BRADLEY University

Second Regular Meeting
2024-2025 Bradley University Senate
3:10 p.m., Thursday October 17, 2024
Michel Student Center - Ballroom

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

1. The meeting is being recorded and live streamed. Thank you, IT!
2. Webpage changes for Senators and Standing Committees have been submitted & are in the process of being updated; Canvas site will always have the most up-to-date information

III. Approval of Minutes – Please see attached minutes

    A. **Approval of the Minutes of the First Regular Meeting of the 2024-2025 University Senate, September 19, 2024.**

President Stern called for a motion to approve the minutes.
Teresa Drake motioned.
Karl Jung seconded the motion.
The motion was unanimously approved by voice vote.

IV. Remarks by Chief Brian Joschko

**Good afternoon, everyone. I want to give a quick update on the BU Police Department. We are charged with providing comprehensive police and public safety services to all faculty, staff, and students. More information is available on our webpage. We have our police dispatch center. We are responsible for all card readers on campus. We have almost 400 card readers on campus. We have almost 200 security cameras around campus and we monitor those in real time. We have 3 public safety officers responsible for providing safety and security patrols on the physical campus. We have a Clery compliance coordinator. We also have 21 sworn police officers as well. One of our big initiatives is the safety cruiser program. We launched a new app this year. We are on pace to do 50,000 transports, the app makes it a fantastic service, an Uber-like experience. It runs from 5pm to 3am. Students never have to feel uncomfortable walking anywhere alone at night. This costs nothing, it is covered by tuition dollars. We patrol on-campus as well as the surrounding off-campus areas.

I'm sharing some high-level crime statistics, we have seen an increase in burglary from motor vehicles, this is a national trend. But otherwise, crime is up in some areas, and down in others. Our job is about community engagement and building relationships. We offer "coffee with the cops" events and self-defense classes. All officers receive training above and beyond standard training. We are also a great resource for mental health situations.

We implemented body cameras in August 2024. So far, this is going well. All officers wear cameras and they are fairly conspicuous. The state statute mandates when we activate those. However, it is usually every call for service. People can request that officers turn off their camera, depending on the circumstance. This depends on state law. What happens to the data? All footage is stored for 90 days per state statute. If the data is used for some legal process, it can be held for 2+ years. All videos are stored in the cloud. The cameras are also GPS enabled. We have opted to have all public safety officers wear body cameras although it is only required for police officers, not public safety officers.

We have a new safety cruiser app. Students can rate drivers and give us other feedback. I'm happy to answer more questions about this.

Jim Muncy: As you know, the BECC has a siren that goes off when a door is left open. Quite often, this goes off. I called your office the other day to let you know a siren is going off and the response was, "yeah, it's working like it should". I was concerned about the students studying. Should the dispatcher send someone over to take care of it? Otherwise, what's the purpose of the alarm? What is the policy when the alarm goes off?

Chief: It's not just the BECC, many buildings have doors with an alarm. It may be due to an air pressure challenge. The dispatcher should have responded differently. They are supposed to send an officer over to check it out. I'll look into that and address the issue. I'm sorry it happened.

V. Report from Student Body President Adalia Yeung

Hi everyone, sorry I was not able to attend last time. We had a forum for the Williams Dining Forum. We had a lot of positive feedback from that. We just passed a Menstrual Products Hygiene resolution. This will be revised by VP Nathan Thomas. We are also working on something for a Greek Like ad-hoc committee. We have 26 total members and 11 vacancies. We are missing senators from the business and engineering colleges. We are also looking for six senators at large and a graduate senator. We are looking into a policy so that a student's "dead name" does not show up in places like the Dean's list.

Our Academic Affairs Committee is doing a pickleball fundraiser for whiteboards in Olin Hall. The tournament is tomorrow at the Markin courts at 4pm.

Student Senate launched a new website. This was important due to the loss of Hilltop Happenings. (Students don't use Presence) We have QR codes and forms to submit constituency reports. We are also trying to create visibility for our clubs and organizations. We have students involved with the current search committees. I'm willing to take any questions. Thank you so much!

VI. Reports from Committees

A. Curriculum and Regulations
1. Curriculum Consent Items

• Course Additions

254558 ENG 240 Global Literatures 3.0

Add 200-course levels to engage students with diverse cultural contexts

worldwide.

255969 PLS 313 Identity Politics 3.0

Adding a course on identity politics.

256578 COM 390 Meanings of Work 3.0

Adding a course on the meaning of work helps students better understand past and future trends in work.

All Course Additions were approved unanimously by C&R on 10/1/24

• **Course Modifications**
164925 ENG 233 American Literature 3.0

Changing the course title, a comprehensive course on 19th and 20th century

American Literature. *Will fulfill the BCC Human Values requirement.*
250539 ENG 347 Shakespeare 3.0

ENG 347 Shakespeare will be removed as a graduation requirement. Students will be able to take it as an elective. Will fulfill the BCC writing intensive requirement.

250545 ENG 237 British Literature 3.0 *A comprehensive course in the British Literary tradition. Will fulfill the BCC Human Values requirement.*

250547 ENG 270 Interpreting Literature 3.0

Changing the course title, an introductory course is required for all English

Majors. Will fulfill the BCC writing intensive requirement.

250548 ENG 373 Genre 3.0

Changing the course title, a replacement for rarely offered courses to give

students greater flexibility in planning their program of study.

250549 ENG 344 Early Modern British Literature 3.0

New course description.

250555 ENG 336 Modern and Contemporary American Literature 3.0

Changing the course title to allow instructors more flexible chronology and coverage.
254717 ENG 332 Early American Literature 3.0

A new course description will be added to account for new content from ENG 334

(to be deleted).

254737 ENG 331 Women Writers 3.0

A new course description to make it consistent with other courses ENG 328, 329,

and 330.

253520 CS 200 Advanced Programming Concepts and Languages 3.0

Change course code from CS 140 to CS 200 to comply with university rules for 200-level minor course requirements.

251999 MUS 120 Music Industry Seminar 1.0

Changing course prerequisites.

255930 MUS 401 Orchestration 3.0

Modifying prerequisite requirements for MUS 401 Orchestration so students can complete the Music for Video Games degree.

254891 MUS 348 Bradley Jazz Singers 3.0

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Changing course title and course description.

256307 KHS 343 Ethics of Healthcare 3.0

Modification to align the course with the area of inquiry (global perspectives) and core practice (writing intensive).

256340 KHS 362 Essential Clinical Neuroanatomy 3.0

Changing course prerequisites.

250819 ATG 461 International Accounting Issues 3.0

Changing course prerequisites.

All Course Modifications were approved unanimously by C&R 10/1/24

- **Course Deletions**
  250550 ENG 358 18th-Century British Literature 3.0

  Deletion due to changes to ENG 344, course consolidations.

  250552 ENG 235 American Literature 1865 to Present 3.0

  Deletion due to course consolidations.

250553 ENG 239 British Literature: 1800 to Present 3.0

Deletion due to changes to ENG 237, course consolidations.

250554 ENG 334 19th Century American Literature 3.0

Deletion due to changes to ENG 332, course consolidations.

All Course Deletions were approved unanimously by C&R 10/1/24

President Stern: Any items that need to be removed from the consent agenda? Hearing none, the items on the consent agenda are adopted by unanimous consent.

2. Curriculum Items Requiring a Motion

- **Program Modification**

    252640 OTD Entry Level Occupational Therapy Doctorate (OTD)

    Program Modification was approved unanimously by C&R on 10/1/24

Wendy Schweigert: C&R moves the Program Modification.
President Stern: This does not need a second. Any discussion?
Approved by unanimous voice vote.

- **Concentration Modifications**
    254858 MUS Bachelor of Music in Music Education, Vocal Concentration

    MUS 470 will be covered by MUS 115, reducing the credit hours by one and allowing students to apply their knowledge earlier in their degree. Removing MUS 470 from the degree requirement.

    255929 MUS Bachelor of Music, Composition Concentration

    Delete MUS 405 and MUS 305 from the degree requirement, reducing the credit hours by five.

    All Concentration Modifications were approved unanimously by C&R 10/1/24

Wendy Schweigert: C&R moves the Concentration Modifications.
President Stern: This does not need a second. Any discussion?
Approved by unanimous voice vote.

- **Minor Modifications**
    253521 CS computer science and information systems minor

Changing 200-level courses in the minor.

253880 AAS African American Studies

To account for PLS 303: African Politics.

251949 ART Studio Art Minor

Reducing the Studio Art Minor from 21 to 18 credit hours by reducing the elective credit hours from 12 to 9.

Wendy Schweigert: C&R moves the Minor Modifications.
President Stern: This does not need a second. Any discussion?
Approved by unanimous voice vote.
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All Minor Modifications were all approved unanimously by C&R 10/1/24

- **Major Addition**
  253659 ART, Art and Design Studio Complementary Major (former Dual Major) *To offer a Complementary Major to combine Art and Design to provide students with better job opportunities.*

  Major Addition was approved unanimously by C&R 10/1/24

Wendy Schweigert: C&R moves the Complementary Major Addition.
President Stern: This does not need a second. Any discussion?
Approved by unanimous voice vote.

- **Major Modifications** 250556 ENG English Major

  English Major modifications provide students greater flexibility in planning their

  program of study. The updates account for the changing trends in the discipline of English Studies.
  255033 HIS History

  Adding HIS 209 to the major.

  255927 MUS Bachelor of Music

  Realignment of courses and reduction of 2-3 credit hours.

  256054 PLS Political Science

  Adding PLS 313 to the major.

256505 SEI Interdisciplinary Innovation

Catalog update to comply with the 120-hour requirement.

Wendy Schweigert: C&R moves the acceptance for Major Modifications in English, History, Music, Political Science, and Interdisciplinary Innovation.

President Stern: This does not need a second. Any discussion?

Approved by unanimous voice vote.

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254376 EFN ECO 605 Health Care Economics & Finance

Adjusting the prerequisite to allow only graduate nursing majors to be enrolled

(this is the intended audience).

250823 ATG ATG 561 International Accounting Issues

Lowering the prerequisite to ATG 301 – it will be available for ATG minors and

FIN majors.

250280 E E ECE 551 Radio Frequency Circuits and Systems

Removing some prerequisite requirements, based on course offerings and

measures of past success.

250273 E E ECE 541 Feedback Control of Dynamic Systems

Removing some prerequisite requirements, based on course offerings and

measures of past success.

250286 E E ECE 574 Mobile Robot Navigation and Mapping

Updated description to better match course. Removal of C-grade prerequisite.

250276 E E ECE 542 Advanced Data-Driven Control and Applications

Removing some prerequisite requirements, based on course offerings and

measures of past success. Updated course description.

249990 IME IME 512 Design and Analysis of Experiments

Generalization of statistics prerequisite, so that a broader variety of students will

be able to take the course.

All Major Modifications were approved unanimously by C&R on 10/1/24

Wendy Schweigert: C&R moves the acceptance for ECO, ATG, ECE, IME.

President Stern: This does not need a second. Any discussion?

Teresa Drake: Are these major modifications or course modifications?

Wendy Schweigert: These all look like course modifications, we put these in the wrong place.

President Stern: As course modifications, these do not have to be moved. (Approved as part of the consent agenda.)

3. Curriculum
A. Motion on FA/MI courses to satisfy Category 11 in BCC

Wendy Schweigert: C&R moves the acceptance of FA/MI courses to satisfy Category 11 in BCC.

President Stern: You were given this proposal earlier this year. It was sent along with the agenda. The motion is on the floor from C&R. Any discussion? Finding none, I motion to accept these changes.

Unanimously approved by voice vote.

B. Motion on Undergraduate Certificate Policy

Wendy Schweigert: C&R moves the approval of the Undergraduate Certificates Proposal. There are probably questions. This is the approval of a policy. A format for future certificates to use to get one. This does not bypass Senate. Any certificate will have to go through the whole curriculum process and end up at Senate.

Danielle Glassmeyer: Is this different from the micro credentials?

Wendy Schweigert: This is totally different. This is something that would be on the transcript. Micro credentials are not on the transcript. Right now this only applies to post baccalaureate certificates. People would obtain various certificates, for example, in preparation for a graduate program.

Teresa Drake: I thought this was for students who do not necessarily already have an undergraduate degree.

[Allowing non-senator Jenny Gruening Burge to speak (no objection)]

Jenny Gruening Burge: From the HLC perspective, every single program that you approve at Senate goes to HLC as an item of notification. Regardless of what you approve here, it goes through external review. If you modify a program by more than 25%, it goes through HLC. Because we accept federal financial aid, we have to adhere to HLC policy and report to HLC. For certificate programs, we currently only offer post baccalaureate Master degree certificate programs. HLC wants to know if we are offering any additional certificate programs. HLC is concerned about things we do that are not part of a degree program. A pre-baccalaureate degree certificate may not be well received. Since 2020, HLC has implemented "double-checks" for these new initiatives. If you decide it is appropriate to provide certificate programs for those who have not yet earned a bachelor's degree, we will go through the process to see if this is permissible by the HLC.

Ethan Ham: This is for certificate programs that use undergraduate courses. It's not necessarily for a pre-baccalaureate certificate. It could also apply to a post-baccalaureate certificate comprised of undergraduate courses.

President Stern: Because if it is comprised of graduate classes, it is considered a graduate certificate.

Danielle Glassmeyer: I don't understand what kind of need this is going to fulfill.

Ethan Ham: I'm happy to give a hypothetical. This isn't something that is in the works or that we are planning to do. For example, in the department of interactive media, there is a Master's for Game Development. This currently requires an undergraduate degree relevant to enter. We might offer a post-baccalaureate certificate made up of game development courses at the 300 and 400 level to prepare a student for that Master's program.

Danielle Glassmeyer: Is the premise always that these are students who have completed a Bachelor's degree and want to complete further classes?

Ethan Ham: Currently, this does not specify that the student requires a degree to obtain a certificate. In theory, if HLC and this body allows, there could be a pre- baccalaureate certificate program that is built on the idea of this policy. For our immediate needs, we should use it for post- baccalaureate.

Andy Kindler: This is a foundational undergraduate certificate policy. Pending HLC requirements and Senate approval, it is up to us to determine eligibility. This is getting us started.

Teresa Drake: I don't want to speak out of turn, but in EHS we have been talking about a potential certificate program that could be pre-baccalaureate. For the speech language path program, students need "leveling courses" to begin their graduate program. Not every University

would offer those. Students could take the certificate program here while also completing their Bachelor's degree at the same time somewhere else. I thought this is where this idea originated, potentially because students would be eligible for financial aid if they were in a certificate program.

Interim Provost Daniel Moon: In the exploration of this idea of having a "leveling certificate," the idea is to create certificates with undergraduate classes. It may evolve in the future.

Jenny Gruening Burge: Title IV eligibility is not determined by the institution. After we go through the process to have programs with our accreditor, there is a separate process through the Department of Education. They have a pretty high threshold for gainful employment. It's up to the Department of Education what is or isn't eligible for Title IV funds. The first step is recognition from our accreditor. This is primarily for students who have completed a Bachelors but need classes for a graduate program.

Karen Smith: Do we need to consider a non-degree seeking student? Have we thought of this?

President Stern: I know the policy would allow that something like that could occur.

Andy Kindler: We should provide students with a federally recognized award, a certificate, that's the purpose of this policy.

Teresa Drake: There is a line in the policy in the second paragraph that says, "students must achieve a minimum GPA in courses in the certificate of no less than 2.0 to graduate". Do we want to say "in order to graduate" if it's not a degree program. I would like to make an amendment to this. I move to amend the language to replace "in order to graduate" with "in order to complete the certificate".

Karl Jung: Second.

President Stern: Any discussion? Hearing none, we will vote on the amendment.

The amendment passes by unanimous voice vote.

President Stern: We are back to the original motion for accepting the undergraduate certificate policy as amended. Any further discussion?

Landon William: What's the difference between this and a mico-credential? What would be an example of an undergraduate certificate?

Wendy Schweigert: For micro-credentials you have to be a present student. Micro-credentials are not a federally recognized award and do not go on your transcript. This is a Bradley award that would go on your transcript. The certificates are recognized on your transcript. For example, courses to get you up to speed on game design for a Master's.

President Stern: All those in favor of approving the undergraduate certificate policy, say aye.

Unanimously approved by voice vote.

VII. Reports from Administrators
A. Chief Financial Officer Hull

Thank you for attending the Town Hall last week. I think the FY25 was covered in detail at length. Thank you for your kind messages and support following the Town Hall. I appreciate the encouragement and support from faculty and staff alike. We need more of this as we continue our work. The Kaufman building is being demolished today. This has been in the works for a few months. Our short-term plan is to turn this into parking. It has been vacant for quite some time. We chose to demolish it to provide a more aesthetically pleasing look as you drive down Bradley Avenue. We don't have any long-term plans yet. It will also be used as a William's dining hall staging area. This is one step in our campus master plan to beautify the campus.

Our four month ending September numbers…we are a third of the way through the fiscal year as of September 30th. Our revenue is tracking slightly worse than budget. It's also a matter of timing on some of our revenue items. On a lighter note, expenses are tracking slightly better than budget. Our goal is to beat our budget, not just meet our budget. Our primary goal is enrollment and recruitment. It's up to all of us to keep students here between fall and spring. I will reiterate financial discipline. We need to keep that course. No surprises. Anyone in my field knows surprises are the worst. We start our budget reviews next week. We have thirteen to review in the next two weeks.

Danielle Glassmeyer: One of our senators asked if you could speak to the budget for athletics. Can you speak to this now?

Interim President Jon Michael: As Betsy said, we are looking at five-year budgets. The senior leadership team is looking at five-year budgets. To maintain our focus, these reviews will remain at the senior leadership level. We feel this mitigates the risk of misinterpretation or misuse of information. This allows division leaders to focus on their own budgets.

Teresa Drake: I have a follow up question. Will you include URC in any of those discussions? Will faculty be included at all?

Interim President Jon Michael: I don't believe we will do that, no.

B. Interim Provost and Senior Vice President for Academic Affairs Moon

Thank you all for giving me another chance to talk to you. We are working to stabilize some of the key leadership positions. The committee for the CFA Dean search consists of

the following individuals: Tony Adams is chair, Scott Cavanah, Fisher Stoltz, Mark De Zwaan, Johanna Pershing, Sitong Guo, Jennifer Reed, and Patrick Sheeley is the student representative. Debbie Simon is also a part of the search and is on the Board of Trustees. They are gathering applications through the end of fall semester and beginning interviews in the spring with a candidate identified around March or so.

Related to that, we want to start a search for the Dean of the College of Education and Health Sciences. We are in the very early stages, but we will go through a similar process that we did for the CFA search.

We need more input from faculty and leadership before moving on the Engineering and Business Dean search.

We had our first University Strategic Planning Committee meeting this past week. We think it was a really good start to getting that group engaged. We are going to try to meet every two weeks. My co-chair, Matt O'Brien, will also be able to provide updates in the future.

With regards to faculty travel, we are looking at this and talking about this. We are working hard to make some progress on faculty travel. It may result in changes for next year, but we are working on it.

**At the last Senate meeting, Ahmad Fakheri asked a good question about Bradley faculty count 15 years ago vs. now so I prepared some data. I also included points in between. (Data reported were from 2009, 2014, 2019, 2024)

The faculty lines reflected here are instructional faculty, ones assigned courses. So, faculty on sabbatical or those on full administrative releases are not counted here. Student headcount is also quite different. This is a very broad view. It doesn't take into account specific programs. We have had a significant amount of faculty attrition over the past year. The program discontinuations that were made last year will play out over the next couple years. Part of the plan for discontinuations, addressing and resolving the University deficit, include a planned attrition or faculty vacancies that go unfilled. Over the next year or two, we will see some additional attrition. Because of that, it is even more important than ever that we are intentional about trying to keep as many great faculty members as possible. We will develop a plan to attract and retain great faculty. We want to make sure faculty want to stay here.

President Jon Michael and I will host a breakfast next Thursday in Westlake 116 from 8-9am for coffee and donuts. Come chat with us. We will do this every month.

Wayne Bosma: Having been on a couple LAS Dean searches, I found it valuable to have the perspective of a Dean from a different college. I realize we have a lot of interim Deans. We also have faculty who have served as Deans. Did you consider this when composing the committee?

Interim Provost Moon: I did not compose the committee. I identified a search committee chair. I presented a perspective I thought was valuable to keep in mind during the search. I would encourage you to follow up with Tony.

Ahmad Fakheri: Thank you for this presentation, it is very informative. I was hoping you would break down the faculty in terms of tenure and tenure-track. I would like to see those numbers broken out.

Interim Provost Moon: Thank you, Ahmad, I'll get that for you.

Dan Getz: Thank you for your presentation. Right now we are in the middle of evaluations. What are your views on tenure? This will be helpful for our faculty to know how you view tenure in relation to how it's defined in the handbook.

Interim Provost Moon: Do you want me to address this now?

Dan Getz: I want a statement now or at the next meeting.

Interim Provost Moon: I will do that.

Kristi McQuade: We haven't had many applicants for the open positions in our department. We will need to discuss with those candidates our own views on the meaning of tenure. I still haven't thought through what I would say so I can maintain my integrity talking to these folks. I know we need to move forward. It's not possible to move forward without a statement we can follow.

Interim Provost Moon: Thank you Kristi, that's helpful, we can work on something to help you out.

** Please see slide included at end of recorded minutes

C. Interim President Michael

I think Dan and I have spoken at least six times over the past two weeks. I don't have a lot to add to what I've spoken about before. I want to echo what Dan said about the Strategic Planning Committee. I'm not a fan of having 19 or 20 people on the committee. I did go to the committee meeting and was encouraged by the focus of the group, by their enthusiasm on tackling and looking at our strategic plan to direct focus over the next year. Thank you for attending the Town Hall. I want to tell you that future Town Halls will not be just us standing up in front of you, we want you and students to participate in the Town Halls. These are a time to celebrate. I had some questions about the email I sent earlier today. I love the passion. I love the enthusiasm of all of you. There were some statements made at the Town Hall that simply crossed the line and were inappropriate and not okay. I'll leave it at that.

Teresa Drake: Having more time for questions at the Town Hall would be good.

Interim President Michael: I'm open to that. Maybe we could make them longer.

Mat Timm: The last four years we had an administration that was unwilling to share information. We lost trust because we lacked information. Your comment about being unwilling to share information earlier parallels that. You must share information even when it's difficult to share.

Interim President Michael: Thanks for your advice. I haven't even seen the numbers myself. I don't know the history of this myself. I think it's totally unnecessary in my view but thanks for your remarks.

VIII. Unfinished Business

None

IX. New Business
A. Resolution in Support of Professional Pathways (Microcredentials)

Dakota Horn: What I'm going to talk about is nothing we've talked about so far today. Professional pathways is a badging system where we extract the skills you gain in your courses using the continuing education infrastructure, that already exists, and allow students to brag about them. This is completely optional. Students have the option to apply for a badge through continuing education, as long as they earned a B or higher, to earn a badge.

Ahmad Fakheri: I'm not clear on this. Who is actually going to decide what is going to be a microcredential? Every engineering faculty can take their syllabus and course topics and determine what is a microcredential. This will turn into a race to see who can offer the most skills. You should be able to demonstrate these skills with these degrees. So, we have two students going through the same program, one who takes advantage of the badge and the other does not. Do they have different skill sets? No. It's a marketing thing. I think it advantages some students and not others.

Dakota Horn: I agree it's a marketing thing. Right now, students have to wait till the very end to finally get anything tangible in terms of a transcript or a degree. These can be embedded in courses where at the end of freshman year, students have two microcredentials. I don't disagree it's marketing. I don't disagree that there will be students who use it and some who don't use it. Are there going to be mundane skills created? Potentially. But I don't know what skills are required or desired in your industry. This is intentionally vague so industry professionals can determine what is important.

Ahmad Fakheri: Who initiated this? Is it done by faculty and then it goes to continuing education?

Dakota Horn: There is a representative from each college. We also have the director of continuing education on that committee. One faculty member will submit the application. It's a lengthy application. However, the Dean and Chair from any courses included in that bundle will be notified. This is very interdisciplinary. This goes to continuing education who meets with the

committee to deem it appropriate. After the microcredential is issued, the students then have to apply for the badge, free of cost, and then it is issued.

Ahmad Fakheri: So, people from the college have no clue it's pushed through until the committee informs them? After the fact?

Dakota Horn: It's not a yes or no. It will go through continuing ed.

Kristi McQuade: I've seen some references that talk about how nontraditional students can be recruited using micro-credentials. Do you have any references to show how micro-credentialing can improve retention?

Dakota Horn: There are several reports out there. Do these things work for retention? This is in the novice stage. The microcredential data show that students want this. It's quicker. It's consumable.

Kristi McQuade: Is this just a discussion? Are we supposed to vote on anything? I'd like to see a simple change in the plan to put this on the University Senate agenda as a consent item. I don't see any harm in that.

Dakota Horn: I would like to say that we would like to provide a report through Continuing Education to be aware. But, I don't recommend that it be an action item through Senate.

Kristi McQuade: I think there is the feeling on campus that this body was pressured to approve things, and perhaps by individuals… it's unclear. I know you are saying this isn't curricular but this seems curricular. I don't like the idea that an individual or administrator could push to approve something, and the rest of us would not be aware of the change (without senate approval).

Dakota Horn: This started as an idea in the office 24 months ago. We wanted to do something outside the formal process, as a grassroots movement. I think this is an easy, no-cost win for students to brag about their courses.

Karin Smith: These are for graduate level too, correct?

Dakota Horn: Correct. Yes.

Karin Smith: Do you see any limitation with the pre-reqs which are required for all our grad courses in nursing?

Dakota Horn: I mean, there is always that potential. We always have hidden pre-reqs that pop up. Hopefully faculty can help identify those things. It's something we would like to explore as we go.

Adalia Young: Have students been in a conversation about this? I don't know how my constituents would feel about this.

Dakota Horn: Yeah, we have had them at C&R and at Exec. The students I've asked are very excited about applying for these and putting them on their resumes or LinkedIn. We've talked to employers and students as well. We used our CFA Dean's Advisory Council and students involved with C&R.

Adalia Young: Student senate hasn't been involved.

Wendy Schweigert: I know how to make QR codes. I could make a snazzy-looking page to lead to a page with my fake micro-credential. I think it would be easy to falsify a micro-credential.

Dakota Horn: Credly is a third-party platform. Could you take an image of these things and fake this? Yes. But when you click on these, it takes you to the credited site.

Wendy Schweigert: But when I make a page that looks swell and credible, but it's fake, how do employers know to verify this? They will call the registrar's office who says "we don't do microcredentials."

Dakota Horn: And hopefully they send them to our office.

Wendy Schweigert: I think in the best interest in the validity of the credential this needs the thumbprint of the Senate.

David Daye: Do professors need to make any curricular changes to create a microcredential? Is the microcredential based on the current course?

Dakota Horn: The courses are being submitted, not a single course, you identify all courses that have the same set of skills that you master over a period of time. What happens if a course is deleted? The microcredential is taken down. We are looking at what it currently does. Continuing Ed has the workflow.

David Daye: If it's not changing anything in the course, the course is going to stay with the same skills, I don't know why we would want to add more red-tape to bring it to the Senate for approval.

Dakota Horn: I agree.

Bill Bailey: I think we are having an issue with the definition of curriculum. There is no question that the Senate's purview is curriculum. Now we have a corporate model that has changed that. This is still very integral to curriculum, You can understand why the faculty are a little bit loathe to cede any ground that looks like we might be transferring our duties of protecting the curriculum to some other process. I have a hard time seeing why Senate doesn't have a pass at this. How is this not curriculum, or how is it not so tightly linked with curriculum that it should be something Senate should see.

Dakota Horn: Senate helps protect what I do as a faculty member. Continuing Ed and its infrastructure is outside of Senate. Curriculum is overlapping here but there is no registrar

involved in this process. Questioned the idea of asking for an infrastructure that is outside of senate to report to senate.

Teresa Drake: The Senate has a continuing education committee, the committe you are referring to. I move that we add these micro-credentials to the Senate agenda as a consent item.

Bill Bailey: Second

[Allowing non-senator Mat Timm to speak (no objection)]

Mat Timm: Interestingly when this came up at Senate last month, the handbook rewrite committee had been looking at a part of the handbook which relates to the microcredentialling. We have some draft language which we are not ready to share but will help with this. I am in favor of the University offering the microcredentials. Everyone on the handbook rewrite committee is in favor of offering the microcredentials. This is process language.

Teresa Drake: I would like to clarify. I don't think we oppose the micro-credential, just how we are going through the process.

President Stern: Any other discussion of the motion?

Dakota Horn: I want to be sure microcredentials is related to the professional pathways we are using.

Wayne Bosma: I have a procedural question. Who has standing in Senate to bring this to an agenda item?

President Stern: The continuing ed committee can do that. The motion is for professional pathways micro-credentials to be brought as consent agenda items.

Approved by voice vote. The ayes have it.

Teresa Drake: This is coming out of the Senate Executive Committee.

Motion: In the interest of ensuring timely access to due process guaranteed by the Faculty Handbook, we move to allow the Senate Executive Committee to appoint a second Faculty Ombuds for a temporary term not to extend beyond May 30, 2025. The appointee must be a full-time faculty member, holding tenure, with at least ten years experience at Bradley. Serving in the position would not prohibit the appointee from being elected to the regular Faculty Ombuds position when the election occurs in the Spring semester.

President Stern: Any discussion?

Ahmad Fakheri: Is a course release associated with being the Ombuds?

President Stern: We have discussed that with the Provost office and are looking into what will work best. Any other discussion?

Unanimously approved by voice vote.

X. Adjournment

Meeting adjourned at 5:08 p.m.

[Attached to this document:
1. Slide from Interim Provost Dan Moon
2. Presentation from BUPD Chief Joschko]

		2009	2014	2019	2024
Faculty*	Full Time	335	341	340	295
	Part Time	204	235	316	252
	FTE (FT+(PT/3))	403.0	419.3	445.3	379.0
Student Headcount	UG	5061	4588	4636	3596
	GR	740	712	1293	1181
	Total	5801	5300	5929	4777
Student FTE	(FT+(PT/3))	5337	4943	5190	4238
CRHRS		79187.5	72313.5	78005.5	61952.5

	2009	2014	2019	2024
Student FTE / FTE Faculty	13.24	11.79	11.65	11.18
CRHRS / FTE Faculty	196.50	172.45	175.16	163.46
Student Headcount / FTE Faculty	14.39	12.64	13.31	12.60

BRADLEY
University

CORE VALUES — *Every officer will embrace and support six core values:*

PROFESSIONALISM
We are committed to developing a progressive and expertly trained department dedicated to service that consistently exercises sound judgement.

INTEGRITY
We are committed to nurturing the public trust by holding ourselves accountable to the highest standards of professional conduct and ethics.

CIVILITY
We are committed to respecting individual rights, human dignity, and the value of all members of the community and the department.

EXCELLENCE
We are committed to achieving a level of performance that exceeds all expectations.

VISIBILITY
We are committed to maintain a highly visible department that provides constant outreach to our community.

QUALITY CUSTOMER SERVICE
We are committed to the highest standards of serving the community with the goal of enhancing the quality of life within Bradley University and the neighboring community.

MISSION STATEMENT
We are committed to working in partnership with Bradley University's students, faculty, staff, and community members utilizing a community-oriented policing approach focusing on proactive patrols and innovative outreach. We will promote public safety and crime prevention through education and enforcement. We will safeguard life and property, preserve the peace, prevent and detect crime, and enforce the law, while protecting the rights of all citizens in order to promote a safe living environment, a positive learning experience, and an enhanced quality of life.
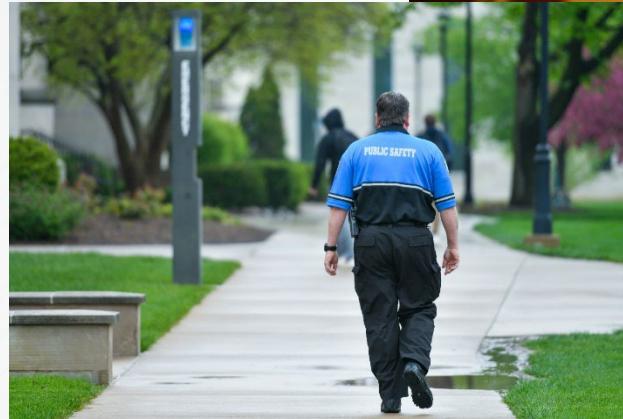
BUPD Areas

BUPD Areas

BUPD Areas

309-677-2800

Safety Cruiser

Safety Cruiser Service Area

Get the app

Partnerships

Crime Stats

Academic Year-to-Date
August 31 - December 31

BUPD STATISTICAL COMPARISON

BUPD Patrol Area
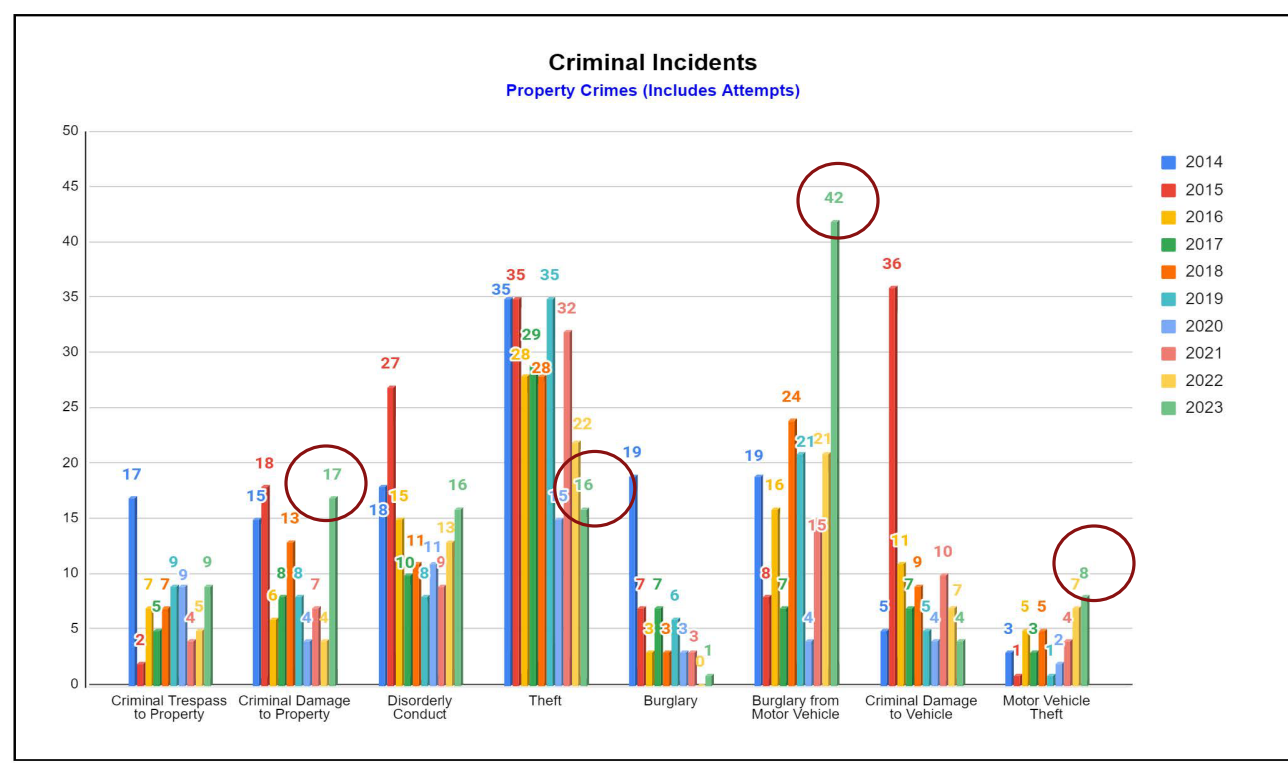
Please Note: Beginning 08/01/2018, *Burglary from Motor Vehicle* statistics include incidents of *Criminal Trespass to Vehicle*.

8

Community Engagement

BUPD Self Defense Class

- With Lt. Fales and Sgt. McCumber
- At 6:00 pm February 15th

JOIN US

No Longer in The Student Center Ballroom New location TBA

Follow us: *@BradleyUPolice*

Mental Health Response

➢ BUPD Officers go through CIT (Crisis Intervention Team) training

➢ Excellent Working relations with BU Counseling Department

➢ WE ARE a resource for mental health related issues and can and will assist in anyway possible.

Body cameras

TripShot / BRADLEY University

74.15% completion rate (since inception)

8.64% no show

17.09% cancelation by user

3,792 rides (not riders)

★★★★☆

less than 20 negative comments

Download the app, sign in with SSO, book a trip, and track your ride!

Coffee With the BUPD

Questions???

- ➢ Bradley University Police Department
- ➢ 309-677-2000

- ➢ Chief Brian Joschko
- ➢ bjoschko@bradley.edu
- ➢ 309-677-2000

Follow us: *@BradleyUPolice*

UNIVERSITY SENATE MEETING **SIGN IN** SHEET –   **SENATORS**

Meeting Date:	10/17/24	

Name	Unit	Initials	Name	Unit	Initials
Bill Bailey	FCB	*(signed)*	Kristi McQuade	LAS	*(signed)*
Rachel Borton	EHS	*(signed)*	Kris Maillacheruvu	Int.Dean CCET&FCB	*(signed)*
Heather Brammeier	CFA	*(signed)*	Cyle Metzger	CFA	
Adam Byerly	Handbook Ed.		Suruz Miah	CCET	
Colin Corbett	FCB		Jonathan Michael	Int. Pres	*(signed)*
David Daye	CFA	DD	Dan Moon	Int. Provost	*(signed)*
Sarrah Denton	Student Rep		Sherri Morris	Int. Dean LAS	*(signed)*
Teresa Drake	Im. Past Sen. Pres.	*(signed)*	Libin Mou	LAS	
Candace Esken	FCB	*(signed)*	Jim Muncy	FCB	*(signed)*
Ahmad Fakheri	CCET	*(signed)*	Lee Newton	LAS	
Heather Ford	CFA	*(signed)*	Jessica Nigg	EHS	*(signed)*
Rustin Gates	LAS	*(signed)*	Melvy Portocarrero	LAS	MRP
Danielle Glassmeyer	LAS	*(signed)*	Malik Raheem	EHS	
Daniel Getz	LAS	*(signed)*	Megan Remmel	LAS	MRR
Amy Grugan	EHS	*(signed)*	Val San Juan	LAS	VSJ
Ethan Ham	Int. Dean CFA	*(signed)*	Amanda Scott	EHS	
Samuel Hawkins	LAS	*(signed)*	Udo Schnupf	LAS	*(signed)*
Ray Hazlip	CFA	SAH	Kathy Shapley	Int. Dean EHS	
Jackie Henderson	CCET	*(signed)*	Prasad Shastry	CCET	
Lauren Henson	Student Rep		Karin Smith	EHS	*(signed)*
Alex Hertich	LAS	*(signed)*	Todd Spires	Exec. Dir. Library	
Jackie Hogan	LAS	*(signed)*	Travis Stern	CFA	TWS
Karl Jung	EHS	KGJ	Naomi Stover	LAS	*(signed)*
Joseph Kelly	EHS		Jennifer Stubbs	Library	*(signed)*
Todd Kelly	CFA	TK	Nathan Thomas	VP Student Aff	*(signed)*
Barb Kerns	CIO	BK	Shannon Timpe	CCET	*(signed)*
Kevin Kimberlin	LAS		Libby Tronnes	Parliamentarian	*(signed)*
Andy Kindler	Registrar	*(signed)*	Chris Williams	LAS	*(signed)*
Twila Lukowiak	EHS		Adalia Yeung	Student Pres.	*(signed)*

$$\frac{58*1}{2} = 30$$

UNIVERSITY SENATE MEETING **SIGN IN** SHEET –   **VISITORS**

Meeting Date:	10/17/2024

Name	College/Unit		Name	College/Unit
Wendy Shuost	C & R			
Sara Netzley	CFA			
Ruiz	ODE			
Bethany Meeker	ODE			
Andy Kelley	VIK/RLS			
Ange Cooksey	EMMC			
Holly Bland	EMAC			
Mike Gavic	EMMC			
Brian Hodges	BMMC			
Brian Jeschko	BUPD			
Dakota Horn	CFA			
Mat Timm	M.G.			
Wayne Bosma	Grad. Education			
Warren Anzur				
Sean Glore	CFA			
Christina Norton	Library			
Abby Schrerer	REG			
Tom Richmond	Alumni			
Lennox Williams	Students			
Brad Brown	LAS			
Kim Hensley	IT			