



**Bradley University Senate
Seventh Regular Meeting of the 2019-2020 Senate**

3:10 p.m. – 5:00 p.m., April 23, 2020
Online



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.

Agenda

- I. Call to Order
- II. Approval of the Minutes (See [Attachment 1](#))
- III. Reports from Administrators
 - A. President Roberts
 - B. Senior Vice President of Academic Affairs and Provost Zakahi
- IV. Report from Student Body President Megan Brezka
- V. Consent Agenda (see [Attachment 2](#))
- VI. Report from the ad-hoc Staff Committee (see [Attachment 3](#))
- VII. Old Business

Motions from the February meeting

1. Delete Physics programs that include:

Physics Major, Bachelor of Science

Physics Major, Bachelor of Arts

Physics Education (9-12) Major, Bachelor of Science

Physics Education (9-12) Major, Bachelor of Arts

Physics Minor

Environmental Science Major, Physics Concentration, Bachelor of Science

Environmental Science Major, Physics Concentration, Bachelor of Arts

Teach-out plans will be developed and implemented for individual students currently in the deleted Physics programs. Students will no longer be admitted into the Physics programs with a start date beyond the Fall 2020 semester. Second: Amit Sinha

2. Delete:

FCS Retail Merchandising Major, Bachelor of Science

FCS Retail Merchandising Major, Bachelor of Arts

Teach-out plans will be developed and implemented for individual current student majors in the deleted Retail Merchandising Major. No students will be admitted into the deleted program after Fall 2020.

3. Delete Family and Consumer Science programs that include:

Family and Consumer Sciences Secondary Education Major, Bachelor of Science

Family and Consumer Sciences Secondary Education Major, Bachelor of Arts

Teach-out plans will be developed for individual current student majors or minors in the deleted Family and Consumer Science programs. No students will be admitted into the deleted programs after Fall 2020.

4. Delete Theatre programs that include:

Theatre Arts Major, Bachelor of Science

Theatre Arts Major, Bachelor of Arts

Theatre Arts Major, Performance Concentration, Bachelor of

Theatre Arts, Performance Concentration, Bachelor of Arts

Theatre Arts Major, Production Concentration, Bachelor of Science

Theatre Arts Major, Production Concentration, Bachelor of Arts

Theatre Arts, Minor

Teach-out plans will be developed and implemented for individual students currently in the deleted Theatre programs. No students will be admitted into the deleted programs after Fall 2020.

VIII. New Business

IX. Adjournment

March 5, 2020

Dear Faculty Senate Members,

This is our official response to the Provost's recommendation to eliminate the Physics Majors:

The Promise of Physics

Many of the challenges that humankind currently faces are physical in nature and require a high level of understanding of physics to influence. For example, mitigating the consequences of climate change while providing the increasing energy needs to humanity will require advanced understanding of atmospheric physics, classical physics, thermodynamics, and nuclear physics. Technological advances at their core involve the scientific principles of physics. Quantum computing, which is likely to continue to advance in the next decade, may completely restructure computer engineering. Nanotechnology has untold applications that are just starting to be explored, especially in the area of medicine. The future is bright for technology and physicists will be needed to make advances toward in these areas. Why would we deny Bradley students the opportunity to be part of the forefront of these new technologies?

The Provost's reasons to eliminate the major

In a recent meeting between the department and the Provost, the Provost cited the following reasons for the cutting the Physics majors (1) limited space on campus and increasing space need for growing programs (2) the low number of Physics majors per tenured faculty members and (3) the ability for the faculty to focus more on improving our service courses. Each of these is addressed below.

Reasons for keeping the major

1. Removing the major will not save the University money.

In recent senate meetings and forums, program cuts have been clearly linked to Bradley's current budget crisis by both the President and the Provost. We estimate about \$2000 per year is spent on supplies and service to the physics major. Assuming an average of 11 students, (which we have kept for many years) the tuition loss of not having Physics majors (taking a conservative $\frac{1}{2}$ the cost of tuition times 11 students) is \$188,000 per year. In terms of personnel reallocation, no savings can be had by cutting the major, since the majority of our contact hours are spent in BCC and service courses. There is clearly not even *one* position available for reallocation from the physics department if the physics major is eliminated. Accordingly, deleting the physics majors will **increase** Bradley's budget crisis, not reduce it. The Provost agrees with our personnel assessment and has admitted that cutting our majors will not result in short-term cost savings for the University and that his recommendation to eliminate the physics programs is not financially motivated.

The Department's efforts to recruit physics majors also make a significant contribution to bringing in students that major in other disciplines. Our annual Physics Day, held since 2011, has brought in 275 prospective students, of whom 31 have enrolled at Bradley. While most of these

students did not choose to major in Physics, it was a Physics Department event that brought them to campus.

All the positions in our department are currently serving the BCC component of our mission. For the last five academic years we have had an average of 6.5 full time faculty, with a 0.5 FTE equivalent serving the major each year, and 6.0 FTE serving the BCC component.

2. Having a small number of majors does not mean the program is of low quality.

The Provost has stated the number of majors is too small and he “cannot find a justification to keep the Physics major”. The relatively low number of physics majors is not unique to Bradley; in fact, our numbers are typical of similar institutions. We have accommodated our small number of majors and our relatively small faculty complement by being very efficient in scheduling classes that only our majors take. We teach 3-6 contact hours per semester to our Physics majors, being very careful with scheduling and communication to allow each student the opportunity to take the classes they need when they need them, while keeping the contact hours minimized.

Currently, our majors are some of the most technically competent students on campus. When they graduate, they are generally satisfied with their degree. We admit there is room to increase the number of students in the major and we as a department are committed to that goal. Physics majors are fascinated and driven by principles and phenomena which others might find opaque or too difficult. Physics majors bring awareness of these issues to the student body through their interactions, broadening the intellectual diversity to the campus as a whole. This, of course, is one of the most precious elements of a University. It will be a mistake to eliminate those students from the pool of students at Bradley.

3. Opportunities for collaboration between sciences and sharing lab space already exist.

The Provost has stated the need for more space for growing departments (specifically other sciences in the same building) as a reason for eliminating the Physics major. We agree that portions of the physics floor in Olin hall can be reallocated to enhance other natural science programs in Olin Hall, as the Provost has suggested. We also see the potential of space being used as places of collaboration between the science departments. However, this reallocation of space need not adversely affect the Physics major and certainly should not be the reason for its elimination. The space taken up specifically for the major is small. The department has suggested a discussion concerning the needs of other science departments rather than eliminating the Physics program. The Provost has rejected our request, insisting the major be eliminated.

4. Having the major increases the quality of our introductory service courses.

The introductory physics courses taken by STEM majors are notoriously challenging nationwide, with correspondingly high DFW rates. Since over ninety percent of the teaching done in the Physics department is for non-majors, we take the instruction of those courses very seriously. There is more remediation to be done than in years past, as the physics knowledge and mathematical skills of our incoming students has decreased. We have taken many steps to improve our introductory courses and we consider this an important and ongoing task. We regularly participate in external review processes and implement changes to improve student success and learning. In 2019 we had our most recent academic program review, and the

department has already begun working on several of the recommendations made by the reviewers. The department also invited an external consultant in Fall 2019 to review the teaching practices of the faculty. While the consultant praised our teaching methods, he recommended changes to homework policies. Such changes have been adopted by the entire physics faculty. The department has also developed a strong outline for an assessment plan. We feel we have made strides in improving the introductory classes. In the latest academic program review (APR) in 2019, the main recommendation stressed by the reviewers was to keep the major.

As a department, we are committed to an ongoing process of improving our introductory service courses. This process is not hampered by the existence of the major, it is bolstered. With our most talented tutors coming from the Physics major pool, and faculty having the opportunity to sharpen our skills at higher level physics, the existence of the major is a benefit. Having a major adds legitimacy to the department which aids in attracting and keeping talented professors for the long term. In fact, one of our current faculty members previously left a physics department because they eliminated their major. As stated by an external reviewer, "Not having a physics major is just incompatible with being a reputed university." We couldn't agree more.

5. The administration has not presented a vision to ensure high quality Physics teaching that is required for the sciences and engineering majors.

In the event of elimination of all of the Physics majors, the plan for the future of the Physics department becomes sketchy at best. It is unclear if we will lose personnel in the future, and if faculty research will continue to be valued by the University. As other science programs grow, it is unclear how the physics service needs for the new technical majors will be provided. Will physics get a new position to teach the new biology or chemistry majors? We don't know, but based on comments made by the Provost, most likely not. What will happen when current tenured faculty leave the University? Will we be hiring lecturers? Adjuncts? Do we expect that we will be able to compete with community colleges for the physics faculty that we will be hiring? The Provost has not provided any answers to these questions, although we and others have asked. For teaching the service courses in a discipline that so many students find challenging, Bradley **must** have a clear plan moving forward, to avoid hurting enrollments in other STEM departments.

A compromise.

The Provost's most substantive response to our objections of cutting the physics major has been to state emphatically that we all know *something* has to be done. The reasons to specifically cut the physics major remain unclear to us. However, if, for political reasons something must be cut, let us offer up that something. Specifically, in terms of the Physics department, the Provost has suggested the elimination of the Physics, Physics-T, and the Environmental Science-Physics. Let's consider the programs in Physics brought forward for elimination in turn. The Physics Education major has had few or no majors since the state of Illinois redefined the requirements for secondary physics teachers such that biology and chemistry teachers can also teach physics without much additional preparation. With this change, the acute need of secondary physics teachers was addressed, but much of the enthusiasm and nuances in the discipline have been lost. We regretfully acknowledge that the PHY-T major is not likely to enroll majors in the near future. Therefore, we support the Provost's plan to eliminate the PHY-T major. We also agree with the Provost's decision to eliminate the interdisciplinary majors of Environmental Science-Physics (B.S., B.A.) emphasis as there is

likely not much chance of recruiting majors due to some of the same factors mentioned concerning the PHY-T major. The Physics major (B.S.), however, is a different story. We consider it an essential program for any reputable college of liberal arts and sciences, especially one with a STEM program. Perhaps we can satisfy the perceived need to do *something* by offering up these little-used programs but keeping the very important and valuable Physics (B.S.) major.

Conclusion

The Provost has stated he “cannot find a justification to keep the Physics major”. However, we cannot find a clear reason to eliminate the major. No significant cost savings or reallocation can be made to assist other programs or reduce the budget deficit. Space reallocation can be made without this drastic measure. When asked during the last forum how many majors the University is expected to pick up as a result of program elimination, the Provost referred to the online nursing students as a large block of new students. Eliminating physics clearly won’t affect the entry of these distance learning students. Challenges with introductory courses will still exist with or without the major and are likely to get worse in a Department that cannot hire professor-line faculty. Without the major there is no vision for the future of the department and Physics education at Bradley. Why, then, is the Physics program on the chopping block? Does cutting a profitable major and risking the future of an important department really make sense? As one of the original departments at Bradley, the Physics major has been retained through previous financial crises, despite its small number of majors. We should not take this decision lightly.

Thank you for your consideration,

Bradley University Physics Department

Epilogue: The 2015 Memorandum mentioned by the Provost

To justify eliminating the Physics department, the Provost has mentioned a memo sent by the previous Provost in 2015 to the Physics department. We would not belabor the past if it were not publicly mentioned in senate meetings and forums. But since it was, we would like to address it here. The document contained a series of recommendations for the department, including reducing DFW rates, maintaining small class sizes, and increasing the number of majors. The department responded to the recommendations. Regarding the number of majors, the Provost has mentioned that the department had 15 majors in 2015, compared to 10 in the spring of 2020. What was not mentioned is the fact that in 2015 an essential instructor was removed from the department (one of many over the years),* resulting in excessive teaching loads for two tenured faculty members (15 contact hours each). High teaching loads leave little time for recruitment plans. The reduction in number of instructors also made it impossible to offer additional course sections to maintain small class sizes. Positive steps were taken as a result of the 2015 review; it was not an unheeded warning. For example, the department implemented measures to improve student success in introductory courses, including extended office hours, frequent review sessions, and hiring tutors through the Student Success Center. Our physics majors have helped tremendously as tutors both within the department and privately. Following the resulting reduction in DFW rates, the department was even taken off the DFW “blacklist”.

The department faculty discussed with faculty from the Engineering College ways to improve the success of engineering students enrolled in PHY 110. At the request of Engineering faculty, two major topics were removed from the course in order to slow the pace. Unfortunately, after the spring of 2019, no funds for supplemental instruction were provided. Student performance declined early that fall compared to the previous academic year. In response to department requests, the Student Success Center just now implemented a tutoring program (February 26, 2020) again for students enrolled in BCC physics courses. The Physics Department is funding three additional tutors and is striving to increase the effectiveness of its introductory teaching while keeping the courses comparable to others taught at other universities. Efforts and changes have been made to address the recommendations of the 2015 memo. However, with overloaded schedules and inconsistent support from the administration, the number of physics majors did not grow. Should we get the opportunity to continue our efforts, we are prepared to breathe new life into this effort. Plans for new recruitment efforts were in the making prior to our knowledge of the Provost's recommendation.

* In 2004, the department had 10 fulltime instructors, including eight tenured or tenure track faculty members, and four part-time instructors. At the time, the department had 20 majors. By 2010, one tenured faculty member had passed away, another one retired, and two lines were moved to engineering. The number of full-time and part-time instructors in the department was six and four, respectively, and the number of majors had decreased to 11. By the end of 2014, the department had six full-time instructors, a full-time lecturer, one part-time instructor, and 15 majors. In early 2015, the full-time lecturer position was eliminated leaving the department with the current personnel of six full-time instructors (three tenured) and one part-time instructor. Currently, the department has 10 majors.

To: Provost Zakahi
From: Kara Wolfe, FCS Department Chair
Date: March 4, 2020
Re: FCS Program Recommendations

Here is an overview of the Department of Family & Consumer Sciences (FCS): the FCS Department offers majors in Family and Consumer Sciences; Family and Consumer Sciences Education; Hospitality Leadership; Nutrition and Dietetics; Public Health Education; and Retail Merchandising. The FCS Department also offers a minor in Family and Consumer Sciences and one graduate program, Master of Science – Dietetic Internship (MS-DI).

Within the FCS Department's curricula, there is much overlap, in that we have a core of classes which students in all six majors take. Thus, there are some efficiencies that make it difficult to parcel out the ranking of a single program in the FCS Department. For instance, the Retail Merchandising program has 31 credits comprising the major, some of which the FCS Education students and FCS majors also take. The FCS Education program only has one unique class in the curriculum. Therefore, looking at the programs individually does not show the efficiencies and overlap. While the program data that was provided to the department chairs was calculated individually (by program), the financial data was reported by departments. Thus, it is difficult to provide each program in FCS a rank with revenues reported on a unit level. Additionally, I believe the financial statement that was provided to me for the FCS Department had some omissions. (Similar information regarding the financials was provided to the USPC.)

I would like to respectfully ask for consideration in regards to the financial report (especially since this information accounts for 15% of the ranking scores). Please note that the current 2-year Master of Science – Dietetic Internship program (MS-DI) and its predecessor (a 1-year Dietetic Internship [DI] Certificate program) both utilize(d) bundled tuition (as does the DPT and EMBA programs). The bundled price means that all current MS-DI students pay \$19,250/yr. Each MS-DI cohort has 9-10 students/year. We have 1st year MS-DI students in classes and 2nd year MS-DI students in Dietetic Internship rotations for a total of two MS-DI cohorts of students enrolled per year. The bundled tuition amounts are reported separately from other tuition.

In looking at the financial reports, the bundled tuition is reported for 2017 (\$385,000, 20 students) and 2019 (\$365,750, 19 students); however, it does not include MS-DI tuition for **2018 (\$365,750, 19 students)**. Also, in **2016** we had the 1 year DI program (this program was phased out, as the MS-DI was implemented) and 2 year MS-DI programs running concurrently. However, only the tuition for the 2016 MS-DI is reported; the bundled tuition for the 1 year DI Certificate program (in which the bundled price was \$15,000/yr per student, with a cohort of 10 students) in 2016 does not appear on the financial report (**\$150,000**).

Thus, the Gross tuition and fees in FCS for the 3 reporting years vary greatly, as does the Total Net Revenue (bottom line for 2018-19 = \$914, 2017-18 = \$151,258, & 2016-17 =

\$39,090) even though student enrollment numbers have been fairly consistent for the past 3 years. Obviously our highest revenue year was 2017-18 when the MS-DI bundled tuition was included in the FCS revenues. I believe that the current report would be drastically different if the aforementioned tuition amounts were included. Included in this document are condensed income statements – the original financial data provided to me (Figure 1) and a projected statement with the bundled tuition added (Figure 2). In Figure 2, a line with the new projections was added at the bottom of the Income statement with projected Total Net Revenue using all the same calculations that were used in the original document, the only change is the addition of the bundled tuition (the tuition discount of 40% was applied to the new gross tuition total even though the MS-DI students are never given a discount and the 40% overhead was applied to the adjusted net tuition and all the same expenses were subtracted from that net tuition after O/H). As you can see the Adjusted Total Net Revenue projection with the added bundled tuition increases [bottom line for 2018-19 = \$235,125, 2017-18 = \$151,258 (stays the same since tuition was reported accurately for this year), & 2016-17 = \$67,999].

Furthermore, the FCS Department has had two faculty retirements (one faculty line was attributed to Retail Merchandising) in the past two years and those vacated positions were not refilled. So we have already contributed to saving resources for the university. These savings were reflected in the original FCS financials provided to us (total salaries and benefits for the FCS Department decreased over \$100,000 from 2016-17 to 2018-19).

Lastly, a few notes about the FCS Department, the Retail Merchandising program, and the FCS Education program. Bradley's founder, Lydia Moss Bradley "specified in her will that the school should be expanded after her death to include a classical education as well as industrial arts and home economics." <https://www.bradley.edu/about/history/> In 1897, Bradley University began with the Domestic Economy Department. The department name was changed to Home Economics in 1920 and renamed as Family & Consumer Sciences in 1994. As one of the original departments of Bradley University, we believe the FCS Department to be a seminal part of Lydia's legacy.

The Retail Merchandising program brought the officially registered Tartan to Bradley and we hope that we can continue to work with everyone on building the Bradley brand. In terms of the FCS Education program, the enrollment is low but the classes these students take are classes that all of our other majors in the FCS Department already take. It is only on the table because, as currently designed, FCS Education students take some Retail Merchandising-related courses. While Gray & Associates does not rate the demand high for the FCS Education program, the job outlook is actually excellent - there is a shortage of FCS teachers and we regularly receive requests from principals desperate for FCS teachers.

Figure 1. Snapshot of financial data provided to FCS Chair

Bradley University					
EHS – FCS	-	-	-	-	-
	-	-	-	-	-
Strategic Plan Template	-	-	-	-	-
Revenue Based on Credit Hours	2019-2020	2018-2019	2017-2018	2016-2017	
	9/20/19	-	-	-	
Fall Fees	640	1,350	1,601	1,477	
Fall Tuition	1,677,671	1,677,730	1,655,503	1,610,074	
January Interim Tuition	-	24,030	41,760	33,150	
January Study Abroad Tuition	-	-	-	42,900	
Spring Fees	-	867	522	453	
Spring Tuition	-	1,824,727	1,929,826	1,744,548	
May 3-wk Tuition	-	8,010	18,270	56,100	
Summer I Tuition	-	46,725	46,980	17,850	
Summer Study Abroad Tuition	-	-	7,510	4,876	
Summer II Tuition	-	21,360	15,660	42,075	
Annual Dietetics Masters Program 2017 Fees	-	-	-	-	
Annual Dietetics Masters Program 2017 Tuition	-	-	385,000	-	
Annual Dietetics Masters Program 2019 Fees	-	-	-	-	
Annual Dietetics Masters Program 2019 Tuition	365,750	-	-	-	
Dietetics Masters Program 2016 Fees	-	-	-	-	
Dietetics Masters Program 2016 Tuition	-	-	-	192,500	
	-	-	-		
Gross Tuition and Fees	2,044,061	3,607,469	4,102,631	3,751,103	
Discount -40.34%	-824,548	-1,630,195	-1,660,133	-1,471,886	
Net Tuition Revenue	1,219,513	1,977,274	2,442,498	2,279,217	
Overhead Rate 40% (negative value)	-487,805	-790,910	-976,999	-911,687	
Net Tuition after (O/H)	731,708	1,186,364	1,465,499	1,367,530	
Salaries and Benefits					
Net Revenue After Salaries	651,237	29,428	196,880	77,073	
Operating expenses					
Total Net Revenue* (unadjusted)	651,237	914	151,258	39,090	

Note: salary information and operating expenses are not shown here to fit the information on one page, but they are reflected in the calculations.

Figure 2. Financial information with the MS-DI bundled tuition for 2016 and 2018 added.
 (The highlighted cells are calculated with the additional bundled tuition.)

Bradley University					
EHS – FCS	-	-	-	-	-
	-	-	-	-	-
Revenue Based on Credit Hours	2019-2020	2018-2019	2017-2018	2016-2017	
	9/20/19	-	-	-	
Fall Fees	640	1,350	1,601	1,477	
Fall Tuition	1,677,671	1,677,730	1,655,503	1,610,074	
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Summer I Tuition	-	46,725	46,980	17,850	
Summer Study Abroad Tuition	-	-	7,510	4,876	
Summer II Tuition	-	21,360	15,660	42,075	
Annual Dietetics Masters Program 2017 Fees	-	-	-	-	
Annual Dietetics Masters Program 2017 Tuition	-	-	385,000	-	
Annual Dietetics Masters Program 2019 Fees	-	-	-	-	
Annual Dietetics Masters Program 2019 Tuition	365,750	-	-	-	
Dietetics Masters Program 2016 Fees	-	-	-	-	
Dietetics Masters Program 2016 Tuition	-	-	-	192,500	
	-	-	-		
Dietetics 1 yr grad certificate Tuition 2016				150,000	
Dietetics Masters Program Tuition 2018		365,750			
Gross Tuition and Fees *	2,044,061	3,973,219	4,102,631	3,901,103	
Discount -40.34%*	-824,548	-1,602,797	-1,660,133	-1,573,705	
Net Tuition Revenue*	1,219,513	2,370,422	2,442,498	2,327,398	
Overhead Rate 40% (negative value)*	-487,805	-948,169	-976,999	-930,959	
Net Tuition after (O/H)*	731,708	1,422,253	1,465,499	1,396,439	
Salaries and benefits					
Net Revenue After Salaries*	651,237	265,317	196,880	105,982	
Operating Expenses					
Adjusted Total Net Revenue		235,125	151,258	67,999	

(*calculated with highlighted lines)



BRADLEY University

Department of Theatre Arts

March 5, 2020

Response to President Roberts' Motion to eliminate the Department Of Theatre Arts, its degree programs, and the University Theatre.

As requested, the Department of Theatre Arts respectfully provides the following information to the members of the University Senate in advance of the scheduled March 26, 2020 meeting and vote.

INTRODUCTION

The provost's original version of this motion to eliminate the Department of Theatre Arts was defeated in an official vote of the University Strategic Planning Committee and duly withdrawn by the Provost and the Strategic Planning Committee from the slate of items to be taken up by the full University Senate. It is notable and important that the Strategic Planning Committee- the body charged with creating the Program Prioritization process as well as its analysis, scoring, and making of recommendations based on the data it gathered- voted in favor of keeping The Department of Theatre Arts and all of its programs at Bradley University. We ask you to do the same—to vote against the motion to eliminate the Department of Theatre Arts—and here are the reasons why.

To be clear, the proposal to eliminate the Department Of Theatre Arts, its degree programs, and the University Theatre was based on the erroneous determination that the programs are weak, “draining resources,” and “chronically underperforming.” Quite the opposite is true.

- The Department Of Theatre Arts, by every quantitative Program Prioritization measure is a successful academic and major co-curricular unit that annually generates significant positive revenue in every category including tuition and fees, University Theatre box office, and generous endowments.
- It is ranked among the top theatre programs in the state, the country, and among its peer institutions.
- It is fully accredited by the National Association Of Schools Of Theatre (NAST).
- It maintains exclusive partnerships with world-class theatre companies.
- It has won major university awards for departmental, artistic, and teaching excellence.
- It presides over the direct academic and co-curricular participation of more than 165 students per year who annually present up to 10 productions in the Hartmann Center for the Performing Arts for thousands of patrons.

Moreover, as explained in the special Senate meeting, the proposal to eliminate the Department of Theatre Arts was based in large part on the fact that *none of its six full-time faculty members, including its three newest tenure-track probationary faculty, were tenured*. These three excellent, very modestly compensated, probationary faculty were all hired on tenure-track contracts at the same time two years ago through provost-authorized national searches. They all gave up full-time positions to accept their tenure-track appointments here at Bradley, with the promise of the opportunity for long-term, committed employment in a program that is fully funded, financially sound, artistically excellent, and central to the mission of the University.

FINANCES: BRADLEY THEATRE PAYS FOR ITSELF

The Department of Theatre Arts does not “drain resources” from the University. To the contrary: the academic Theatre Arts programs make money for the University. Every year. And Bradley gets all of the productions of the University Theatre essentially for free.

- **Positive Net Revenue Every Year:** Program Prioritization data report that the Department of Theatre Arts always generates money—annual positive net revenue—for the University. Theatre Arts’ annual net revenue for the last three years averages more than \$140,000 (tuition and fees minus faculty salaries, discount rate, and university indirect costs). Net revenue per full-time equivalent Theatre Arts faculty member is \$35,785.
- **For Perspective and Comparison:** Theatre’s net positive revenue for 2016 was 14th highest out of all 33 academic departments at Bradley (i.e., better than average). For 2017 the Department was 17th out of 33, and for 2018 Theatre Arts was 16th out of 33.
- **The Production Program Pays for Itself:** The University Theatre production program’s annual seasons of fully mounted, professionally designed and directed classical and modern plays, along with rich offerings of student generated work, are funded entirely from box office receipts—that is, ticket sales. These productions cost the University nothing.
- **Endowments:** We have also raised more than \$1.3 million in nearly unrestricted Theatre Arts endowments that underwrite virtually everything else the Department does for its students, faculty, and patrons including the engagement of eminent guest artists; workshops; guest lectures; faculty initiatives; student travel to conferences and unified auditions, and student competitions like the American College Theatre Festival at the Kennedy Center in Washington, DC, and the annual conference of the United States Institute for Theatre Technology (USITT).
- **Successful Campaigns** The department also has conducted successful building campaigns that have raised hundreds of thousands of dollars to name and renovate The Blythe O’Sullivan Studio Theatre (named for an

outstanding Theatre Arts graduate who died tragically while working in the Peace Corps), and to replace and name the seats in the Meyer Jacobs Theatre.

- **The Slane Endowment:** The Slane College Endowment underwrites the maintenance, upgrades, and replacement of the substantial infrastructure and technology of the Hartmann Center for The Performing Arts.
- **To summarize:** The academic Theatre Arts programs are, *and always have been*, revenue positive. The Department's production seasons are funded through ticket sales and further supported by the endowed funds of the Department of Theatre Arts and the Slane College of Communications and Fine Arts. These programs *do not* "drain resources."

TRADITION, IDENTITY, HISTORY, INSTRUCTION, AND PRODUCTION

The first theatre production at Bradley was Shakespeare's *As You Like It* in 1898. Since that debut, there have been 120 years of continuous theatre productions at Bradley. That foundational history makes Theatre Arts an iconic, defining, and essential academic and central cultural component of Bradley's identity and mission from the year of its founding to the present day. Theatre Arts, along with Music and Art, is part and parcel to Bradley's identity as a complete comprehensive university, as well as a long standing presence in the artistic and cultural life of Peoria and Central Illinois.

- **Enrollment:** Today, the Department of Theatre Arts is a comprehensive instructional and artistic unit with 42 majors, 25 committed minors, and, every year, more than 100 highly active additional non-major student participants who also take many introductory, mid- and upper-level courses beyond the department's large BCC offerings. These are the students who build, crew, and perform in the University Theatre's fully-mounted seasons of eclectic drama—comprehensive offerings ranging from the ancient `classics, Shakespeare and the romantics, to realism, naturalism, absurdism, musicals, and the international canon.
- **Investment and Accreditation:** Just two years ago, the University invested in, and completed, national searches for three vacant tenure-track faculty lines in Theatre Arts. At full strength for the first time since 2009, the newly reconstituted faculty completed a comprehensive reaccreditation self-study, achieving full renewal of its accreditation by the National Association of Schools of Theatre (NAST). The Department of Theatre Arts is one of only eight such accredited departments in the state of Illinois, and one of fewer than 200 college and university theatre programs in the United States to be so accredited as maintaining high standards for theatre education in regard to "educational quality and institutional probity."

- **National and State Ranking:** The latest national ranking places Bradley University's Department of Theatre arts in the top 15% of all 1,316 theatre programs nationwide. Bradley's Department of Theatre Arts is the top comprehensive university program in Illinois where it is ranked sixth overall behind R1 institutions Northwestern University, The University of Illinois at Urbana, the University of Chicago, U Of I Chicago, and Southern Illinois University.
- **Theatre Attendance:** Theatre Arts plays and musicals are among the most attended events at Bradley. According to information compiled by the Dean's office in the Slane College, Bradley University Theatre productions have been attended by more than 400,000 patrons since 1978.
- **Academic and Production Programs are Inseparable:** The academic programs of the Department of Theatre Arts and the productions of its University Theatre are inextricably linked. Like the music lessons and courses we provide for our student musicians so that we have excellent performance-class music ensembles, the Theatre Arts curriculum provides the performance and production training for the student actors, designers, and technicians to rehearse, mount, and perform the demanding canon of plays and musicals. Theatre production at Bradley is not extra-curricular; it is truly co-curricular. *University Theatre productions cannot be produced without the academic programs.*
- **Professional Faculty:** Theatre Arts faculty members maintain successful professional careers and are members of national professional unions: Actors Equity Association(AEA), Screen Actors Guild (SAG), Society of Directors and Choreographers (SDC), and the International Union of Stage Employees (IATSE).
- **Extraordinary Contact Hours:** In addition to the full load of courses they teach, Theatre faculty collectively average an astounding 14,736 co-curricular contact hours per academic year: designing, directing, building, producing, promoting, and performing in the productions. These hours were not fully figured into the Program Prioritization totals.
- **Student Participation and Retention:** Students, of course, are the other participants in these extraordinary contact hours. The more than 165 majors, minors, and non-majors who do theatre at Bradley each year are passionate, dedicated, and committed to a rehearsal and performance schedule of up to eight weeks per show with four hours of rehearsal per night for six nights per week—in addition to their regular class work. Passion for the stage is a primary reason these students come to Bradley and an important reason why they stay here.
- **Tuition Revenue:** The Department's principal peer institutions, Drake, Valparaiso, Butler, Creighton, Loyola, and DePaul, and our smaller

competitors like Carthage, Augustana, and Hope, all have departments and majors in theatre. If Theatre Arts is eliminated from Bradley, its 165 majors, minors, and non-major theatre makers who now come to Bradley because they can do theatre, will look to our competitors for their college educations—and spend their educational dollars elsewhere.

- **Mission and Strategic Plan:** The Department of Theatre Arts is guided by both a fully articulated mission statement and formal Strategic Plan, both consonant with the mission and strategic plan of the University. The Theatre Arts Strategic Plan was included in its Program Prioritization materials, but the category was not considered because so few other units possess such a plan.

PROGRAMMING INNOVATION

The Department of Theatre Arts production season regularly provides dedicated public practice for the University's Strategic-Plan goals and policies of diversity and inclusion.

- **Diversity and Inclusion:** In the selection and production of its plays and musicals, the Department of Theatre Arts always presents significant, progressive works by and about women, persons of color, issues of sexual identity, and ability. These include recent productions of *The Wolves*, *She Kills Monsters*, *Little Women*, *The Mountaintop*, *Clybourne Park*, *A Raisin in the Sun*, *Silent Sky*, *These Shining Lives*, *Sense and Sensibility*, *The Colored Museum*, *Sideshow*, *Spring Awakening*, *for colored girls who have considered suicide when the rainbow is enuf*, *Big Love*, *A Shayna Maidel*, *Trouble In Mind*, *Uncommon Women and Others*, *The Heidi Chronicles*, and many, many more.
- **Inclusive Casting:** In the last 35 years, the Department has maintained an inclusive, accessible, non-traditional, gender-neutral, equality-driven casting policy. Furthermore, the Department has been a regular collaborator with the Office of Diversity and Inclusion.
- **Centrality to Mission:** The scope, quality, and contribution of these most public of offerings by and for our university and community cannot be replaced or duplicated by any other academic unit, or by any local theatre or institution of higher learning in our area. These efforts furnish a uniquely profound instructional, cultural, and civic offering by Bradley University to the communities and constituencies of Central Illinois.

The Department of Theatre Arts is aggressively involved in cross-disciplinary collaboration course development and cocurricular activity with other departments.

- **Interdisciplinary Bradley Collaborations:** The Department of Theatre Arts is aggressively involved in cross-disciplinary collaboration course development and cocurricular activity with other departments. Recent

initiatives include the Cirque du Soleil Las Vegas study program (see below); THE 498: Acting for the Camera (a collaboration with COM 445: Non Linear Post Production); the SRO Jazz Tribute concerts, produced in conjunction with the Department of Music; and THE 335, Theatre for Children and Creative Dramatics, provided every semester for students in Early Childhood and Elementary Education.

- **Curricular Partnerships:** With the recent addition of new faculty in Theatre Arts, Television Arts, Interactive Media, and the Hollywood Semester, the Department of Theatre Arts is now developing more curricular and co-curricular collaborations that offer new convergences of skills and resources to expand instructional capabilities and student marketability in the entertainment media industry—an industry hungry for the content that Bradley students will create as highly employable graduates.
- **Convergence:** Examples of such new initiatives include Voice Acting for animation and gaming; Script Analysis for Television Arts, Game Design and Animation, and Principles of Acting and Directing for animators. Moreover, Theatre Arts majors will provide voice-over and motion capture performances for the Game Design and Animation programs. The Department of Theatre Arts is also a major constituent and provider of course content for the new Film Studies Minor currently in the C & R review process.
- **Cirque du Soleil Partnership:** The Department of Theatre Arts has created one of only three American educational partnerships with Cirque du Soleil in Las Vegas—the industry-leading international entertainment conglomerate responsible for the development of the most cutting-edge programming and entertainment technology in the world. Developed by tenure-track assistant professor Chad Lowell, the partnership began as an expedition course involving learning and observation. It now offers Bradley students unique training on Cirque’s equipment and high technology. The next scheduled step is regular placement of Bradley students as full-time Cirque du Soleil interns in the running of their shows. Professor Lowell has expanded the enrollment of this May expedition to include Engineering and Interactive Media faculty and students alongside his own theatre design/tech students, all of whom Cirque has enthusiastically welcomed. *Cirque du Soleil wants to hire Bradley’s students.*
- **London and the Globe Theatre:** The Department of Theatre Arts was a co-founder of Bradley’s London Study program, a revenue-generating program which now brings approximately 100 Bradley students per year to London each January. The Department of Theatre Arts has also been an educational participant with the Globe Theatre in London since its reconstruction and opening in 1997. (Bradley has one of the inscribed flagstones in the Globe courtyard.)

- **World Class Collaborations:** In addition to the Globe Theatre and Cirque Du Soleil, The Department has a history of such world-class collaborations, having partnered on major projects with Yale University, The University of Central Florida, Ryerson University and the University of Waterloo in Canada, The State Theatre of The Republic of Georgia, Internet2, Christie Digital, the Goodman Theatre, The House Theatre in Chicago, the Timber Lake Playhouse, the Dallas Shakespeare Festival, the Arkansas Shakespeare Festival, and the legendary Moscow Art Theatre.

IN SUMMARY

By every significant quantitative and qualitative standard and measure, the Department of Theatre Arts and its University Theatre production program are

- Successful, solvent, and profitable,
- Academically certified and accredited,
- Artistically innovative,
- Aggressively collaborative with other University units and with world-class national and international partners,
- Popular, public, and well attended by University and community patrons alike,
- Ranked and recognized statewide and nationally,
- Essential to Bradley's recruiting and retention efforts, and
- Central to the mission of Bradley University since its founding.

For all of these reasons, and the crucial fact that the University Strategic Planning Committee, in the due course of its Program Prioritization process, voted against the original motion to eliminate the Department of Theatre Arts and its programs, we ask you to follow their informed decision and vote "no" on this motion.