



Seventh Regular Meeting
2023-2024 Bradley University Senate
3:10 p.m., Thursday, April 18, 2024
Ballroom, Michel Student Center



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

3:10 President Drake

II. Announcements

0. The meeting is being recorded and livestreamed. Thank you, IT!

1. Upcoming elections for senate, committees

Pres. Drake met with the chair of the board of trustees recently just to have a conversation between the February and May meetings.

III. Approval of the Minutes of the Special Meeting of the 2023-2024 University Senate, February 22, 2024.

See attached Minutes

Motion: Schweigert

Second: Timm

Approved unanimously

IV. Approval of the Minutes of the Sixth Regular Meeting of the 2023-2024 University Senate, March 21, 2024.

See attached Minutes

Motion: Schweigert

Second: Jung

Approved unanimously

V. Report from Student Body President Jack Batz

This is Jack's last meeting. Adalia Yeung will be the student body president for next year. Student Senate held a financial literacy forum. Also passed a resolution focused on student mental health and will be communicating with University Senate to work toward achieving

some elements of the resolution. One element of this is a proposal that every course would have two “mental health days” per semester, and professors could have blackout days that would not be eligible. Adalia introduced herself to the body.

VI. Reports from Committees

A. Curriculum and Regulations

1. Curriculum Consent Items

249577	Course Addition	SEI SEI 430 Intellectual Capital Management & Innovation
249543	Course Addition	BUS BUS 303 Cooperative Education/International Internship in Business
249488	Course Addition	FCS FCS 550 Play Therapy
248874	Course Addition	ETL MIS 279 Personal Security and Privacy
247457	Course Addition	WLC WLS 232 Introduction to Spanish for Social Work
248210	Course Addition	WLC WLJ 202 Intermediate Japanese 2

250493	Course Modification	ECO Q M 658 Topics in Quantitative Methods
250487	Course Modification	FIN FIN 658 Topics in Finance
249930	Course Modification	NUR NUR 676 Primary Care Acute Conditions across the Lifespan I
249487	Course Modification	FCS FCS 410 Advanced Metabolism
249326	Course Modification	ENG ENG 492 Practicum/Internship in English
249225	Course Modification	SEI SEI Intellectual Capital Mgmt Primer
248989	Course Modification	THE THE 223 Script Analysis for the Theatre
248902	Course Modification	HIS HIS 337 Modern Non-Western History and Geography
248901	Course Modification	HIS HIS 337 Modern Global History and Geography
248900	Course Modification	HIS HIS 336 Early Non-Western History and Geography
248899	Course Modification	HIS HIS 336 Early Global History and Geography
248778	Course Modification	PSI PLS 317 International Law
248644	Course Modification	PLS PLS 205 Governments Around the Globe
247429	Course Modification	ENC ENC 705 Action Research 3: Data Collection in Action Research
244610	Course Modification	PSY PSY 101 Principles of Psychology
249983	Course Modification	ART ART 300 Advanced Studio Topics
249308	Course Modification	MUS MUS 350 Digital Sound and Computer Music
249307	Course Modification	MUS MUS 250 Introduction to Music Technology
248882	Course Modification	I M I M 233 2D for Game Art
247776	Course Modification	ART ART 230 Life Drawing

249212	Core Curriculum Addition	COM COM 392 Case Studies in Organizational

		Communication
248697	Core Curriculum Addition	PSI PLS 205 Introduction to Comparative Politics
244273	Core Curriculum Addition	THE THE 439 Global Encounters in Theatre
243890	Core Curriculum Addition	THE THE 339 History of the American Musical Theatre

Lined out item was removed by the department before consideration by the Senate
 Motion to approve all consent items: Schweigert for C&R
 All stand approved

2. Curriculum Items Requiring a Motion

249790	Major Modification	MUS BS or BA in Music and Entertainment Industry
249306	Major Modification	EFN Corporate Finance
249005	Major Modification	NUR Nursing

Motion to approve the three major modifications above: Schweigert for C&R
 Approved unanimously.

249191	Major Modification	CHM Chemistry
249133	Course Addition	CHM CHM 320 Quantitative Analysis
249134	Course Addition	CHM CHM 321 Quantitative Analysis Lab
249136	Course Deletion	CHM CHM 326 Analytical Chemistry
249165	Course Modification	CHM CHM 332 Descriptive Inorganic Chemistry
249166	Course Modification	CHM CHM 417 Experimental Design Lab
249169	Course Modification	CHM CHM 520 Instrumental Analysis
249171	Course Modification	CHM CHM 524 Fundamentals of Separation Science
249172	Course Modification	CHM CHM 528 Topics in Analytical Chemistry
249174	Course Modification	CHM CHM 532 Descriptive Inorganic Chemistry
249175	Course Modification	CHM CHM 420 Instrumental Analysis
249185	Course Modification	CHM CHM 380 Junior Seminar in Chemistry and Biochemistry

Motion to approve these chemistry department changes: Schweigert for C&R
 Approved unanimously

248574	Major Modification	CHM Biochemistry
249149	Concentration Modification	ENS
249139	Minor Modification	CHM Chemistry
248573	Program Modification	MTN Medical Laboratory Science

Motion to approve remaining chemistry department changes: Schweigert for C&R
 Approved unanimously

249239	Minor Addition	ART Comics Art (Print and Web)
243940	Course Addition	ART ART 233 Introduction to Comics Art – Technical Skills and Visual Storytelling
243957	Course Addition	ART ART 343 Advanced Storytelling and

Production for Comics

249238 Course Addition ART ART 333 Digital Painting

Motion to approve ART changes: Schweigert for C&R
 Ryan Dodd of Student Senate asked whether we are sure this will stay for the long term given that the administration is cutting majors in the art department because students aren't choosing them.
 Ethan Ham: Stated that there is a lot of demand for this program, but if there comes a point where the demand declines we would sunset it.
 Approved unanimously

249123 **Minor Modification** HIS History

Motion to approve: Schweigert for C&R
 Approved unanimously

249358 **Program Addition** COM Master's in Sports Communication

238437	Course Addition	COM COM 501 Media Theory
249457	Course Addition	COM COM 502 Research Methods
238440	Course Addition	COM COM 503 Communication and Culture
249459	Course Addition	COM COM 505 Applied Project
238448	Course Addition	COM COM 601 Sports, Culture, and Society
249461	Course Addition	COM COM 602 Ethical and Legal Issues in Sports Communication
238476	Course Addition	COM COM 603 The Stories of Sports
238481	Course Addition	COM COM 604 Seminar in E-Sports
238483	Course Addition	COM COM 605 Contemporary Issues in Sports Communication

Motion to approve: Schweigert for C&R
 Landon Williams of Student Senate asked about the demand for this program.
 Ethan Hamm: Noted that this is an online program and we anticipate demand, but would sunset if the demand isn't there.
 Ryan Dodd: Suggested that we should consider waiting on adding this online program given that growth in online education has been an initiative led by Provost Zakahi, whose retirement has been announced and a new provost might not have the same priorities.
 Pres. Standifird: Responded by stating that there are some areas like this where online makes sense.
 Approved unanimously

3. Motion to approve the Process for Revision of the BCC in Response to the Assessment Process

See attached

Motion to approve: Schweigert for C&R
 Rob Prescott: Noted that BCC started in 2015 but hasn't been changed much since then and that we need an official process to follow for making revisions moving forward.
 Approved unanimously

4. Motion to approve new Writing Intensive Curricular Elements for BCC

See attached

Motion to approve: Schweigert for C&R
 Rob Prescott: Explained that this proposal adds much-needed learning objectives.

Approved unanimously

5. Motion to eliminate the Residency Requirement rule of 24 of the last 30 semester hours must be earned in residence

See attached

Motion to approve: Schweigert for C&R

Andy Kindler: Stated that this rule is currently an all-university degree requirement, and that the proposal to eliminate this rule was unanimously approved by RDR and C&R committees

Abby Schierer: Explained that a version of this rule has been in place since the 1950s but that the rationale is unknown.

Rob Prescott: Noted that the Academic Review Board receives requests every year from students in unusual situations that would cause them to violate this rule, and that their requests for exemptions to the rule are always approved.

Jim Muncy: Expressed skepticism that there is no rationale and noted similar policies at several institutions where he has worked previously. Wondered whether someone could take no BU classes their senior year and still graduate from Bradley?

Abby Schierer: Answered that yes, it would be possible but would be very improbable because of how difficult it is to transfer in the specialized upper level courses required in each program.

Jim Muncy: Asked whether there are other universities where this is allowed.

Abby Schierer: Answered that they did not look into other universities.

Rob Prescott: Noted that the 40 Jr/Sr hours requirement would make it hard for a student to do what Jim suggested. Noted that there is no written rationale, only an implicit rationale.

Approved with one “nay” vote.

6. Motion to revise catalog language regarding the Transfer Policy

See attached

Motion to approve: Schweigert for C&R

Abby Scheirer: Stated that these changes are needed to meet new HLC requirements and reflect clarification of the policy not actual changes in policy.

Approved unanimously.

V. Reports from Administrators

A. Chief Financial Officer Hull

Noted that today is her 67th day at Bradley. Made some comments on her background and family (she has 3 kids in college) and said some positive things about Peoria. She noted that based on her first Board of Trustees (BOT) meeting during her first week on campus she believes that the BOT is a very supportive board. She acknowledged Dennis Koch as instrumental in getting our bond issuances complete. Shared that our S&P credit rating was BBB+ with a steady outlook, and, for perspective, noted that many of our peers had grade or outlook downgrades. Mentioned having met with URC and stated that she is looking forward to working with them in the future. She reported that in the first 10 minutes of the bond going public, we had 10 investors investing in each of our 10 bond issuances and that because there is competition, we have a lower interest rate, which saves us money. She noted that going public meant that we were able to remove covenants that were present in the private market. She reiterated that the successful bond issuance means that external investors are confident in us. Noted that they just finished the final 2025 budget meeting. IT – Mentioned continuous upkeep of homegrown systems. Acknowledged excellent leadership by Barb Kerns.

Facilities – Stated that we have incredible facilities with a good mix of historical and state-of-the-art buildings. Stated that Facilities is working to develop a multi-year capital budgeting plan.

Financial Services – Stated that the financial services team has helped her understand our past and present financial state and will help us move forward. Noted that focused advancement and recruitment strategies are being developed.

Ended remarks by stating that the take home message is “financial discipline” and that investments in our bonds show that “Our plan is a sound one”.

Tyler Smith: Welcomed her to the community but reminded her that 60+ faculty are being forced out. Asked her to explain in layman’s terms about the facilities improvement grant announced by President Standifird in January. Noted his understanding that we have to pay for the expenses before getting reimbursed and asked whether we have funds on hand to pay these bills.

BH: Answered that yes we have to front the costs before getting reimbursed by the state and that we will monitor cash flows to make this happen, starting with Olin, then moving on to Williams

Mat Timm: Asked for clarification about the bonds, are they new or refinanced? Also asked whether we can get the S&P report

BH: Stated that the bonds are refinanced and that the S&P report is public.

B. Provost and Senior Vice President for Academic Affairs Zakahi

In response to an inquiry at the last senate meeting, Provost Zakahi reported the following details on the impact of the faculty cuts announced last fall.

18 Faculty members WILL be released at the end of spring 24
20 Faculty members ANTICIPATED to be released at the end of spring 25
1 Faculty member deceased
19 Faculty resignations and retirements
1 Tenure denial
59 total

9 searches underway – primarily in areas with accreditation demands

13 position requests that are currently being evaluated. Not all are likely to be approved.

Pres. Drake: Asked whether all of the 19 resignations and retirements are for this year.

WZ: yes

Kalyani Nair: Noted that while faculty in some colleges have been told that tenure-track faculty will be eligible for \$500 in travel funding for next year, not all faculty in all colleges have been told this. Also commented that this amount is inadequate.

WZ: Replied that this has changed and that he, Betsy Hull and Chris Jones are trying to develop a more uniform and broad approach to travel funding - possibly for tenured or tenure-track faculty - no promises but working on trying to come up with a way to use some funds from open positions, and leveraging endowment and gift funds.

KN: Followed up by asking how the absence of travel support for the past two years will impact how we evaluate faculty going up for tenure and promotion.

WZ: Stated that we will have to have a lot of flexibility and that he has discussed this with the deans. Suggested that a tenure clock extension such as what was used in Covid would not be appropriate but that different considerations around scholarship will be needed.

Karl Jung: Asked when we will know about travel funds, noting that faculty need lead time to be able to make plans.

WZ: Apologized for not having an answer yet and indicated that he would make every effort to have an answer by the next meeting.

John Nielsen: Asked how faculty cuts will impact faculty diversity.

WZ: Indicated that the data suggest almost no impact because the diversity of the faculty being cut is not different from the overall diversity of the faculty and that he will share this data with senate exec.

Edward Flint: Asked how many of the 9 searches will be full-time remote.

WZ: Acknowledged that it is more than zero but was unsure of the actual number, and suggested that senators email him questions of this nature in advance so that he can come prepared to answer.

Pres. Drake: Stated that in the March meeting it was asked whether faculty who are losing their jobs would be evaluated based on their merits if they chose to apply for tenure and asked whether there has been a decision on this.

WZ: Stated that he is working with Erin Kastberg on this and that he doesn't have an answer yet but that they are close to finalizing an answer.

C. President Standifird

Started with some nice words about Provost Zakahi whose retirement was announced this week. Noted that with Chris Jones taking over as interim Provost we are formally and permanently eliminating the VP for Strategy and Innovation. Explained that part of the reason for the delay in making this announcement was due to Chris' son going through a bone marrow transplant and that he is now doing well.

Mentioned renewable energy tech grant again. Acknowledged role of Brad McMillan

Mentioned \$1.9M NSF grant for OSP (Brad Andersh and Jenny Gruening-Burge). Praised Brad Andersh in particular

Stated that we are changing how we use consultants. Noted that the budget includes expenses spent on consultants and that he is happy to have detailed conversations on this with URC. Noted that we are no longer contracting with Huron. Noted that a significant portion of consulting spending is related to grant writing. This includes Cassidy and Associates, the lobbying firm that was directly involved in securing some new federal funds and that McAllister and Quinn grant writing firm was heavily involved in securing recent grants. Stated that we will continue to try to find ways to use internal expertise instead of outsourcing, specifically referring to the Student Voice Project - led by Jim Muncy - to get student feedback.

Noted that the failed FAFSA rollout has caused major problems in admissions and that we were one of the early schools to change our decision date to June 1. Asked everyone to be patient with enrollment management and financial aid office who are going to have to do 6 months of work in one month. Stated that we are not expecting to be able to estimate fall enrollment until mid-June and reported that FAFSA filings nationally are down 30%.

Extended thanks and well-wishes to everyone during challenging time of year.

Meg Frazier: State that she was excited to learn we will not be working with Huron. Noted that the Library staff diligently filled out information requested by Huron, but never received any of the library-specific parts of the final Huron report.

Emily Schnurr: Asked whether administration considered using the Avanti's for the purpose that the Peoria Heights Pump House will be used?

SS: Noted that the Turner Center and Jim Foley are heading this initiative and that the project requires start-up kitchens and that the Avantis setup is not ideal for this.

Schnurr: Asked for an update on the status of Avantis?

SS: Stated that we are making progress but haven't made any decisions and that the process continues slowly.

Travis Stern: Asked whether there are any other VP positions that are currently being evaluated for elimination.

SS: Answered "no" but reminded that the VPs for enrollment management and marketing were combined

TS: Asked whether any other administrative-level restructuring will occur.

SS: Stated that he wants to give Chris Jones some time to work on this and that any decisions will be informed by fiscal discipline as mentioned by Betsy Hull.

TS: Asked about plans for a Provost search and whether handbook policies will be followed.

SS: Stated that he is already consulting with Witt Kieffer about the timing for the search and ensuring it can be carried out following the handbook. Stated that they are currently considering starting search in September '24 for fall '25 start date.

Karl Jung: Asked whether there will be searches for the interim dean positions.

SS: Said "yes" but that there is no timeline set yet and that decisions on this will involve Chris Jones. He noted that we have "secession plans" for all Dean positions and that these plans have been working well.

Jessica Nigg: Asked whether the Pump House kitchen space is going to benefit students – specifically noting students who are pursuing restaurant management degrees (a program which is being cut).

SS: Was not able to answer this question.

Tyler Smith: Asked whether consulting costs include outside law firms, for example if the university was being sued.

SS: Answered that it could and has occurred in the past especially when needing expertise in certain areas.

Pres. Drake: Asked for clarification on the net tuition for students coming from Miles education.

Shondra Johnson: Stated that it is 87% of normal, \$14,000 but that it's actually more because Miles does many other things including job placement.

Pres Drake: Asked how many applications, admits, placements we have in the MSA program so far.

Shondra Johnson: Stated that we only have 9 applicants so far but that we did have something very lovely happen - the school that offers the 9 hours the students need before matriculating into our program agreed to open a new session so our student pool can start May 17 – and stated that this should give us better quality student. Stated that Miles is still committed to providing 50 applicants.

Pres Drake: Stated in regard to the grant for renewable energy that we don't even recycle on campus, yet we are promoting this grant as evidence that we are going to be leaders in renewable energy. Stated that the recent announcement of the NSF grant to OSP stated that the grant would stimulate research but noted that we don't even have travel funds. Suggested that this shows the

University doesn't TRULY value these things and asked the president what the administration DOES value and how those things will be supported.

SS: Stated that we are explicit and focused in a lot of our fundraising efforts and that he is part of the decision on which projects we pay McAllister and Quinn to work on. Mentioned that our operating budget does not allow us to support research fully and that is why we need to do this sort of fundraising. Mentioned again that we are looking at how to use endowment funds for travel.

Drake: Asked why we can't use departmental endowed funds for travel.

SS: Stated that Betsy Hull is looking into how to more effectively use endowment.

VII. Old Business

VIII. New Business

Matt Timm:

Addressed the entire body with these remarks (shared directly with the Senate secretary and pasted here).

President Drake, members of the 2023-2024 Bradley University Senate, Bradley University staff assisting with this meeting, guests of, and visitors to, this Senate I have several questions for this body which I would like to read into the record.

I begin by noting that these questions are not representative of any of the University constituencies which I represent, nor are they representative of any of the University committees on which I serve. Any blame for asking these questions is to be directed entirely at me, and me alone. I also note, that I do not, at this time, expect a response to any of the questions I am about to ask. These are things to think about over the summer and, if any of you sitting here now do return in the fall and want to begin to formulate answers to these questions, come find me. I will be here.

I have long been an advocate for our University Senate form of shared governance. This shared governance model, by virtue of its very structure, is preferred over other models because it provides formal mechanisms within which the Administration, the Faculty, and other constituencies of the University come together to formulate University policy, to recognize University successes, and to address challenges the University faces.

However, for a University Senate model of shared governance to provide an effective forum within which to exercise efforts of joint determination, there must be mutual trust and respect between all University constituencies and, most especially, between the Administration and the Faculty.

And so, I ask this body, in particular, the representatives of the Faculty and the Administration gathered here, is there mutual trust or mutual respect between the various constituencies now represented in this room?

. . . And, if the answer, from either constituency to either of these questions is "No," I ask, is it time to develop and implement a new shared governance system ? . . .

As a follow-up, I have another question, but one which requires a bit of historical background. Some of you gathered here will remember that I was University Senate President when President Standifird arrived on campus. What you may not be aware of is that there is a longstanding

tradition here at Bradley that the Senate President and University President meet frequently. President Standifird and I continued that tradition. At one of our first few meetings I mentioned that I have, for a number of years, been of the opinion that Bradley University Faculty should unionize. President Standifird's response, one with which I, in fact agree, was that if an employer treats their employees well, the employees will not need to unionize.

And so, I have to ask, have we as University employees been well treated?

IX. Adjournment

Date: 12 January 2024

To: The Senate Subcommittee on Regulations and Degree Requirements

From: Rob Prescott, Sr. Assoc. Dean of LAS

Subject: Proposal to Eliminate 24/30 Rule

As an *ex officio* member of the Academic Review Board, I have observed that the most common waiver requested by Bradley students is a variation of the 24/30 rule. In the last academic year, for instance, there were 27 requests for variation in degree requirements, 22 of those were for variation of the 24/30 rule.

For degree completion students, the issue can be more critical. Some had completed Associate Degrees or certificates elsewhere before coming back to Bradley, which required waivers as high as 30 hours. Carol Hutter, for instance, LAS GNS graduate of 2022, left Bradley in the Spring of 2011 as an Early Childhood Ed major, after which she transferred back over 40 hours from National Louis University, which allowed her to complete ALL Bradley degree requirements except for the 24/30 rule.

In my role supervising Degree Completion, I asked the Registrar whether we could waive the 24/40 rule for degree completion students, which raised the issue of why we have the rule at all. No one I spoke to could explain why the 24/30 rule is in place or how it serves either the students or the university.

Abby Schierer, our Assistant Registrar, completed a great deal of research on the origin of the 24/30 rule, and with that background, she has recommended that we eliminate the rule completely.

Rationale:

The 24/30 Rule as It Stands Today

The current catalog language establishes the 24/30 rule as a matter of residency requirement:

Catalog Policy:

Residence Requirements

Only work registered through Bradley University during the two regular semesters or the interim and summer sessions is considered as residence work. No proficiency examinations, correspondence, extension courses, or credit earned through the College-Level Examination Program may be counted as residence work. All candidates for the bachelor's degree must meet the following residence requirements:

1. A minimum of 30 semester hours earned in residence is required of all students.
2. 24 of the last 30 semester hours must be earned in residence.

It offers no explanation as to the reason for the requirement.

The History of the 24/30 Rule:

Abby Schierer's research took her all the way back to the undergraduate catalogs for the 1930s, and in the 1940s the rule appears in its earliest form.

- Prior to 1952: "At least half of this required minimum residence work [30 hours] must be done in the senior year."
- 1952 policy changed to: "A maximum of 6 semester hours of transfer work in senior year is acceptable toward degree."
- 1959 policy changed to: "Residence for a minimum of 30 semester hours at Bradley, including 24 hours in the senior year, is required."
- 1963 language changed to current: "24 of the last 30 semester hours must be earned in residence."

The biggest takeaway from this policy evolution is that in its current state, the 24/30 rule has been active but not re-evaluated since 1963. The reasoning behind the origin of the policy remains a complete mystery, we simply do not have the university knowledge to know why the policy was established.

We do know, however, that the Higher education landscape has changed dramatically since the policy was instituted.

Current Bradley Policies that Negate the Need for the 24/30 rule:

The Registrar's Leadership Team discussed all the reasons that this rule might have been put in place, to try to see if there was any reason to keep it. What they found, was that we have other policies in place now that negate the need for a 24/30 rule. Those policies are listed below:

- 30 hours in residence are required to earn a Bradley degree.

This is why degree completion students who transfer to Bradley have to take a minimum of 30 hours.

- 40 Jr/Sr level hours are required for a Bradley degree (No courses transferred from a 2-year institution can count toward this requirement).

This rule ensures that a significant number of upper-level hours are a part of every Bradley degree. A majority of the students using the 24/30 waiver use the exception to transfer back 100- and 200-level courses, typically for the BCC or for total hours.

- The vast majority of our students must still meet all University and program requirements to earn a Bradley degree.

Only degree-completion students and certain transfer students from a 4-year institution may need to meet the bare minimum threshold of 30 hours for a BU degree, and they do that under the guidance of an academic advisor.

- Colleges and/or departments have the option to implement their own residency requirements if they are concerned about students completing their programs solely through transfer coursework.

For instance, in the Foster College of Business, multiple programs require that students take a minimum number of upper-level courses in residence. Thus, any other program with a similar concern can do the same.

Summary Recommendation to Eliminate the 24/30 Rule:

- Eliminating the 24/30 rule will reduce the burden on the ARB to review numerous 24/30 waiver requests each semester.
- Waiting for waivers to be approved delays graduation clearance for several students each graduation cycle. This exerts unnecessary stress on graduating students, often during finals or afterwards.
- The 24/30 rule presents an impossible barrier to many degree-completion candidates. These students would not enroll at Bradley without the waiver.
- We do not know how many students extend their time at Bradley because they are unaware that the rule can be waived.
- For lower-resourced students, this rule can present an equity problem, leading them to take courses at Bradley that they otherwise could have taken as transfer, or extend their time at Bradley, preventing them from pursuing work while completing last courses.
- Some students take courses elsewhere in their final year due to unforeseen scheduling issues or lack of course offerings.
- Only one 24/30 waiver request was denied in the recent past. That was for a student who had left Bradley and earned a Bachelor's degree elsewhere, and who then wanted to use those credits to complete a Bradley degree. This scenario is extremely rare and could be solved by residency requirements at the college/program level or by the existing 30-hour residency requirement.

I therefore bring forward this request for the elimination of the 24/30 rule.

Sincerely,

Dr. Robert Prescott
Sr. Associate Dean of LAS

Proposal for New Writing Intensive Curricular Elements

The following four new Curricular Elements for the BCC WI experiences were composed by the following team from the Core Practice and Core Curriculum Senate Subcommittees: Tricia Dahlquist (tricia@fsmail.bradley.edu); Seth Katz (seth@fsmail.bradley.edu); and Dakota Horn (dhorn@fsmail.bradley.edu). Tricia Dahlquist and Seth Katz provided all the original training in WI for the first years of the program.

These new Curricular Elements have the unanimous support of the Core Practices and Core Curriculum Committees. They were also sent to all of the current faculty who teach WI courses, who responded with strong support in favor of the change (80% agree or strongly agree). Survey results are included on the last page of this document.

Rationale

At the implementation of the BCC, there were no curricular elements for the Writing Intensive tag. In the first Writing Intensive Course Workshop, Tricia Dahlquist and Seth Katz worked with the faculty cohort in the workshop to compose “curricular elements” based on the description of the WI tag requirement that had been approved by the Senate. That description was largely mechanical in nature: minimum requirements for amount of writing; that the class will incorporate a draft-feedback-revision cycle; that some class time will be devoted to writing instruction.

The Core Practices Committee can report from repeated experience with the current “curricular elements” that instructors, proposing and implementing WI courses, and their students were repeatedly frustrated by articulating how WI worked and was being implemented. WI course proposals have proven difficult to evaluate precisely because the Core Practices Committee, and indeed the entire campus community, were not working with actual course learning objectives, but merely with a list of mechanical requirements.

In response to these difficulties, in 2022, Dahlquist, Katz, and Dakota Horn drafted revised curricular elements for WI, moving the “mechanical” requirements to a separate section. The intention is that the four new learning outcomes will be on every course syllabus, while the WI Course Requirements will appear on the Master Syllabus and simply be part of the implementation of every WI-tagged course.

The following proposed revision to the Writing Intensive Curricular Elements was voted on and approved by both the Core Practices and Core Curriculum Subcommittees of the Senate in December 2022, and presented by Dakota Horn and Rob Prescott at the Closing Plenary Session, “BCC: Continuous Improvement and Engagement,” at the Spring Forum in 2023.

The submission of this first revision to the BCC was delayed due to the lack of a ratified procedure for such revision and because the CRCRS system does not have a means for submitting the proposal for approval.

Proposed Revision to Writing Intensive Curricular Elements

The Senate Subcommittees on Core Curriculum and Core Practices present the following change to the Writing Intensive Curricular Elements to the Curriculum and Regulations Committee for approval.

In Writing Intensive Courses, through writing,

- **WI1: Students improve as writers.**

Instructors help students cultivate writing processes by developing effective strategies for generating ideas, gathering information, drafting, revising, and editing. Instructors integrate writing practice and instruction into the processes of instruction and learning. Writing is an extension of thinking, allowing students to reflect on and process what they are reading and learning, and so to better learn and integrate course content with intentionality.

- **WI2: Students will use writing to articulate content knowledge in the discipline.**

Instructors engage students in the practice of writing as an extension of learning and thinking about course content. In order to perform as an experienced member of a disciplinary community, students will learn how to read and write like professionals in the field. Instructors teach writing forms, conventions, and practices of the field of study of the course. Different fields or disciplines have different writing forms, practices, and conventions.

- **WI3: Students demonstrate ability to write for a discipline-specific audience.**

Instructors teach students that academic writing in all disciplines involves the incorporation of sources external to the writer and/or reflection on the writer's own thoughts, ideas, and experiences. To further achieve an understanding of the field, students must be exposed to a variety of sources of information and taught the conventions of the discipline or field for incorporating that information into their written work.

- **WI4: Students purposefully modify written work based on the feedback process.**

Instructors teach writing as a process requiring cycles of feedback and revision. Through this process, students are challenged to more clearly articulate, elaborate, and otherwise refine their ideas and their expression of those ideas.

WI Course Requirements:

To receive a WI tag for a course, instructors must indicate how their course will meet the spirit of these four curricular elements. In addition, instructors must indicate how they will meet the following mechanical requirements:

1. **Writing feedback and revision:** At least one major assignment must employ the draft/rewrite process, wherein the instructor provides feedback on the writing to the student, who then submits a revision or second product. This requirement may be met by a series of short writing assignments (e.g. lab reports; weekly essays) on which the instructor gives feedback on written work that the student then applies to subsequent assignments.
2. **Writing assignments and rubrics:** Each writing assignment and its purpose must be clearly described in the syllabus, along with the criteria by which students' writing for the assignment will be assessed. In addition, some class time must be dedicated to explaining each writing assignment and the assessment criteria. The instructor should do their best to help students understand what they need to do in order to produce "A" work, and what differentiates an "A" paper from a "C" paper or an "F" paper.
3. **Instruction in writing:** Some class time must be dedicated to explicit instruction in writing. Often, this will include, but need not be limited to, discipline-specific conventions and practices.
4. **Writing quantity:** The course must include at least 5,000 words of writing per student, including drafts. For courses that involve collaborative writing assignments, there must be a significant portion of the total writing attributable to individual students.
5. **Percentage of course grade:** Writing assignments will comprise at least 25% of the course grade, and essay exams may count for no more than 30% of the 5000-word writing minimum.

In addition, the following two items are strongly recommended for all WI-tagged courses:

6. **Partnership with the library:** Faculty members are encouraged to consult with librarians as to how they might incorporate library resources (e.g. Open Educational Resources; scaffolding of assignments; Diversity, Equity, and Inclusion resources). Librarians will help students identify the resources appropriate to their field, such as literature sources and databases. This element could be part of class time instruction, a specified homework assignment, or an out-of-class activity/assignment. If the course does not require the use of library-based information resources, the instructor applying for a WI tag for a course needs to explain this in their proposal.
7. **Maximum class size:** The course should have a maximum of 25 students per section. Exceptions must be explained and justified.

Faculty Survey Results for WI Proposal

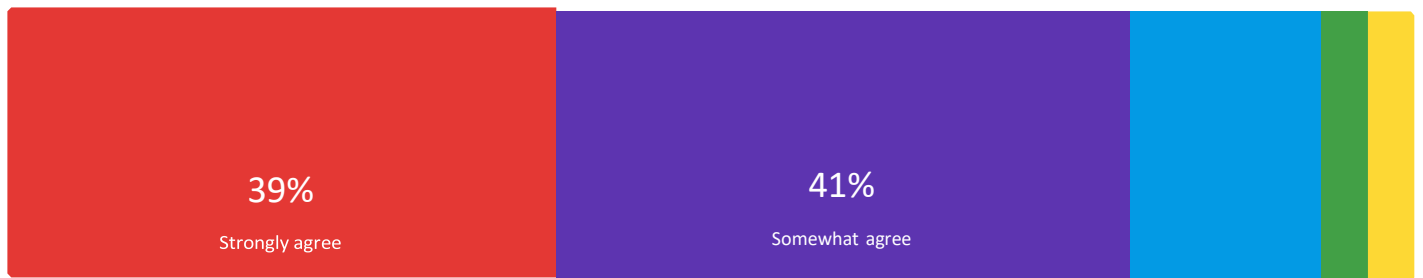
Default Report

Revised WI Curricular Element Survey
February 27, 2023 10:21 AM MST

Q1 - I support adding the proposed Curricular Elements as new learning goals for

Bradley's Writing Intensive (WI) courses, renaming the current Curricular Elements as

"Course Requirements."



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

#	Field	Choice Count
1	Strongly agree	38.98% 23
2	Somewhat agree	40.68% 24
3	Neither agree nor disagree	13.56% 8
4	Somewhat disagree	3.39% 2
5	Strongly disagree	3.39% 2
		59

Showing rows 1 - 6 of 6

Proposed Process for Revision of the BCC in Response to the Assessment Process

As a result of the four-year assessment cycle, and any Academic Program Review Report, the Senate Subcommittees on the BCC will propose changes to the BCC; for example:

- revision to Curricular Elements
- revision to Area of Inquiry (AI) or Core Practice (CP) divisions
- additions or modification or deletion of AI or CP descriptions.

Proposals for changes to Core Practices will come from the Core Practices Committee to the Core Curriculum Committee for approval, and then on to the Senate Sub-committee on Curriculum and Regulations before Senate approval. Proposals for changes to the Areas of Inquiry will come from the Core Curriculum Committee to the Senate Sub-committee on Curriculum and Regulations before Senate approval.

Below is the NON-RESIDENT CREDIT page of the Undergraduate Catalog (<https://www.bradley.edu/academic/undergradcat/20232024/overview-arcredit.dot>). Proposed additions are highlighted and proposed deletions are indicated with strikethrough.

Transfer Credit From Collegiate Institutions

Credits from collegiate institutions that are accredited by one of the institutional accrediting associations **recognized by the U.S. Department of Education**, such as the Higher Learning Commission, will be considered for acceptance at Bradley University. **Bradley University also participates in the Illinois Articulation Initiative** [linked to Admissions page]. **Bradley University also has a 2+2 Articulation Agreement with Illinois Central College** [linked to appropriate pages]. ~~Credit from other universities, including foreign universities, will be evaluated for possible transfer on a case-by-case basis.~~ **Credits from international institutions that are recognized by the government agency overseeing education in that country, such as the Ministry of Education, will also be considered for acceptance at Bradley.** Official transcripts of credit, **including final grades**, must be requested by the student and received by Bradley directly from the institution at which the credit was earned.

Course equivalency evaluation is decided by the Academic Department that teaches the comparable subject matter here at Bradley, with final approval by the Department Chair. Acceptance **and course equivalency are** ~~will be~~ based on comparability of the transfer work with the nature, content, and level of work offered at Bradley. **A copy of the course description or syllabus may be requested to evaluate the course.** In the event that a student changes majors while at Bradley, a new evaluation of credit ~~will be made~~ **can be done.** ~~Bradley University will not accept for credit the transfer of physical activity courses.~~

Application of transfer credits to satisfy Bradley Core Curriculum (BCC) requirements shall be determined by the **BCC Director, who is also an** Associate Dean of the College of Liberal Arts and Sciences.

Application of transfer credits to satisfy specific college graduation requirements shall be determined by the dean of the college in which the student is majoring.

Courses earning an A, B, C, or D letter grade, Pass, Satisfactory, or comparable grade will be considered for transfer credit. ~~D credit for transfer work does not count to fulfill specific requirements in a major, minor, or program where a grade a "C" or better is required. (In some majors, D credit for transfer work does not count to fulfill specific requirements in that major.)~~ **or college.** Grades earned in transferable credits are posted on the student's permanent record solely for the purpose of advisement and evaluation by the department chair and dean of the college in which the student is enrolled. **Grades earned in transferable courses are not included in Bradley GPA calculations in any way.**

A maximum of 66 semester hours of credit will be accepted from two-year colleges. If other institutions are using a quarter hour system, those hours will be converted to semester hours **for transferrable credit.** Only work taken at the junior-senior level at the source institution will be counted toward meeting the requirement for junior-senior level work at Bradley.

Transfer Credit For Students New To Bradley

For students who have not enrolled at Bradley previously, official transcripts of credit from other institutions must be mailed directly from the institution at which the credit was earned to the Admissions Office at Bradley University for evaluation.

Work Taken At Other Collegiate Institutions By ~~Regular~~ Continuing Bradley Students

All conditions of acceptance of transfer credit apply to work taken at other collegiate institutions by continuing Bradley students. Students should obtain a written approval from the dean of the college in which they are majoring before registering at the other institution. If the credit is to fulfill Core Curriculum requirements at Bradley, the written approval must come from the BCC Director. Unless such written approval is given, students electing to take courses at another institution have no guarantee that the credit will be accepted at Bradley. Continuing Bradley students should request the other institution to send an official transcript of credit directly to the Registrar's Office at Bradley. If the other institution is using a quarter hour system, those hours will be converted to semester hours.

Seniors who take work at another institution to complete degree requirements at Bradley must file proof of registration for that work in the form of a letter from the Registrar of that institution. This letter must be received in the Bradley Registrar's Office by the end of the third full week of classes. The work must be completed by the time of Bradley's Commencement. The diploma will be awarded after receipt by the Bradley Registrar's Office of an official transcript of credits from the other institution.

Level Of Transfer Credit

Transfer credit shall be accepted on the same level on which the work was offered at the source institution. For example, courses taught at the source institution on the first-year student level will be accepted for credit on the first-year student level at Bradley. No junior-senior credit will be given for work taken at a two-year college.

Credit for Prior Learning

Credits earned through current or prior military service that are posted on a Joint Services Transcript (JST), Air University Transcript, or Community College of the Air Force transcript will be considered for acceptance at Bradley University. All policies applicable to Transfer Credit Taken From Collegiate Institutions, including evaluation of credit, apply to military service credits.

Bradley does not grant transfer credit for professional certifications, licenses, employment, or other on the job training.

Credit By Correspondence And Extension

Students wishing to take correspondence or extension courses for transfer purposes must have the prior written approval of their dean. A total of thirty semester hours through extension and correspondence, with a maximum nine semester hours of correspondence, will be permitted to count toward graduation, except in the College of Engineering and Technology. In the College of Engineering and Technology, a maximum of ten semester hours of credit taken by correspondence and extension may be counted toward graduation.

Examination For Advanced Placement

Credit may be given in courses covered by Advanced Placement Examinations offered by the College Board if the score received is three or higher. The number of semester hours of credit allowed is determined by the extent of the college work covered by this examination, as recommended by the department offering the work at Bradley. Inquiries should be directed to the Admissions Office.

College-Level Examination Program (CLEP)

Bradley University is committed to the principle that college-level achievement should be recognized and rewarded without regard to where, when, or how the knowledge was acquired. The University grants a maximum of 60 semester hours to those who earn scores on the College-Level Examination Program (CLEP) examinations in the 50th percentile or higher on national college sophomore norms. Because CLEP credit is transfer credit, it cannot duplicate credit already earned from another source. The Registrar's Office maintains a list of CLEP exams that Bradley accepts. In all cases, an official copy of test scores must be sent from the CLEP office, by request of the student, directly to Bradley University.

Credit for CLEP may be used to satisfy Core Curriculum requirements or appropriate University requirements.

The CLEP exams must be taken before completing 60 college credits. The 60-credit limit includes courses taken at Bradley University, credits taken at another college or university, and other credits received by examination. Credits earned through CLEP exams may not duplicate credits received from other sources. Credits earned through CLEP exams may not be at a level lower than a course for which credit has been earned.

If you have questions about how CLEP credit applies to Bradley, please consult the following:

- if you are currently enrolled at Bradley: The Registrar's Office, (309) 677-3643
- if you are a student new to Bradley: Undergraduate Admission, (309) 677-1000

For more information about the College-Level Examination Program, contact CLEP at (212) 237-1331 or visit clep.collegeboard.org.

Credit By Proficiency Examination

Credit by proficiency examination is classified as non-residence credit. Upon presentation of acceptable evidence of competence, students enrolled in the University may apply for permission to attempt to earn credit by examination in certain undergraduate subjects. Applications for such examinations will be submitted to the chairperson of the department that offers the course, who will, if the application is approved, arrange for the administration of the examination. Students receiving approval to attempt to earn credit by examination will pay a non-refundable fee of \$50.00 for the examination for each course number listed in the catalog. This fee must be paid before the examination is taken. Students who have had no previous college experience, and who have been admitted as full-time students, may apply for permission to attempt credit by examination in certain undergraduate subjects. Such examination will be taken prior to the student's second registration. Credit, but no grade, will be recorded for examinations passed. Grades for examinations taken after the student's second registration will be entered on the permanent record. Students shall have the option of requesting either a letter grade or a grade of Pass/Fail. A grade of "C" or better will be considered a passing grade for both options. A grade of "D" is not acceptable for a proficiency examination. The option selected must be agreed upon by the

student and the department offering the course at the time of application for the examination. Because credit by proficiency is not considered residence credit, grades are not computed in the student's cumulative grade point average. Seniors may not take examinations for credit toward any degree in courses which are numbered below 300. Application forms are available in the dean's or Registrar's Office.

Retroactive Credit (Retrocredit) Information

Students who place in a language at the 102 level or higher and take a course in the same language in the World Languages and Cultures Department at Bradley University can receive retroactive credit ("retrocredits").

In order to receive retroactive credit:

- The course must be the first college-level course in the language.
- The course must be taken before the student has earned 60 credit hours.
- The course must be designated as retrocredit eligible.
- The student must receive a B or higher in the course.

Upon successful completion of an approved course students will receive:

- 102 = 4 retrocredits (101)
- 201 = 8 retrocredits (101, 102)
- 202 = 12 retrocredits (101, 102, 201)
- 222 (WLS only) = 12 retrocredits (101, 102, 201)
- 303 = 15 retrocredits (101, 102, 201, 202)
- 304 = 15 retrocredits (101, 102, 201, 202)
- 306 (WLF and WLG only) = 15 retrocredits (101, 102, 201, 202)
- 308 (WLF only) = 15 retrocredits (101, 102, 201, 202)

Conditions for receiving retroactive credit:

- Grades will not be given for retroactive credit nor will they figure in a student's GPA.
- Retroactive credit will not count towards residency.
- Retroactive credit will count towards the 120 credits necessary for graduation.
- Native speakers cannot earn retroactive credit in their native language (as determined by WLC faculty).
- In order for a student with AP or IB credit to receive retroactive credit the student would need to take an appropriate language course at Bradley. Students cannot receive additional retroactive credit for a course for which they already received AP or IB credit.

- Students could earn retroactive credit in more than one language as long as they have not earned more than 60 credit hours at the time the course will be taken.
- Upon successfully completing a course, students will fill out a Retroactive Credit Form available on the World Languages and Cultures webpage, which must be completed and submitted to the Registrar's Office.

Departmental Prerequisite Examinations (Not For Credit)

At the discretion of the department offering the course, regularly enrolled students of the University may be allowed to take a special examination in any course offered by the department in order to satisfy prerequisites for subsequent courses. Before a student will be permitted to take a prerequisite examination, a \$50.00 fee for each course number listed in the catalog must be paid to the Controller's Office.

A prerequisite examination carries no University credit and no grade. Upon successful completion of a prerequisite examination an appropriate entry will be made on the permanent record of the student.

UNIVERSITY SENATE MEETING SIGN IN SHEET –

SENATORS

Meeting Date: **4/18/24**

Name		Name	
Batz, Jack	<i>[Signature]</i>	Maillacheruvu, Kris	<i>[Signature]</i>
Borton, Rachel	<i>[Signature]</i>	McQuade, Kristi	<i>[Signature]</i>
Brammeier, Heather	<i>[Signature]</i>	Metzger, Cyle	
Byerly, Adam	<i>[Signature]</i>	Miah, Suruz	
Clark, Chad		Moeckel, Mark	
Corbett, Colin		Moon, Dan	
Dahlquist, Tricia	<i>[Signature]</i>	Muncy, Jim	<i>[Signature]</i>
Drake, Teresa	<i>[Signature]</i>	Nair, Kalyani	<i>[Signature]</i>
Eskin, Candace	<i>[Signature]</i>	Nanyes, Ollie	<i>[Signature]</i>
Fitzgerald, Josh		Newton, Lee	<i>[Signature]</i>
Ford, Heather	<i>[Signature]</i>	Nielsen, John	<i>[Signature]</i>
Frazier, Meg	<i>[Signature]</i>	Nigg, Jessica	<i>[Signature]</i>
Getz, Dan	<i>[Signature]</i>	Pershing, Johanna	<i>[Signature]</i>
Grugan, Amy	<i>[Signature]</i>	Raheem, Malik	<i>[Signature]</i>
Ham, Ethan	<i>[Signature]</i>	Schnupf, Udo	<i>[Signature]</i>
Hawkins, Samuel	<i>[Signature]</i>	Schnurr, Emily	<i>[Signature]</i>
Hazlip, Ray		Schweigert, Wendy	<i>[Signature]</i>
Hertich, Alex	<i>[Signature]</i>	Shapley, Kathy	<i>[Signature]</i>
Hogan, Jackie	<i>[Signature]</i>	Shastry, Prasad	
Jung, Karl	<i>[Signature]</i>	Smith, Karin	
Kelly, Joseph	<i>[Signature]</i>	Smith, Tyler	<i>[Signature]</i>
Kelly, Todd	<i>[Signature]</i>	Spires, Todd	
Kerns, Barb	<i>[Signature]</i>	Standifird, Stephen	<i>[Signature]</i>
Khodair, Yasser		Stern, Travis	<i>[Signature]</i>
Kimberlin, Kevin	<i>[Signature]</i>	Stover, Naomi	<i>[Signature]</i>
Kindler, Andy	<i>[Signature]</i>	Thomas, Nathan	<i>[Signature]</i>
Lang, Michael	<i>[Signature]</i>	Timm, Mat	<i>[Signature]</i>
Lockhart, Josh		Tronnes, Libby	<i>[Signature]</i>
		Way, Jamie	
		Webb, Brian	
		Williams, Chris	
		Williams, Landon	<i>[Signature]</i>
		Zakahi, Walter	<i>[Signature]</i>

