



Second Regular Meeting  
2021-2022 Bradley University Senate  
3:10 p.m., October 21, 2021  
Ballroom A, Bradley Student Union  
and via Zoom

Join Zoom Meeting

<https://Bradley.zoom.us/j/94328841639?pwd=SDMxbDZsd0Y3NWJnZEJPaUgyQzNTZz09>

Meeting ID: 943 2884 1639

Passcode: 641821

One tap mobile

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Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 253 215 8782 US (Tacoma)

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## **MISSION:**

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

### **I. Call to Order**

### **II. Announcements**

0. The meeting is being recorded.
1. Please attend the Follow-up Forms to the President's State of the University Address. Watch B-News for dates, times and locations.
2. 2022 marks the 125 Anniversary of the founding of Bradley University. The President's Office is collecting ideas about how to celebrate this anniversary. If you have suggestions or would like to volunteer to help plan the celebration, contact Rennee Charles.

### **III. Approval of the Minutes of the First Regular Meeting of the 2021-2022 University Senate, September 16, 2021.**

See attached Minutes.

### **IV. Report from the Student Body President Erin Bousek**

### **V. Reports from Committees**

### **VI Old Business**

**2. Motion:** Change the Handbook Language about CUSHR as indicated. The new hand book language is immediately below. A copy with the old language next to the new language is attached below, prior to the Minutes of the First Regular Meeting.

**Change IV. F. 1, 2 & 3 as proposed.**

**Eliminate current IV. F. 3-15**

#### **1. Institutional Authority [Process 1 for change]**

Bradley University's Institutional Review Board (IRB), the Committee on the Use of Human Subjects in Research (CUHSR), is an official committee of the University. The committee chair is appointed by the Provost and the Provost is responsible for assigning an individual with

signatory authority. CUHSR was designed to meet all appropriate laws and regulations of the federal government for research using human subjects. Members and investigators are expected to be familiar with said regulations. Federal regulations are generally considered minimal standards; institutions and their IRBs typically have additional rules, regulations, and policies that may be more restrictive, require higher levels of ethical conduct or risk regulations or are deemed necessary for the effective accomplishment of their mission.

## **2. Definition and Purpose [Process 1 for Change]**

The purpose of the CUHSR is to minimize the risk and ensure the informed consent procedures to human subjects participating in research conducted by the Bradley University faculty, staff, students, and other allied healthcare professionals according to the Code of Federal Regulations for Protection of Human Subjects. The federal standards will be strictly followed for research protocols that are funded and/or in any way supported by any federal agency. Otherwise, the federal standards and the Belmont report will be used as a guide to review and approve protocols by the committee. The Committee structure will be based on the IRB standards in the federal code and guided by the Office of Human Protection in Research (OHRP) which is a division of the Department of Health and Human Services. CUSHR may be used to approve projects that fall outside of the strict federal definitions but still need human protection oversight.

## **3. Committee Process and Responsibilities [Process 1 for Change]**

The Committee chair in consultation with the academic Deans will secure members and conduct meetings in accordance with the federal regulations. The Committee Chair will be ultimately responsible for the review and approval of protocols and will maintain a website by which to communicate with the Bradley community and by which to disseminate policies and procedures for the review process to occur in an expeditious manner.

## **VII. New Business**

Discussion of the 2021 Strategic Plan – A copy is attached as a separate document to the email announcement of the Second Regular Meeting of the 2021-2022 University Senate sent on 10/14/2021.

## **VIII. Reports from Administrators**

**A. President Standifird**

**B. Provost and Senior Vice President for Academic Affairs Zakahi**

**C. CFO/COO Cox**

## **IX. Adjournment**

**Proposal to Change CUSHR language.** The current language is in red or ~~strikeout~~ font.

**Change IV. F. 1, 2 & 3 as proposed.  
Eliminate current IV. F. 3-15**

### **1. Institutional Authority [Process 1 for change] OLD**

~~Bradley University's Institutional Review Board (IRB), the Committee on the Use of Human Subjects in Research (CUHSR), is an official committee of the University appointed by the Associate Provost for Research. The committee chair is appointed by the Provost and the Provost is responsible for assigning an individual with signatory authority. CUHSR was designed to meet all appropriate laws and regulations of the Federal Government for research using human subjects. Members and investigators are expected to be familiar with said guidelines. Federal Guidelines are generally considered minimal standards; institutions and their IRBs typically have additional rules, regulations and policies that may be more restrictive, require higher levels of ethical conduct or risk regulations or are deemed necessary for the effective accomplishment of their mission~~

### **1. Institutional Authority [Process 1 for change] NEW**

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### **2. Definition and Purpose [Process 1 for Change] OLD**

~~The purpose of the CUHSR is to minimize the risk and ensure the informed consent procedures to human subjects participating in research conducted by the Bradley University faculty, staff, students and other allied healthcare professionals according to the Code of Federal Regulations for Protection of Human Subjects (45 CFR 46 Approved July 19, 2018 and implemented January 21, 2019 and 21 CFR 50,56). "Research" means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities. (45 CFR 46.102d) All human subjects' research reviewed by the CUHSR will be conducted in accordance with the Department of Health and Human Services (DHHS) and the Food and Drug Administration (FDA) Regulations. The definition of "human subject" published in the U.S. Code of Federal Regulations (U.S. 1987, 46 CFR 45 102F) is the following: "Human subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. Note that the definition includes not only medical research conducted by physicians, but also other research activities involving interactions with individuals or the use of private information, e.g., private student or patient records or sociological surveys regarding students' sexual habits. Mention~~

~~should be made here that any private use of student records for research purposes are protected under Federal regulations (“Buckley Amendment,” U.S.C., 1987, Title 20, Section 1232G, Public Law 93-380, 88 Stat, 484, Section 513) Page 165 Revision 2.20—March 15, 2021 The U.S. Food and Drug Administration (FDA) definition, applicable to studies of investigational drugs or devices, is: “Human subject” means an individual who is or becomes a participant in research, either as a recipient of a test article or as a control. A Subject may be either a healthy human or a patient. Both the FDA (21 CFR 50, 56) and the U.S. Department of Health and Human Services (DHHS) (45 CFR 46) now have established regulations for the use of human subjects in research. DHHS regulations apply to research using human subjects in any research (Federal Policy for the Protection of Human Subjects, The Federal Register 56 CFR 812, June 18, 1991). FDA regulations “apply to research involving products [novel drugs and medical devices] regulated by the FDA,” regardless of the source of funding for the research activity. Both agencies require review of the applicable project by an institutional review board (IRB). In addition, state or local regulations or institutional policies may be more stringent~~

## **2. Definition and Purpose [Process 1 for Change] NEW**

The purpose of the CUHSR is to minimize the risk and ensure the informed consent procedures to human subjects participating in research conducted by the Bradley University faculty, staff, students, and other allied healthcare professionals according to the Code of Federal Regulations for Protection of Human Subjects. The federal standards will be strictly followed for research protocols that are funded and/or in any way supported by any federal agency. Otherwise, the federal standards and the Belmont report will be used as a guide to review and approve protocols by the committee. The Committee structure will be based on the IRB standards in the federal code and guided by the Office of Human Protection in Research (OHRP) which is a division of the Department of Health and Human Services. CUSHR may be used to approve projects that fall outside of the strict federal definitions but still need human protection oversight.

## **~~3. Principles which Govern CUHSR [Process 1 for Change] OLD~~**

~~The CUHSR is guided by the principles outlined in the Belmont Report that defines these three principles. These fundamental principles are inherent in the conduct of research using human subjects. They are: (1) respect for person, (2) beneficence and, (3) justice. The first of these principles, respect for person, involves the autonomy of individuals to consent to participate in the research activities and the protection of individuals with a diminished capacity for autonomy (e.g., the mentally ill, prisoners, children). This would include the writing of consent forms in language which the research subject can understand. The second principle, beneficence, involves doing no harm (based on the Hippocratic oath) and ensuring that the benefits of the research outweigh the possible risks. Since even determining what may be harmful can sometimes involve risk, the latter of these two points (assessing and justifying the risk/benefit ratio) merits the bulk of consideration. The third principle, justice, requires that persons be treated fairly. With regard to scientific research activities, justice requires giving adequate consideration in the selection of subjects for participation so that no particular class of people is more likely to be selected than others and so that a representative sample of individuals likely to benefit from the research is included in the study population.~~

## **3. Committee Process and Responsibilities NEW**

The Committee chair in consultation with the academic Deans will secure members and conduct meetings in accordance with the federal regulations. The Committee Chair will be ultimately responsible for the review and approval of protocols and will maintain a website by which to communicate with the Bradley community and by which to disseminate policies and procedures for the review process to occur in an expeditious manner.



First Regular Meeting Minutes  
2021-2022 Bradley University Senate  
3:10 p.m., Thursday, September 16, 2021  
Marty Theater, Bradley Student Union  
and via Zoom



## **MISSION:**

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

### **I. Call to Order**

The meeting started at 3:10 PM.

### **II. Announcements**

0. The meeting is being recorded.
1. Thanks to Kevin Wahl and our other IT support personal for their assistance in the first hybrid senate meeting experiment.
2. Kat Bloompott (Nursing) is the Faculty Representative on the Virus Response Team
3. Patricia Saleeby (Social Work) at-large representative to Faculty Advisory Council of IBHE.
4. Discussions have begun about changing the on-line programs academic year calendar to align with our on-campus academic year calendar.
5. Senate Webpages update.
6. Thank Danielle Glassmeyer for her hard work and wonderful job as Faculty Ombudsperson.

### **III. Report from the Student Body President Erin Bousek**

Erin gave a brief report. The student senate plans to increase communication across the board, explore the idea of course syllabus bank, and work with the pilot program on professional mentorship and academic advising.

### **IV. Reports from Administrators**

#### **A. President Standifird**

Pres. Standifird commented that we need to stop operating in the crisis mode and move to collaborative and engaging decision making.

- 1) We will engage more in healthy shared governance.
- 2) Several key positions including COO/CFO were hired in a crisis mode. We will be much more collaborative with a wider process for strategic positions when they are available.
- 3) How we did structure changes could be more inclusive.
- 4) We will be much more transparent about budget and share more information with the university resource committee.
- 5) Reinvest in faculty initiatives, staff salary, affiliate faculty pay, faculty salary raises, and IT.

He also made two requests to faculty and staff: 1) open to possibility. (2) continue providing feedback. He is committed to make positive changes, drop out the crisis mode and have shared governance.

#### **Q&A:**

- 1) Megan Rimmel asked about the IL governor's Executive Order on vaccination.  
**Comments:** It continues evolving. Bradley is still work through that. There is a routine testing for those who are not vaccinated. There is also a testing capacity issue at the state level. On-campus positive rate under 2% is well manageable.
- 2) Danielle Glassmeyer asked about the process of the strategic planning initiatives. The information was not formally presented to the senate, which is the primary governing body in shared governance.  
**Comments:** That was an accelerated plan. There were inputs from the senate exec and some faculty members. By the university by-laws, the trustees approve university strategies. The trustees know that the plan was not approved by the senate. Pres. Standifird says he is committed to engaging shared governance moving forward.

#### **B. Provost and Senior Vice President for Academic Affairs Zakahi**

Provost Zakahi gives special thanks to those who worked in summer orientations. Then he provides a brief update on LAS dean search which has 68 applicants and 9 in the short list. He is impressed by the diversity and quality of the pool. Campus visits are expected in a couple of weeks. A few updates on three action items of strategic plan he is responsible for.

- (1) Undergraduate advising

Tara Suzuki Nguyen works as a project manager on item #5 in the pilot project in CCET. An advisory group with representatives from different colleges will be identified to assess the project and make recommendation to expand it beyond the CCET college, if needed. Undergraduate advisors will be trained in the Fall 2021. In the Spring 2022, the undergraduate advisors will do most of academic advising in the college.

(2) Alternative degree pathway

Working with Deans to identify alternative pathway including on-line degree/certificate/micro credentials. 3-year degree options could be possible for social science, humanity, arts, communication with a large number of transferred undergraduate credits. 4+1 and 3+2 programs leading to a master degree are also checked.

Q&A:

Wendy Schweigert and Kristi McQuade had questions on centralized advising model and the motivation of having undergraduate advisors.

**Comments:** For undergraduate advising, there are still discussion on University-level model (centralized model) or college-level model (distributed model). It needs an advising committee with representatives across campus to assess and make recommendations. The motivation is free faculty from some class academic advising and focus on professional mentorship. It is still not clear that students will be assigned to faculty mentors or let the mentorship grow naturally and organically.

**C. CFO/COO Cox**

No report was given.

**V. Approval of the Minutes of the Eighth Regular Meeting of the 2020-2021 University Senate and the Special Meeting of 2021-2022 University Senate, May 5, 2021**

See attached Minutes.

**Motion:** Teresa Drake, 2<sup>nd</sup>: Eden Blair

**The motion carries unanimously.**

**VI. Reports from Committees**

**A. Curriculum and Regulations**

**1. Program Additions (Need Motion)**

212218 NUR Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) DNP

212217 NUR Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Post-Master's Certificate

212216 NUR Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) MSN

212215 NUR Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) RN-MSN



- 212214 NUR Adult Gerontology Acute Care Nurse Practitioner (AGACNP) DNP
- 212212 NUR Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Master's Certificate
- 212211 NUR Adult Gerontology Acute Care Nurse Practitioner (AGACNP) MSN
- 212210 NUR Adult Gerontology Acute Care Nurse Practitioner (AGACNP) RN-MSN

**Motion:** Danielle Glassmeyer

**Discussion:**

Mat Timm: Curriculum revision at graduate level are reported out by C&R committee to the senate. New programs are approved by the senate.

A motion is approved to let Jana Hunzicker add comments on these new nursing programs. Most courses are already in the book. 5 new courses related to Gerontology are added to create these 8 new subprograms. Acute care programs focus on hospitalization, while Primary care programs focus on routine care, usually in doctors' office.

**The motion carries unanimously.**

**2. Regulations and Degree Require change:** See attachments, below, for additional information.

**Motion:** A minimum of 120 semester hours is required for all baccalaureate degrees.

**Motion:** Matt O'Brian

**Discussion:** see the attached MEMO for more information. It sets the floor for all baccalaureate degrees. Both State law and HLC require a minimum 120 hours for a baccalaureate degree. The change starts in the Fall 2022 catalog. No change is required for all existing programs.

**The motion carries unanimously.**

**B. Senate Executive Committee**

**1. Committee Updates**

**Academic Review Board** (Informational: Change term expired to dates staggered dates per Handbook language.)

	Term
Membership 2020-2021	Expires
TBD	2024

Travis Stern	2022
David Olds	2023
Jana Hunzicker	2022
Jing Wang	2022
TBD	2024
Kevin Swafford	2024
Mark Gobeyn	2023
Philip Horvath	2022
Ross Fink	2023
Anne Hollis	----
Jobie Skaggs	----
Rob Prescott	

**Committee on Equity and Diversity** (Informational: Change term expired dates to staggered dates per Handbook language.)

Membership 2021-2022	Term Expires
Jacqueline Henderson	2024
TBD	2024
Ollie Nanyes	2023
Aurea Toxqui	2023
TBD	2022
Kerry Walters	2022
Crystal Elliott	2023
Molly Cluskey	2022
TBD	2022

**Contractual Arrangements** (Motion: Approve Kristi McQuade’s membership)

Membership 2020-2021	Term Expires
Anna Ullmann (Fac)	2022
Tanya Marcum (Fac)	2023
Elena Gabor (Fac)	2024
Dennis Koch (Admin)	2023
Kristi McQuade (Fac)	2024
Dayna Fico (Admin)	2022

**Motion:** Matt O’Brian  
**The motion carries unanimously.**

**Senate Elections Committee** (Motion: Approve Brent Wiley’s and Tom Carty’s membership and Tom as Chair)

Membership 2021-2022	Term Expires
Teresa Drake	2022
Tom Carty (Chair)	2023

Eden Blair	2022
Brent Wiley	2023

**Motion:** Matt O’Brian  
**The motion carries unanimously.**

**University Resource Committee (Informational)**

Membership 2021-2022	Term Expires
Molly Adams	2022
Michell Fry	2024
Aaron Buchko (Chair)	2023
D Antonio Cantu	2024
Iqbal Shareef	2022
Ryan Schmidgal	2023
TBD	2022

**Student Grievance Committee (Informational)**

Membership 2021-2022	Term Expires
TBD (SCCFA)	2024
Jing Wang (CEGT)	2024
Heather Longfellow (FCB)	2023
Jennifer Jost (CLAS)	2022
Juan Rios Vega (CEHS)	2022
TBD (Undergraduate)	2022
TBD (Graduate)	2022

**Executive Committee (Informational)**

2021-2022		College	term ends
Mat Timm	Pres	LAS	2022
Teresa Drake	V.P	EHS	2022
YuFeng Lu	Secretary	CCET	2022
Eden Blair	At-larger	FCB	2022
Travis Stern	At-larger	SCCFA	2022

**Faculty Grievance (Informational)**

Membership 2021-2022	Term Expires	College
Kevin Kimberlin	2022	LAS
Alex Hertich	2023	LAS
Kristi McQuade	2022	LAS
Rachael Volmer	2022	EHS
Carmen Keist	2023	EHS
Iqball Shareef (alternate)	2023	CCET

### **Sabbatical Leave (Informational)**

2021-2022 Membership	Term Expires
Anthony Adams (SCCFA)	2023
Tanay Markum (FCB)	2023
Michael Lang (CLAS)	2022
Olek Malinowski (CCET)	2022
Deborah Erickson (CEHS)	2022

### **Tenure, Promotion, Dismissal**

2021-2022	College	Term Expires
Jost, Jen	LAS	2023
Beckes, Lane	LAS	2023
Fakheri	Engineering	2022
Lu, Lucy	Business	2022
Elbella, Abdalla	Engineering	2022
Kelly, Todd	CFA	2022
Courtad, James	LAS	2023 alternate

**2. Motion:** Change the Handbook Language about CUSHR as indicated. The new hand book language is immediately below. A copy with the old language next to the new language is attached below, after the supporting documents for the degree requirement changes.

### **Change IV. F. 1, 2 & 3 as proposed. Eliminate current IV. F. 3-15**

#### **1. Institutional Authority [Process 1 for change]**

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used to approve projects that fall outside of the strict federal definitions but still need human protection oversight.

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**Motion:** Eden Blair

#### **Discussion:**

Mat Timm comments on the differences of process 1,2, and 3 changes.

Process 1 changes require a motion to the senate and need an approval of the senate.

Process 2 changes: In consultation with appropriate senate committee, then reported to the senate.

Process 3: Done by an appropriate wing of administrators, then reported to the senate.

**--come back for a vote in the next senate meeting.**

### **VII. Old Business**

None

### **VIII. New Business**

Senator Jackie Hogan moves the adoption of a resolution below:

Whereas, Administrative personnel in academic units are the first point of contact for both current and prospective Bradley students; and

Whereas, Administrative personnel in academic units perform essential tasks including, but not limited to

- Managing student information through Acinquire, Canvas, and Navigate,
- Assisting with course management and scheduling through DocSoup and COP,
- Tracking and processing expenditures, requisitions, and permissions,
- Managing application and compliance documents and coordinating logistics for faculty searches and program accreditation,
- Assisting faculty and students with conference travel and campus program planning,
- Coordinating use of departmental spaces such as conference rooms and labs,
- Ordering and tracking crucial supplies, including difficult-to-obtain lab materials,
- Managing course registration, waitlists, prerequisite overrides, and course enrollments,
- Keeping website and promotional materials up-to-date, and
- Responding to myriad student and faculty needs and crises; and

Whereas, Many tasks performed by administrative personnel in academic units require specialized training, knowledge, and skills; and

Whereas, Lack of adequate administrative staffing leads to student and parent frustration; and

Whereas, Lack of adequate administrative support greatly diminishes the ability of academic units to deliver the high-quality, individualized education that is the hallmark of a Bradley education; and

Whereas, Lack of adequate administrative support greatly diminishes the ability of academic units to execute time-intensive initiatives designed to attract and retain students, efforts that help safeguard the long-term financial health of the University; and

Whereas, Recent national data indicates that higher education support personnel are leaving the sector in high numbers due to overwork, burnout, and feelings of being underappreciated and undervalued by the institution (<https://www.chronicle.com/article/the-great-disillusionment>), making it essential to retain our valued and experienced staff and recruit quality applicants for future positions; and

Whereas, Recent cutbacks to administrative support staffing have significantly eroded morale among both staff and faculty; and

Whereas, Most administrative personnel in academic units across the University are women and are among the lowest paid staff on campus, a reality that conflicts with our commitment to equity; therefore

*Resolved*, That the University Senate, hereby calls on the President of the University to model Bradley's mission, values, and vision by

- authorizing funds to provide equitable and demonstrably sufficient administrative support staff for all ~~academic~~ units; and
- authorizing starting salaries for administrative staff of not less than \$15 per hour; and
- ensuring consistent pay scales for administrative support staff across all ~~colleges~~ **units** of the University, so that no one is paid less for the same work.

### **Discussion:**

Amendment: Justin Ball propose an amendment to include non-exempt staff in supporting units outside of colleges. 2<sup>nd</sup>: Ahmad Fakheri

**The amendment carries unanimously.** [ corrections are in red]

There were comments on salaried exec staff across campus. They are not forgotten. This resolution tries to address a very specific group of staff. Hope someone will draft another resolution to address the issue related to exec staff and others.

**The resolution carries unanimously.**

### **IX. Adjournment**

The meeting adjourned at 4:55 PM.

Prepared by : Yufeng Lu, Senate Secretary

# **A Foundation for Boundary Breaking Success: A Strategic Plan for Bradley University**

**Approved by the  
Bradley University Board of Trustees  
July 16, 2021**

## **Prologue**

The 2021 Strategic Plan for Bradley University builds upon the institution's considerable strengths and rich legacy of success while recognizing the urgent need to be responsive to a dynamic and ever-challenging higher education landscape. This plan reaffirms Bradley University's prevailing mission statement:

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

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

This strategic plan also recognizes Bradley University is immersed in a disruptive and hypercompetitive environment, marked by an array of formidable realities. These challenges include, but are not limited to: people losing a sense that higher education is a priority; an impending demographic shift resulting in a shrinking traditional college-age population; and the changing expectations and needs of students, their parents, employers, and society. Relative to its private and public competitors, Bradley also struggles to define and differentiate itself. Moreover, it is essential for private, tuition-driven institutions to grow revenues to keep pace with rising costs. In particular, Bradley University must develop a sustainable business model in an increasingly competitive, challenging, and changing environment.

For these reasons, President Stephen Standifird announced in December 2020 the launch of a strategic planning process, which would largely be driven by an external or market-driven perspective. The focus would be on Bradley University's primary constituency: current and prospective students.

In addition, President Standifird set forth the following goals and expectations:

- The process would be expeditious with the objective of developing and approving a new plan by summer 2021.
- The process would leverage both internal and external insights and expertise.

- The emerging 2021 Strategic Plan would be far narrower in scope and less detailed than the 2017 Strategic Plan.
- The plan would guide the direction of Bradley University over the next three to five years.
- The process would place a premium on multiple perspectives, inclusivity, and transparency.
- The Board of Trustees would approve and resource the 2021 Strategic Plan.
- The plan will be closely monitored, reviewed and reported on regularly, and adjusted accordingly to ensure strategic agility and organizational success.

Moving forward, the university’s strategy is intended to be dynamic and adaptive rather than static over a defined period.

## **The Process**

An effort was made to leverage internal expertise rather than hire an outside higher education consulting firm. Vice President for Strategy and Innovation Christopher Jones was asked to develop and manage this process based on the aforementioned goals and expectations. Dr. Aaron Buchko, Professor of Management in the Foster College of Business, was asked to serve as special faculty strategic planning consultant, given his professional expertise and considerable experience in this area. In collaboration with Dr. Buchko, President Standifird, University Senate President Mathew Timm, and members of the Senior Leadership Team, Vice President Jones devised a strategy development process to unfold from January through July-August 2021.

After consulting with the Board of Trustees leadership and vetting a draft process with the University’s Senior Leadership Team, Senate Executive Committee, University Senate, University Strategic Planning Committee (USPC), Council of Academic Deans, and Administrative Council, President Standifird officially approved a 14-step strategy development process December 15, 2020 (see **Appendix A**). These steps ensured the 2021 Strategic Plan would be the result of a deliberative process that fully engaged the Bradley University community.

The strategy development process significantly engaged six strategic planning teams encompassing 78 participants (see **Appendix B**).<sup>1</sup> These participants included faculty, staff, administrators, and members of the Board of Trustees.

1. One 10-member faculty-staff team administered 10 focus groups encompassing Bradley undergraduate students, graduate students, and online graduate students to enfranchise the student body and to validate externally generated market data from an outside firm.

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<sup>1</sup> The Focus Group Conveners Team, Strategic Profile Team, Environmental and Industry Analysis Team, and Competitive Assessment Team were appointed by the five College Deans, the Vice President for Student Affairs, the Provost with input from the USPC, and the Senate Executive Committee. The Senate Executive Committee made its appointments after seeing the earlier appointments out of a desire to balance representation with attention to functional area, diversity, and expertise related to the groups’ particular tasks. Staff appointments were widely distributed across the non-academic divisions. The USPC was populated per rules specified in the Faculty Handbook. The Strategic Leadership Group members were invited to serve by the President.



2. One 10-member faculty-staff team completed a strategic profile to determine where Bradley University does and does not have alignment with the needs of higher education learners.
3. One 10-member faculty-staff team conducted an environmental and industry analysis to identify where Bradley University has the greatest opportunities and challenges within the higher education landscape.
4. One 10-member faculty-staff team performed a competitive assessment to evaluate how Bradley University stacks up relative to other institutions and where it has competitive advantages and disadvantages.
5. The 17-member USPC compiled a strategic plan accomplishments document to summarize the achievements of the 2017 Strategic Plan and to identify areas of the plan where work may have not been completed. Later in the process, the USPC was also tasked with generating recommendations for strategic action items.
6. The Strategic Leadership Group (comprised of 21 administrators, faculty, and members of the Board of Trustees) established a critical assumptions framework, a vision statement, strategic imperatives, metrics, and strategic action items.

On another level, the broader Bradley University community was engaged in the following ways.

7. The university community was given voice in the process through an extensive faculty and staff survey, which informed the work of the aforementioned strategic planning teams. There were 454 faculty and staff respondents to the voluntary survey.
8. Bradley students, as well as students who considered Bradley but did not enroll at the university, were included in the first phase of an external market analysis conducted by an outside firm.
9. Collectively, the University Senate and/or the Office of the President sponsored or co-sponsored 11 open forums, information sessions, and presentations for faculty and staff between January and June 2021. These events both explained and provided opportunities for feedback related to the strategic planning process; the Jobs To Be Done (JTBD) theory underlying the external market analysis and the work of the Strategic Leadership Group; the presentations of the faculty and staff teams; the vision statement and strategic imperatives; and the USPC's strategic activities recommendations.
10. To keep the university community well-informed throughout the process, a strategic planning website was created with an extensively populated resources page. All documents, data, and presentations related to the strategy development process were uploaded there (<https://www.bradley.edu/sites/strategicplan/2021/resources/>).

## The Plan

The President's Strategic Leadership Group developed this strategic plan for Bradley University. The elements of the plan include a vision statement, imperatives, critical success factors or metrics, and strategic priorities and action items. In creating these components, the Strategic Leadership Group focused on four key questions.

- What must we think about?
- What do we want Bradley University to be?
- How do we position Bradley University?
- What must we do to attain the position?

In addressing these issues, the faculty and staff survey results and the strategic planning teams' efforts were important. In arriving at its situation analysis, the Strategic Leadership Group thoughtfully considered the previous strategic plan's accomplishments, the student focus group results, the strategic profile, the environmental and industry analysis, and the competitive assessment. In particular, the Strategic Leadership Group drew heavily upon externally focused, market-driven data generated by an outside firm, Quester,<sup>2</sup> which conducted a sophisticated Jobs To Be Done (JTBD)<sup>3</sup> analysis of current and prospective higher education learners through a national survey. The results were intended to answer the following question: Why does a person select a particular university or college for their higher education learning experience? Quester's market insights analysis was conducted in two phases. The first phase involved 404 respondents. The second phase encompassed 1,216 respondents.

Drawing upon this analysis of students' needs and interests, the Strategic Leadership Group determined the focus of Bradley University moving forward will be purposeful learners: those individuals seeking a college experience as a means of developing or enhancing *their* purpose for *their* lives. In the language of Quester's JTBD analytic report, Bradley's key or targeted learners are:

1. **Aspirational Learners** are focused on the life they want to create for themselves or the person they want to become in the future. The primary themes for this group of learners are "Finding Success," "Opening New Doors," and "A Stepping Stone to the Life I Want."

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<sup>2</sup> Quester "is an award-winning consumer intelligence firm [based in Des Moines, Iowa] that uses proprietary artificial intelligence technologies to conduct multi-lingual qualitative research on a quantitative scale. [It] specializes in yielding superior consumer understanding in areas such as innovation, concept development, branding position, segmentation, and path to purchase. [Its] online software-based moderator and analytical software probes deep into participant thought processes, analyzes responses, and allows [for] wise business decisions grounded in data..." ([www.quester.com](http://www.quester.com)).

<sup>3</sup> Quester employs a Jobs To Be Done (JTBD) approach, which refers to a theory developed by Harvard Business School professor Clay Christensen. It focuses on "*why* people choose specific products and services. Jobs often have functional components but, in many cases, they have emotional, personal, social, cultural, environmental, or other components." For more detailed information, consult the overview at: <https://www.quester.com/frameworks/jobs-to-be-done/>.

2. **Functional Learners** are focused on a specific result (typically job or career driven); and education is simply a necessary step for them to get there. The primary themes for this group are “Getting the Job/Career I Want” or “A Stepping Stone to the Job/Career I Want.”

Collectively, these two groups constitute a relatively large portion (70%) of the learners within the aforementioned national samples. The Quester results also indicated these students’ needs and interests are relatively underserved by existing models of higher education.

### **Vision Statement**

With these two groups of learners identified, the Strategic Leadership Group arrived at the following vision statement to guide the University’s strategy moving forward.

*We deliver an engaging education that transcends traditional boundaries through scholarly and practical experiences in a diverse, caring, and inclusive environment to prepare purpose driven leaders who achieve success and build a better world. Bradley University: An investment in the life you want.*

President Standifird presented the statement to the Board of Trustees May 14, 2021. During his presentation, he explained the rationale underlying each element of this new strategic vision. **Appendix C** provides a detailed overview. The Board unanimously approved the vision that same day.

With a strategic vision in place, the critical issues for the Strategic Leadership Group became:

- What are the critical characteristics, features, or qualities that these types of learners will seek from a university that will drive their decision about which institution to attend? (What must we deliver?)
- Given the jobs students are asking Bradley University to do for them, what are the crucial dimensions or characteristics of those jobs the university must fulfill in order to be their institution of choice? (What must we be?)

These questions, coupled with the vision statement, led the Strategic Leadership Group to identify five strategic imperatives. Collectively, these five imperatives constitute a coherent statement of priorities. They indicate how Bradley University will position itself moving forward.

### **Strategic Imperatives**

1. Welcoming, Caring, Diverse, and Inclusive

We are committed to understanding and creating a community within and beyond campus that allows you to feel welcome and included in your ability to participate in the learning experience.

2. Personalized Life Path  
We provide clear, supportive, and flexible paths with an array of enriching opportunities to realize the life you want.
3. Return on Educational Investment  
As one of our graduates, you can expect short-term benefits through career outcomes and long-term happiness from your investment.
4. Boundary-Breaking Innovations  
We will help you realize a purposeful plan to create the career and life you want by delivering engaged learning beyond your major and beyond the classroom.
5. Financial Strength and Operational Excellence  
Execution of the plan requires a strong foundation of financial strength and operational excellence.

### **Critical Success Factors**

The Strategic Leadership Group devoted its attention to the following question: How will we know Bradley University has been successful implementing and executing this strategic plan? That is, are there measurements or metrics that can serve as tangible evidence the institution has engaged in a series of activities and resource commitments demonstrating success in executing the five strategic imperatives?

To this end, the Strategic Leadership Group generated *prospective* critical success factors for each of the five strategic imperatives (see below). The final set of measures or metrics will be determined in the implementation phase of this plan.

1. Welcoming, Caring, Diverse, and Inclusive
  - Graduation and retention rates for students of color at or above the Bradley University average
    - Other sources of metrics might include key indicators with a campus climate survey or measures of inclusiveness and engagement.
2. Personalized Life Path
  - Number programs with multiple delivery options and paths to graduation
    - Other sources of metrics might include key predictors from the Gallup Alumni Survey (formerly the Gallup-Purdue Index), the percentage of students with personal development plans, and the number of hours of mentoring, life coaching, and/or advising received.
3. Return on Educational Investment
  - ROEI ranking by PayScale.com
    - Other sources of metrics might include placement rates, Bradley University's First Destination Study, and 5- and 10-year alumni surveys.

4. Boundary-Breaking Innovations
  - Number of new programs, partnerships, projects, and experiences that span multiple disciplines, departments, colleges, and/or divisions
    - Other sources of metrics might include the number of faculty appointments that cross traditional disciplinary lines and the number of interdisciplinary class sections or team-taught courses.
5. Financial Strength and Operational Excellence
  - Positive operating margin every year

### **Strategic Action Items**

The USPC was charged with developing a set of recommendations to populate the five strategic imperatives with priority action items. Working in small teams, the USPC members understood they were being asked to overpopulate their recommendations. Consequently, they produced more recommendations than Bradley University could or should implement. The President's Strategic Leadership Group received and made final decisions about these recommendations, either accepting, rejecting, or modifying the USPC's recommendations.

The Strategic Leadership Group's prioritized list of strategic action items follows. A lower number on this list connotes a higher priority.

- 1. Identify and onboard the Vice President for Diversity, Equity, and Inclusion who will devise a plan for improving campus climate with attention to the leading recommendations within the Report of the Racial Equity Advisory Group.**
  - This action item is tied to Imperative 1: Welcoming, Caring, Diverse, and Inclusive.
  - Point of Accountability: Stephen Standifird, President
- 2. Establish a Center for Interdisciplinary Studies to develop interdisciplinary programs and activities, identify and address roadblocks to interdisciplinary efforts, and develop new initiatives, which may include first-year seminars and alternative curricular pathways.**
  - This action item is tied to Imperative 4: Boundary-Breaking Innovations.
  - Specific activities within this action item may also relate to Imperative 1 (Welcoming, Caring, Diverse, and Inclusive), Imperative 2 (Personalized Life Path), and Imperative 3 (Return on Educational Investment).
  - Point of Accountability: Christopher Jones, Vice President for Strategy and Innovation
- 3. Maintain a positive operating margin with an emphasis on understanding the return from current enrollment management and marketing efforts. Conduct a careful evaluation of the current admissions, recruitment, and**

**marketing model, including attention to the issue of targeted marketing and recruitment.**

- This action item is tied to Imperative 5: Financial Strength and Operational Excellence.
- Point of Accountability: Sheryl Cox, Senior Vice President, Chief Financial Officer, and Chief Operating Officer

**4. Modernize processes and operating efficiency capabilities, particularly in the area of Information Technology. Undertake efforts to ensure appropriate data are available to make informed decisions.**

- This action item is tied to Imperative 5: Financial Strength and Operational Excellence.
- Point of Accountability: Sheryl Cox, Senior Vice President, Chief Financial Officer, and Chief Operating Officer

**5. Reconceptualize the advising model and experience.**

- This action item is tied to Imperative 1: Welcoming, Caring, Diverse, and Inclusive.
- This action item also relates to Imperative 2: Personalized Life Path.
- Point of Accountability: Walter Zakahi, Provost and Senior Vice President for Academic Affairs

**6. Evaluate, right-size, and fund services related to academic support, student support, student access, and counseling.**

- This action item is tied to Imperative 1: Welcoming, Caring, Diverse, and Inclusive.
- This action item also relates to Imperative 3 (Return on Educational Investment).
- This action item encompasses, but is not necessarily limited to, the Math Success Center, Writing Center, tutoring, peer mentoring, academic coaching, Student Support Services, Student Access Services, and mental health resources.
- Point of Accountability: Nathan Thomas, Vice President for Student Affairs

**7. Clarify, identify, and develop flexible academic pathways, including 4+1 and 3+2 programs, online degree programs, accelerated degrees, and new curricular pathways.**

- This action item is tied to Imperative 2: Personalized Life Path.
- Point of Accountability: Walter Zakahi, Provost and Senior Vice President for Academic Affairs

**8. Develop a more systematic approach to engaging with community partners to provide local internships and other experiential learning opportunities.**

- This action item is tied to Imperative 4: Boundary-Breaking Innovations.
- This action item also relates to Imperative 2: Personalized Life Path.
- Point of Accountability: Christopher Jones, Vice President for Strategy and Innovation

**9. Develop a life coaching function or a formalized mentoring program.**

- This action item is tied to Imperative 2: Personalized Life Path.
- Point of Accountability: Nathan Thomas, Vice President for Student Affairs

**10. Focus on career outcomes and alumni perspectives, including use of the Gallup Alumni Survey (formerly the Gallup-Purdue Index), a national survey of college graduates.**

- This action item is tied to Imperative 3: Return on Educational Investment.
- Quantitative and qualitative assessments should be included.
- Point of Accountability: Nathan Thomas, Vice President for Student Affairs

**11. Develop work study programs tied to undergraduate research and other experiential learning opportunities.**

- This action item is tied to Imperative 3: Return on Educational Investment.
- This action items also relates to Imperative 4: Boundary Breaking Innovations.
- Point of Accountability: Christopher Jones, Vice President for Strategy and Innovation

In addition to these strategic action items, the Senior Leadership Team has generated additional recommended activities in support of Imperative 5: Financial Strength and Operational Excellence (see **Appendix D**).

While certain senior leaders have been assigned responsibility for ensuring the successful implementation of particular strategic actions, President Standifird has determined the full Senior Leadership Team will be responsible for monitoring and executing the plan.<sup>4</sup>

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<sup>4</sup> For one-page overviews of the strategic action items by order priority and strategic imperative, see **Appendix E** and **Appendix F**, respectively.

## Moving Forward

A decision by the Bradley University's Board of Trustees to approve this strategic plan marks a beginning rather than an end. Given this is a directional framework rather than an overly prescriptive plan, each point of accountability (namely one of the vice presidents)<sup>5</sup> will be responsible for overseeing the development of a more detailed project or implementation plan for each of the 11 strategic activities over the course of the next 12 to 24 months. While these implementation plans can and will vary with the nature and scope of the specific action item, they all must include the following items.

1. Members of the implementation team reporting to the vice president
2. Activities within the action item
3. Overall timeline for the action item and timelines for specific activities within the action item
4. Resource needs (e.g., financial, personnel, capital, and other)
5. Milestone achievements (measures that record whether actions have been carried out as planned)
6. Key performance indicators or metrics

Beyond these action item-specific requirements, broader steps must be taken to ensure successful execution of the plan.

1. Development of an overall strategic planning budget request for the fiscal year
2. Board of Trustees review and approval of the budget request
3. Development and delivery of a university communications plan to advance the launch of the strategy
4. Consideration of how vice presidents and deans will cascade the strategic plan into their respective divisions and colleges to ensure current or new unit-level strategies are in alignment with Bradley University's overall strategic direction
5. Development of a performance dashboard or scorecard, which not only tracks the progress of the strategic imperatives, but also encompasses institution-wide indicators of real success (e.g., enrollment, discount rate, student retention rate, student success, operating margin, employee retention rate, etc.)
6. Quarterly monitoring of the strategic plan by the Board of Trustees

The strategic plan will never be a finished product. Rather, it is a living document that will be evaluated and updated annually as necessary. Bradley University will learn and adapt as it executes this plan. Adjustments will be inevitable. Moreover, higher education's continuing challenges and a rapidly changing world will require the institution to be nimble. The landscape can and will shift over time, thereby compelling the need to refine and recalibrate elements of the strategic plan.

Finally, this strategic plan is about doing the necessary things to launch Bradley University in the right direction. It will also serve as a framework for decision making and an operational platform

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<sup>5</sup> The President will oversee Strategic Action Item #1 related to diversity, equity, and inclusion until a Vice President for Diversity, Equity, and Inclusion is hired.



for the Senior Leadership Team. Fundamentally, the strategy is designed to build a solid foundation to position Bradley University for truly boundary-breaking success.

## Appendix A

### Overview of the Bradley University Strategy Development Process

Nov.-Dec.  
2020

**STEP 1:** Create *draft process and vet* with key audiences.

Dec. 2020

**STEP 2:** The *President approves new university strategic planning process*.

Jan. 2021

**STEP 3a:** A *Market Insights Analysis* based on consumer demand and Jobs to Be Done (JTBD) theory is conducted by an outside firm.

Jan. 2021

**STEP 3b:** One to two **Senate sponsored forums** are held to allow members of the university community to ask the President questions and to share their thoughts on both the procedural and substantive dimensions of the exercise.

**STEP 3c:** **Focus groups** held via Zoom and facilitated by faculty and staff conveners are held with students to validate the data generated by the outside Market Insights Analysis.

Jan.-Feb.  
2021

**STEP 3d:** *Qualtrics survey* email is sent to faculty and staff.

**\*\* Steps 4a, 4b, 4c, 4d, and 4e, which follow, occur concurrently. \*\***

**STEP 4a:** Drawing from the market insights analysis, one Faculty & Staff Team (**Team #1**) completes a **strategic profile** to determine where Bradley University does and does not have alignment with the market.

**STEP 4b:** A second Faculty-Staff Team (**Team #2**) conducts an **environmental & industry analysis**. Surveying the current higher education landscape, this team identifies where Bradley University has the greatest opportunities and the greatest challenges.

**STEP 4c:** A third Faculty-Staff Team (**Team #3**) performs a **competitive assessment** to evaluate how Bradley University stacks up relative to other institutions and where it has advantages and disadvantages.

**STEP 4d:** The *Strategic Leadership Group* establishes a **critical assumptions framework** to guide its decision making later in the process.

**STEP 4e:** The University Strategic Planning Committee (USPC) compiles a **strategic plan accomplishments** document to summarize the achievements of the 2017-2022 Strategic Plan as well as to identify areas of the plan where work may not have been completed.

Feb. 2021

**STEP 5:** The Strategic Leadership Group receives and reviews input from the USPC and Faculty-Staff Teams 1, 2, and 3. The Strategic Leadership will use this information to create a **vision statement**.

**STEP 6:** The Strategic Leadership Group forms **small subcommittees of three to four individuals from its own membership to work on focused pieces of the vision statement.**

**STEP 7:** The Strategic Leadership Group reconvenes to blend the work of its subcommittees and arrive at a final Vision Statement.

**Mar.-Apr. 2021**

**STEP 8:** With the vision in place, the Strategic Leadership Group determines a **strategic position** for Bradley with emphasis on points of parity (-1's) and points of difference (+1's).

**Mar.-Apr. 2021**

**STEP 9:** The Strategic Leadership Group generates **goals and metrics.**

**May 2021**

**STEP 10:** The USPC is organized according to different substantive areas to generate **prospective strategic activities.**

**Jun. 2021**

**STEP 11:** Strategic Leadership Group reconvenes to narrow the lists of strategic activities generated by the USPC and to determine a **final set of tactics.**

**Jun.-Aug. 2021**

**STEP 12:** The Strategic Leadership Group engages in tradeoffs, making decisions as to what Bradley will do and fund.

The Board of Trustees **approves the strategic plan** in June and **approves budget resources** tied to the plan in August.

**AY 2021-2022**

**STEP 13:** The **university community communication plan is set.** Vice presidents and deans share and discuss approved plan within their respective divisions and colleges

Infrastructure is created to track the progress of the plan.

**The plan is monitored quarterly by Board of Trustees.**

The President, in general, and specific members of the Senior Leadership Team, in particular, depending on the nature of strategic goal and identified key performance indicators are responsible for evaluating and ensuring successful outcomes.

**AY 2021-2022**

**STEP 14:** The vice presidents and deans **cascade the strategy into the university's divisions and colleges.** They develop a strategy for their respective divisions and colleges that are consistent with Bradley University's overall strategy.

## **Appendix B: 2021 University Strategic Planning Teams**

### **Focus Group Faculty-Staff Conveners**

Dean's Appointee:	Julie Reyer (CEGT-M E) - Associate Dean
Dean's Appointee:	Heather Ford (CFA-IM)
Dean's Appointee:	Deitra Kuester (EHS-ECL)
Dean's Appointee:	Mark Johlke (FCB-MTG)
Dean's Appointee:	Megan Rimmel (LAS-PLS)
VPSA Appointee:	David Trillizio (Director, Orientation)
VPSA Appointee:	Angie Cooksy (Assistant Vice President, Admissions)
VPSA Appointee:	Sarah Crosman (Access Services Coordinator, Library)
VPSA Appointee:	Abby Schierer (Assistant Director, Registrar's Office)
Provost's USPC Appointee:	Dean Cantù (EHS-ECL) - Department Chair

### **Strategic Profile Faculty-Staff Team (Team #1)**

Dean's Appointee:	Yasser Khodair (CEGT-C E)
Dean's Appointee:	Paul Guillfor (CFA-COM)
Dean's Appointee:	David Olds (EHS-FCS)
Dean's Appointee:	Candace Esken (FCB-M L)
Dean's Appointee:	Lane Beckes (LAS-PSY)
VPSA Appointee:	Rick Smith (Senior Director, Employer Services)
VPSA Appointee:	Tory Jennetten (Executive Director, Alumni Relations)
Provost's USPC Appointee:	Lee Newton (LAS-ENG) – Department Chair
Senate Exec. Committee Appointee:	Elena Gabor (CFA-COM)
Senate Exec. Committee Appointee:	Julie Howe (Director, Residential Living)

### **Environmental & Industry Analysis Faculty-Staff Team (Team #2)**

Dean's Appointee:	Mohammad Imtiaz (CEGT-ECE)
Dean's Appointee:	Tony Adams (CFA-COM) - Department Chair
Dean's Appointee:	Amy Grugan (EHS-NUR)
Dean's Appointee:	Naomi Stover (LAS-BIO)
VPSA Appointee:	Cara Wood (Director, Student Activities)
VPSA Appointee:	Ome Lopez (Senior Associate Director, Web Marketing)
Provost's USPC Appointee:	Yufeng Lu (CEGT-ECE) - Interim Department Chair
Senate Exec. Committee Appointee:	Grace Wang (CFA-COM)
Senate Exec. Committee Appointee:	Tara Suzuki Nguyen (CEGT Assistant Dean for Student Success)

### **Competitive Assessment Faculty-Staff Team (Team #3)**

Dean's Appointee:	John Yoo (CEGT-IMET)
Dean's Appointee:	Travis Stern (CFA-THE)
Dean's Appointee:	Pam Durr (EHS-PTHS)
Dean's Appointee:	Paul Wayvon (FCB-ATG)
Dean's Appointee:	James Courtad (LAS-WLC)
VPSA Appointee:	Jamie Cobb (Assistant Director, Academic Success Center)
VPSA Appointee:	Barbra Kerns (Exec. Director, Learning & Technology)
Provost's USPC Appointee:	Sherri Morris (LAS-BIO) - Department Chair
Senate Exec. Committee Appointee:	David Dominguese (EHS-PTHS)
Senate Exec. Committee Appointee:	Mike Gavic (Director, Admissions)

### **University Strategic Planning Committee**

Provost and Senior Vice President for Academic Affairs (Chair):  
President of the University Senate:  
Representative from Student Affairs:  
Representative from Business Affairs:  
Vice President for Enrollment Management:  
Council of Academic Deans Representative:  
Chairperson of the Senate Resources Committee:  
Vice President for Advancement:  
College of Education and Health Sciences Representative:  
College of Communications and Fine Arts Representative  
College of Business Representative:  
College of Liberal Arts and Sciences Representative:  
College of Liberal Arts and Sciences Representative:  
College of Engineering and Technology Representative:  
President's Faculty Appointee:  
President's Faculty Appointee:  
President's Faculty Appointee:

Walter Zakahi  
Mat Timm  
Jon Neidy  
Zach Gorman  
Justin Ball  
Matthew O'Brien  
Aaron Buchko  
Erin Genovese  
Melissa Peterson  
Ethan Ham  
Amit Sinha  
Lee Newton  
Sherri Morris  
Yufeng Lu  
David Zietlow  
Heidi Baumann  
Dean Cantu

### **Strategic Leadership Group**

University President (Chair):  
Provost and Senior Vice President for Academic Affairs:  
Senior Vice President, Chief Operating Officer &  
Chief Financial Officer:  
Vice President for Student Affairs:  
Vice President for Strategy and Innovation:  
Vice President for Intercollegiate Athletics:  
President of the University Senate:  
Council of Academic Deans Representative:  
Associate/Assistant Deans Council Representative:  
USPC Faculty Representative:  
USPC Faculty Representative:  
At-Large Faculty Representative:  
Board of Trustees Representative:  
Board of Trustees Representative:  
Board of Trustees Representative:  
Faculty Consultant & Group Facilitator (ex officio):  
Administrative Support (ex officio):  
Board of Trustees Chair (ex officio)  
Board of Trustees Vice Chair (ex officio)  
Board of Trustees Secretary (ex officio)

Stephen Standifird  
Walter Zakahi  
  
Sheryl Cox  
Nathan Thomas  
Christopher Jones  
Chris Reynolds  
Mat Timm  
Kelly McConaughay  
Julie Reyer  
Melissa Peterson  
Ethan Ham  
Edward Bond  
Debbie Simon  
Michael Scimo  
Celso White  
Aaron Buchko  
Fran Cox and Joan Perisin  
James Shadid  
Kathi Holst  
Jon Michael

## Appendix C:

### Understanding the Elements of Bradley University's Strategic Vision<sup>6</sup>

President Stephen Standifird

#### Point of Departure

“The vision needs to align with the core of who we are as a university but simultaneously needs to stretch us to go beyond our current capabilities in ways that are distinctive and desired.”

#### Vision Statement

**We deliver an engaging education that transcends traditional boundaries through scholarly and practical experiences in a diverse, caring, and inclusive environment to prepare purpose driven leaders who achieve success and build a better world. Bradley University: An investment in the life you want.**

#### **We deliver an engaging education**

“An engaging education is hands on and personalized to each student. The term we often use is personalized education, but an engaging education goes deeper than this. In an engaged learning environment, faculty and staff are actively engaged in working with our students to help them identify the path that is most appropriate for them. We already do this to some extent. Our biggest opportunity here is to create greater flexibility in our offerings that allow students to identify and follow paths that work for their individual needs and interests more effectively.”

#### **that transcends traditional boundaries**

“One of the signal biggest constraints to creating personalized and innovative opportunities are the traditional boundaries we have created at the university. This includes both curricular (e.g., major requirements) and administrative (e.g., must follow a traditional credit hour path) boundaries that must be transcended to create truly flexible and innovative opportunities. This is multidisciplinary education and engaged learning across academic fields, programs, departments, colleges, divisions of the university, and with partners outside the university. It's all about knocking down silos to create integrative learning and is one of the key ways of distinguishing us from our competitors.”

#### **through scholarly and practical experiences**

“This is a strong statement toward the importance of foundational knowledge in creating a holistic education. We know practical experiences such as project-based learning are critical. However, without the foundational knowledge on topics, such as fluid dynamics and the mathematics behind fluid dynamics, it's impossible to deliver the type of transformational learning outstanding practical experiences are capable of providing.”

#### **in a diverse, caring, and inclusive environment**

“Diversity, equity, and inclusion is a priority for all audiences, internal and external. In some ways, this is a strength of Bradley University. We have historically attracted and continue to attract a very diverse student body. There is much work to be done to create a more inclusive campus, including adding to the

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<sup>6</sup> This overview is drawn directly from President Stephen Standifird's presentation to the Bradley University Board of Trustees on May 14, 2021.

diversity of the university faculty and staff. This has the potential to be a very distinguishing aspect of Bradley University.”

**to prepare purpose-driven leaders**

“Pursuing a sense of greater purpose is an emerging trend for today’s students. This sense of greater purpose needs to be integrated into our educational offerings and needs to be included in the development of the pathways for individual students. It will be a major attraction to today’s students if they know they can come to Bradley to define and pursue a pathway to purpose.”

**who achieve success**

“The importance of both short-term and long-term success was a recurring theme in the market research. Short-term success is more easily pursued and measured through post-graduation career outcome results. Long-term well-being is more difficult to measure and document. Tools like the Gallup-Purdue Index provide potential opportunities to do so.”

**and build a better world.**

“This emphasis gets back to the critically important piece of helping our students develop a sense of greater purpose. Their personal success is important. However, today’s students also expect to be able to learn how they can have a greater impact to build a better world. We need to be able to demonstrate they can achieve this with a Bradley education.”

**Bradley University: An investment in the life you want.**

“This is more than a traditional return-on-investment assessment. Our external research clearly pointed to the importance of our students being able to leverage their education to create the life they want. This includes financial security, but also includes having a positive impact in ways that matter most to them individually. This reinforces our commitment to creating individualized learning pathways that help each student achieve their definition of success, not a one-size-fits-all solution but a true investment in the life YOU want. This is going to require us to be far more student-centric and flexible in our approach.”

## **Strategic Imperatives**

1. Welcoming, Caring, Diverse, and Inclusive  
We are committed to understanding and creating a community within and beyond campus that allows you to feel welcome and included in your ability to participate in the learning experience.
2. Personalized Life Path  
We provide clear, supportive, and flexible paths with an array of enriching opportunities to realize the life you want.
3. Return on Educational Investment  
As one of our graduates, you can expect short-term benefits through career outcomes and long-term happiness from your investment.
4. Boundary-Breaking Innovations  
We will help you realize a purposeful plan to create the career and life you want by delivering engaged learning beyond your major and beyond the classroom.
5. Financial Strength and Operational Excellence  
Execution of the plan requires a strong foundation of financial strength and operational excellence.

## **Appendix D**

### **Senior Leadership Team's Recommended Actions in Support of Strategic Imperative 5: Financial Strength and Operational Excellence**

#### **I. Positive Operating Margin Every Year**

1. Implement a responsibility center management-incentive based budgeting system.
2. Complete a comprehensive review of enrollment management strategy.
3. Work with the deans to set college-level enrollment targets with the annual goal of achieving an undergraduate class of 1,100.
4. Complete a comprehensive review of marketing strategy with the goal of making significant investments and undertaking key restructuring decisions.
5. Continue the New Opportunities process to ensure strategic agility and to launch new revenue-generating programs and initiatives with particular attention to online and distance education.
6. Establish a university-wide strategy to reach and maintain an undergraduate retention rate of 90%.
7. Lay the foundation for a major capital campaign.

#### **II. Healthy Governance and Engagement**

1. Complete a comprehensive review of the Handbook and the university's governance structure.
2. Explore a mechanism to allow greater staff participation in the university's shared governance model.
3. Create a comprehensive review of the university's internal communication strategy.
4. Conduct a comprehensive review of employee compensation and benefits.

#### **III. Modernize Processes and Operating Efficiency**

1. Engage in a comprehensive Enterprise Resource Planning (ERP) system assessment for the university.
2. Implement a comprehensive workflow management system with particular attention to a Human Resources Information System (HRIS).

#### **IV. Enhanced Accountability Structure**

1. Through the RCM-IBB model, strengthen unit heads budget authority, including the pool of funds to be used for various discretionary purposes including faculty and staff development.
2. Explore the establishment of a comprehensive performance management process.

#### **Issue Areas for Further Consideration and Possible Inclusion:**

- a. Information Technology Security
- b. Organizational Data Management Strategy
- c. Procurement
- d. Space Utilization and Management
- e. Event Planning
- f. Contract Review and Signatory Process
- g. Facilities - Deferred Maintenance



## **Appendix E:**

### **AN OVERVIEW OF THE STRATEGIC ACTION ITEMS (as prioritized by the Strategic Leadership Group)**

1. Identify and onboard the Vice President for Diversity, Equity, and Inclusion who will devise a plan for improving campus climate with attention to the leading recommendations within the Report of the Racial Equity Advisory Group.
2. Establish a Center for Interdisciplinary Studies to develop interdisciplinary programs and activities, identify and address roadblocks to interdisciplinary efforts, and develop new initiatives, which may include first-year seminars and alternative curricular pathways.
3. Maintain a positive operating margin with an emphasis on understanding the return from current admissions and marketing efforts. Conduct a careful evaluation of the current admissions, recruitment, and marketing model including attention to the issue of targeted marketing and recruitment.
4. Modernize processes and operating efficiency capabilities, particularly within Information Technology. Undertake efforts to ensure appropriate data are available to make informed decisions.
5. Reconceptualize the advising model and experience.
6. Evaluate, right-size, and fund services related to academic support, student support, student access, and counseling.
7. Clarify, identify, and develop flexible academic pathways, including 4+1 and 3+2 programs, online degree programs, accelerated degrees, and new curricular pathways.
8. Develop a more systematic approach to engaging with community partners to provide local internships and other experiential learning opportunities.
9. Develop a life coaching function or a formalized mentoring program.
10. Focus on career outcomes and alumni perspectives, including use of the Gallup Alumni Survey (formerly the Gallup-Purdue Index), a national survey of college graduates.
11. Develop work study programs tied to undergraduate research and other experiential learning opportunities.

## Appendix F:

### AN OVERVIEW OF THE STRATEGIC ACTION ITEMS (organized according to the five strategic imperatives)

#### 1. Welcoming, Caring, Diverse, and Inclusive

- Identify and onboard the Vice President for Diversity, Equity, and Inclusion who will devise a plan for improving campus climate with attention to the leading recommendations within the Report of the Racial Equity Advisory Group.
- Reconceptualize the advising model and experience.<sup>7</sup>
- Evaluate, right-size, and fund services related to academic support, student support, student access, and counseling.<sup>8</sup>

#### 2. Personalized Life Path

- Clarify, identify, and develop flexible academic pathways, including 4+1 and 3+2 programs, online degree programs, accelerated degrees, and new curricular pathways.
- Develop a life coaching function or a formalized mentoring program.

#### 3. Return on Educational Investment

- Focus on career outcomes and alumni perspectives, including use of the Gallup Alumni Survey (formerly the Gallup-Purdue Index), a national survey of college graduates.
- Develop work study programs tied to undergraduate research and other experiential learning opportunities.<sup>9</sup>

#### 4. Boundary Breaking Innovations

- Establish a Center for Interdisciplinary Studies to develop interdisciplinary programs and activities, identify and address roadblocks to interdisciplinary efforts, and develop new initiatives, which may include first-year seminars and alternative curricular pathways.<sup>10</sup>
- Develop a more systematic approach to engaging with community partners to provide local internships and other experiential learning opportunities.<sup>11</sup>

#### 5. Financial Strength and Operational Excellence

- Maintain a positive operating margin with an emphasis on understanding the return from current admissions and marketing efforts. Conduct a careful evaluation of the current admissions, recruitment, and marketing model including attention to the issue of targeted marketing and recruitment.
- Modernize processes and operating efficiency capabilities, particularly within Information Technology. Undertake efforts to ensure appropriate data are available to make informed decisions.

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<sup>7</sup> This action item also ties to Imperative 2: Personalized Life Path.

<sup>8</sup> This action item also applies to Imperative 3: Return on Educational Investment.

<sup>9</sup> This action also advances Imperative 4: Boundary-Breaking Innovations.

<sup>10</sup> Specific activities within this action item may also relate to Imperative 1: Welcoming, Caring, Diverse, and Inclusive, Imperative 2: Personalized Life Path, and Imperative 3: Return on Educational Investment.

<sup>11</sup> This action item also connects to Imperative 2: Personalized Life Path.

# **2021 Strategic Plan Report to the University Senate**

**October 21, 2021**

**Christopher Jones  
Vice President for Strategy and Innovation**

## **Contents:**

- I. 2021 Strategic Planning Process Numbers, Inputs, and Strategic Drivers
- II. One-Page Overview of Strategic Plan (Vision, Imperatives, & Action Items)
- III. 2021 Strategic Plan Communication Efforts (as of October 21, 2021)
- IV. Strategic Plan Implementation Engagement Roadmap – Working Draft
- V. Role of the University Strategic Planning Committee in the Implementation of the 2021 Strategic Plan – Working Draft
- VI. Current and Anticipated Strategic Plan Implementation Activities for FY 22 – Working Draft
- VII. Frequently Raised Issues about the Implementation of the 2021 Strategic Plan

*Note: The full strategic plan was provided with the October 21, 2021 University Senate meeting agenda.*

## 2021 Strategic Planning Process by the Numbers

- 14-step process
- Four 10-member faculty-staff teams
- 17-member University Strategic Planning Committee
- 21-member Strategic Leadership Group
- In all, 78 faculty, staff, administrators, and trustees across six teams
- 454 faculty and staff respondents to strategic planning survey
- 1,620 students surveyed nationally by our partner, Quester
- 10 Bradley student focus groups
- 11 faculty-staff open forums, information sessions, and presentations
- 1 website with an extensively populated resources page

### What Inputs Were Considered during the Strategy Development Process?

- Previous Strategic Plan's Accomplishments (prepared by USPC)
- Strategic Profile (developed by faculty-staff team)
- Environmental Analysis (developed by faculty-staff team)
- Competitive Assessment (Developed by faculty-staff team)
- Student Focus Group Results
- Faculty & Staff Survey Results
- Key Internal Reports (posted on Strategic Plan Resources Webpage)
- External Market Insights Analysis

### What Were the Strategic Drivers within the Process?

- What must we be thinking about? (Our Situation)
- What do we want Bradley University to be? (Our Vision)
- How do we position Bradley University? (Our Imperatives)
- What must we do to attain this position? (Our Strategic Action Items)

## OUR VISION

We deliver an engaging education that transcends traditional boundaries through scholarly and practical experiences in a diverse, caring, and inclusive environment to prepare purpose-driven leaders who achieve success and build a better world. Bradley University: An investment in the life you want.

View this and other Strategic Plan resources at [bradley.edu/sites/strategicplan/2021/resources](https://bradley.edu/sites/strategicplan/2021/resources)

## OUR STRATEGIC IMPERATIVES



### Welcoming, Caring, Diverse, and Inclusive

We are committed to understanding and creating a community within and beyond campus that allows you to feel welcome and included in your ability to participate in the learning experience.



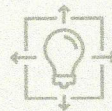
### Personalized Life Path

We provide clear, supportive, and flexible paths with an array of enriching opportunities to realize the life you want.



### Return on Educational Investment

As one of our graduates, you can expect short-term benefits through career outcomes and long-term happiness from your investment.



### Boundary-Breaking Innovations

We will help you realize a purposeful plan to create the career and life you want by delivering engaged learning beyond your major and beyond the classroom.



### Financial Strength and Operational Excellence

Execution of the plan requires a strong foundation of financial strength and operational excellence.

## OUR KEY STRATEGIC ACTION ITEMS

We are pursuing our strategic vision by living the imperatives every day as a university, at every level, and as individuals. The President's Strategic Leadership Group has identified 11 strategic action items that will advance our vision and imperatives.

- 1 Identify and onboard the Vice President for Diversity, Equity, and Inclusion who will devise a plan for improving the campus climate with attention to the leading recommendations within the Report of the Racial Equity Advisory Group.
- 2 Establish a Center for Interdisciplinary Studies to develop interdisciplinary programs and activities, identify and address roadblocks to interdisciplinary efforts, and develop new initiatives, which may include first-year seminars and alternative curricular pathways.
- 3 Maintain a positive operating margin with an emphasis on understanding

the return from current admission and marketing efforts. Conduct a careful evaluation of the current admission, recruitment, and marketing model including attention to the issue of targeted marketing and recruitment.

- 4 Modernize processes and operating efficiency capabilities, particularly in the area of Information Technology. Undertake efforts to ensure appropriate data are available to make informed decisions.

- 5 Reconceptualize the advising model and experience.

- 6 Evaluate, right-size, and fund services related to academic support,

student support, student access, and counseling.

- 7 Clarify, identify, and develop flexible academic pathways, including 4+1 and 3+2 programs, online degree programs, accelerated degrees, and new curricular pathways.

- 8 Develop a more systematic approach to engaging with community partners to provide local internships and other experiential learning opportunities.

- 9 Develop a life coaching function or a formalized mentoring program.

- 10 Focus on career outcomes and alumni perspectives, including use of the Gallup Alumni Survey (formerly the Gallup-Purdue Index), a national survey of college graduates.

- 11 Develop work study programs tied to undergraduate research and other experiential learning opportunities.

## 2021 Strategic Plan Communication Efforts as of October 21

- Vice President for Strategy & Innovation (VPSI) Presentation to Academic Council (August 3)
- VPSI Presentation to the Division of Advancement (August 4)
- VPSI Presentation to the Alumni Association Board (August 6)
- Release of Strategic Plan on Website with *B-News* Announcement (August 12)
- VPSI's Individual Messages to Each VP and Dean about Release of Plan (August 13)
- President and VPSI Presentation at Foster College Retreat (August 16)
- President and VPSI Presentation at CTEL's Fall Forum Presentation (August 18)
- VPSI Presentation to CCET Faculty and Staff Retreat (August 19)
- VPSI Presentation to Department of Psychology (August 20)
- President and VPSI Meeting with EHS Executive Committee (August 26)
- President and VPSI Presentation to Units Reporting to CFO/COO - Session 1 (September 1)
- VPSI Presentation to Units Reporting to CFO/COO – Session 2 (September 3)
- Senate-sponsored Open Faculty and Staff Forum (September 8)
- President and VPSI Meeting with FCB Executive Committee (September 10)
- President and VPSI Meeting with Division of Student Affairs Executive Committee (September 13)
- Information in President's Report to the Senate (September 16)
- Information in President's State of the University Address (September 22)
- President and VPSI Meeting with CFA Executive Committee (September 23)
- President, Provost, and VPSI Meeting with LAS Executive Committee (September 29)
- VPSI Presentation to Division of Student Affairs Staff (September 30)
- Vice President for Student Affairs Presentation to Parents Board (October 2)
- VPSI Report to University Senate on behalf of President (October 16)
- VPSI Presentation to Student Senate (*Scheduled for November 15*)

### Other Recent Actions

- One-page overview of strategic plan distributed to each full-time faculty and staff member
- Information provided on 2021 Strategic Plan resources webpage
- A short article in *Bradley Magazine* (forthcoming Fall Issue)
- Related information included in the President's *Bradley Briefing* communication
- President's local and out-of-town speaking engagements and events

### Anticipated Actions

- Future updates about strategic actions items to be posted on strategic planning website with accompanying announcements in *B-News*

**Note:** Vice presidents and deans have been informed that the President and/or VPSI will be happy to meet with any division, college, department, office, or committee on campus to present formally on the strategic plan or to engage in a more informal discussion of the strategic plan. To arrange such a presentation or discussion, please contact Chris Jones, Vice President for Strategy and Innovation at [cmjones@bradley.edu](mailto:cmjones@bradley.edu). Questions, feedback, and requests for other types of discussions can also be directed to Chris.

### Strategic Plan Implementation Engagement Roadmap (Working Draft)

Action Item	Responsible Leader	Project Managers	Committee or Working Group	Senate Engagement
1 VP for DEI	Standifird	Search - Thomas Fundraising - Genovese Onboarding - TBD	VP DEI Search Committee	Two Senate seats on search committee
2 Interdisciplinary Studies	Jones	Montgomery	Interdisciplinary Studies Advisory Committee	C&R Process if it relates to curriculum; two USPC members on advisory committee
3 Positive Operating Margin; Targeted Marketing and Recruitment	Cox	Mills Crone Ball Carmichael	N/A	Senate Resources Committee
4 Modernize Processes/ Operating Efficiency	Cox	Z. Gorman Koch Elliot	N/A	Senate Resources Committee
5 Advising	Zakahi	Nguyen	Establish Advisory Working Group	Faculty Handbook Language
6 Academic and Student Support Resources	Thomas	Thomas	Establish University Retention Committee	Admissions and Retention Committee; C&R Process if it relates to curriculum
7 New Curricular Pathways	Zakahi	Council of Academic Deans	N/A	C&R Process if it relates to curriculum; two USPC members on advisory committee
8 Community Partners/ Experiential Learning	Jones	McDowell Neidy	Cooperative Education and Internship Faculty Advisory Board	C&R Process if it relates to curriculum
9 Mentoring	Thomas	TBD	TBD	C&R Process if it relates to curriculum; consult USPC; Faculty Handbook Language
10 Career Outcomes/Alumni Prespectives	Thomas	TBD	University Assessment Team	Consult USPC
11 Work Study/Experiential Learning	Jones	Andersh Neidy	Establish campus- wide working group	C&R Process as it relates to curriculum

Working Draft

**Role of the University Strategic Planning Committee (USPC)  
in the Implementation of the 2021 Strategic Plan**

- The Committee will provide **substantive feedback** on the implementation activities associated with the execution of each of the 11 strategic action items.
- The Committee will perform a “**process check**” by providing feedback on how the strategic plan is being implemented (e.g., prioritization of strategic action items, pacing, resourcing, communication and information sharing efforts, consultation activities, engagement of appropriate stakeholders, etc.).
- The Committee will perform a “**progress check**” by monitoring and providing feedback on the progress of the overall strategic plan as well as the momentum and success of specific strategic action items and related activities (e.g., attention to project timelines, milestones achievements, key performance indicators/metrics, etc.)
- At the appropriate juncture (mostly likely in spring 2023), the Committee will **advise on strategic direction** as it did in spring 2021. That is, when it is time to update the strategic plan, the USPC will develop and recommend prospective strategic action items.



## Current and Anticipated Strategic Plan Implementation Activities for FY22 – Working Draft

### Strategic Action Item 1:

Identify and onboard the Vice President for Diversity, Equity, and Inclusion who will devise a plan for improving campus climate with attention to the leading recommendations within the *Report of the Racial Equity Advisory Group*.

### Why are we doing this?

- Advances Imperative 1: Welcoming, Caring, Diverse, and Inclusive.
- We must create and sustain a genuine and just community where *all* students and employees enjoy a true sense of purpose, respect, and belonging. Such an environment will foster personal success and well-being, as well as a genuine and long-term appreciation for Bradley University.

### Current and Anticipated Activities:

- Launch and complete search for Vice president for Diversity, Equity & Inclusion (VP-DEI).
  - Fundraise for VP-DEI's operating budget.
  - Transition and onboard new VP-DEI.
- 

### Strategic Action Item 2:

Establish a Center for Interdisciplinary Studies to develop interdisciplinary programs and activities, identify and address roadblocks to interdisciplinary efforts, and develop new initiatives, which may include First-Year Seminars and alternative curricular pathways.

### Why are we doing this?

- Advances Imperative 4: Boundary-Breaking Innovations.
- We must educate agile problem-solvers with the fluency – knowledge, skills, dispositions, and experiences – to work collaboratively with diverse individuals across disciplinary lines and professional fields to address twenty-first century challenges.

### Current and Anticipated Activities:

- Establish an advisory committee.  
*Members: Montgomery (chair), Edgecomb Friday (LAS), Ham (CFA), McDowell (Turner School), Stephens (FCB), Vollmer (EHA), and Zietlow (CCET).*
  - Develop and launch pilot initiatives for fall 2022. Committee is exploring Living Learning Communities for first-year students, interdisciplinary scholarship, a summer interdisciplinary scholars fellowship for students, alternative curricular pathways, etc.
  - Establish an endowed center as a fundraising goal.
  - Fundraise now for approved interdisciplinary studies activities.
  - Craft an implementation plan to launch the center and its initial initiatives.
-

**Strategic Action Item 3:**

Maintain a positive operating margin with an emphasis on understanding the return from current admissions and marketing efforts. Conduct a careful evaluation of the current admissions, recruitment, and marketing model including attention to the issue of targeted marketing and recruitment.

**Why are we doing this?**

- Advances Imperative 5: Financial Strength and Operational Excellence.
- Bradley must have a sustainable business model given the highly competitive, challenging, and changing higher education landscape. Successful admissions and marketing efforts are critical to our capacity to grow revenues and enjoy financial strength.

**Current and Anticipated Activities:**

- Reconceptualize the Marketing Department and launch the key position of AVP of Marketing Research.
  - Collaborate with key stakeholders to create new and innovative top-of-funnel engagement activities which differentiate the Bradley brand from the competition and drive appropriate consumer response.
  - Implement RCM budget model.
  - Marketing & Communications to collaborate with Enrollment Management on current practices and new strategies to optimize the top of the funnel.
  - Upload FY21 financial data into the current RCM Model to assess appropriate allocations. Train deans in spring 2022.
- 

**Strategic Action Item #4:**

Modernize processes and operating efficiency capabilities, particularly in the area of Information Technology. Undertake efforts to ensure appropriate data are available to make informed decisions.

**Why are we doing this?**

- Advances Imperative 5: Financial Strength and Operational Excellence.
- Bradley's success necessitates impactful actions to maximize internal efficiencies, promote operational excellence, ensure long-term financial viability, and facilitate data-based decision making.

**Current and Anticipated Activities:**

- Complete security assessment; complete data road map; and review student information system and billing system.
  - Develop S&P presentation for bond credit rating.
  - Revenue bond and bank debt solicitation.
  - Fully implement Automatic Data Processing (ADP) system in Human Resources.
  - Organize a committee for analysis and potential implementation.
-

**Strategic Action Item #5:**

Reconceptualize the advising model and experience.

**Why are we doing this?**

- Advances Imperative 1: Welcoming, Caring, Diverse, and Inclusive. It also relates to Imperative 2: Personalized Life Path.
- A reconceptualized advising model where full-time academic advisors guide students toward a timely completion of degree requirements and faculty have the capacity to focus exclusively on career mentoring will enhance Bradley's reputation for delivering a personalized education. It will also strengthen retention and graduation rates by ensuring students can easily access advising, pivot to other majors, and leverage campus resources.

**Current and Anticipated Activities:**

- Hire an advisor to backfill for the advisor going on FMLA to provide necessary support for project manager.
  - Appoint advisory committee.
  - Launch and then assess pilot project in Engineering College
  - Initiative should not move to full implementation during spring.
  - Fundraise for advising initiatives.
- 

**Strategic Action Item #6:**

Evaluate, right-size, and fund services related to academic support, student support, student access, and counseling.

**Why are we doing this?**

- Advances Imperative 1: Welcoming, Caring, Diverse, and Inclusive.
- Appropriately resourced support services will lead prospective and current students to see Bradley as a caring institution dedicated to their personal achievement and well-being. Such resources also advance recruitment, retention, and graduation, ensuring our university's commitment to student success.

**Current and Anticipated Activities:**

- Establish a university retention committee and retention plan.  
*(Support areas in need of resources will be determined through plan's priorities.)*
  - Implement Navigate Mobile app for test in spring 2022 and rollout to incoming students in Summer 2022.
  - Evaluate completed Bprep and Community Life Ambassadors programs.
  - Implement retention pilot projects.
    - Student pay to help with data integration of Navigate Mobile.
    - Professional development for key retention individuals/team.
    - Launch of a mobile app and/or virtual support for counseling and well-being.
    - Support resources to develop retention plan.
  - Fill Supplemental Instruction Outcomes Position.
  - Fundraise for retention projects as well as existing needs and operations.
-

**Strategic Action Item #7:**

Clarify, identify, and develop flexible academic pathways, including 4+1 and 3+2 programs, online degree programs, accelerated degrees, and new curricular pathways.

**Why are we doing this?**

- Advances Imperative 2: Personalized Life Path.
- More individuals are seeking options beyond a traditional four-year undergraduate degree. Offering packaged degree options, which couple bachelor's and master's degrees, online degree programs, accelerated degree paths, and micro-credentials, such as certificates and badges, will make Bradley an appealing choice for a greater range of today's learners.

**Current and Anticipated Activities:**

- Inventory existing alternate pathways.
  - Identify the plans for each college to develop alternate pathway programs.
  - Work with University Senate on setting a 120-credit floor for degrees.
  - Continue discussions of expanding the tuition band.
  - Continue "new opportunities" process, which has led to the approval of new degree programs.
- 

**Strategic Action Item #8:**

Develop a more systematic approach to engaging with community partners to provide local internships and other experiential learning opportunities.

**Why are we doing this?**

- Advances Imperative 4: Boundary Breaking Innovations.
- Developing internships and other experiential learning activities with community partners strengthens Bradley's presence in the region. More importantly, these opportunities position Bradley and the Peoria region to serve as a living laboratory for engaged, practical, and interdisciplinary learning beyond the classroom.

**Current and Anticipated Activities:**

- Hire Director of Springer Center for Internships (vacant position).
  - Devise implementation plan and vet with Cooperative Education and Internship Faculty Advisory Board and other stakeholders.
  - Inventory and manage experiential learning opportunities associated with community partners.
  - Work with Continuing Education to manage new community partnerships not tied to experiential learning.
  - Relaunch Cooperative Education and Internship Faculty Advisory Board.
- 

**Strategic Action Item #9:**

Develop a life coaching function or a formalized mentoring program.

**Why are we doing this?**

- Advances Imperative 2: Personalized Life Path.
- Mentors will further personalize and enrich the Bradley experience by providing students with identifiable and reliable sources of advice and information that will advance their education and professional development.

**Current and Anticipated Activities:**

- Determine role of project consultant.
  - Identify project consultant.
  - Hire project manager.
  - Consult with University Strategic Planning Committee.
  - Develop a campus-wide advisory group.
  - Inventory of mentoring programs presently on-campus.
  - Create a white paper or playbook to be implemented for pilot in fall 2022.
- 

**Strategic Action Item #10:**

Focus on career outcomes and alumni perspectives, including use of the Gallup Alumni Survey (formerly the Gallup-Purdue Index), a national survey of college graduates.

**Why are we doing this?**

- Advances Imperative 3: Return on Educational Investment.
- Data that our alumni credit their successful careers and lives to their college experience will constitute powerful evidence to prospective and current students that Bradley is indeed an investment in the life they want.

**Current and Anticipated Activities:**

- Complete the National Survey of Student Engagement in spring 2022.
  - Prepare to be a part of next administration of Gallup Alumni Survey, including consulting with Gallup to prepare for what to do with data survey results.
  - Engage University Assessment Team.
- 

**Strategic Action Item #11:**

Develop work study programs tied to undergraduate research and other experiential learning opportunities.

**Why are we doing this?**

- Advances Imperative 3: Return on Educational Investment.
- Better utilizing Federal Work-Study funding at Bradley provides an appealing opportunity to tie enriching academic and professional development experiences to on-campus student employment.

**Current and Anticipated Activities:**

- Hire Director of Springer Center for Internships (vacant position).
  - Establish campus-wide working group.
  - Develop implementation plan and appropriately vet plan with working group and appropriate stakeholders.
  - Coordinate, modify, and unify on-campus hiring procedures and standards.
  - Review and ensure funding for on campus employment tied to experiential learning opportunities.
  - Promote outcomes and findings to current campus community and prospective students.
-

## Frequently Raised Issues about the Implementation of the Strategic Plan

1. Who was involved in the strategy development process?
2. What was considered in the strategy development process?
3. What factors drove the strategy development process and the final substance of the plan?
4. How is information being shared?
5. How do I learn more about the strategic plan?
6. What does it mean that the strategic plan is directional?
7. What are the temporal boundaries of the strategic plan?
8. What is the implementation focus now and how long will that focus last?
9. Are we executing on all 11 strategic action items at the same time? Are the strategic action items prioritized in some way?
10. What are we specifically working on this year?
11. Have decisions been made about the strategic action items related to advising and mentoring?
12. Is a Center for Interdisciplinary Studies being established?
13. How can I learn more or become involved in a specific action item?
14. How will the Senate be engaged? What will the USPC be doing moving forward?
15. What are the strategic plan's implications for divisions, colleges, departments, offices, and other units?