



Third Regular Meeting  
2024-2025 Bradley University Senate  
3:10 p.m., Thursday November 21, 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

0. The meeting is being recorded and livestreamed. Thank you, IT!
1. Senate webpage has been updated; Canvas site will always have the most up-to-date information.
2. Please speak into the microphones for the benefit of those watching online and for the recording as well as for accessibility here in the room.

### III. Approval of Minutes – Please see attached minutes

0. **Approval of the Minutes of the Second Regular Meeting of the 2024-2025 University Senate, October 17, 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. Report from Student Body President Adalia Yeung

Hi everyone, I want to give a few updates for what we are doing in Student Senate. We've had representatives from the registrar come to talk to us about UAchieve and Schedule Builder, which was helpful, and Dakota Horn come to talk to us about the microcredentials. We passed our financial literacy resolution; if we move forward with this, it will come to University Senate. We are going to launch our Greek-Life Ad-Hoc committee next semester. We are

working on the dead names project still; we want to get a form out to get some feedback on this. We are collaborating with the DEI department on this project. Our Academic Affairs Committee has been very busy this semester. They are working on some sort of daycare project in partnership with the Education Department. We are also working on the whiteboards in Olin. We've raised about \$200 for that project. We are also looking at a pop-up business space for students. This is conflicting with the Big Ideas Contest so we are waiting to see what happens with that. Since we don't have Hilltop Happenings anymore, and students don't look at Presence, so we are figuring out how to best get information out to students. We are still looking for a Business Senator, we just inducted an Engineering Senator on Monday. Please remember that minors and majors count towards senator qualifications. Any questions? Seeing none, I'll see you at the next meeting.

## **V. Reports from Committees**

### **A. Continuing Education – Chair Michelle Riggio Rarick**

#### **1. Consent Item**

#### **Professional Pathways Video Production Microcredential**

**Description:** Proficiency in video production is a versatile skill applicable to diverse fields and is a valuable asset in today's multimedia-driven world. Earners of this microcredential have successfully completed three Bradley University credit courses in the Television Arts and have shown mastery in the technical and creative sides of video productions through the creation of news packages, instructional videos, music videos, and more.

#### **Course Bundle:**

COM 204, Audio Production (3 hours)

COM 314, Introduction to Video: Studio Production (3 hours)

COM 335, Introduction to Video: Field Production (3 hours)

President Stern: Any questions or discussion about this Microcredential?

Teresa Drake: Do we have a plan for where this information will be stored as we pass them?

[Allowing non-senator Michelle Riggio Rarick to speak (no objection)]

Michelle Riggio Rarick: The length of time it takes to get something into DocSoup or CRCRS is long. So, right now it's in Google Docs in our division.

Teresa Drake: I'm not suggesting we go through DocSoup or CRCRS but I think long term we need some kind of system.

Michelle Riggio Rarick: The website will be launched tomorrow, if this gets approved. We'll have a sample application which helps.

Colin Corbett: On a similar note, will there be a repository of all microcredentials for students to see?

Michelle: Absolutely. That will be on the website as well.

President Stern: Because this is a consent item, hearing no further comments, this is approved by unanimous consent.

## **B. Curriculum and Regulations – Chair Wendy Schweigert**

### **1. Curriculum Consent Items**

- **Core Curriculum Additions**

257432 PLS 492 Seminar in International Relations

*An exemplary WI proposal for a capstone course, with clear learning objectives regarding writing, a great deal of instructor feedback on the student's writing, and a clear, innovative rubric for assessment of writing.*

250296 MUS 205 Production Practicum

*A practicum course for music majors with hands-on learning in music production (AV, lighting, sound, etc). Course clearly fulfills all curricular elements of EL, including the required end-of course reflection assignment on student learning.*

254768 ENG 233 American Literature to 1865

*This proposal adds the HU tag the American Literature survey course, which will now be open to all majors.*

254769 ENG 237 British Literature to 1800

*Like the proposal above, this adds the HU tag to the British Literature survey class, now available to all majors.*

253505 HIS 384 Environmental History

*Adds the HU tag to a new upper-level course in Environmental History, open to all majors. Of special interest to students with interest in sustainability.*

257127 MIS 279 Personal Security and Privacy

*An exceptionally timely and innovative proposal for a course that looks at the global threats to personal cybersecurity. Open to all majors, this course examines the cultures and systems that pose cyber threats, and it educates students in how to protect themselves. Enthusiastically approved by committee after major revisions.*

250534 ENG 240 Global Literatures

*A new course in Global Literatures for the revised ENG major curriculum. This course is approved for both the WC Tag, as well as for the MI tag. Like our CIV courses, this course examines issues in Politics, Economics, Social History, Intellectual History, Technology, and the Arts.*

257388 ECO 332 Intermediate Microeconomics

*A highly interdisciplinary course in Economics, dovetailing theory and methods from both engineering and economics. An exemplary proposal.*

256580 IME 302 Introduction to Quality Engineering

*Some students in IME have had difficulty fulfilling Category II of the BCC (the breadth category in which students take two additional BCC courses). By recognizing the QR nature of this course (which is abundantly clear in this well-written proposal), this course can now populate Category II for IME majors. Please note that engineers often have*

*STEM courses fulfill category 11.*

253525 HIS 385 Science, Technology, and Society

*This is a course in Social History, looking at the effects of advancement in science and technology on society. The matrix boxes contain very thoughtful explanations for how the course meets all SB learning objectives.*

All core curriculum additions unanimously approved by C&R on 11/12/24

- **Course Modifications**

243836 COM 392 Introduction to Organizational Communication Consulting 3.0

*Change of course title and description. Students will benefit from a more transparent relationship between the course title and content.*

243891 COM 393 Small Group Communication 3.0

*Eliminating COM292 as a prerequisite for COM393; elimination of the prerequisite allows students other than Organizational Communication majors and minors to benefit from this general skills course.*

256638 ECE 305 Microcontroller Architecture, Programming and Applications

*Changing the prerequisites to allow more students to take the course.*

250277 ECE 444 Autonomous Robotics 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

250279 ECE 451 Radio Frequency Circuits and Systems 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

250281 ECE 462 Digital Image Processing 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

250283 ECE 468 Mechatronics 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

250285 ECE 474 Mobile Robot Navigation and Mapping 3.0

*Updated course catalog description to better reflect the coverage of ECE474/574.*

250287 ECE 481 Digital Systems: Design and Synthesis 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

251917 E C E 465 Surface Water Hydrology 3.0

*Course prerequisites have been changed due to recent departmental changes in the ECE curriculum.*

257126 MIS 279 Personal Security and Privacy 3.0

*Modifying the course description to align the course with the curricular elements necessary for the Global Perspectives (GP).*

257389 ETE 116 Introductory Field Experience 1.0  
*Prerequisite change supporting the new education minor proposal.*

257390 ETE 210 Human Development from Birth to Young Adulthood  
*Prerequisite change supporting the new education minor proposal.*

256995 ECL ENC 701 Scholarly Writing Workshop  
*Change in number only, because “700, 724, 702” seems like an odd way to count.*

252854 IME IME 501 Engineering Cost Analysis  
*Simply adding that it is cross-listed with IME 401*

All course modifications were unanimously approved by C&R on 11/12/24

- **Course Deletions**

256360 IS 104 Fundamentals of International Studies: Area Analysis 3.0  
*International studies have been eliminated as a major.*

256361 IS 295 Research Design and Qualitative Methods for International Studies 3.0  
*International studies have been eliminated as a major.*

256362 IS 373 South and Southeast Asian Nations in International Affairs 3.0  
*International studies have been eliminated as a major.*

256369 IS 381 East Asian International Relations 3.0  
*International studies have been eliminated as a major.*

256363 IS 475 Contemporary Issues in International Studies 1.0-3.0  
*International studies have been eliminated as a major.*

256364 IS 495 Advanced Seminar in International Studies 3.0  
*International studies have been eliminated as a major.*

256365 IS 498 Department of State Internship 0-12.0  
*International studies have been eliminated as a major.*

256365 IS 499 Research in International Relations 1.0-3.0  
*International studies have been eliminated as a major.*

257100 IS 103 Fundamentals of International Studies: Global Analysis 3.0  
*International studies have been eliminated as a major.*

All course deletions were unanimously approved by C&R on 11/12/24

President Stern: Any discussion over the remaining items on the consent agenda items? Hearing none, the remaining items on the consent agenda are approved by unanimous consent.

## 2. Curriculum Items Requiring a Motion

- **Program Addition**

258160 CRM Master of Science in Social Work - Advanced Track  
*30-hour program, for students with BSW degrees*

258161 CRM Master of Science in Social Work - Traditional Track  
*60-hour program, for students with UG degrees in fields other than Social Work*

Program Additions were approved by C&R on 11/12/24

Wendy Schweigert: C&R moves to approve the Program Additions for the Master of Science in Social Work Advanced Track and Master of Science in Social Work Traditional Track. I should point out that neither the courses or programs were unanimously approved by C&R. There were some issues.

President Stern: Discussion about the Master of Science in Social Work Advanced Track or Master of Science in Social Work Traditional Track?

Ethan Ham: Wendy, do you remember what the vote was on those two items.

Wendy Schweigert: I do not have the numbers because we did not take the numbers. There was at least one audible nay.

Colin Corbett: Is there any currently existing Social Work graduate program?

Wendy Schweigert: There are no graduate social work programs at Bradley.

Colin Corbett: Will there be significant resource needs for this program?

Wendy: There is a contract with Boundless Learning.

Teresa Drake: I have a question about the resources. Both the library and technology were checked that we needed additional resources for those, but we don't have letters of support from either of those units in the packet. Can anyone speak to that.

[Allowing non-senator Patricia Saleeby to speak (no objection)]

Patricia Saleeby: I didn't think it was checked that we needed additional resources from the library or technology. I know the C&R committee mentioned that we had not checked it. Since it was an online program, we anticipated that students would not go to our library. We assumed that the students would use the library resources from their Undergraduate university. We were asked to separate the program. We originally had one program document. We separated out into two separate tracks.

Teresa Drake: Technology and Computing were checked "yes" and Library was checked "no" but I question why they wouldn't need to use library resources. I would like to see a statement from the library stating resources are not needed.

Patricia Saleeby: Do you want us to go back and get the library letter because we do not have one at this time?

Teresa Drake: I would expect yes, as master's students, they are going to use the library. They may not have access to their Undergraduate library and would need to use ours.

Sherry Morris: There are reasons the student would need the library. I think it is sufficiently addressed how students will have access to other library resources. We already have an undergraduate social work program so we have those library resources. If there is any way to move this forward without that statement, it would be helpful.

Landon Williams: I remember talking to a few students over the years who were undergrads in social work looking for a master's program. They were going to other schools. What I'm curious to know, how many students from the undergrad program are expected to enroll in the master's program.

Patricia Saleeby: This program is in response to ongoing student requests. Students go into a master's program and have no other choice but to go elsewhere. A majority of them are interested in a clinical program, getting a license, and that requires a master's degree before doing clinical hours to sit for the clinical exam. Probably at least 60% would continue to go into the master's program. A good number of them will stay with us. It's easier logistically to stay. It's easier for financial reasons and logistical reasons to stay at Bradley. Because it's online, they can get a job to help with the cost of the program. We anticipate a good number of them that will stay with us.

Jennifer Stubbs: I will speak as a librarian that liaises with social work. I struggle to support Dr. Amos's class because we must make choices about which databases we can afford as prices continue to increase. Students do not get access to their alma mater's library databases after they graduate. If they apply for their alumni association, they can apply for an alumni card. Then they get access to the general databases, but not specialist databases. I would struggle to see how I could write a letter supporting a master's program in social work.

Danielle Glassmeyer: If you could, Professor Saleeby, can you please give an actual number? A range of what students we can expect?

Patricia Saleeby: We average around 60-70 students in our own undergraduate program. We graduate around 15 students per year. So, of those, we have 60% or about 8 or 9 students going into graduate programs outside of Bradley, the others going into a gap year or employment. An additional 2-3 will go into a graduate program later on, they come back asking for letters of recommendation from us. Right now, there is an average of 293 students per program nationally of the 300+ programs at the masters level. This is anticipated to grow 7% which equates to 65,000 new jobs every year in terms of social work. Illinois is a top 3 state in the nation for social work programs, one reason is because of the last decade we have seen a substantial shortage of social workers in our state. The Governor has passed very positive legislation for social workers. This attracts people from outside of our state. We are hoping to capture some of that growth by creating these programs. To respond to the library question, thank you, Jennifer, for specifying the difference between generalist content which is at the undergraduate level and specialist content which is at the master's level. As we enroll students, hopefully we can dedicate resources needed at the library with requests from faculty and students.

Sherry Morris: It would seem that every time we add a program, we have to address library resources. That is something that has to be dealt with globally. We need to determine whether or not that spot needs to be on the application when it seems we need resources for every program that gets



brought up.

Jennifer Stubbs: I've only been here two years but what I learned is that our budget had to be realigned when our institution became Doctorate granting because many vendors charge based on the programs we issue. The library wasn't a part of that discussion. Whoever was in charge was not aware of necessary things and now we are playing catch up. We are happy to work with anyone moving forward.

Kristi McQuade: I looked at the proforma that was in CRCRS. I have a few questions related to that. One is connected to the market stuff Patricia reported. Is Boundless Learning launching other programs like this at other Universities in Illinois or the Midwest? The second question is about the net predicted cash flow and the net margin. That's in the proforma. Does anyone in the Provost's office have data from previous contracts with this organization to show how well the programs actually did compared to the projections provided? It's really important for all of us to know before we approve investments in new programs.

[Allowing non-senator Rui Li to speak (no objection)]

Rui Li: Sometimes when they give us a proforma, and sometimes the program outperforms like counseling. It depends on the trends of the market. With Nursing, there has been more competition the last few years, so now demand is down. Really, it depends. Originally, when Boundless proposed this proforma they gave us 600 students, and we said we don't believe you, cut it in half. So now we have a 300 student proforma.

Kristi McQuade: Is Boundless launching a program like this in Illinois or other neighboring states?

Patricia Saleeby: To my knowledge, in Illinois, no. In other areas like the Great Lakes, I'm not sure. They had a contract previously in Case Western.

Kristi McQuade: Are we able to get that information? I'm worried about this organization making decisions for us, not the individuals at the university, when we've made cuts in other areas and now starting to spend in these areas. We should hesitate.

Patricia Saleeby: I do know there are four accredited programs in Illinois. They were not necessarily created by Boundless. I just looked to see what else was out there. There are 17 programs in the state, the majority in-person programs. The data I mentioned comes from the accreditation body source from 2022-2023. The 293 student number comes from the average of respondents to the survey so that's why we asked Boundless to adjust their proforma from 500 to 300.

Kristi McQuade: My final question is about the margin that they predict at year five, with revenue around \$1M and a margin of 21%. Are there any representatives from departments who had programs cut who could provide margins from those programs. We should have an open discussion about if we are adding programs with lower margins than that of programs we recently eliminated. If there is no one here that can report on it, we shouldn't approve this program until that has been explored.

Colin Corbett: As someone from a cut program, I don't have that specific number. Would it be possible to create a non-compete agreement with Boundless for other programs in Illinois?

Rui Li: I don't think that's how they operate. They support multiple counseling programs.



Colin Corbett: Seeing what has happened in other fields with growing demand, the fear of this own company cannibalizing our own program is real.

Bill Bailey: Just in reference to the conversation about margins, not even the University knew the breakdown by department. So if the University doesn't know, then no one else is keeping track of it and even so it would be comparing apples to oranges. I hope and continue to hope administration is on top of that. In reference to the actual program and the duties of the Senate, most of our charge comes down to curriculum. Is the curriculum of the proposed program conflicting with other programs within our own institution. I don't see this program cannibalizing anything else. I see this as a plus-one program where we have students already interested in continuing here for a fifth year. As far as the dollars and cents, I'm going to leave that to the administration.

Kristi McQuade: Full disclosure, I was a member of FMSE last year and had access to that data but can't share anything I know about it and it's not really my place to. The University stands by those decisions based on those data so that's why I think it's important to have a discussion about cuts in one area and expenses in another. We need to use this to make an evidence based decision.

Teresa Drake: Every chair did get their information. Our margin for FCS was 70% with revenue of \$1M and half of our programs still got cut.

Bill Bailey: As the accountant in the room, I'll tell you there are a lot of ways to measure margins and a lot of assumptions that go into those measurements. I'll leave it at that.

David Daye: What is our priority? Is it our preference that they would do it with us or someone else? I think a lot of discussion is good and the numbers are good. Fundamentally, do we want to jump on the wagon as this industry grows and retain the students that want to do a graduate program with us?

Colin Corbett: Regarding that point, the proforma anticipates something of 5 times the number of students we identified graduating from our program which is the number of students needed to reach financial stability for the program. The program needs to attract significantly more students than just from our program to be viable.

Patricia Saleeby: Yes, it would be five times the number of students we are graduating. There's a good number of programs attracting students from neighboring states, and that's because it's easier to get a license in social work in this state than other states. This is very student centric and student driven. The specializations we selected are from students, alumni, and field instructors provide feedback about this. Right now we are starting out very lean with three faculty to meet accreditation standards. Until we know real enrollment and student requirements, we will be very lean. We will do the best with the resources that we have to provide a high quality program.

Teresa Drake: Is there a sunset clause for the program?

Rui Li: I don't have the contract in front of me, but I think there is a sunset clause. If we do not have 100 students by year two, we can sunset the program. This is a good opportunity for Bradley because Boundless is taking more risks by putting up more resources for student marketing and support. Bradley has lower risk here with the opportunity to set up a strong program.

[Allowing non-senator Wayne Bosma to speak (no objection)]

Wayne Bosma: The remark was made that the Senate should not look at the financial implications of the program and rather focus on the curricular issues. However, Curriculum and Regulations and

University Resources Committee are both standing resources of this body, is it not? If both committees report to this body, it seems like the financial part is not off the table.

Bill Bailey: I agree that's true. Most of us have experience with curriculum having terminal degrees. We did not have financial information given to us by administration. We can't make appropriate decisions until administration does that.

Teresa Drake: Then are we in a position to vote on this if we have no idea? It's rhetorical.

Jackie Hogan: I have a small technical question. Why is the code CRM? Criminology.

Wendy Schweigert: It's a prefix CRCRS thing. There is no social work prefix. That will be fixed. It won't always say CRM. If it passes, it will not be attached to CRM.

Sherry Morris: I think it's important to keep in mind, this is about curriculum. We have not made efforts to have other programs to go through the other committees to look at financials before it comes to this body. We need to remember the mission and charge of Senate. This is a program that has great potential. We have students here and students outside of Bradley who will migrate towards this program. We have some good numbers. Prospective numbers, I do understand that. We need to grow programs, we need more students, we need more tuition dollars and this is a good bet.

Patricia Saleeby: I probably get someone asking every other visit day, a student or parent asking about a graduate degree in social work. It's easier to roll right into a graduate program. We lose students to other universities because it's an option for their student to stay there for graduate work. It's a consideration for undergraduate education.

Danielle Glassmeyer: With the question about budget and curriculum, it's on page 6 of the Faculty Handbook, "Among the most important internal operations of the University on which there should be joint determination, and for which the maximum effectiveness in communication should be established and maintained are the following: Planning concerning the future objectives and how to achieve them; Establishment of priorities and policies concerning the allocation of all resources, human and physical, among competing demands for both the short-run and the long-run; Information on the current budgetary situation and on budgetary projections in order to plan and establish priorities." So thinking about budget, by my read, is very much by the purview of this Senate.

President Stern: Any additional discussion? Seeing none, we will bring the Master of Science in Social Work Advanced Track and Master of Science in Social Work Traditional Track to a vote. Those in favor or approving these programs, please signify by saying aye.

It sounded like the ayes have it, the programs are approved. If there is a motion to have a hand vote, we can. Then we shall have a hand vote. So, senators, those in favor of approving the Master of Science in Social Work Advanced Track and Master of Science in Social Work Traditional Track, please raise your hand.

Hand vote count results:

Yes: 23

No: 5

Abstaining: 8

The program additions are approved.

- **Course Additions**

- 251723 CRM S W 553 Social Work Practice II and III
- 251724 CRM S W 555 Social Welfare Policy
- 251725 CRM S W 558 Human Behavior in the Social Environment I and II
- 251726 CRM S W 560 Social Work Research Methods
- 251752 CRM S W 580 Diversity and Social Justice
- 251753 CRM S W 593 Social Work Field Practicum I
- 251754 CRM S W 595 Social Work Field Seminar I
- 251755 CRM S W 602 Advanced Social Work Theory and Methods
- 251756 CRM S W 604 Grant Writing and Fundraising
- 251757 CRM S W 650 Advanced Clinical Practice
- 251758 CRM S W 655 Advanced Social Work Policy
- 251759 CRM S W 660 Advanced Social Work Research Methods
- 251760 CRM S W 693 Social Work Advanced Field Practicum II
- 251761 CRM S W 695 Social Work Advanced Field Seminar II
- 251762 CRM S W 697 Social Work Advanced Field Practicum III
- 251763 CRM S W 699 Social Work Advanced Field Seminar III
- 251764 CRM S W 670 Child Welfare I
- 251765 CRM S W 675 Child Welfare II
- 251766 CRM S W 680 Health and Clinical Practice I
- 251767 CRM S W 685 Health and Clinical Practice II
- 251580 CRM S W 550 Foundations for Social Work Practice
- 251581 CRM S W 551 Social Work Practice I and II
- 251418 CRM S W 540 Introduction to Social Welfare

All course additions were approved by C&R on 11/12/24

Wendy Schweigert: C&R moves the approval of the course additions for the courses involved with the social work master's programs.

President Stern: Any discussion? Seeing none, we will vote. All those in favor of approving the course additions, signify by saying aye.

The ayes have it and the course additions are approved.

- **Concentration Deletion**

253040 MUS Bachelor of Music in Performance, Piano Accompanying Concentration  
*Discontinuation is due to the fact that there has been no enrollment for over 20 years.*

Concentration Deletion was unanimously approved by C&R on 11/12/24

Wendy Schweigert: C&R moves the approval of the deletion of the concentration for the Piano Accompanying Concentration because there has been no enrollment for over 20 years.

President Stern: Any discussion? Seeing none, we will vote. All those in favor of approving the deletion of the concentration for the Piano Accompanying Concentration, signify by saying aye.

The ayes have it and the course deletion is approved.

- **Minor Modifications**

243837 COM Organizational Communication

*Moving COM384 from electives to the OC-required course in the minor will make the OC program stand out among Organizational Communication programs at peer universities*

Minor Modification was unanimously approved by C&R on 11/12/24

Wendy Schweigert: C&R moves the approval of the minor modification for Organizational Communication.

President Stern: Any discussion? Seeing none, all those in favor, signify by saying aye.

Unanimously approved by voice vote.

- **Minor Addition**

254968 ECL Education Studies Minor

*This minor addresses the needs of students who want to work with children or in educational spaces. It is helpful for students majoring in psychology, criminology, sociology, social work, health science, etc.*

Minor Addition was unanimously approved by C&R on 11/12/24

Wendy Schweigert: C&R moves the approval of the minor addition for Education Studies Minor.

President Stern: Any discussion? Seeing none, all those in favor, signify by saying aye.

Unanimously approved by voice vote.

- **Major Modifications**

243700 COM Organizational Communication

*The proposed modifications are fourfold: 1) Eliminate the category of Communication courses (3 hrs); 2) move COM 384 Org'l Accidents in the Required for Major category to make the Org Com major unique and competitive among peer universities; 3) add new elective course COM 390 Meanings of Work; 4) change title and description of COM 392.*

Wendy Schweigert: C&R moves the approval of the major modification for Organizational Communication.

President Stern: Any discussion? Seeing none, all those in favor, signify by saying aye.

Unanimously approved by voice vote.

257148 CS Computer Science

*Adding to laboratory science courses (CHM100+101, PHY100, etc.) as supporting courses for the major.*

Major Modifications were unanimously approved by C&R on 11/12/24

Wendy Schweigert: C&R moves the approval of the major modification in Computer Science.

President Stern: Any discussion? Seeing none, all those in favor, signify by saying aye.

Unanimously approved by voice vote.

President Stern: Thank you to Wendy and thank you to C&R.

### **C. Strategic Planning – Co-Chair Matt O’Brien**

Matt O’Brien: I’m Matt O’Brien from the Department of Marketing in the Foster College of Business. I serve as co-chair of the committee and was elected to this position in the Spring of 2024. The other co-chair of the committee is Interim Provost Daniel Moon. We have met three times over the past couple of months. Interim President Michael joined us for the first meeting to emphasize our focus while we are in this year of transition and to empower the committee. The discussions over the first meetings briefly reviewed the state of the current strategic plan and we began discussions of what to accomplish this academic year given the likelihood that incoming leadership will wish to have their hands in developing the next strategic plan. From those discussions, two working groups have been created. One is addressing what can be accomplished in supporting Enrollment Management in their endeavors. Fortunately, the VP for Enrollment, Marketing, & Communications serves on the committee and has been very collaborative. The second working group is beginning to collect information regarding progress, impediments, success, and other data from those responsible for tactics in the current plan for assessment. There is significant vocal support for vision and strategic development.

### **D. Handbook Rewrite – Chair Mathew Timm**

President Stern: The Chair, Mat Timm, does not seem to be present so another member will discuss the work of the committee.

Kristi McQuade: If you see the documents Travis sent out, on the left-hand side is the mark up of the changes, and the right-hand side is the clean copy. The first several paragraphs don’t have any changes suggested, they simply reflect changes from this body back in March 2024. Our process involved looking at AAUP policies and comparing our handbook to those in all cases, reflecting on whether we thought revisions should be made based on those. In some cases, we thought we wanted to add the AAUP recommended language. In some cases, we did not like the AAUP language. The way this works, we propose this at this meeting, we can have discussions, and it cannot get approved until we meet again in two weeks.

President Stern: This is a proposal coming out of committee, so it does not need a second. You can see the proposed changes in red and the clean copy of the changes there in black on the other side. Any discussion of the proposed changes to the Handbook? As Kristi said, this will be up for a vote at the next Senate meeting, Study Day, December 4<sup>th</sup>.

Kristi McQuade: I ask that as you are reviewing this, if you have issues in advance of the meeting, please reach out to us before the next meeting. It could be that we can come to some agreement as to what propose as changes before the next meeting. The members of the Handbook Rewrite

Committee are myself, Matthew Timm, Libby Trones, Jana Hunzicker, Stacie Bertram, Yasser Khodair, and Handbook Editor Adam Byerly.

President Stern: Please reach out to these members in the next couple of weeks with comments you may not be prepared to share at the moment. Any additional discussion? This will be back on Wednesday, December 4<sup>th</sup>.

## **VII. Reports from Administrators**

### **A. Interim President Jonathan Michael**

President Michael is not present but his report will be included with Interim Provost Daniel Moon.

### **B. Chief Financial Officer Betsy Hull**

Good afternoon. My theme of my very short report is collaboration. We've had all but one of our budget meetings and they were very collaborative. Each of the divisional managers came prepared and their budget managers came prepared. They were productive meetings. There were no major surprises. I came away from those budget meetings very impressed with the level of collegiality and also the intentional attention to what we're dealing with. We are watching our recruiting numbers very closely. Those obviously will impact our revenue. Part of the budget meetings we've had with all the divisions have talked about launching a full-blown zero-based budget for FY 26 starting in February. We're looking at a more effective, automated tool to do that. I love spreadsheets but they are not very effective when we are dealing with all the moving parts in our budget model. Part of that platform is a capital planning assistant as well. I'm optimistic that going into FY26 we will have a more effective tool than we've ever had in the past.

On the topic of collaboration, I'd like to say a few words about the University Resources Committee. They tested me. They invited me to their meeting and they asked me eleven questions. They gave them to me in advance. I spent a great deal of time on those responses and I was very thoughtful in my responses. It was one of the most collaborative meetings that I've had with a Senate committee to date. It took the full hour, I don't think they had any other business, and we didn't get through the eleven questions because we had such collaborative discussion. Landon, the student, was there with great questions. I came away from that experience in a much more positive light than I expected to. I want to say thank you to the URC, your questions were tough but reasonable, and I think we got to a better place after that meeting was done.

I also had a chance to visit Staff Council, I know it's not part of Senate, but I still wanted to update you. I was invited to Staff Council and it was my first time in front of that body. I sat through the whole meeting to see how the council worked. It was a really collaborative meeting and I was really impressed with the collaboration. I sit on the Athletics committee. That takes time but it's also very informative. Finally, I'm a member of Contractual Arrangements. I was elected the Chair of Contractual Arrangements. I did volunteer after all four faculty members denied the chair position. I hope that sends the message that I am willing to be a collaborative member here. There are a lot of budget questions related to MSW and I did not speak because that is my job. My job is to look at programs and to look at all things related to financials. It wasn't my place here to comment on this one program. But being chair of Contractual Arrangements gets us moving forward. We have two great topics on the agenda moving forward. I look forward to digging into those topics. I'll take



questions.

Teresa Drake: I think we are a collaborative group if we have collaborators. Thank you for being willing to provide information and answer questions, that's what we've been asking for.

### **C. Interim Provost and Senior Vice President for Academic Affairs Daniel Moon**

Thank you everybody. I'll do things a little out of order. This is a slightly modified version of the slide I showed you last time. There was a follow-up question asking for the numbers broken out by tenure-track, pre tenure, and tenured. \*See attached slide\* The additional information are the lines: TT Pre-Tenure, and Non TT faculty members. Big thank you to our colleagues in institutional effectiveness for providing these numbers. These get reported to IPEDS. The percentage of Non TT Full Time faculty members in 2009 is 15%, 2014 is 15.2%, 2019 is 21.7%, and 2024 is 20.7%. I'm trying to be responsive to that question with this follow-up information.

Teresa Drake: You mentioned the number of students had gone down so the faculty had also gone down. If you look at administrators and senior leadership, it's the inverse. How do we explain that?

Daniel Moon: I don't have those data so I can't comment on that right now. Moving on. First, I want to thank all of you. We are at that point in the semester where things are getting hectic, and we are getting tired. At this point in the semester, it feels like tireless work. I want to echo what CFO Hull mentioned about collaboration. I've really enjoyed collaborating with the Strategic Planning committee. Same things with C&R. There have been really good conversations. I appreciate what Betsy Hull said about the MSW program, not standing up and speaking. My goal is to allow the conversation to occur among the Senators. I wanted the conversation to be organic and free for people to contribute their ideas. I did the same thing at C&R. I did not speak until I was asked. That is one of the key components of shared governance. I know that we are still grappling with some of the issues regarding faculty and staff lines. I know that as Dean of one of the colleges, I know some of those consequences were on my watch. I want you to know that my approach is very different. My approach is about collaboration, the exchange of ideas, really listening, and engaging in true shared governance.

One of the things I hope we can do, and I appreciate Teresa's point about Senate being a collaborative group if this group feels they have collaborators. I am very committed to being a collaborator with the entire campus community. Recently, Interim President Michaela and I had a really good meeting with Student Senate. Landon was there and asked some really good questions. I think we did everything we could to present information we had and answer questions. If I have not met with your group yet, please reach out, I do value those interactions.

I want to give you some updates on the Dean searches. Certainly, you know the Presidential search is underway. For the Dean searches, I want to let you know where we are. We have launched the CFA search. That search is well underway. The search committee will review applications in December. They might be able to generate the Zoom interviews before the end of the Fall semester. For the EHS search, I mentioned at the last Senate Meeting, we've also kicked that off. We had a meeting earlier this week. The search committee was formed by the college. The chair of that search committee is Twila Lukowiak. The rest of the committee consists of Anthony Avila. Cara Burritt, Teresa Drake for fall semester, Rachel Vollmer for



spring semester, Ashley Alexander, Anna Viviani, Rachel Borton, and Kristina Latva. A timeline will be forthcoming. The goal is to have the successful candidate identified by the end of the academic year. The most important goal is getting the right person in the role. More to come on that.

I was asked to provide my perspective on tenure. First, I want to state that tenure is the cornerstone of academic freedom and academic excellence. I really like and fully endorse the AAUP statement on tenure. Now more than ever I think the tenure model is essential to higher education. One of the things that is absolutely critical, is that our institution needs to be a place where our faculty members can teach material that may not be popular and generate ideas that does not agree with conventional wisdom, political belief, and popular views, even more so than protecting individual faculty members which is what tenure does and will always do. Tenure is also a clear indicator that faculty members who have earned tenure status have gone through a rigorous evaluative process by their peers. It is a signification that the University and academic community has confidence in that individual to be a long-standing part of that institution. I say now more than ever that tenure is critical to higher education and our institution. We are seeing political infiltration of the higher education system. It makes people apprehensive about the coming years.

It's a little bit early for us to talk about enrollment for next year. Within the margin of error, we are flat. We are tracking about where we thought we'd be but it's not final yet. We are about 3-3.5% behind for those students who have registered for Spring 25 compared to the past 3 years. It's hard to put a fine point on that. If we focus on just our first-year students, it's a smaller cohort but bigger differential. We are about 6% behind. One of the pieces of good news, because we are not a massive institution, we can move that needle relatively easily. To make up the differential from Fall to Spring, we are talking about 107 students. For our first-year students, it's 47. Here is my ask. If there is anything that you can do, your colleagues can do, to encourage students who have not registered for Spring to do so, please do so. If you have suggestions, please send them my way. I want to thank you for the outreach already going on. When we talk about budget impacts, we talk a lot about enrollment, but retention is part of that too.

I want to share a few highlights. Recently there were two biology faculty along with their students who were featured in the State of Change by Illinois Public Media to talk about invasive species in Illinois. The Turner School of Entrepreneurship and Innovation just held their annual Social Impact Challenge. They provided \$8,000 in seed funding that will positively impact the Peoria Community. The online Nurse Practitioner Doctoral program was ranked #2, only second to the Nationally renowned Rush University program. Also from nursing, Kirsten Boyer just received a grant for \$130,000 from the Illinois Board of Higher Education to identify and support at-risk nursing students. There is a partnership between Engineering and District 150. We had more than 25 junior and senior high school students on campus. They come once a week on Wednesdays to engage with business and engineering faculty, it's a 10-week program. Also from Engineering, they are a member of KEEN, which is a big national collaborative, and they provide professional development opportunities open campus wide. That grant that allows them to be a part of the KEEN network was just renewed.

The next breakfast with the Interim President and Interim Provost is Friday December 6<sup>th</sup> in GCC 103 from 8-9am.

Happy Thanksgiving!

Jennifer Stubbs: One of my colleagues asked about the surveys going out about the Presidential search, about the skip logic and how the surveys are set up. The person answering the question does not have the knowledge to provide the rating, so the rating is left out. If they don't have the ability to rate, should they get to rate?

Interim Provost Moon: Great questions, I have no idea. I will try to get as much information on that as possible.

Colin Corbett: Do we know the most common cause of students not enrolling for Spring?

Interim Provost Moon: I don't know. I know VP Thomas's team gathers as much information on that as possible.

Karl Jung: Do departments get a list of the students who don't register? Or do I need to go through my ACInquire and figure out if my students are registered or not?

Interim Provost Moon: That information already exists in the Dean's office and can be made aware to department chairs.

Adalia Yeung: Are we looking at wait lists? Deposits? Full-time? Part-time? All of the above.

Interim Provost Moon: All of the above.

David Daye: I know there has been a question about the quality of student we are admitting to the University. Are we looking at the services available to the students.

Interim Provost Moon: That's a great question, thank you. I can tell you for sure VP Thomas and his team has that information and can bring it back to the group.

Jacqueline Henderson: Sometimes it's just financial, students register after the first of the year.

Interim Provost Moon: Great point and yes that is absolutely true. That is something that is hard for us to institutionally track.

## **VIII. Unfinished Business**

None

## **IX. New Business**

**A. Proposed changes to Annual Executive Committee Evaluation of the Dean Questionnaire**

**B. Proposed changes to Annual Faculty Assessment of the Dean Questionnaire**

Interim Provost Moon: I would like to offer a motion to accept the two proposed changes to the annual evaluation of the Dean.

Kristi McQuade: Second.

President Stern: This is Handbook language change, so we do not vote on this today. We will discuss this a little bit now and we can vote on it at the next meeting. Any discussion?

Teresa Drake: Can you give us some background on what changed?

Interim Provost Moon: It was recently brought to my attention that the annual evaluation of the Deans that the Provost office has been using since 2020 is different from the Handbook. The change arose from incorporating questions relating to gender equity suggestion by the Gender Equity Task Force. There were three new questions that were added in response to the recommendation. It never went through the process to align the language from those two documents. This motion is to do so now.

President Stern: The three additional questions are:

- In the last year, the Dean has taken purposive action to improve gender equity in our college. (Strongly agree to strongly disagree and Unable to judge) Please provide additional details.
- In the last year, the Dean has taken purposive action to improve diversity and inclusion in our college. (Strongly agree to strongly disagree and Unable to judge) Please provide additional details.
- In the last year, the Dean has responded effectively to concerns about equity, diversity, and inclusion in our college. (Strongly agree to strongly disagree and Unable to judge) Please provide additional details.

This was brought to the Provost's office in 2020 and instituted at that time but not brought to Senate. We are trying to reconcile that now.

Jackie Henderson: Since we have all Interim Deans, if you've been around longer than the Interim's this makes sense. How do you look at that when evaluating Interim Deans?

President Stern: Are we doing a full evaluation of the Interim Deans?

Interim Provost Moon: We are doing full evaluations of the Interim Deans. We will take it into account that they are Interim. There are some differences for an Interim vs. a permanent Dean.

President Stern: Any additional discussion for today?

## **X. Adjournment**

Teresa Drake motioned to adjourn the meeting.

Meeting adjourned at 5:03pm

Next meeting: Wednesday December 4, 2024 (Study Day). 3:10pm. Marty Theater, Student Center

[Attachments: Powerpoint slide from Interim Provost Moon]

UNIVERSITY SENATE MEETING SIGN IN SHEET –

SENATORS

Meeting Date:

11/21/24

Name	Unit	Initials	Name	Unit	Initials
Bill Bailey	FCB	BB	Kristi McQuade	LAS	KM
Rachel Borton	EHS	RB	Kris Maillacheruvu	Int. Dean CCET&FCB	KM
Heather Brammeier	CFA		Cyle Metzger	CFA	
Adam Byerly	Handbook Ed.	ADB	Suruz Miah	CCET	
Colin Corbett	FCB	CC	Jonathan Michael	Int. Pres	
David Daye	CFA	DD	Dan Moon	Int. Provost	DM
Sarrah Denton	Student Rep		Sherri Morris	Int. Dean LAS	SM
Teresa Drake	Im. Past Sen. Pres.		Libin Mou	LAS	
Candace Esken	FCB	CE	Jim Muncy	FCB	JM
Ahmad Fakheri	CCET		Lee Newton	LAS	LN
Heather Ford	CFA	HF	Jessica Nigg	EHS	JN
Rustin Gates	LAS	RG	Melvy Portocarrero	LAS	MP
Danielle Glassmeyer	LAS	DG	Malik Raheem	EHS	
Daniel Getz	LAS	DG	Megan Rimmel	LAS	MR
Amy Grugan	EHS	AG	Val San Juan	LAS	VS
Ethan Ham	Int. Dean CFA	EH	Amanda Scott	EHS	AS
Samuel Hawkins	LAS	SH	Udo Schnupf	LAS	US
Ray Hazlip	CFA		Kathy Shapley	Int. Dean EHS	KS
Jackie Henderson	CCET	JH	Prasad Shastry	CCET	
Lauren Henson	Student Rep	LH	Karin Smith	EHS	KS
Alex Hertich	LAS	AH	Todd Spires	Exec. Dir. Library	
Jackie Hogan	LAS	JH	Travis Stern	CFA	TS
Karl Jung	EHS	KJ	Naomi Stover	LAS	NS
Joseph Kelly	EHS	JK	Jennifer Stubbs	Library	JS
Todd Kelly	CFA		Nathan Thomas	VP Student Aff	NT
Barb Kerns	CIO	BK	Shannon Timpe	CCET	
Kevin Kimberlin	LAS		Libby Tronnes	Parliamentarian	LT
Andy Kindler	Registrar		Chris Williams	LAS	
Twila Lukowiak	EHS		Adalia Yeung	Student Pres.	AY
			Jamie Way	EHS	JW



	2009	2014	2019	2024	
Faculty*	Total Full Time	335	341	340	295
	Tenured	208	221	186	165
	TT Pre-Tenure	77	68	80	69
	Non TT	50	52	74	61
	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

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