MTH 300 Topics for Middle School Math Teachers

4. Concentration Modifications
109379   M E Biomedical Concentration

118738   ETE Mathematics
118739   ETE English-Literacy
118740   ETE Social Studies
118742   ETE General Science

5. Concentration Deletions
119765 IME Design Option of Manufacturing Engineering Technology
Program
119766 IME System Option of Manufacturing Engineering Technology
Program

6. Major Addition
118734 ETE Middle School Education with ESL Endorsement

7. Major Modifications
118733 ETE Elementary Education with ESL
121086 ETE Early Childhood Education with ESL Endorsement

120769 HIS HSS-T History Social Studies Teaching

B. Graduate Executive Committee

1. Course Additions
97126   PT 816 Supervised Research IV
115182 PT 686 Supervised Research I

18308   ECE 691 Research I
118310 ECE 681 Topics in Electrical Engineering
118312 ECE 699 Thesis

119639 EHC 607 Neurocounseling: Bridging Brain and Behavior
119687 EHC 608 Brain-Based Counseling Interventions

112374 ME 588 Human Centered Design

2. Course Deletions
99672   PT 616 Research I
118356 PT 780 Clinical Science IV

3. Course Modifications

121074 ART 202 High & Low Fire Ceramics

101228   P T 646 Research Methods
101230   P T 666 The Research Process
101231   P T 716 Supervised Research II
101233   P T 766 Supervised Research III
105015   P T 680 Clinical Science II
105020   P T 740 Clinical Science III
105022   P T 770 Applied Exercise Principles
114635   P T 790 Cardiovascular, Pulmonary, and Integumentary PT

118280 ECE 531 Communication Theory I.
118305 ECE 630 Random Variables and Signals
118306 ECE 640 Dynamic Systems Analysis
111475 ECE 580 Digital Systems: Communication and Interface
111476 ECE 581 Digital Systems: Design and Synthesis
111477 ECE 582 Digital Systems: High Level Synthesis and Codesign
111478 ECE 583 Digital Systems: Microprocessor Architecture and
                Design
111479 ECE 584 Digital Systems: Peripheral Architecture and Design
118282 ECE 550 Electromagnetic Theory.
118283 ECE 551 Radio Frequency Circuits and Systems
118284 ECE 552 Wireless Communication Systems
118285 ECE 555 Optical Fiber Communication
118287 ECE 560 Digital Signal Processing
118288 ECE 561 Statistical and Adaptive Signal Processing
118289 ECE 562 Digital Image Processing
118290 ECE 563 Medical Imaging
118291 ECE 565 Engineering Applications of Neural Networks
118292 ECE 566 Real-time DSP Laboratory
118294 ECE 570 Embedded Data Structures and Object Oriented
                Programming
118295 ECE 571 Real-time Operating Systems
118296 ECE 572 Embedded Microcontroller Linux
118297 ECE 573 Embedded TCP/IP

120768 EHC 620 Introduction to Counseling: Professional Orientation

4. Major Modification
        120765 Major Modification - EHC Human Development Counseling

5. Program Addition
        119557 NUR MSN Family Nurse Practitioner online

VII.   Unfinished Business

VIII.   New Business
        A. Standing Committee
                1. Strategic Planning
                        a. Alex Hertich (LAS) – completing Dan Getz term
        B. General Education Proposal
                1.   Proposed Bradley Core Curriculum Model (Appendix 1)
                        a. Proposed Faculty Handbook Changes (Appendix 2)
                                i. General Education renamed to Core Curriculum
                                ii. Addition of the Sub Committee on Core Practices

IV.   Other Business
        A.   Report from the Presidential Marketing/Promotion Committee to
                Prospective Students

X.   Adjournment

Bradley University Senate
Minutes
Second Regular Meeting of the 2014-2015 Senate
3:10 P.M. October 16th, 2014
Michel Student Center Marty Theater

I.   Call to Order

II.   Announcements

A. Please sign the attendance roster; Guest please sign the Guest roster
B. The Senate Resource Committee will give a report following the Senate Meeting

III.   Approval of Minutes
A. First Regular University Senate Meeting, September 18, 2014
    Approved by General Consent

IV.   Reports from Administrators
A. President Glasser
   1) Reported on Homecoming and Founder's Day activities.
   2) Reported on advancement trips for the convergence initiative.
   3) Three advisory groups were formed last May to assess the University's finance and
      budget, programs and academic delivery, and enrollment and marketing. The
      committees have been working throughout the summer and have made good
      progress.
      a) The Budget and Finance committee has provided detailed financial data to the
          Program Review Committee and have started reviewing non-academic units.
      b) The Program Review Committee has forwarded their recommendations to the
          college Deans and will share the information with the Senate's Strategic
          Planning Committee.
      c) The Enrollment and Marketing Committee has developed new activities for
          recruiting perspective students including: purchasing names, improving visit
          day experiences, and the development of a faculty fellows' program.
      d) A balanced budget was presented to the Board of Trustees for the current year.
          The Board of Trustees mandated that Bradley reduce the operating budget by
          5% plus an additional 1.8 M$ from the auxiliary for a total of 7.6 M$.
          Academic affairs is responsible for a reduction of 2.3 M$ and the remaining 5.3
          M$ will come from non-academic areas.

B. Provost Glassman
   1) The General Education Steering Committee has moved the core curriculum
      proposal to the C&R Committee. C&R will review the proposal in the coming
      weeks. It may come to the Senate in the November or December meeting

V.   Report from Standing Committees
A. Committee on Curriculum and Regulations
       1. Course Additions

107971 ETL BLW 360 Business & Intellectual Property
109529 BUS 490 Business Topics
109446 FCS 201 Foundations in Community Wellness
109447 FCS 310 Community Program Planning
109448 FCS 311 Community Program Evaluation
109449 FCS 464 Leadership and Advocacy in Community Wellness

Approved by General Consent

2. Minor Addition
    107970 ETL Business Law
Motion by Jean Marie Grant / 2nd Matt O'Brien – Motion Approved

3. Course Modifications
Motion to divide the question by Mat Tim
CS510 & CS511 were considered separately
Motion to approve CS510 & CS511 by Lee Newton / 2nd Julie Reyer
Motion Approved

Remaining Courses Approved by General Consent
    109444 FCS 203 School Health Promotion
    109445 FCS 462 Community Wellness Practicum I
    107963 PTHS 306 Health Science Applications for Sports and Exercise
    114640 PLW 290 Participation in Mock Trial
    114641 PLW 390 Participation in Mock Trial
    115163 CS 100 Introduction to Programming Concepts and Languages
    115164 CS 101 Introduction to Programming
    115095 CIS 515 Applied Cryptography
    115096 CIS 530 Information Technology Infrastructure
    115097 CIS 533 Mobile and Wireless Networks
    115098 CIS 535 Computer Networks and System Security
    115100 CIS 545 Integrative Programming and Technology
    115101 CIS 546 Advanced Mobile Programming
    115102 CIS 551 Computer Game Design
    115103 CIS 552 Computer Game Modification
    115104 CIS 553 Concepting and Storytelling
    115105 CIS 555 Computer Graphics
    115106 CIS 556 Game Engine Programming
    115107 CIS 557 Digital Animation
    115108 CIS 558 Sounds Design
    115109 CIS 559 Computer Game Capstone Project
    115112 CIS 572 Computing Management: Systems, Technology,
                  Services
    115111 CIS 575 Computer Information Systems Analysis. Design and
    115112 CIS 580 Digital Society and Computer Law
    115113 CIS 588 Introduction to Expert Systems
    115114 CIS 595 Software and Web Applications Security
    115121 CS 503 Programming Methodology
    115122 CS 510 Numerical Methods

115123 CS 511 Numerical Methods II
115124 CS 514 Algorithms
115125 CS 516 Programming Languages
115128 CS 520 Advanced Computer Architecture
115146 CS 531 Web Development Technologies
115147 CS 532 Advanced Java Computing
115148 CS 561 Artificial Intelligence
115149 CS 562 Intelligent Systems and Applications
115150 CS 563 Knowledge Discovery and Data Mining
115151 CS 571 Database Management Systems
115152 CS 572 Advanced Topics in Databases
115153 CS 590 Fundamentals of Software Engineering
115154 CS 591 Software Project Management
115156 CS 592 Requirements Development
115157 CS 593 Web and Mobile Software Systems
115175 CIS 573 Quality Management in Computing
118374 ETE 116 Introductory Field Experience
118376 ETE 237 Practicum for Teaching English Learners

4. Course Deletion
Approved by General Consent
118392 ETE 379 Novice Teaching Experience in the Secondary School

5. Concentration Deletions
Approved by General Consent
118743 ETE Fine Arts Concentration
118744 ETE Foreign Language Concentration - Spanish
118746 ETE Foreign Language Concentration – French

6. Major Deletions
Approved by General Consent
119652 ETE Learning Behavior Specialist/Elementary Education
119653 ETE Early Childhood Education & Elementary Education Major

7. Major Modification
Motion by Lee Newton / 2nd Jean Marie Grant – Motion Approved
109442 FCS Community Wellness
112325 FCS Hospitality Leadership

B. Graduate Executive Committee *(information purposes only)*
   1. Course Modifications
      115095 CIS 515 Applied Cryptography
      115096 CIS 530 Information Technology Infrastructure
      115097 CIS 533 Mobile and Wireless Networks
      115098 CIS 535 Computer Networks and System Security
      115100 CIS 545 Integrative Programming and Technology
      115101 CIS 546 Advanced Mobile Programming
      115102 CIS 551 Computer Game Design

115103 CIS 552 Computer Game Modification
115104 CIS 553 Concepting and Storytelling
115105 CIS 555 Computer Graphics
115106 CIS 556 Game Engine Programming
115107 CIS 557 Digital Animation
115108 CIS 558 Sounds Design
115109 CIS 559 Computer Game Capstone Project
115112 CIS 572 Computing Management: Systems, Technology,
     Services
115111 CIS 575 Computer Information Systems Analysis. Design and
115112 CIS 580 Digital Society and Computer Law
115113 CIS 588 Introduction to Expert Systems
115114 CIS 595 Software and Web Applications Security
115121 CS 503 Programming Methodology
115122 CS 510 Numerical Methods
115123 CS 511 Numerical Methods II
115124 CS 514 Algorithms
115125 CS 516 Programming Languages
115128 CS 520 Advanced Computer Architecture
115146 CS 531 Web Development Technologies
115147 CS 532 Advanced Java Computing
115148 CS 561 Artificial Intelligence
115149 CS 562 Intelligent Systems and Applications
115150 CS 563 Knowledge Discovery and Data Mining
115151 CS 571 Database Management Systems
115152 CS 572 Advanced Topics in Databases
115153 CS 590 Fundamentals of Software Engineering
115154 CS 591 Software Project Management
115156 CS 592 Requirements Development
115157 CS 593 Web and Mobile Software Systems
115175 CIS 573 Quality Management in Computing
115120 CIS 607 File Organization and Management
115158 CS 612 Automata, Computation and Complexity
115159 CS 614 Parallel Algorithms
115160 CS 625 Operating Systems Design
115161 CS 635 Data Communications and Networks
115162 CS 690 Advanced Topics in Software Engineering
109490 ENT 682 Entrepreneurship

C.   Committee on University Resources
   1) The Chair of the University Resources Committee provided an updated report.
   2) The updated report is included as an attachment to the minutes.

VI.   Unfinished Business *(none)*

VII. New Business *(for information only)*

A. Appointments to Standing Committees

1. Strategic Planning
    a. Jacob Heuser – ex officio Vice President for Advancement

B. Elected to Standing Committees

1. Contractual Arrangements
    a. Pratima Gandhi – Administration Representative
    b. Brad Andersch – Faculty Representative

2. Strategic Planning
    a. Tim Koeltzow – LAS
    b. Ahmad Fakheri – EGT

3. Faculty Grievance
    a. Larry Xue
    b. Mihai Vlad Niculescu
    c. Wayne Bosma

4. Tenure, Promotion, and Dismissal
    a. Kristi McQuade
    b. Nicholas Stover
    c. Tony Hermann
    d. Melissa Peterson [Alternate]

VIII. Other Business

IX. Report from Student Senator
    1) Please wear red on Fridays.
    2) Please post mid-term grades.

X. Motion to Adjourn – 4:35 PM

Bradley University Senate
2014-2015
October 16, 2014 – Second Regular Meeting
Attendance Sheet

FACULTY
(please initial)

Name	Initial	Name	Initial	Name	Initial
Adams, Mollie (FCB)	*MMA*	Heinemann, Steve (SCCFA)	*SH*	Rowe, Robert (SCCFA)	
Andersh, Brad (CLAS)	*BA*	Hertich, Alex (CLAS-L)	*AH*	Sánchez, José (CEGT)	
Baer, Robert (FCB)	*RB*	Kelley, Andrew (CLAS)	*AK*	Sconduto, Leslie (CLAS)	
Bashri, Maha (SCCFA)	*MB*	Kim, Jihyun (CLAS)	*JL*	Shastry, Prasad (CCEGT)	*PS*
Blouch, Chris (CLAS)	*CB*	Kimberlin, Kevin (CLAS-L)	*KKK*	Sinha, Amit (FCB)	*Amit*
Bruns, Laura (SCCFA)		Krishnamoorthi, K. (CCEGT)		Skaggs, Jobie (EHS)	*X*
Degitz, Robert (EHS)		Lewer, Joshua (FCB)	*JL*	Stephens, Paul (FCB)	*PS*
Erickson, Deborah (EHS)	*de*	Lohman, Mark (SCCFA)		Stover, Nick (CLAS)	*NS*
Evens, Wayne (CLAS)	*WE*	Lozano, Jose (CLAS)	*JL*	Timm, Mat (CLAS)	*MG*
Fakheri, Ahmad (CEGT)	*A.F*	Lukowiak, Twila (EHS)		Wang, Yun (ClAS)	*YW*
Frazier, Meg (Lib)	*MmF*	Morris, Martin (CEGT)	*MM*	Wayvon, Paul (FCB)	*PW*
Gabor, Elena (SCCFA)		Nelson, Matthew (SCCFA)	*MN*	Williams, Chris (CLAS)	*CW*
Gobeyn, Mark (CLAS)	*MG*	Newton, Lee (CLAS)	*LN*	Young, Margaret (SCCFA)	*MY*
Goitein, Bernie (FCB)	*BG*	Peterson, Melissa (EHS-L)	*MP*	Davidson Jeanette	*AD*
Grant, Jean Marie (EHS)	*JMG*	Podlasek, Bob (CEGT)	*RP*	Priscilla Weaver	*PW*
Hatfield, Patty (FCB-L)	*PH*	Quigg, David (CLAS)	*DQ*	Anthony Hermann	*PSY*
Robert Hawkins (CLAS)	*RH*	Reyer, Julie (CEGT)	*JR*		

EX-OFFICIO

(please initial)		*(please initial)*	
Akers, Lex		Jones, Chris	*CJ*
Anna, Gary	*GA*	Malinowski, Olek	*AM*
Bakken, Jeffrey		McAsey, Mike	*MM*
Beaty, Kathie	*KB*	O'Brien, Matt	*MO*
Cross, Mike	*MC*	Radson, Darrell	
Galik, Barbara		Ruch, Chuck	*CR*
Pres. Glasser, Joanne	*JG*	Sattler, Joan	*JS*
Glassman, David	*DG*	Schroeder, Paul	*PS*
Heuser, Jake		Thomas, Nathan	*NT*
Huberman, Jeff		Ruch, Chuck	

STUDENTS

(please print name)	
Student Body President	*Jason Blumer*
Graduate	
Undergraduate	
Undergraduate	*Sarah Hunter*

Bradley University Senate
2014-2015
October 16, 2014 – Second Regular Meeting
Attendance Sheet

GUEST SIGN-IN
(please write your name and list your college or unit)

NAME	COLLEGE/Unit	NAME	COLLEGE/Unit
Heather Moles	Athletics		
Tony Bedenikovic	Math		
Bret Burchette	Athletics		
Michael			
Charles Dannull	PLS		
Valerie U. Pape	ML / FCB		
Shyam Bhandari	FCB		
Matt Hunnicutt	EHS/CTEL		
Michael Jin	P-f L		
Teresa Drake	FCS		
Craig Dahlquist	ATH.		

To: Bradley University Senate, President Glasser, and Board of Trustees

From: University Resources Committee

Date: November 5, 2014

Re: October 16, 2014 Report to the University Senate

A. Committee Charge and Background Information

The charge of the University Resources Committee is to foster the compatibility of resource allocations with overall University goals by focusing its attention on University-wide and long-range decisions. According to the Faculty Handbook, the committee is responsible for:

- Reviewing and analyzing policies, projections, procedures, and results of University actions involving the acquisition and allocation of resources;
- Consulting with and discussing its findings with the faculty and other members of the University community;
- Making periodic reports and recommendations to the University Senate which may make recommendations to the President;
- Obtaining timely and needed information from the University Administration as required for the effective performance of its duties;
- Consulting with the University Administration in preparing policies and procedures affecting resource allocation.

On April 17, 2014, the University Resources Committee presented its findings and recommendations to the University Senate. In early October 2014, Bradley University released its May 31, 2014 audited financial statements. The University Resources Committee immediately reviewed these statements and discovered that there were a number of trends and outcomes that ran quite contradictory to its April 2014 report to the Senate. Certain of these items were so materially different from the April 2014 report that the committee deemed it necessary to respond with an update to the Senate. This report offers a narrative of the presentation, which was based on information gathered and inferences drawn from data collected during the committee's seven months of collaboration.

B. Narrative of the October 16, 2014 Presentation

As was projected by Bradley's administration, the FY14 financial statements reported a current operating surplus of $1.1 million compared to a FY13 loss of -$6.3 million. This represented a net improvement of $7.4 million.

The significant items that contributed to this change were:

1. Net tuition increased by $5.3 million. This was largely a result of a tuition rate increase for the academic year commencing in August 2013. It was reported that the August 2013

freshman enrollment class was below its target, but the tuition rate increase for all levels of Bradley students more than offset this enrollment shortfall. In fact, the $5.3 million tuition increase was the largest single year increase in the past 10 years.

2. In spite of this significant income improvement, Bradley's operating position was still "in the red." Additionally, it should be noted that tuition rate increases of this magnitude are likely not possible in the near future given the relatively high levels of tuition increase at private higher education institutions.

3. There were also a number of higher costs and/or lower revenues incurred in a number of areas in FY14:

   a. Athletics costs increased by $.4 million. This was a material increase based on the actual year-over-year net Athletics loss and also on a budgeted loss basis. In fact, in April 2014, Bradley's financial administration projected that the Athletics' loss for FY14 would actually be lower at -$5.8 million when in fact the actual Athletics loss ballooned to over -$7.1 million. How could the Athletics loss increase by over $1 million with effectively all of the costs recorded by April 2014? Did the "Actual to Budget" analysis not report that Athletics' loss would be materially higher?

   b. The General Administration costs were also up 7% or $.5 million. This brought General Administration costs to almost $7 million for FY14.

   c. Unrestricted Contributions were down 46% to only $.8 million. This was the only year in the past ten years where contributions were under $1 million.

   d. Grants, Appropriations and Contracts were down -$1.5 million. As you will see, this is a direct decrease to academic faculty compensation. It was reported to the committee that 100% of these grants, appropriations, and contracts go directly to the faculty; however, there are indications now that some of these funds are absorbed as overhead.

   e. General Institutional costs increased $.5 million (up 2%). Given that health care costs are reported to be in this line item, this may represent a rather modest increase.

   f. Student service costs were up 2% or $.2 million.

   g. Depreciation was up $.3 million representing the recent significant building expenditures at Bradley.

   h. With all of these cost increases and revenue decreases, Bradley's deficit position before cost reductions was -$5.2 million in FY14.

4. To address this material loss position, a number of areas "tightened their belts":

   a. Bradley-funded academic compensation was reduced by $.3 million. This in spite of assurances that resources for faculty would not be reduced. This reduction is assumed to result from a prolonged salary freeze, the inability to replace retiring and departing faculty, and the elimination of many adjunct teaching positions.

   b. Grants, Appropriations and Contracts declined by $1.5 million as noted above.

   c. There was reduced spending of $35,000 on the Library.

   d. Public service, operations, and other costs were decreased by $1 million.

   e. Investment income and favorable interest rates generated a $1.3 million improvement.

   f. Dining and Housing generated an improvement of $2.2 million. This was a material gain; however, dining remains in a $1 million loss position. It should be noted that Dining's cumulative loss over the past three years is almost $4 million.

   g. In total, the areas that "tightened their belts" to address Bradley's poor financial condition generated a total of $6.3 million in savings. This more than covered the base deficit amount plus the higher spending levels in a number of departments or areas.

In summary, cost reductions were not across the board. Some areas increased spending while others reduced spending. Major areas of concern are:

1. Instructional and research funding was reduced by $.3 million in spite of assurances that faculty resources would not be cut. In addition, there is a Board of Trustees approved target to further decrease faculty costs by $2.3 million in FY15.

2. Athletics losses continue to grow at a pace of about $.5 million more every year. Ten years ago, the Athletics loss was -$2.1 million and it is now -$7.1 million. This $5 million loss increase averages $.5 million per year.

3. General Administration spent $.5 million more in FY14. It was reported that a major increase in this area was a $.35 million increase in police spending. This may have been a necessary spending increase. However, the question remains, were there not other areas that should have been reduced to offset this resource increase?

4. Unrestricted Contributions were down to less than $1 million.

5. Grants, appropriations and contracts were down $1.5 million.

Net tuition continues to grow. In fact, it surpassed the $100 million level for the first time in FY14. As a percentage of net tuition, instructional and research costs have steadily declined over the past ten years. In 2005, faculty and instructional costs represented 52% of net tuition. In 2014, this was down to 45%, a net decrease of 7% of net tuition or a $7 million lower allocation of resources to faculty and research. Additionally, for the first time over the past ten years, instructional and research costs declined in actual dollar terms in FY14.

While instructional and research costs have declined steadily as a percentage of net tuition, both Athletics and General Administration costs have increased significantly. Another way to look at this situation is:

1. Over the past ten years, net tuition has increased by 47%.

2. However, instructional and research costs have increased by only about half this rate: 27%.

3. Additionally, Athletics has increased by 240% and General Administration has increased by 47%.

4. In 2005, Athletics and General Administration costs were together less than $7 million. In FY14 they were collectively over $14 million.

The increase in the Athletics loss has also put a severe strain on enrollment and the funds that new students contribute. In FY14 alone, a $.4 million cost means that twenty additional students need to be enrolled just to cover Athletics' growing loss in FY14. An increased loss of $.5 million translates into 250 student tuitions ($5 million/$20,000 of net annual tuition.)

In FY14, there are targeted cost reductions in Instruction and Research of $2.3 million. Some areas are exempt from cost reduction targets (e.g., marketing, enrollment, and police.) Thus far, Instruction and Research seems to be the targeted area for most cost reductions. The wisdom of focusing resource reductions on Bradley's core business and value is seriously questioned. In fact, most enterprises that experience financial pressures quickly identify their core business and ensure to defend, protect, and support those activities, focusing intensively on non-core and low value adding areas for cost reduction.

C. Recommendations

Based on the University Resources Committee's October 16, 2014 update report, the following recommendations are made:

1. Administration should financially respond to the faculty resource reduction.

2. By October 31, 2014, make available to faculty the comprehensive and detailed FY15 budget.

3. No later than ten days following each month's end, make available to faculty actual monthly financial statements with complete details and explanations.

4. By December 31, 2014, complete a comprehensive faculty salary initiative.

5. By December 31, 2014, complete and make available to faculty a comprehensive five-year strategic and financial plan for Athletics.

6. By December 31, 2014, complete the Bradley University financial analysis and systems as detailed by the Finance and Budget Committee.

The University Resources Committee believes that these recommendations will address and allow for resolution of Bradley's current resources problems, not just the symptoms. Like all members of the Bradley community, we very much want Bradley University to thrive.

Respectfully submitted,
University Resources Committee

Members:
Dr. Shyam Bhandari, Finance
Dr. Michael Greene, Philosophy
Dr. Jana Hunzicker, Teacher Education
Mr. Terrance Kenny, Controller's Office
Dr. Iqbal Shareef, Engineering
Mr. Paul Wayvon, Accounting (Committee Chair)

Bradley University Resources Committee

Updated Report to University Senate

October 16, 2014

Committee members

Dr. Shyam Bhandari, Finance

Dr. Michael Greene, Philosophy

Dr. Jana Hunzicker, Education

Mr. Terrance Kenny, Controller's Office

Dr. Iqbal Shareef, Engineering

Mr. Paul Wayvon, Accounting (Chair)

Background and Purpose

- On April 17, 2014 the University Resource Committee (URC) presented its report to University Senate.

- On October 2, 2014 Bradley's May 31, 2014 fiscal year financial statements were made available.

- Unfortunately, many issues, trends and items that were disclosed in the FY14 financial statements were not made available to the URC for inclusion in their April 2014 report

- Non-disclosure and lack of transparency at appropriate time has rendered the April 2014 committee report incomplete

- This report serves as an Update

The Good News…

Loss in FY13 of $6.3m

Surplus in FY14 of $1.1m

How did this happen?

Getting to a "Balanced Budget" in FY14
(000's)

1 - FY13 Deficit (May 31, 2013)	($6,299)
2 - Tuition increase in FY14 (sustainable long-term?)	$5,262
3 - Still in the "Red"	($1,037)
4 - Plus… higher costs and lower other revenues in FY14	($4,125)
5 - Deficit to cover with higher costs, lower revenues	($5,162)
6 - Cost reductions and other revenue increases	$6,265
7 - FY14 Surplus (May 31, 2014)	$1,103

Higher costs, lower revenues in FY14

(000's)

		Per faculty *
1 - Athletics costs (up 6%)	($395)	($919)
2 - General administration costs (up 7%)	($452)	($1,051)
3 - Contributions (down 46%)	($694)	($1,614)
4 - Grants, appropriations, contracts revenue (down 17%)	($1,535)	($3,570)
5 - General institutional costs (up 2%)	($529)	
6 - Student services costs (up 2%)	($196)	
7 – Depreciation	($324)	
8 - Total higher costs, lower revenues	($4,125)	

* -- 430 faculty

Lower costs, higher revenues in FY14

(000's)

|		Per Faculty
1 - Reduction in Instructional & research:		
2 -- Bradley funded compensation reduction	$315	$733
3 -- Grants, appropriations, contracts funded	$1,535	$3,570
4 – Total reduction in instructional & research	$1,850	$4,302
5 - Less spending on Library	$35	
6 - Public service, operations, other cost decreases	$955	
7 - Investment income net of interest (strong market)	$1,271	
8 - Dining, housing and other improvements	$2,154	
9 - Cost reductions and revenue increases	$6,265	

Observations for FY14

- **Cost reductions were not across the board… some areas increased spending, or reduced revenue**

    – Instructional & research was reduced $315,000… plus a $2.3m targeted reduction for FY15

    – Athletics spent $395,000 (6%) more in FY14
        - Athletics' loss now up to $7.1m (compared to $2.1m loss in 2005)… a $5.0m resource increase since 2005

    – General Administration spent $452,000 more in FY14 (up 7%)… (note – police spending was up $350k)

    – Contributions were down $694,000 (from $1,507,000 to $813,000)

    – Grants, appropriations and contracts were down $1.5m (-17%)
   - This substantially reduced Instructional and research funding

-- Net Tuition surpassed $100m in FY14... $5.3m increase was largest in 10 years
-- Instructional & research resources were reduced by $315,000
-- This brings Instructional & research to a 10 year low as a percentage of Net Tuition
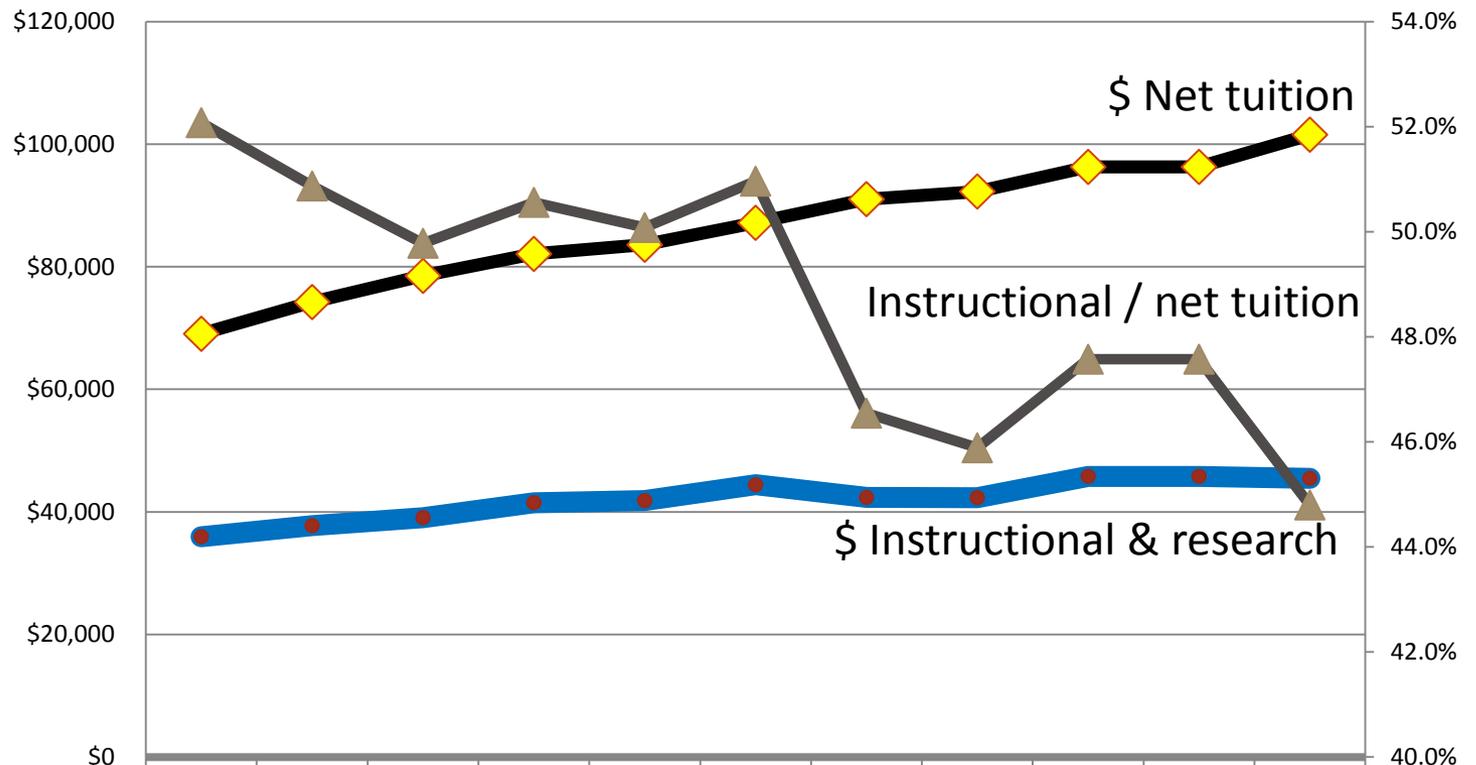
|	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013	2014
Net tuition	$69,060	$74,240	$78,510	$82,090	$83,584	$87,168	$91,029	$92,274	$96,282	$96,282	$101,544
Instructional/res -- Bradley	$35,963	$37,766	$39,082	$41,503	$41,859	$44,422	$42,370	$42,342	$45,805	$45,805	$45,490
Instruct/net tuition	52.1%	50.9%	49.8%	50.6%	50.1%	51.0%	46.5%	45.9%	47.6%	47.6%	44.8%

-- Steady 10 year decline in Instructional & research as a percentage of Net tuition
**-- Plus, in FY14, a 17% drop in grants, appropriations and contracts**

Total Instruct & res / net tuition

Bradley funded instruct & res / net tuition

Grants & Contracts funded
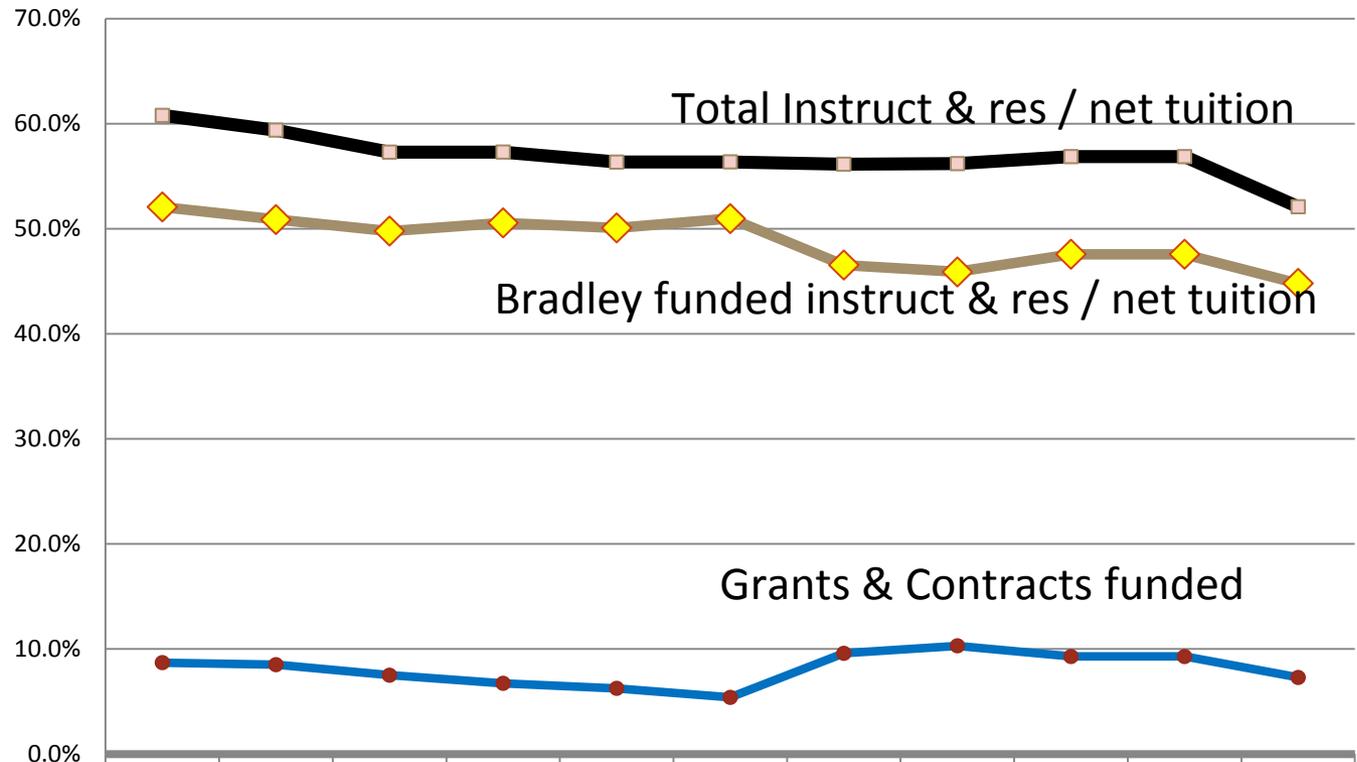
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013	2014
Instruct & Res (Bradley funded)	52.1%	50.9%	49.8%	50.6%	50.1%	51.0%	46.5%	45.9%	47.6%	47.6%	44.8%
Grants and contract funded	8.7%	8.5%	7.5%	6.7%	6.3%	5.4%	9.6%	10.3%	9.3%	9.3%	7.3%
Total Instructional & res	60.8%	59.4%	57.3%	57.3%	56.3%	56.4%	56.1%	56.2%	56.9%	56.9%	52.1%

10 year trend of Resource Allocation changes
More spending on Athletics and Gen Admin
# Less spending on Instructional & research

Athletics

Gen Admin

Instructional & research
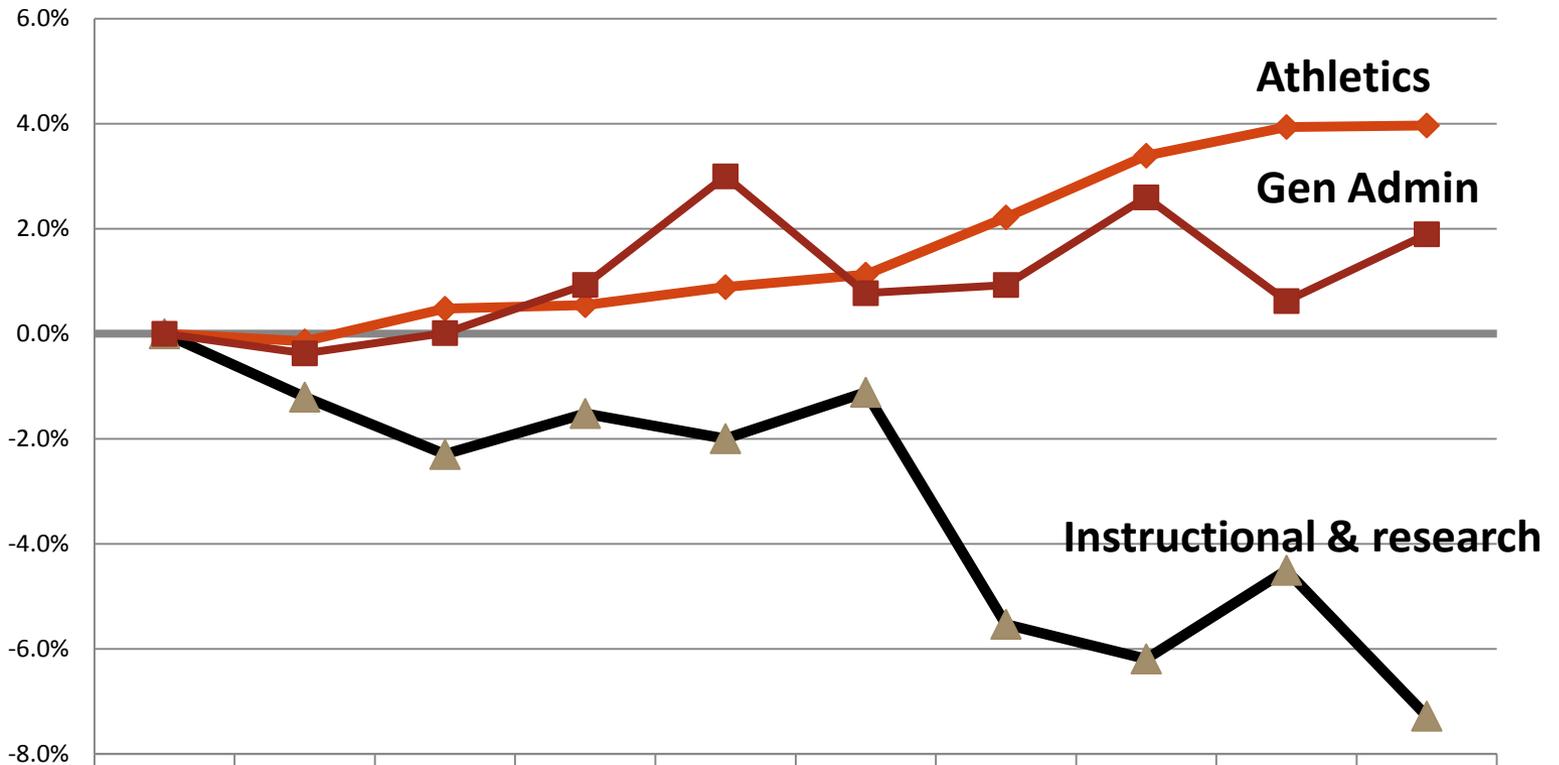
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Instruct/research	0.0%	-1.2%	-2.3%	-1.5%	-2.0%	-1.1%	-5.5%	-6.2%	-4.5%	-7.3%
Athletics	0.0%	-0.1%	0.5%	0.5%	0.9%	1.1%	2.2%	3.4%	3.9%	4.0%
Gen Admin	0.0%	-0.4%	0.0%	0.9%	3.0%	0.8%	0.9%	2.6%	0.6%	1.9%

-- **10 Year Change (2005 to 2014)**
-- **Net Tuition was up 47%**
-- **Instructional & research about ½ as much as tuition**
-- **Athletics up 240%, and Gen Admin up 47%**

Net tuition	Instruct/res	Athletics	Gen Admin	Gen Inflation
47.0%	26.5%	240.0%	47.1%	23.0%
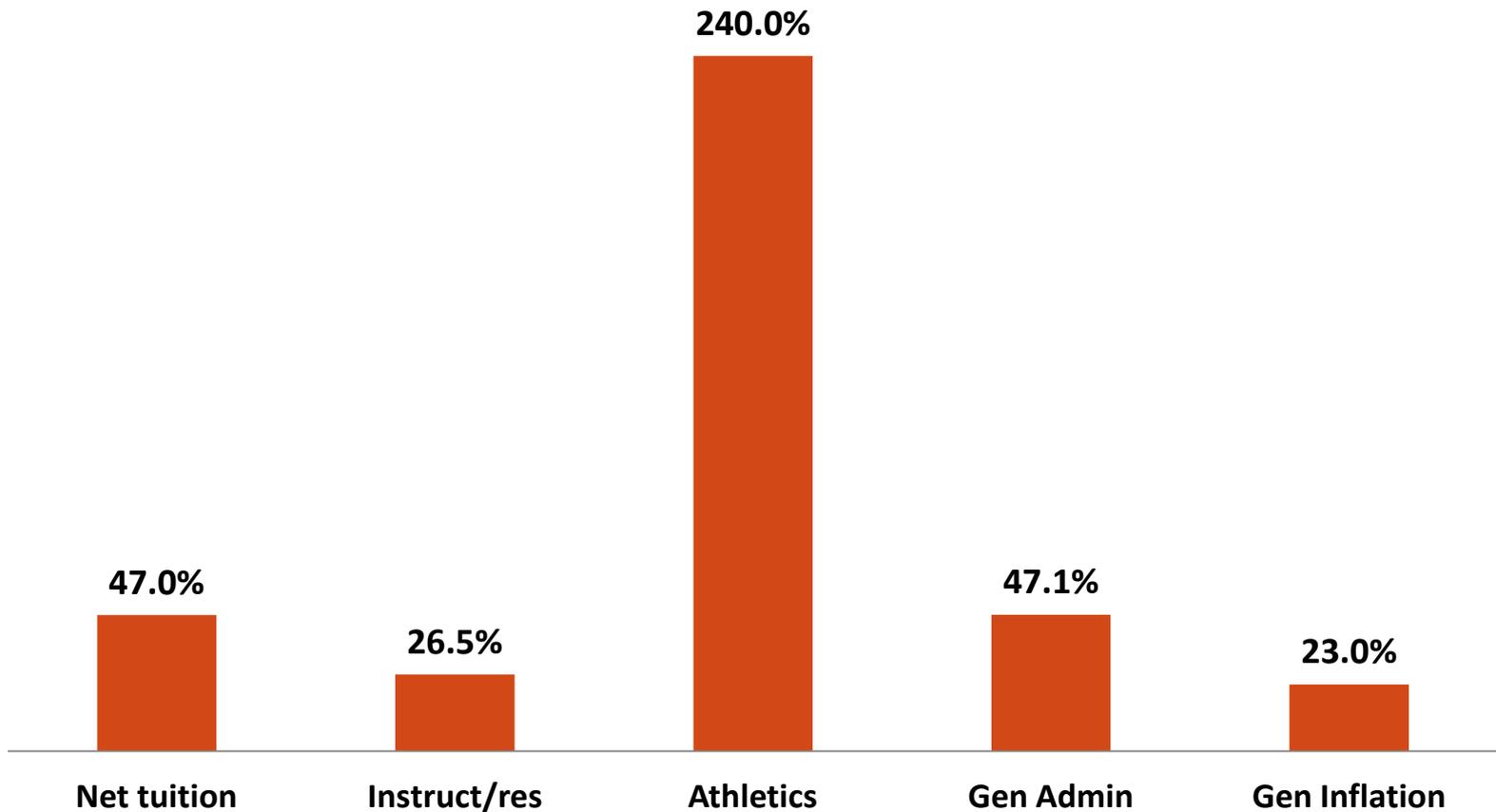
-- In FY05, Athletics and Gen Admin were less than $7m together
**-- Over 10 years they have more than doubled to over $14m**
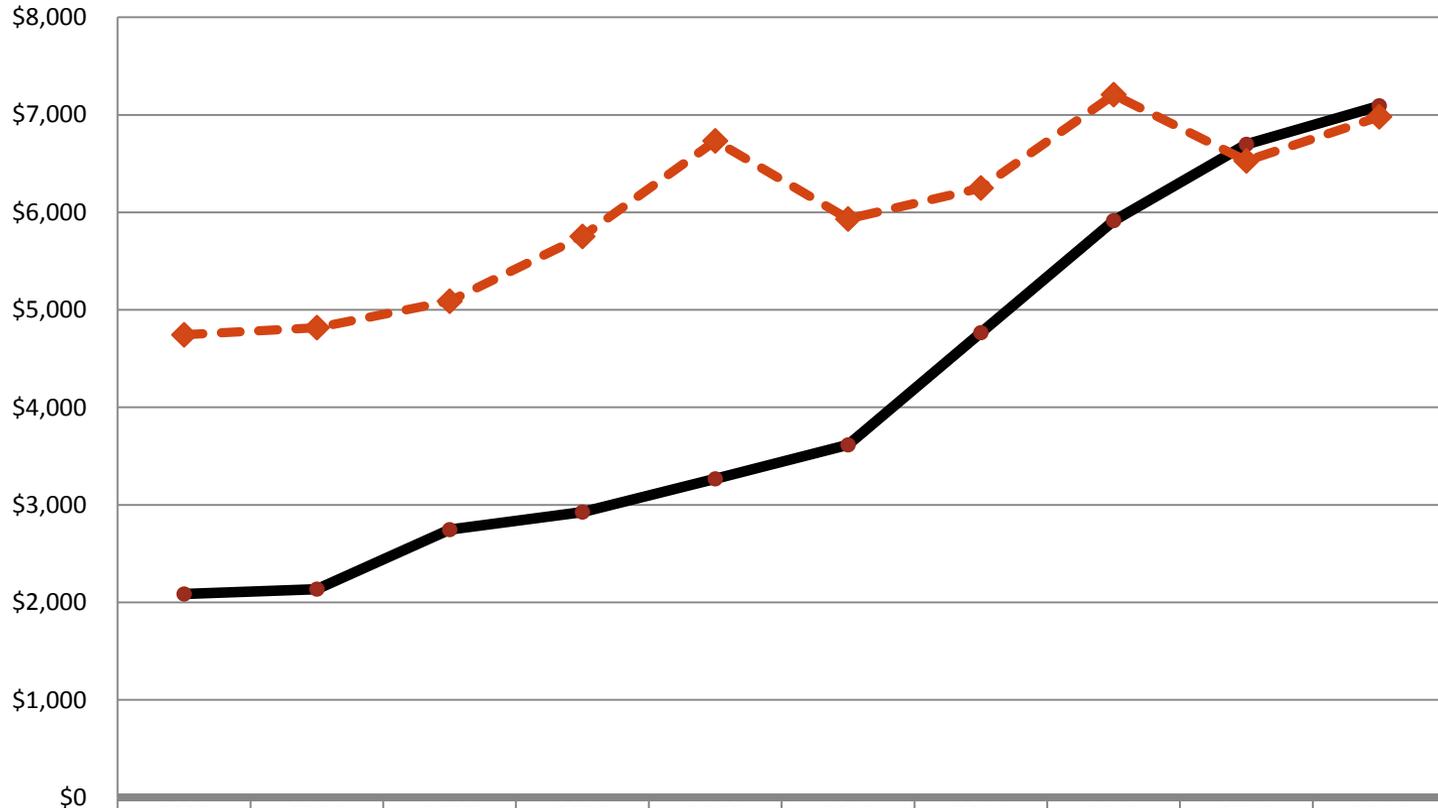
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Athletics loss	$2,086	$2,136	$2,746	$2,926	$3,267	$3,615	$4,766	$5,915	$6,698	$7,093
Gen Admin	$4,744	$4,818	$5,089	$5,753	$6,733	$5,932	$6,250	$7,207	$6,528	$6,980

-- **355 students are required to cover Athletics' $7.1m l in FY14**

-- **In FY14 alone, 20 additional enrolled students were required to cover Athletics' $395,000 increased spending**
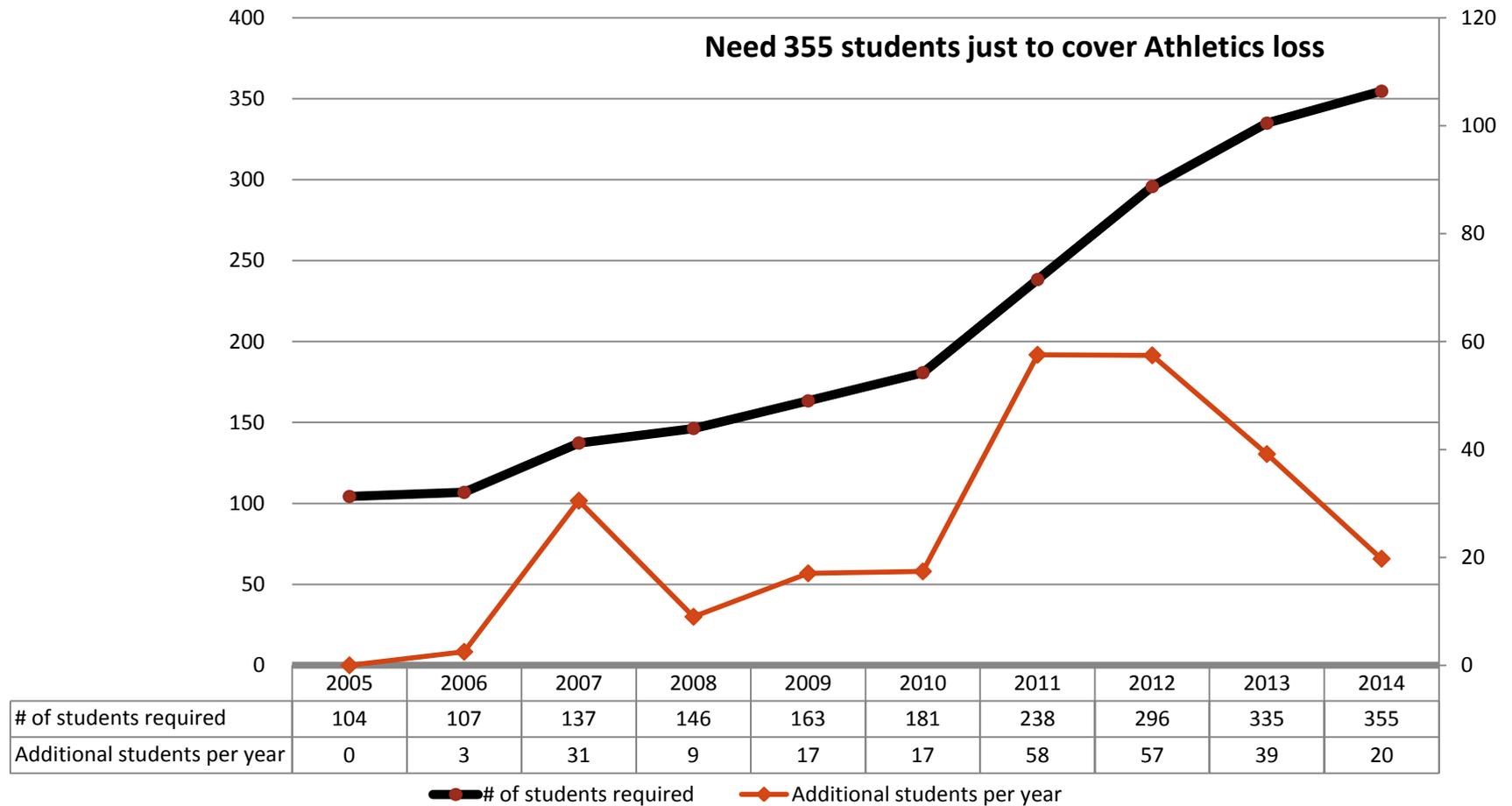
Need 355 students just to cover Athletics loss

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
# of students required	104	107	137	146	163	181	238	296	335	355
Additional students per year	0	3	31	9	17	17	58	57	39	20

■■ # of students required   ◆ Additional students per year

-- Resource reductions in faculty in FY14
-- $2.3m further reductions targeted in FY15
-- ($1.6m reduction in Institutional costs)
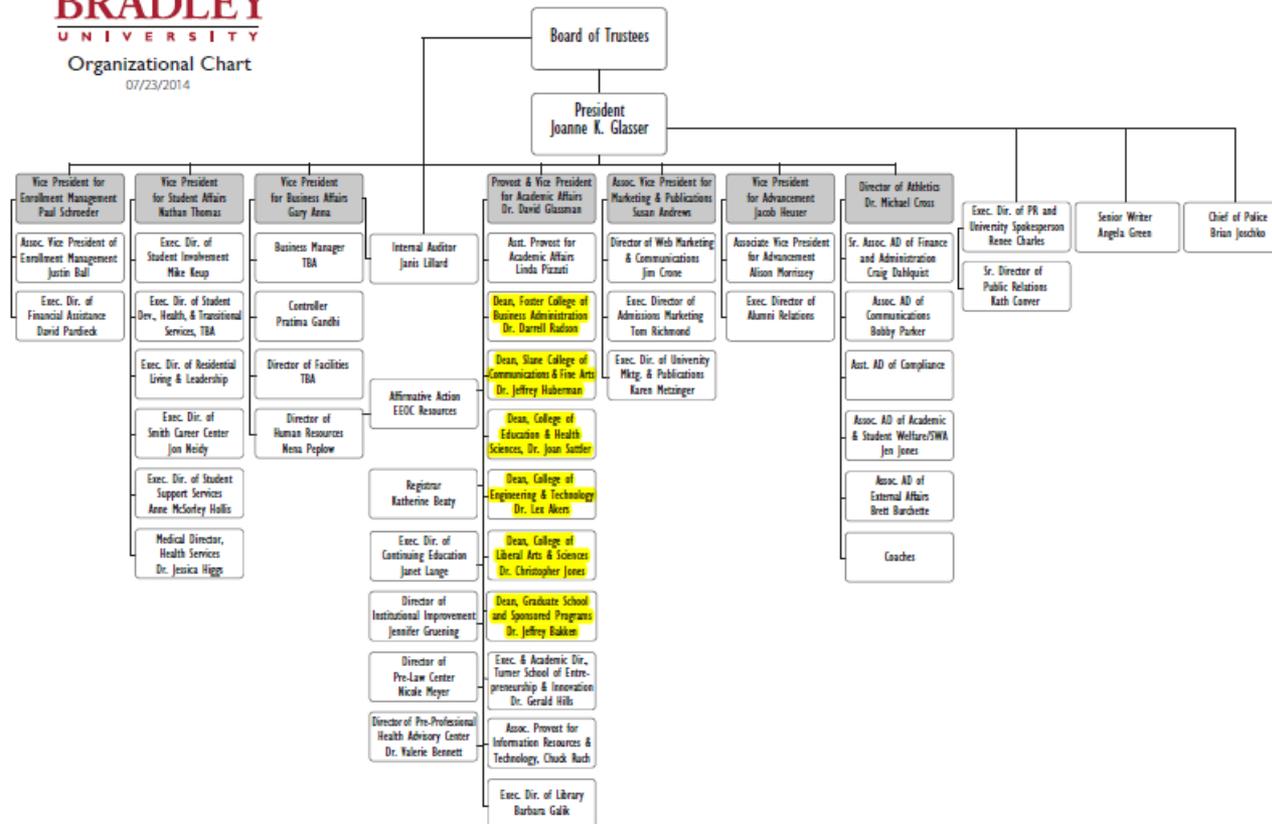
-- Resource reductions in faculty in FY14
-- $2.3m further reductions targeted in FY15
-- ($1.6m reduction in Institutional costs)
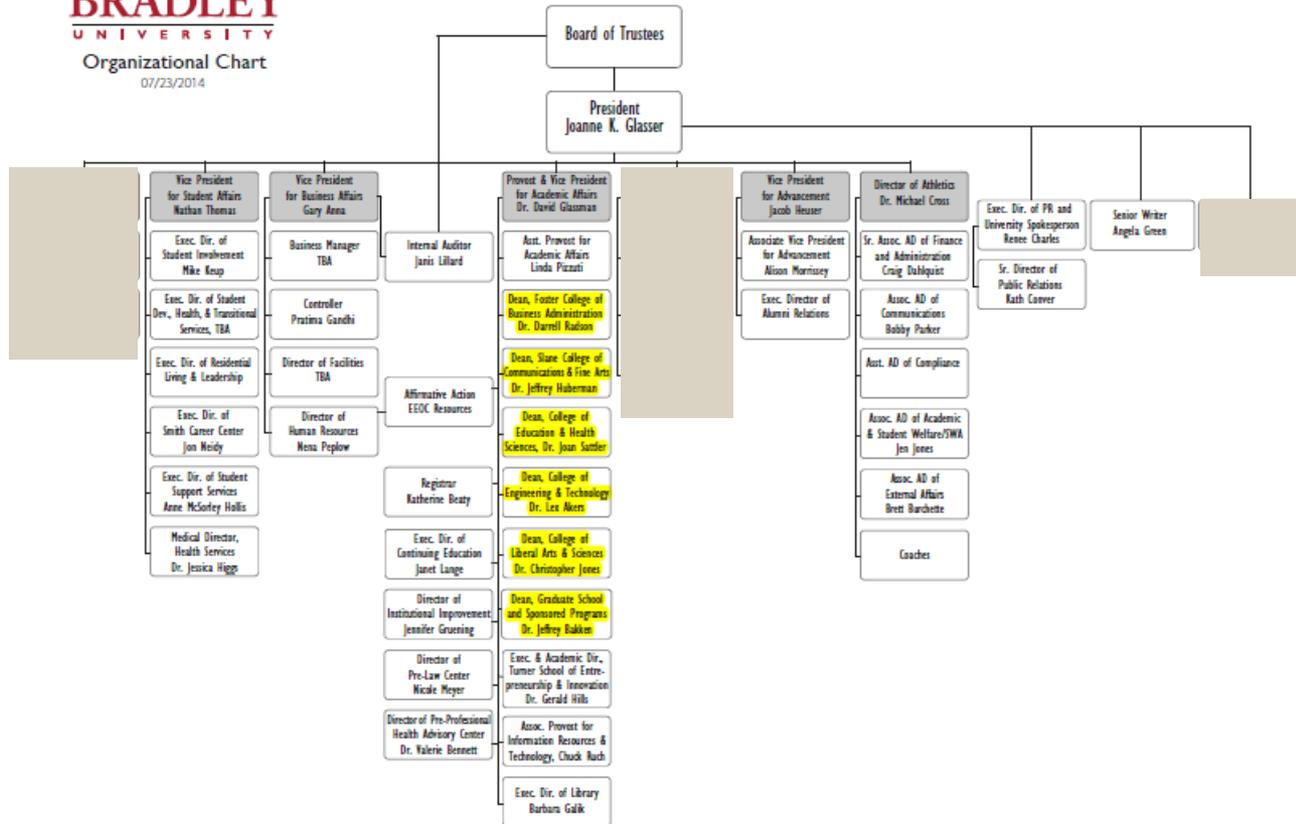
Core… Defend, Protect, Support
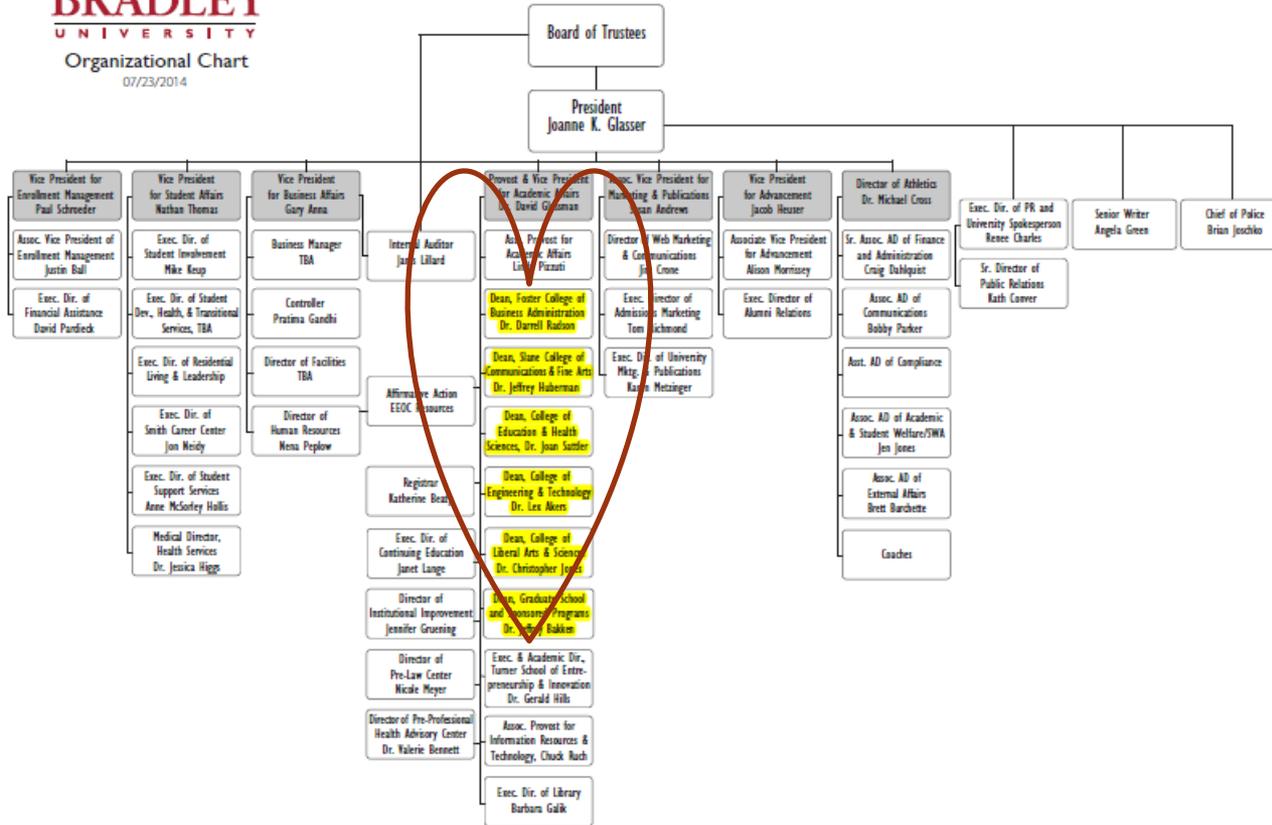
Recommendations

- Administration should financially respond to the faculty resource reduction

- Make available to faculty the comprehensive and detailed FY15 budget by October 31, 2014

- Make available to faculty actual monthly financial statements with complete details and explanations no later than 10 days after each month end

- Complete a comprehensive Faculty Salary Initiative by December 31, 2014

- Complete and make available to faculty a comprehensive 5 year strategic and financial plan for Athletics by December 31, 2014

- Complete the Bradley University financial analysis and systems as detailed by the Finance and Budget Committee by December 31, 2014

Appendix – Operating activities for FY14 vs FY13

	2014	2013	Change	% change
Net tuition	**$101,544**	**$96,282**	**$5,262**	**5.5%**
Instructional and research:				
Bradley funded	($45,490)	($45,805)	$315	-0.7%
Grants, approp, contracts funded	(<u>$7,407</u>)	(<u>$8,942</u>)	<u>$1,535</u>	<u>-17.2%</u>
Total instruct & research	($52,897)	($54,747)	$1,850	-3.4%
General institutional	($27,466)	($26,937)	($529)	2.0%
Student services	($9,009)	($8,813)	($196)	2.2%
Dining	($923)	($2,050)	$1,127	-55.0%
Housing	$6,107	$5,221	$886	17.0%
Other	<u>$2,119</u>	<u>$2,664</u>	(<u>$545</u>)	<u>-20.5%</u>
Net direct academy margin	**$19,475**	**$11,620**	**$7,855**	**67.6%**
<u>**Shared/common expenses and revenues**</u>				
Contributions	$813	$1,507	($694)	-46.1%
General admin	($6,980)	($6,528)	($452)	6.9%
Athletics	($7,093)	($6,698)	($395)	5.9%
Other	<u>$557</u>	<u>$416</u>	<u>$141</u>	<u>33.9%</u>
Total	(<u>$12,703</u>)	(<u>$11,303</u>)	(<u>$1,400</u>)	<u>12.4%</u>
Margin before financing and dep'n	**$6,772**	**$317**	**$6,455**	**2036.3%**
Financing and interest	<u>$8,109</u>	<u>$6,838</u>	<u>$1,271</u>	<u>18.6%</u>
Surplus (deficit) before depreciation	$14,881	$7,155	$7,726	108.0%
Depreciation	(<u>$13,778</u>)	(<u>$13,454</u>)	(<u>$324</u>)	<u>2.4%</u>
Surplus (deficit)	**<u>$1,103</u>**	**(<u>$6,299</u>)**	**<u>$7,402</u>**	**<u>-117.5%</u>**

APPENDICES 1 and 2

University Senate

Agenda 11-20-2014

The Proposed Bradley Core Curriculum

Submitted to Senate Exec

Submitted by the Curriculum and Regulations Committee, November 6, 2014

Revised version submitted November 12, 2014

Table of Contents

I. Proposed Program

Comments? Questions? Go to http://www.bradley.edu/sites/genedreview/comments/

a. Definitions of General Education

As the General Education Review/Revision process began, questions emerged regarding how general education is defined at Bradley and how that differs from the General Education program. The Steering Committee began working through definitions, and finalized them on May 22, 2013.

General Education Program Definition
The curriculum designed to provide all bachelor's degree recipients with the opportunity to attain the general education learning outcomes.

General Education Definition
The requisite range of knowledge, skills, and perspectives that prepares all students for further learning and guides them on a path of continued development and growth to facilitate their success and fulfillment in a changing, complex world.

b. Relationship between General Education and the Major

The general education review/revision process has helped define the Bradley Academic Experience.

Overview of the Bradley Academic Experience

At the heart of the academic experience at Bradley University are three elements: Breadth of study provided through the **Core Curriculum**, depth of study provided by **Major and Minor Programs**, and those High-Impact Practices that permeate Bradley programs, the **Core Practices**. These three components combine to provide a powerful and unique educational experience for every student.

Core Courses
- 9 hours Communication
- 21 hours Breadth of Inquiry
- 6 hours additional Core courses

Programs of Study
- Major & Minor requirements
- College requirements

Core Practices
- Required: 2 Writing Intensive tags
- Recommended: 2 Integrative Learning tags
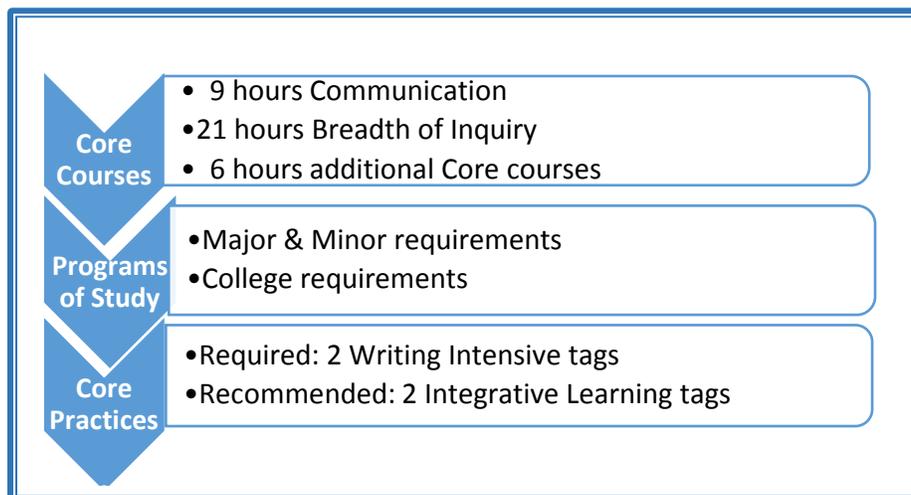
Key Elements of the Bradley Academic Experience

Core Curriculum

The **Core Curriculum** exposes all students to the requisite range of knowledge, skills, and perspectives that prepares them for further learning and guides them on the path of continued development and growth to facilitate their success and fulfillment in a changing, complex world. In essence, the Core Curriculum lays the foundation for a lifetime of intellectual development. By enhancing critical and creative thinking, communication, and quantitative skills and increasing their knowledge of others and themselves, students have a foundation for effective communication, informed decision making, ethical reflection, engagement with the arts, and responsible action as members of society. The Core Curriculum achieves these goals by emphasizing breadth of study, exploration of multiple ways of thinking and knowing across a variety of areas of study, and the ability to integrate information and ideas from a variety of sources and perspectives.

Majors and Minors

The 21th century university education includes both the breadth provided by the Core Curriculum and the depth provided by majors and minors in specific areas of study. Regardless of whether or not they lead to a specific career, majors and minors provide a depth of knowledge on specific subjects, mastery of specific methods of inquiry and analysis, and opportunities to further develop the core skills and perspectives integral to lifelong learning.

Core Practices

While most realize the Core Curriculum and the Major are integral parts of the Bradley Academic Experience, they may perceive the numerous majors and minors to be separate and distinct from one another. Far from it. The Core Practices, the third element of The Bradley Academic Experience, are the effective educational practices that permeate the academic programs on campus. These include high-impact practices such as writing intensive courses, internships, capstones, service learning, first-year seminars, collaborative scholarship, and study abroad. The Bradley Core Curriculum will include two Core Practices: writing intensive courses (WI) which extend writing instruction and practice beyond the dedicated composition courses, and integrative learning courses or experiences (IL), which facilitate students' ability to make connections among classroom, co-curricular, and off-campus experiences. Two Writing Intensive courses will be required; a minimum of two Integrated Learning experiences will be recommended, but not required.

Bradley Core Curriculum

Core Practices

Required: 2 Writing Intensive (WI) tags
Recommended: 2 Integrative Learning (IL) tags

Areas of Inquiry

Take 1 course from each of the following 10 areas	hours
Communication - Writing 1 (W1)	3
Communication - Writing 2 (W2)	3
Communication - Speech (OC)	3
Fine Arts (FA)	3
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Multidisciplinary Integration (MI)	3
Quantitative Reasoning (QR)	3

Take 2 additional courses from 2 different areas below	hours
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Quantitative Reasoning (QR)	3

total hours	**36**

**Note: no more than 2 courses with same prefix (e.g., BIO) can be used
to satisfy Area of Inquiry (AI) requirements outside of the Communications AI.**

d. Values

The Bradley Core Curriculum was designed with a set of fundamental perspectives and values in mind, values that lie at the heart of the University's scholarly enterprise:

- Curiosity;
- Freedom of inquiry and expression;
- Belief in the unity of knowledge;
- Pursuit of knowledge as its own end;
- Dedication and persistence in learning;
- Strong work ethic;
- Humility and circumspection toward what is known;
- Habit of self-reflection;
- Integrity;
- Flexibility; and
- Civility.

e. Core Outcomes

Supporting these values are Core Learning Outcomes that span all aspects of the Bradley Core Curriculum:

Critical and creative thinking. Bradley graduates will think critically, independently and creatively, and will employ evidence-based decision-making to solve problems and build new knowledge.

Effective communication. Bradley graduates will be effective oral, written and non-verbal communicators as well as active readers and listeners.

Multidisciplinary integration. Bradley graduates will approach learning in an integrated manner, connecting knowledge and skills across multiple disciplines.

Practical application. Bradley graduates will apply knowledge and skills from the classroom in real-world situations.

Social Awareness. Bradley graduates will understand and act ethically upon their connections to larger communities.

f. Areas of Inquiry & Curricular Elements

To support students' attainment of Core Learning Outcomes, the Core Curriculum contains Areas of Inquiry each of which includes a set of related Curricular Elements. The Curricular Elements through which students attain the Core Learning Outcomes are primarily in formal course work. Thus, courses approved to satisfy a specific Area of Inquiry must facilitate many if not all of the Curricular Elements of that Area of Inquiry.

Each Area of Inquiry has one or more *Course Population Rules.* These rules are stated primarily in terms of Curricular Elements and specify the requirements for a course being approved as satisfying a specific Area of Inquiry. For most Areas of Inquiry the rule is simply that a course must facilitate all Curricular Elements to be approved; however, there are a few exceptions, e.g., Quantitative Reasoning courses must facilitate any eight of the ten Curricular Elements.

Communication (CM)

Bradley graduates will be effective verbal and written communicators. Bradley graduates, as creative and critical thinkers, will communicate effectively in their personal and professional lives. Writing and reading are essential skills that must be continually strengthened. Oral communication is similarly critical to effective formal and informal interaction. Effective communication is vital to ethical and sustainable societies.

In the Communication Area of Inquiry, students must select one course that focuses on Oral Communication (OC) and two courses that focus on Writing (W1 and W2). Students are encouraged to take the OC and W1 courses during their freshman year and the W2 course no later than their junior year.

<u>Curricular Elements</u>

CM1 Understand the processes and functions of human communication.
CM2 Communicate skillfully with attention to audience, cultural differences, clarity, logic, coherence, evidence, and style.
CM3 Listen and read with interpretive and analytical proficiency.
CM4 Give and receive constructive criticism in a collegial environment.
CM5 Differentiate between ethical and unethical communications, including one's own.

Course Population Rule: To be approved for the Communication Area of Inquiry, courses must facilitate all of the curricular elements.

Elaboration: This rule is applicable to both speaking and writing courses.

Fine Arts (FA)

Bradley graduates will understand and appreciate the arts as a vital human experience interwoven with other humanistic disciplines. The fine arts span the entirety of human history, influencing, reflecting, and documenting profound experiences of individuals and cultures. Their dynamic evolution necessitates an understanding of how classical foundations inform modern expression. Informed aesthetic judgments contribute to the creation of dynamic living and working environments and new media and technologies. Through knowledge and experience of aesthetic principles, Bradley graduates will gain a deeper understanding of themselves and an appreciation for the socioeconomic impact of the arts and design.

<u>Curricular Elements</u>

FA1 Demonstrate knowledge about essential historical and contemporary contributions of the arts and use that knowledge to articulate the significance of the arts as vital human and cultural expressions.

FA2 Develop an appropriate vocabulary of theoretical concepts, techniques, and goals inherent in artistic expression and apply that vocabulary to describe artistic experiences.

FA3 Identify and reflect on characteristics of individual art forms as well as shared elements across a representative selection of performing, visual, literary, interactive, and emerging arts.

FA4 Engage the arts with sensitivity and knowledge so as to incorporate the arts into their professional disciplines and personal lives.

Course Population Rule: To be approved for the Fine Arts Area of Inquiry, courses must facilitate all four curricular elements.

Global Perspectives

Bradley graduates will enhance their global perspectives by becoming knowledgeable about global systems, the forces that shape those systems, and cultures of the world. Communication technologies, economic relationships, and the flow of people across national borders have created an increasingly interconnected and interdependent world. Yet, having grown up in a time when one country has

demonstrated unprecedented political, economic, and cultural influence around the globe, it can be difficult for a student to understand how other cultures and societies are distinct from one's own or how others might take a negative or confrontational view of one's own culture or society. For these reasons, a well-developed global perspective that includes understanding of the human and natural systems that shape our individual and common futures and the diverse peoples of the world is essential for life in the 21st century.

In the Global Perspectives Area of Inquiry students may select courses that focus on either global systems or world cultures. Students who complete two courses in this Area of Inquiry are strongly recommended to select both a global systems course and a world cultures course. Not only are global systems and world cultures complementary components of a comprehensive global perspective, but also completion of both types of courses furthers the general education goal of increasing each student's breadth of knowledge.

Global Systems (GS)

Bradley graduates will understand global systems - the political, economic, social, technological, and ecological interconnectedness of our current global society. They will also understand the forces shaping these systems and the relevance of these systems for their local and national communities. This knowledge is essential for participating effectively in the interactions that characterize an interdependent world.

Curricular Elements

GS1 Recognize and appreciate the complex interconnections and interdependence of global political, economic, social, technological, and ecological systems.

GS2 Identify, analyze, interpret, and synthesize the forces that shape evolving global systems and the resulting impacts of these forces and systems on current and future world events.

GS3 Be able to discuss key ways in which contemporary global systems and issues impact individuals and their communities.

GS4 Relate these global systems to an increasingly complex work, civic, and personal environment and explore ways as responsible individuals to address global issues, e.g., political, economic, social, or environmental problems of worldwide scope.

Course Population Rule: To be approved for the Global Systems sub-Area of Inquiry, courses must facilitate all four curricular elements.

Elaboration: This rule can be satisfied by courses that focus on either natural or human global systems.

World Cultures (WC)

Bradley graduates will study and analyze various contemporary world cultures, including their historical development, institutions, values, art, and religion. Knowledge of multiple cultural perspectives introduces alternate ways of thinking and strengthens one's ability to relate to others. The understanding of diverse cultures is essential for engaging productively in our globalized society and contributing to the welfare of humanity. An important goal is to have students experience other cultures and to use what they learn about others' experiences to reflect critically on their own ways of understanding the world.

<u>Curricular Elements</u>

WC1 Understand the values, attitudes, social structures, politics, artistic practices, religious traditions, languages, literatures or histories of (1) multiple cultures or countries or (2) a single culture or country analyzed within a regional, transnational, or global context.

WC2 Understand issues of cultural difference, ethnocentrism, intolerance, and cultural conflict.

WC3 Develop skills for working as ethical, compassionate, non-ethnocentric actors with the dynamic forces at work in an increasingly diverse and globalized society.

Course Population Rule: To be approved for the World Cultures sub-Area of Inquiry, courses must facilitate all three curricular elements.

<u>Study Abroad</u>

The World Cultures component of Global Perspectives can be satisfied by either completing an approved World Cultures course or by completing a full academic semester (12 hours minimum) or year abroad. While many students completing a full semester study abroad program will take courses that qualify as World Culture courses this is not required. Because a full academic semester abroad comprises a significant cultural experience, it will satisfy the World Cultures Core component without additional course work

Rule: The World Cultures will be satisfied without formal WC-specific coursework

by any student completing a full academic semester abroad (12 or more credit hours), or academic year abroad, at any study abroad institution that is BU-affiliated or approved.

Humanities (HU)

Bradley graduates will think reflectively about the human condition, understand the forces that have shaped human history, and ponder perennial ethical, religious, and existential issues. Study of the humanities is fundamental to leading an informed and reflective life, which contributes directly to students' present and future lives as civically engaged, critically thoughtful, aesthetically cultured, and ethically minded individuals.

The Humanities Area of Inquiry seeks to uniquely address Lydia Moss Bradley's commitment to ethical learning through a critical examination of values. The study of values focuses on intellectual justifications of the aims, goals, and ideals that guide human conduct. The humanities, through the study of history, literature, philosophy, and religious studies, help students to better understand themselves, their communities, nations, and the world through the focal lens of the human experience.

- Through the study of history, students learn about the complexities of the past and patterns of change, and are thereby better able to understand contemporary events and developments.
- Through the study of literature, students learn broadly and deeply about the human condition, diverse cultures and times, and the relevance and power of literary works produced by the creative imagination.
- Through the study of philosophy, students are aided in analyzing some of the fundamental questions regarding life and human experience.
- And through religious studies, students learn about religious experience as well as those sacred beliefs and practices that have been central to cultures throughout time.

The Humanities Areas of Inquiry is one in which students have the option of completing one or two courses. Humanities faculty strongly recommend that students taking two courses in Humanities select courses from two different subjects---history, literature, philosophy, or religion.

Curricular Elements

HU1 Develop the skills of historical, philosophical, religious, and/or literary analysis in relation to human values and ethical decision-making.

HU2 Engage in sustained and critical reading of diverse literary, philosophical, religious, and/or historical works.

HU3 Learn how historical, cultural, philosophical, and/or religious factors have shaped perceptions, values, and actions, individual and collective identities, and communities and cultures.

HU4 Foster the ability to communicate articulately about historical events, philosophical ideas, religious beliefs and practice, and/or diverse literary works.

HU5 Foster students' abilities to make responsible and productive choices as civically engaged, critically thoughtful, aesthetically cultured, and ethically minded citizens.

Course Population Rule: To be approved for the Humanities Area of Inquiry, a course must facilitate all five curricular elements.

Knowledge and Reasoning in the Natural Sciences (NS)

Bradley graduates will develop scientific reasoning skills supported by an integrated knowledge of the natural sciences to interpret technical information with the sophistication necessary to be contributing members of a knowledge-based society. Curiosity about the natural world and recognition of the rapidly expanding body of scientific information are essential to success and fulfillment in contemporary society.

Curricular Elements

NS1 Recognize science as an ongoing process, guided by ethical standards of practice, that generates and refines knowledge.

NS2 Engage in multiple aspects of the scientific process.

NS3 Apply scientific principles in their personal and professional lives as active members of their communities.

Course Population Rule: To be approved for the Knowledge and Reasoning in the Natural Sciences Area of Inquiry, a course must facilitate all three curricular elements.

Elaboration: The facilitation must be apparent in the course design, but instructional practices are not restricted to specific pedagogical approaches. The elements may be met by either a standalone course or by a combination of lecture and lab. If the curricular elements are met by a combination of lecture and lab both courses must be completed to receive core curriculum credit.

Knowledge and Reasoning in the Social and Behavioral Sciences (SB)

Bradley graduates, as constructive and responsible members of society, will understand themselves in relation to others and to social institutions. Essential to this relationship is an understanding of the economic, political, psychological, and social dynamics that shape contemporary society. Individuals equipped with methods of inquiry and analysis in the social and behavioral sciences, an understanding of how social forces interact, and a foundation in ethics can participate effectively and ethically in political processes, markets, and social institutions at local, national, and global levels.

Curricular Elements

SB1 Articulate social and behavioral theories of the factors that shape society.

SB2 Recognize the assumptions and supporting evidence for social and behavioral theories.

SB3 Apply knowledge from the social and behavioral sciences to social issues and problems.

SB4 Describe the reciprocal relationships between individuals and social communities.

SB5 Acquire knowledge of the standards that social and behavioral scientists use for evidence-based inquiry in the gathering, evaluation, and presentation of information.

SB6 Recognize ethical issues that arise in the social and behavioral sciences.

SB7 Describe the connections among the various social and behavioral sciences.

SB8 Gain the skills and knowledge necessary to apply lessons learned from the social and behavioral sciences in their everyday behavior at work, at home, and in their communities.

Course Population Rule: To be approved for the Social and Behavioral Sciences Area of Inquiry, a course must facilitate all eight curricular elements.

Multidisciplinary Integration (MI)

Bradley graduates will understand the value of integrating knowledge, skills, and approaches to inquiry across disciplinary boundaries. The Core Curriculum exposes students to different disciplinary perspectives and ways of knowing, but students must also see the connections between the existing bodies of human knowledge and schools of thought and be able to integrate them. The practical demands of employment and research in a dynamic, diverse, specializing, and globalizing world

point to the importance of experience with multidisciplinary problem solving and teamwork. More importantly, complex problems in modern society require the integration of knowledge and techniques from multiple disciplines.

Courses that promote critical thinking and problem solving across multiple disciplines can take a variety of forms, ranging from a critical exploration of a broad theme from multiple perspectives to a multidisciplinary capstone course. Examples of best practices for pedagogy in this category include but are not limited to the following:
(1) First-year seminars that explore complex issues or emerging areas of research that bridge two or more disparate fields of study;
(2) Lower-division courses that critically examine broad themes by incorporating the scholarly traditions and methods of inquiry from multiple disciplines, but require little or no pre-requisite knowledge;
(3) Upper-division courses that tackle complex issues requiring some background knowledge in one or more of the fields of study that are being integrated; and
(4) Capstone courses that demand collaborative problem solving or scholarship across disciplines.

Curricular Elements

MI1 Connect knowledge, standards and perspectives from two or more disparate fields of study to explore broad themes or complex problems.

MI2 Adapt and apply skills, abilities, theories, or methodologies gained from two or more disparate fields of study to create a deeper understanding of a complex topic or solve complex problems.

MI3 Acquire and use a shared vocabulary that allows communication across disciplinary boundaries.

MI4 Articulate how integrating two or more disparate fields of study enables novel insights or deeper understanding of complex problems.

Course Population Rule: To be approved for the Multidisciplinary Integration Area of Inquiry, a course must facilitate all four curricular elements. Courses must significantly draw from two or more disparate fields of study, which will typically span two or more departments or distinct programs. Team teaching and/or linked course models are encouraged but not required.

Quantitative Reasoning (QR)

Bradley graduates will understand and effectively engage in formal reasoning and applied quantitative reasoning. The ability to reason logically is essential for success in society and provides opportunities for intellectual fulfillment. Experience with formal reasoning helps students develop as critical thinkers who approach their choices and actions with careful thought. In today's data-drenched society substantial quantitative reasoning skills are increasingly necessary for an educated member of society. In order to act effectively as citizens, students must be familiar with how quantitative information and methods are properly used when making persuasive arguments.

<u>Curricular Elements</u>

QR1 Apply structured inquiry, problem-solving skills, and creative thought when pursuing practical and abstract investigation

QR2 Interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)

QR3 Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)

QR4 Use quantitative means (e.g., algebraic, geometric, and statistical methods) to solve problems

QR5 Recognize the appropriateness and limitations of mathematical and statistical models

QR6 Identify and evaluate important assumptions in estimation, modeling, and/or data analysis

QR7 Make judgments and draw appropriate conclusions based on the quantitative analysis of data

QR8 Recognize issues related to the valid and ethical use of quantitative information

QR9 Appreciate the intrinsic value of mathematical inquiry while supporting and deepening quantitative literacy within society

QR10 Develop mathematical reasoning and problem solving skills in settings the college graduate may encounter in the future

Course Population Rule: To be approved for Quantitative Reasoning Area of Inquiry, a course must facilitate any eight of the ten curricular elements.

Through the work of the Liberal Education and America's Promise Initiative, the American Association of Colleges and Universities (AAC&U) identified high-impact practices that reliably advance student outcomes (Kuh, 2008). The success of high-impact practices can vary based on institutional values and priorities. The work of Subcommittee 5 identified several practices that represent key opportunities for Bradley students.

Core Practices are those high-impact practices which are pervasive throughout Bradley's academic programs. The Bradley Core Curriculum will include two Core Practices: writing intensive courses (WI), which extend writing instruction and practice beyond the dedicated composition courses, and integrative learning courses or experiences (IL), which facilitate students' ability to make connections among classroom, co-curricular, and off-campus experiences. Two WI courses will be required; two IL experiences will be recommended, but not required. Examples of integrative-learning experiences include internships, capstones, service learning, first-year seminars, collaborative scholarship, and study abroad.

Accordingly, the Bradley Core Curriculum proposes the incorporation of tracking and reporting procedures to monitor students' participation in these vital opportunities. Both Core Practices will be satisfied via tags that may be applied to any course or registered experience that meets the requirements of the practice. The Core Curriculum will also build structures to help students see how these experiences integrate with their developing knowledge. By explicitly valuing these practices at the university level, it is anticipated that structures to support these practices will enhance the ability of individual units to optimize delivery mechanisms and provide support for sharing best practices. As the Core Practices are developed and implemented, and as the assessment of their impact on core learning outcomes becomes more defined, the requirement of Integrative Learning tags or other Core Practices may be warranted in the future.

Required Core Practice

Writing Intensive (WI) Courses
Bradley's Core Curriculum will feature the requirement of two Writing Intensive (WI) courses. This high-impact practice was consistently ranked the highest priority by various constituencies across campus, including both faculty and students. A Writing Intensive Subcommittee was formed to develop specifications needed to support a university-wide WI program, including course sequence, course requirement, a list of resources, and assessment considerations. The Subcommittee reviewed several programs in the development of these writing intensive guidelines, such as Loyola

University Chicago, Creighton University, and University of Minnesota. The Bradley Core Curriculum includes the following recommendations:

Recommended WI Course Sequence
The Bradley Core Curriculum will require two dedicated composition courses (W1 and W2) plus two additional Writing Intensive courses. WI courses will be selected from a list approved by the Core Practices Subcommittee. Transfer credit will be allowed for all four writing courses. Although this is not required, the recommended WI course sequence is:
- W1: freshman year
- WI: freshman or sophomore year
- W2: junior year
- WI: junior or senior year

Tag Requirements
For a Bradley course to be designated "Writing Intensive," it must meet the following requirements. The Core Practices Subcommittee will review course proposals and recommend approval of courses for the writing intensive tag to the Core Curriculum Committee. What constitutes "writing" is open to reasonable definition. Typically this will include formal scholarly writing, creative writing, technical reports, e-mail or other electronic commentary, web documents, and other forms the instructor deems appropriate.

Writing Quantity
- The course must include at least 20 pages of writing (approx. 5,000 words), including drafts. For courses that involve collaborative writing assignments, there must be a significant portion of the total writing attributable to individual students.
- Essay exams may count for no more than 30% of the 20-page writing minimum.

Writing Process
- At least one major assignment must employ the draft/rewrite process, wherein the instructor provides feedback on the writing to the student, who then submits a revision or second product.
- Each writing assignment and its purpose must be clearly described in the syllabus.

Writing Instruction
- The criteria for each writing assignment must be specified.
- Some class instruction must be dedicated to the writing assignment.

Writing Assessment
- The criteria for each writing assignment must be specified.
- Writing assignments will comprise at least 25% of the course grade.

Tag Recommendations
Class Size
- The course should have a maximum of 25 students per section. Exceptions must be explained and justified.

Writing Instruction
- Librarians will help students identify the resources appropriate to their field, such as literature sources and databases This element could be part of class time instruction, a specified homework assignment, or an out of class activity/assignment.

Support for Writing Intensive (WI) Courses
Resources needed to initiate and sustain Writing Intensive courses include increased utilization of existing university resources (e.g., Library, CTEL, University-wide Assessment Team) as well as new financial investments in faculty development and increased staffing in the Writing Center. The deployment of new resources will be phased in starting Summer 2015, with WI course development activities in preparation for the FY 2015 freshman class to begin to take WI courses as early as Spring 2016, and will increase in response to increased demand for courses as we move to full implementation. Increased staffing levels for the Writing Center will be maintained, and ongoing faculty development workshops will be offered on continuing basis to sustain a vibrant WI program. Details are provided below.

Existing Resources:
- Library staff will work collaboratively with faculty to provide students in or out of class instruction in the use of the library, its electronic resources, and other information technology training as needed.
- CTEL staff will support the development and administration of Writing Intensive workshops, working groups, book clubs, etc.
- Assessment will be a critical component of Bradley's university-wide writing program. Writing samples will be gathered electronically and stored from all writing (W1, W2) and writing-intensive classes. The Core Practices Subcommittee will develop sampling procedures and rubrics for evaluating student writing samples in consultation with the University-wide Assessment Team and the Core Curriculum Committee. The budget needed to support WI assessment is part of the university's ongoing assessment budget and under the auspices of the University-wide Assessment Team.

New Resources:
- Faculty development funds: Starting in Summer 2015, Bradley will host workshops to help faculty develop appropriate Writing Intensive courses. These workshops will be jointly developed and administered by CTEL, the Core Practices Subcommittee, and staff from the Writing Center. Up to five faculty will engage in a one-week workshop facilitated by a recognized leader in writing instruction and will receive stipends commensurate with the time commitment for workshop participation and course development. Budget projections include two

workshops to be held in Summers 2015 and 2016, one workshop to be held in Summer 2017, for a total of 25 faculty trained as we move towards implementation. Ongoing workshop support on an as needed basis is anticipated.

- Writing Center staffing increases: Starting AY 2016-17 and beyond, the staffing levels in the Writing Center will be increased. By the end of AY 2018-2019, we anticipate a total increase of eight faculty course releases (four per semester) beyond the Writing Center Director, and the equivalent of two FTE in graduate student support during the academic year, though the exact blend of faculty/student support may vary depending on demonstrated campus need. Staffing decisions will be made by the Writing Center Director in consultation with the Core Practices Subcommittee.

Recommended Core Practices

Integrative Learning (IL)
The Bradley Core Curriculum recommends that students participate in two or more courses or registered experiences that have been designated as Integrative Learning (IL). Formalizing integrative-learning practices as an explicit element of the Bradley Core Curriculum will serve several key goals. First, by elaborating upon reporting structures, there will be an enhanced ability to track the presence of these practices on campus. Second, by explicitly valuing these practices as distinctive elements of Bradley University, students will achieve an enhanced awareness of the importance of these opportunities and will gain an essential understanding of how key academic skills and dispositions apply to life beyond the classroom. Finally, as part of Bradley's ongoing commitment to continuous improvement, the current proposal advances our abilities to share best practices and to offer increasingly effective high-impact practices.

According to the AAC&U, "integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the classroom."

The value of IL has been clearly outlined by the AAC&U:

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for

integrative learning is central to personal success, social responsibility, and civic engagement in society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extracurricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

(Excerpted from *Integrative Learning VALUE Rubric*, Association of American Colleges and Universities)

Tag Requirements
In order to be approved as an IL, courses or registered experiences must

- Synthesize connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and study abroad) to deepen understanding of fields of study and to broaden their own points of view
- Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

Examples of Integrative Learning
First-Year Seminars - Bradley students will be encouraged to participate in first-year seminars. This high-impact practice introduces students to Bradley's learning community and to the values that sustain broader communities of learners as well. Students develop skills such as analytical thinking, reflection, critical reading, engaged

discussion, and academic writing. First-Year Seminars engage intellectual curiosity, provoke creative thinking, and consider questions about the individual's place within academic and cultural communities. First-Year Seminars are limited in enrollment. Courses that meet an established definition will be identified by the proposed Core Practices Subcommittee of the Bradley Core Curriculum Committee. Reporting on student participation of this high-impact practice represents a commitment to continuous improvement and will help to foster future development of First-Year Seminars at Bradley University.

Capstones - This high-impact practice represents culminating experiences that occur within the major. According to the AAC&U, capstones "require students nearing the end of college to create a project that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio, or an exhibit of artwork." Diverse senior experiences exist within many academic programs at Bradley. The Core Practice Subcommittee will track student participation in identified capstone courses and will provide reports on the utilization of this high-impact practice. By explicitly valuing this practice at the university level, it is anticipated that structures to support these practices will enhance the ability of individual units to optimize delivery mechanisms to provide support for sharing best practices.

Experiential Learning - Integrative Learning tags will be used to report students' participation in opportunities such as internships, co-ops, practica, service learning, collaborative scholarship, and study abroad. These high-impact practices will provide students with the opportunity to apply their classroom knowledge and skills to new settings. Structured reflective learning will be encouraged as an important component of this practice. It allows students to have a greater understanding of their developing knowledge and skills.

h. Governance: Administration/Approval/Revision Structures

In order to support the Bradley Core Curriculum, administration and approval procedures need to be implemented. The first part of this section discusses course approval and assessment procedures and this section is followed by proposed changes to the University Senate Committee structure in order to support the Bradley Core Curriculum.

i. Bradley Core Curriculum Course Approvals

Under the current general education program, the General Education Subcommittee of University Senate is part of the course approval process for all general education courses. Under the Bradley Core Curriculum, it is proposed that this committee would be renamed as the Core Curriculum Committee and the charge of this committee

would essentially remain the same. More details on the proposed charge and population rules are included in the following section.

During the Spring 2014 Semester, members of the General Education Subcommittee spent time reviewing course approval procedures at other institutions and discussed possible modifications to the course approval form used at Bradley. The Subcommittee will continue that work during Fall 2014 in order to have new course approval procedures available during the Spring 2015 Semester. In order to demonstrate alignment with the curricular elements in each Area of Inquiry, all courses will need to be re-reviewed for inclusion in the Bradley Core Curriculum. The course approval forms will be modified to indicate this alignment.

ii. Bradley Core Curriculum Assessment

Throughout the general education review/revision process, feedback obtained has indicated a desire to focus on general education assessment with the implementation of the new program. In addition to course approvals, the General Education Subcommittee and the University-wide Assessment Team spent time during Fall 2013 discussing general education assessment, and they identified which standing committee would be responsible for the different pieces of general education assessment. The initial recommendations from these committees are included below.

Please note the following regarding these recommendations from November 2013:
- The recommendations included work from Subcommittee 3 regarding operationalizing Core Outcomes. Subcommittee 3 completed this task during Spring 2014. The Steering Committee received their recommendations and they are available on Sakai. The recommendations were shared with the General Education Subcommittee and the University-wide Assessment Team as their work continues during Fall 2014.
- Faculty groups have made recommendations regarding the course population rules based on the work of the Area of Inquiry groups, which took place during Spring 2014. Those recommendations are incorporated into this document.
- A calendar for Academic Program Review was developed in Spring 2014. The General Education Program was included in this schedule for review during the 2020-2021 Academic Year.

General Education Assessment
Recommendations from the Assessment Team
November 21, 2013

Goal: Develop an ongoing assessment process for the general education program and courses approved to be included in the general education program in order to assess the program on a regular cycle.

Rationale: University community feedback throughout the general education review/revision process has indicated a need to have a regular review of the general education program. The regular review is both in terms of the program as a whole and how the core learning outcomes are being met, but also in terms of how courses have been approved to be a part of the general education program and how often they are reviewed for continued inclusion in the program.

The University-wide Assessment Team makes the following recommendations regarding tasks and roles associated with General Education Assessment. The three University committees currently involved in the process are: The General Education Subcommittee of University Senate (SC1); Subcommittee 3 of the General Education Review/Revision process (SC3); and the University-wide Assessment Team (A Team).

Task	Responsible Committee
Operationalize the Core Learning Outcomes and curricular elements by meeting with faculty interested in teaching in an area of inquiry.	SC3 coordinating with SC1
Discuss and develop policies and procedures regarding how curricular elements and other aspects of the proposed general education program can be modified in the future, after the review/revision process is complete.	SC1
Review C&R submission forms and develop a process for how course approvals will take place and approvals needed throughout the C&R approval system.	SC1
Confirm the course approval process will ensure students have enough courses to take.	SC1
Discuss and develop course population rules. Specifically, how many curricular elements need to be met in order to be approved as a general education program course in an area of inquiry? All elements? 80% of the elements? 51% of the elements?	Faculty groups propose rules to the Steering Committee.
Discuss and develop course embedded assessment policies and procedures regarding how faculty are demonstrating curricular elements are met. How often is assessment data reviewed?	SC1 w/A Team help
Develop and propose a process for ensuring consistency of course content across multiple sections of a course. For example, if a course is proposed and approved to meet specific curricular elements with specific course embedded assessments, how are all faculty teaching sections of this course aware of what was proposed and approved? Is there a common syllabus?	SC1

Ensure all faculty teaching in a given area of inquiry are involved in the course review and approval process. This may be particularly challenging with part-time faculty or pre-tenure faculty.	SC1
Determine how often courses need to demonstrate alignment with the curricular elements. Other institutional examples demonstrate 3 year, 6 year, and 8 year cycles.	SC1
Continue work on University-wide assessments and communicating results back to the University community.	A Team
Specific considerations regarding University-wide assessments: ● Review current assessment cycle and revise or develop a new cycle based on revised Core Learning Outcomes. ● Implement an assessment dashboard, similar to Wichita State, for better communicating goals and results with the University community.	A Team
Overall reviews of the General Education program will follow the Academic Program Review cycle.	A Team

iii. University Senate Committees

University Senate Committees

The following is to replace the current Faculty Handbook language on the Subcommittee on General Education: V, 3**.**, 6.

6. The Core Curriculum Committee

  a. The function of the Core Curriculum Committee shall be:

   (Revised on xxxxx; click to see old version)

   1) To evaluate course proposals according to the current Core Curriculum guidelines and forward recommendations to the Committee on Curriculum and Regulations;

   2) To establish policies for transfer credit of Core Curriculum requirements;
   3) To engage in ongoing assessment of the Bradley Core Curriculum in collaboration with Area of Inquiry faculty, appropriate departments or divisions, and the University-wide Assessment Team;

   4) To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

 b. The Core Curriculum Committee shall consist of the following:

1) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair, and who shall administer the Bradley Core Curriculum Program.

2) Six faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

   a) One member from the College of Business;

   b) One member from the College of Communications and Fine Arts;

   c) One member from the College of Education and Health Sciences;

   d) One member from the College of Engineering and Technology;

   e) Two members from the College of Liberal Arts and Sciences.

   These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.

3) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

4) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

5) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.

c. The Subcommittee on Core Practices

   1) The function of the Core Practices Subcommittee shall be:

   a) To evaluate course and other proposals according to the current Core Practice guidelines and forward recommendations to the Core Curriculum Committee;

   b) To establish policies for transfer credit of Core Practice requirements;

   c) To facilitate ongoing assessment of the Core Practices in collaboration with the appropriate departments or divisions and the Core Curriculum Committee;

d) To foster an environment that promotes the use of Bradley Core Practices and other forms of student engagement to enrich and support Bradley's diverse intellectual community.

2) The Core Practices Subcommittee shall report directly to the Core Curriculum Committee and shall consist of the following:

a) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair

b) Three ex officio members:

1)) Director of Institutional Improvement

2)) Registrar

3)) Library Director

c) Five faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

1)) One member from the College of Business;

2)) One member from the College of Communications and Fine Arts;

3)) One member from the College of Education and Health Sciences;

4)) One member from the College of Engineering and Technology;

5)) One member from the College of Liberal Arts and Sciences.

These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.

d) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

e) Four full-time staff members of the University appointed to staggered three-year terms by the Vice President for Student Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

f) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

g) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.

i. Bradley Core Curriculum General Policies

The General Policies of the Bradley Core Curriculum adapt existing policies and codify existing practices. (Current general education policies may be found in section III above)

- To be approved for an Area of Inquiry, a Bradley University course shall typically be three credit hours. A course may be approved for more than one Area of Inquiry, but it can be used by the student to satisfy only one Area of Inquiry.

- A course approved to satisfy an Area of Inquiry and/or carry Core Practices tags may also be used to satisfy college and/or major/minor requirements.

- With some exceptions, a course approved to satisfy an Area of Inquiry may also carry Core Practices tags. Courses approved for an Area of Inquiry may not also carry the tag of a cognate Core Practice, e.g., courses satisfying the Communication writing requirement cannot also carry the writing intensive tag, courses satisfying the Multidisciplinary Integration requirement cannot also carry the Integrative Learning tag.

- Approved **Advanced Placement (AP), International Baccalaureate (IB) and College-Level Examination Program (CLEP)** examinations may be used to meet Area of Inquiry requirements.

- **Transfer students** who have earned at least two semester hours of approved coursework in an Area of Inquiry are considered to have satisfied completion of one course in the Area of Inquiry. This policy is limited to students who transfer from an institution using the quartile system.

- Bradley University participates in the Illinois Articulation Initiative (IAI). Transfer students from participating IAI institutions who have completed the IAI model general education curriculum prior to matriculating at Bradley will be granted credit for the all Bradley Core Curriculum requirements except for the Multidisciplinary Integration Area of Inquiry and the Core Practices. Students may be granted credit for those requirements on a one-on-one articulation for courses or experiences completed at their previous institutions.

- **Readmitted students** will not receive transfer general education credit for the 300-level writing requirement unless the course was taken at the 300-level. Readmitted students who attended Bradley University prior to the fall of 2015 may be required to satisfy the current Bradley Core Curriculum requirements. The college dean of the student's major makes the decision.

- **Additional major or college-specific guidelines or policies** may apply. Consult college and program requirements in the undergraduate catalog for more information.

- No more than two courses with the same subject prefix can be used to satisfy Area of Inquiry requirements in the Bradley Core Curriculum. This rule does not include the Communications Area of Inquiry.

j. Bradley Core Curriculum Internal Policies

1. Course Syllabi. Instructors of general education courses are asked to help students understand how general education courses fit into their education as a whole. Students may not understand that many of the skills that employers value – effective communication, teamwork, flexible thinking, social understanding and more – are developed and refined in general education courses. In order to help student make these connections, faculty are asked to add the following to Bradley Core Curriculum course syllabi:
- A statement that the course is part of the Bradley Core Curriculum, and the category with which it is aligned;
- List the overall Core Outcomes and Area of Inquiry Curricular Elements that the course supports; and
- The link to the Bradley Core Curriculum program website.

Syllabi should be available no later than the first day of class.

2. Course Format. Faculty members are encouraged to use online tools and sustainable tools when making their syllabi available to students.

3. IAI Articulation. IAI and other transfer courses may be accepted for BCC credit without requiring an identified BU course equivalent. In the spirit of maintaining a transfer-friendly environment, IAI and other transfer courses that do not meet the course population rules for inclusion in a particular Area of Inquiry may be approved for credit on that Area of Inquiry if the Core Curriculum Committee deems it appropriate.
4. Transfer Articulation. The Core Curriculum Committee will periodically review transfer articulations and transfer policies to ensure the appropriate balance between transfer friendliness and integrity of the Bradley Core Curriculum. Case-by-case transfer course articulations will be determined by the Chair of the Core Curriculum

Committee. Ongoing program review of the Core Curriculum will include data on transfer approvals and analysis of current transfer policies.

APPENDIX 2

University Senate Agenda 11-14-2014 item VIII.B.1.a.i

Proposed Handbook Changes to the Subcommittee on General Education (section V.3.6. pp. 17 – 18)

6. The Core Curriculum ~~General Education~~ Committee

  a. The function of the Core Curriculum Committee shall be:

    (Revised on xxxxx; click to see old version)

   1) To evaluate course proposals according to the current Core Curriculum ~~general education~~ guidelines and forward recommendations to the Committee on Curriculum and Regulations;

   2) To establish policies for transfer credit of Core Curriculum requirements ~~general education coursework~~;

   3) To engage in ~~facilitate~~ ongoing assessment of the Bradley Core Curriculum ~~general education~~ in collaboration with Area of Inquiry faculty, ~~the~~ appropriate departments or divisions, and the University-wide Assessment Team;

   4) To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

 b. The Core Curriculum ~~General Education~~ Committee shall consist of the following:

   1) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair, and who shall administer the Bradley Core Curriculum ~~General Education~~ Program.

   2) Six faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

     a) One member from the College of Business ~~Administration~~;

     b) One member from the College of Communications and Fine Arts;

     c) One member from the College of Education and Health Sciences;

     d) One member from the College of Engineering and Technology;

     e) Two members from the College of Liberal Arts and Sciences.

     These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership

of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.

3) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

4) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

5) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.

University Senate Agenda 11-14-2014 item VIII.B.1.a.ii

Proposed Handbook Addition of the Subcommittee on Core Practices (inserted immediately following V.3.6. p. 17)

c. The Subcommittee on Core Practices

   1) The function of the Core Practices Subcommittee shall be:

      a) To evaluate course and other proposals according to the current Core Practice guidelines and forward recommendations to the Core Curriculum Committee;

      b) To establish policies for transfer credit of Core Practice requirements;

      c) To facilitate ongoing assessment of the Core Practices in collaboration with the appropriate departments or divisions and the Core Curriculum Committee;

      d) To foster an environment that promotes the use of Bradley Core Practices and other forms of student engagement to enrich and support Bradley's diverse intellectual community.

   2) The Core Practices Subcommittee shall report directly to the Core Curriculum Committee and shall consist of the following:

      a) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair

      b) Three ex officio members:

         1)) Director of Institutional Improvement

         2)) Registrar

         3)) Library Director

      c) Five faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

         1)) One member from the College of Business;

         2)) One member from the College of Communications and Fine Arts;

         3)) One member from the College of Education and Health Sciences;

         4)) One member from the College of Engineering and Technology;

         5)) One member from the College of Liberal Arts and Sciences.

           These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership

of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.

d) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

e) Four full-time staff members of the University appointed to staggered three-year terms by the Vice President for Student Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

f) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

g) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.