



Fourth Regular Meeting
2023-2024 Bradley University Senate
3:10 p.m., Thursday, December 6, 2023
Marty Theater, Michel Student Center



MISSION:

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

I. Call to Order

II. Announcements

0. The meeting is being recorded and livestreamed. Thank you IT!
1. Special Meeting on December 14, 2023 at 10:00am, Ballroom.

III. Approval of the Minutes of the Third Regular Meeting of the 2022-2023 University Senate, November 16, 2023.

See attached Minutes

IV. Motion to Append Minutes of the First Regular Meeting of the 2022-2023 University Senate, September 21, 2023.

See attached.

V. Report from Student Body President Jack Batz

V. Reports from Committees

A. Curriculum and Regulations

1. Curriculum Consent Items

240841	Course Addition	WLC WLJ 201 Intermediate Japanese 1
240840	Course Addition	WLC WLJ 102 Elementary Japanese 2
240835	Course Addition	WLC WLJ 101 Elementary Japanese 1

243805	Course Modification	NUR NUR 676 Primary Care Acute Conditions Across the Lifespan I
242592	Course Modification	MUS MUS 271 Jazz Improvisation 1
242343	Course Modification	ART ART 227 Basic Graphic Design
242330	Course Modification	PLS PLS 483 Reading in Political Science
241643	Course Modification	P T KHS 210 Concepts in Personal Wellness and Fitness

242329	Course Deletion	PLS PLS 484 Reading in Political Science II
242328	Course Deletion	PLS PLS 422 Urban Politics
242327	Course Deletion	PLS PLS 421 The Politics of Regulation
242326	Course Deletion	PLS PLS 420 Public Personnel Administration
242304	Course Deletion	PLS PLS 306 Comparative Public Policy

2. Curriculum Items Requiring a Motion

242079	Major Modification	C E Civil Engineering
242642	Course deletion	C E C E 206 Surveying
242675	Course modification	C E CON 342 Construction Equipment
242675	Course deletion	C E C E 205 Computing in Civil Engineering
242676	Course modification	C E C E 210 Numerical Methods in Civil Engineering
243086	Major Addition	CSD Speech Language and Hearing Sciences
243149	Course addition	CSD CSD 200 Introduction to Communication Sciences and Disorders
243150	Course addition	CSD CSD 201 Phonetics
243151	Course addition	CSD CSD 202 Cultural and Linguistic Diversity in Language Development

243153	Course addition	CSD CSD 203 Anatomy and Physiology of the Speech and Hearing Mechanism
243155	Course addition	CSD CSD 300 Speech and Hearing Science
243156	Course addition	CSD CSD 301 Audiology
243157	Course addition	CSD CSD 302 Aural Rehabilitation
243158	Course addition	CSD CSD 303 Evidence-Based Intervention
243159	Course addition	CSD CSD 304 Language Disorders
243160	Course addition	CSD CSD 305 Articulation and Phonology
243161	Course addition	CSD CSD 401 Clinical Methods and Procedures: Treatment
243162	Course addition	CSD CSD 402 Clinical Methods and Procedures: Diagnostics
243163	Course addition	CSD CSD 404 Neuroscience for Communication Disorders
243164	Course addition	CSD CSD 405 Introduction to Voice and Fluency Disorders
243166	Course addition	CSD CSD 450 Guided Observation
243168	Course addition	CSD CSD 451 Clinic I
243170	Course addition	CSD CSD 452 Clinic II

243303	Minor Addition	CSD Speech Language and Hearing Sciences
	See above course additions:	
		CSD 201, CSD 202, CSD 300, CSD 301, CSD 302, CSD 404, CSD 450

241219	Minor Addition	MUS Jazz Studies
241542	Course addition	MUS MUS 273 Jazz Arranging

242256	Minor Modification	I M Game Design
242158	Course addition	I M IM 111 Intro to Game Development for Non Majors

242257	Minor Deletion	I M Game Production
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B. University Resources Committee

1. Motion to revise the charge and membership of the University Resources Committee.

(see attached)

C. International Initiatives

See attached report.

VI. Reports from Administrators

A. Provost and Senior Vice President for Academic Affairs Zakahi

B. President Standifird

VII. Old Business

VIII. New Business

IX. Adjournment



Third Regular Meeting Minutes
2023-2024 Bradley University Senate
3:10 p.m., Thursday, November 16, 2023
Ballroom, Michel Student Center

MINUTES



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 call to order

The meeting was called to order at 3:13pm.

II. Announcements

0. The meeting is being recorded and livestreamed. Thank you IT!
1. Please plan for a Special Meeting on December 14, 2023 at 10:00am.
2. If you plan to speak, use a mic so everyone online can hear.
3. Senators should be allowed to speak first. Nonsenators can speak, identify yourself and the body will have to approval. Comments are meant to be for the motion on the floor. When the president gives his report, you can ask questions. Only senators can vote. Throughout the discussion, maintain decorum and civil discussion.

III. Approval of the Minutes of the Second Regular Meeting of the 2022-2023 University Senate, October 19, 2023.

See attached Minutes. Sen. Remmel moves, Sen. Schweigert seconds, motion passes.

IV. Report from Student Body President Jack Batz

1. Glad to see so many students at University Senate. Encourage all students to know that all of these meetings are open to students and their voices are encouraged. Three student senators are also University senators and also your voice.
2. Students are frustrated with the program discontinuations, especially with transparency and communication and they wish to be more informed.
3. Had a student forum on Monday with the FMSE. Thank you to those involved and getting questions answered. Nov 27th 5pm Neumiller Hall, President Standifird will be in attendance to answer questions. Batz will continue to bring your concerns to the parties, feel free to talk to any of the student senators. Sympathy with students and faculty if your programs have been discontinued.

V. Reports from Committees

A. Curriculum and Regulations

1. Curriculum Consent Items

243670	Core Curriculum Addition	I M I M 344 Environmental Storytelling
242875	Core Curriculum Addition	ENG ENG 140 Global Literatures
241881	Core Curriculum Addition	HIS HIS 383 Sports, Play, and Games in History
239003	Core Curriculum Addition	MUS MUS 003 Junior Recital

236970	Course Addition	THE THE 314 Acting The Song
236874	Course Addition	MTG MTG 507 Customer Analytics
236873	Course Addition	MTG MTG 407 Customer Analytics
236872	Course Addition	MTG MTG 506 Marketing Analytics
236871	Course Addition	MTG MTG 406 Marketing Analytics
236870	Course Addition	MTG MTG 502 Logistics Tools and Techniques
236869	Course Addition	MTG MTG 402 Logistics Tools and Techniques
230310	Course Addition	MTG I B 502 Global Trade Management and Analysis
236195	Course Addition	P T KHS 362 Essential Clinical Neuroanatomy
223652	Course Addition	ECO ECO 519 Introduction to Econometrics
223646	Course Addition	ECO Q M 564 Decision Support Systems
223643	Course Addition	ECO Q M 526 Business Forecasting

240595	Course Modification	BIO BIO 508 Advanced Bacterial Pathogenesis
240574	Course Modification	HIS HIS 334 Global History: Social
240568	Course Modification	HIS HIS 208 Russian History
240567	Course Modification	HIS HIS 206 The Middle East Since Muhammad
240566	Course Modification	HIS HIS 205 Latin America
240565	Course Modification	HIS HIS 207 Modern Japan, 1860-Present
240564	Course Modification	HIS HIS 314 Japan & World War II

240558	Course Modification	BIO BIO 408 Bacterial Pathogenesis
240481	Course Modification	ETL MIS 590 Capstone Project for Business Analytics
239970	Course Modification	ART ART 227 Basic Graphic Design
238294	Course Modification	ATG ATG 601 Financial Accounting Research Application
236000	Course Modification	ATG ATG 477 Federal Taxes I
235961	Course Modification	E E ECE 544 Introduction to Autonomous Robotics
235960	Course Modification	E E ECE 444 Introduction to Autonomous Robotics
235338	Course Modification	E E ECE 481 Digital Systems: Design and Synthesis
234056	Course Modification	ETL MIS 573 Data Visualization for Business Analytics
234021	Course Modification	IDP ETE 308 Novice Teaching Experience in the High School
222792	Course Modification	ECO ECO 419 Introduction to Econometrics
222794	Course Modification	ECO Q M 426 Business Forecasting
222801	Course Modification	ECO Q M 464 Decision Support Systems
230311	Course Modification	MTG I B 402 Global Trade Management and Analysis

236590	Course Deletion	E E E E 582 Medical Imaging
236589	Course Deletion	E E E E 568 Vhdl: Digital System Design
236588	Course Deletion	E E E E 566 Digital Systems: Memory and Interfacing
236586	Course Deletion	E E E E 550 Electromagnetic Theory
236584	Course Deletion	E E E E 534 Digital Signal Processing
236016	Course Deletion	E E ECE 413 Microelectronics
229490	Course Deletion	MUS MED 355 Advanced Woodwind Technique, Materials and Methods
229489	Course Deletion	MUS MED 252 Advanced String Technique, Materials and Methods
236019	Course Deletion	E E ECE 555 Optical Fiber Communication

Approved by consent.

2. Curriculum Items Requiring a Motion

236789	Major Addition	E E Accelerated 4+1 Program for BSEE/MSEE
Sen. Schweigert moves. Motion approved.		

240326	Minor Addition	THE Musical Theatre
Sen. Schweigert moves. Motion approved.		

236322	Major Modification	I M Animation
236321	Major Modification	I M Interactive Media
237196	Minor Modification	M L Management
Sen. Schweigert moves. Motion approved.		

230113 Program Modification IDP MS in Data Science Analytics

234250 Concentration Addition MTG Logistics Analytics

243363 Concentration Modification MTG Global Supply Chain Management

234357 Concentration Modification BUS Business Analytics

240479 Concentration Modification CS Computational Data Science

240482 Concentration Modification EGT Engineering Analytics

Sen. Schweigert moves – had to have the courses just approved . Motion approved.

Discussion:

Sen. Mat Timm: there are three ECO courses up for approval. Are these impacted by the discontinuation of the ECO LAS major? Joshua Lewer (nonsenator) These courses that are being modified from 300 to 400/500 level so they can be taken by MS Data Analytics and the finance major.

Sen. Corbett: on the core curriculum additions, which BCC categories are they added to? Hamm: IM MI and EL tag for the music course. John Nielsen: HIS is MI , Newton, ENG for MI.

3. Academic Calendar 2026-2027

See attached

Sen. Schweigert moves. Motion approved.

B. University Resources Committee

1. Motion to revise the charge and membership of the University Resources Committee.

(see attached)

Sen. Timm moves, Sen. Schwieigert seconds. As this is handbook language, it will be voted on at the next meeting.

Discussion: Corbett: this was looked over by URC and the differences are related to the membership? Fry (nonsenator) from URC: Yes, we have spoken about this and agreed on it in the committee and shared this language with Senate Exec.

C. Faculty Members of the Senate Executive (FMSE) Committee

(report attached)

Drake offers to answer any questions. Flint: what fraction of your recommendations were in the final list of program discontinuation. Stern: Difficult to know exactly the overlap, we know we agreed on one program deletion. Williams: what program was it? Drake, FCS teacher education.

Williams I know one of the recommendations was a cap on athletics tuition subsidy, could that be clarified? Timm: like most programs, our athletics program is not self-supported, so other funds must cover it, and the main source of revenue is tuition. Williams: can you break down, of the four recommended categories, what is that? Drake: It's in the report.

Flint: Would like to thank the members of the committee for what they did [applause]

VI. Reports from Administrators

A. Provost and Senior Vice President for Academic Affairs Zakahi

Will defer to president but will answer questions.

B. President Standifird

[Sec. Blair note: this is an edited version of the transcript of this discussion. Some senators have requested that this be included.]

[STEPHEN STANDIFIRD] Thank you, President Drake. I'm going to keep my comments very short today and really focused on the issue that I know is most relevant to today's attendees. I made my announcement concerning programs being considered for discontinuation on November 6th. And in that announcement, I stated that department chairs from impacted programs will have 30 days to respond to me consistent with the guidelines from the AAUP. Since that announcement Provost Zakahi and I have been meeting with the department chairs from each of the areas that are in the considerations to talk about the nature of their responses. We have a few more of those meetings. We've gone through quite a few this week already. We have a few more of those meetings that we need to finish this week. We have a couple tomorrow, and we have a couple on Monday. But I can tell you today, one of the things I'm very comfortable saying today is that each chair has come to these meetings with the highest level of professionalism and integrity. And I wanted to say sincere thank you to the chairs for that. Those are very difficult conversations and I respect the way they've handled those conversations. I had previously indicated that I would make my final decisions on or around December the sixth. And I feel confident that I will be receiving important information from the chairs as a result of the conversations that we're having. And I am going to need some time to assess that information. So I am interested very much so. I'm very, very interested in removing the veil of uncertainty. I recognize the tension that this causes for the university. I'm very interested in moving forward. Having said that, I want to be able to fully consider the feedback from the chairs and I'm going to need some time to do so. I am giving the chairs until December 6th to give their feedback to me. And so I am committing to you today that I will have my final decision no later than December 11th. And I think that's really important so that I have time to really reflect on the information that I'm receiving from the chairs. That really is the extent of my presentation. There are other things I could talk about. There's a lot of things going on in the university. I recognize that the conversation around what we're doing with the program assessment is of top priority. So I will leave my comments there and at this point I would be happy to attempt to address several of your questions.

Discussion:

Sen. Remmel: Back at your August meeting, you said that we were going to be limiting the use of consultants and yet you have told the people affected that you are hiring a marketing firm. So I'm trying to understand your logic from August to today.

Pres Standifird: I'm not sure the conversation around hiring marketing firms. I did say we would reduce the use of consultants and that is absolutely true. We have been doing that. We will continue to do that. For a university as complex as Bradley University, there will always be some consultants on campus. That is an inevitability. You would not want that to stop; if we were to stop that, it would be a disservice to the university. We are reducing that and that is something I continue to be committed to doing.

Sen. Kimberlin: was wondering how much money do you expect to save from eliminating the physics major?

Pres Standifird: I would be, I'm very comfortable having that conversation with the department. I don't have those numbers in front of me, so it would be inappropriate for me to try to suggest what those individual numbers are. We do have that information. I'm happy to have that conversation. And we have had some level of that conversation with the chair and that's a conversation we'd be happy to continue.

Sen. Kimberlin: So as a follow up, part of that consideration, are you considering the scholarships that we have, endowed scholarships in departments as income to be liquidated?

Pres Standifird: We are very, there we have very much a process for understanding the type of influence that the type of financial flows that exist with each program, whether it be in an endowment, whether it be a scholarship, that is all something we have considered.

Sen. Kimberlin: Yes. So that's the that's the main source of money, I think, that our department is possibly giving up and I. Because I don't see any real, we use half an FTE for our major at this particular point. And your plan to eliminate 3 positions when only a half of one that we use for our major, which would be I don't know, approximately \$30,000 for half an FTE doesn't amount to enough to a hill of beans I think in this whole business. And, I feel like we're kind of in deja vu here after prioritization and we get hammered in the press in prioritization that was never taken back. Our majors, you're right, where we have a low number of majors, they were cut in half after the prioritization argument. And so, you know, part of this I don't feel is my department's making. So I, I would ask you to consider the people who gave that money to the university for physics majors, and I know that Jane Ising and Ernst Ising are probably turning over in their graves at this point if you're losing that money.

Sen. Stover: So I've seen you giving a lot of interviews with the press, and some of the things that you've been saying there haven't really matched up with what we've heard on campus. So one of them. Why did you tell, or why did you and others from financial services tell faculty and staff that the urgency for these cuts was due to issues with our loan covenants but then state in the WCBU interview that this isn't the case. I have some context for that, too. Okay. So for context, Jim Cofer said at the university conference on August 15th that \$15 million in donations needed to complete the BECC (Business and Engineering Convergence Center) did not come through and that the endowment was used improperly to cover its completion. This broke our bond covenants with PNC and several other banks, and we're currently unable to take out any loans until we satisfy whatever demands PNC has made of the university. So that's what we heard. Good. Is that what you heard?

Pres Standifird: That is accurate, yes.

Sen. Getz: I want to make an observation first and then follow that with a question. This is returning to the faculty report. I read it last week. And I felt so proud to be part of this community. The report really reflects the academic excellence not only of the people who wrote the report but every corner of the university because everybody participated in this process in a very rushed manner. But every corner of the university thoroughly provided material for the committee, and the committee then, I don't know how, put together a report that was just excellent. Beyond my expectations. So my question for you, President Standifird, is what's, looking at your report and things that have come from the university since with regard to the proposals. There seems to be some sort of disconnect, in fact a dramatic disconnect that's already been observed here. What was the process by which you, according to, you know, your report, collaboratively worked with the committee to come to the conclusions that you did.

Pres Standifird: So I will also give the committee compliments for the hard work that they did put into the process. There was a lot of work put into that. A number of their recommendations do show up in our recommendations. I don't have an exact number on it, but a number of them do show up. It's not just the program eliminations, but other areas where they identified savings and where we could work with that, we did. And then I had to find some additional savings to get us to the point where we needed to be to assure the financial stability of the university.

Sen. Nigg: I have a kind of 2-part question. The first one is how do your recommendations equal \$10 million as that was pretty clear in the Senate report how they did it and was wondering if you could give details on how you achieved that. And kind of to follow up with my colleague up with an earlier question here. Were departments that had very generous endowments targeted to have programs removed.

Pres Standifird: No, we the focus of our now analysis had very much to do with things like enrollment and the cost structures of running the individual programs. That was really the dominant conversation and each of those areas have we've had individual conversations with the department chairs around the decision-making process so that she or he can respond to us accordingly.

Sen. Nigg: And how did you get to \$10 million dollars?

Pres. Standifird: It has to do with the positions, both positions that are being eliminated and also those that are open. And when you collectively add those together, it comes to \$10 million.

Sen. Flint: So this is a question about the moving departments like physics and mathematics from full-fledged departments to some other group. My characterization of this is that you are going to create a group of faculty that are second-class citizens, and I find this inappropriate, obligated to teach students without any of their own majors to teach. I predict a serious loss of faculty with decades of experience at Bradley, which will crucially diminish the quality of our brand. These faculty are not elevator operators that you can replace with an automated system. And hiring high quality educators will be very challenging if they have no majors to mentor. So I am very much opposed to your plan to convert those 6 or 7 departments for from full-blown first class faculty to some other class where they have a less obligation to teach majors and only being obligated to teach other people's majors in the process.

Kullan Le Blanc, Student: All right, President, this is for you. I just want to ask a pretty, I think it's a pretty valid question. I mean, glad that you're even locking eyes with me to show some respect. But I would like to know what it looks like from your perspective whenever I, receive an iPad through the philosophy, religious studies and, philosophy of religious studies and that's just it. Let's just studies department and ethics department. But then in turn fire every single professor in that department except for the department head whom I want to say has done amazing things along with every other professor in that department as well. So what that looks like to you. Okay, so why am I receiving an iPad through the philosophy department if you cut the entire philosophy department?

Pres. Standifird: I'm pretty excited about our digitally connected campus. I think that continues to be an important part of who we are and what we do, and our decisions on program assessments is a separate conversation.

Kullan Le Blanc: Okay, then what is your statements and comments regarding the fact that almost every single student I have spoke to has said that these iPads mean almost nothing to them and they would much rather have their professors back.

Pres. Standifird: I'm happy to have a conversation with the students during the Student Senate meeting.

Sen. Jung, Education, Counseling and Leadership. I have a couple questions from my department. Should Bradley, should the Bradley community expect a second round of proposed program discontinuation and further cuts to faculty and staff positions? Basically, like where does this end?

Pres. Standifird: One of the things that I'm committed to doing is to try to make changes today that put us in a sound financial position moving forward. One of the things that we'll continue to do is we will continue to make assessments of the quality of our programs and make sure they're meeting the needs and interest of today's students. But part of the reason we're making some very difficult decisions today is so that we don't have to do that moving forward.

Sen. Jung: Okay, and then someone asked why did the colleges that operated in the black last year are the ones that are experiencing the majority of faculty program cuts while those colleges who operated in the red have had little to no reduction in programs.

Pres. Standifird: I'd want to have those numbers in front of me before I'm able to respond to that in a detailed way.

Sen. Jung: So, 20 of the 33 programs for discontinuation are from LAS and EHS.

Pres. Standifird: We did it on a program by program basis, and that was the basis of our analysis.

Tony Hermann, Faculty Member: So my question revolves around the strategic plan and the importance of it. This one of the first things you did when you came to campus is to develop a strategic plan and I think it had some support. And the criteria are to create a welcoming, caring, diverse, inclusive environment. Develop a personalized life path for each student. Return, give students a good return on their investment. And promote boundary breaking innovations. And promote financial strength. And maybe not surprisingly, I'd like to use philosophy and religious

studies as an example of a program that really contributed heavily and strongly to all these dimensions. Alright, so there's no department that's more welcoming and caring for their students. They are a leader in first year seminars in terms of including students, welcoming them. They teach courses on how to develop a personalized life path. Maybe they're the only department that does, right? They are financially, a financial powerhouse in terms of their contributions on profit and margin. They're cheap. You know, we don't pay them much, but they teach a lot of classes. They are boundary breaking in terms of their collaborations. And if you'll indulge me just for a moment, I'm a professor in the psychology department and I have about, I don't know, 2 dozen to 30 advising meetings every semester. Every semester I talked to students. And I start those meetings asking, so how's your semester going? And then I ask, what are your favorite classes? And especially among sophomores and freshmen and also our psychology majors who are upperclassmen, they're frequently philosophy classes. They're frequently religious studies classes. And I just don't understand how this department can be cut. How our first year seminar program that is, that we know boost retention is gonna be gutted because of this and other cuts. I just don't understand. If you, well, I guess my question is could you articulate how the strategic plan in light of, in light of this observation and others guided the cuts.

Pres. Standifird: So I appreciate you mentioning several of the key initiatives of the strategic plan. One of the underlying initiatives is financial, financial strength and operational excellence, and much of the difficult decisions we need to make today are based on that initiative.

57:20

Dr. Herman: Right and philosophy and religious studies is a major contributor to our bottom line, right? Just because they don't have majors doesn't mean they aren't bringing in revenue. And aren't efficient. And aren't really the heart and soul of our college and our campus. I mean, cutting that program like, it's been done. This is just a commentary. It feels like you don't understand what we do. It feels like you don't understand what we care about.

Sen. Schweigert: The handbook requires that before the administration issues notice to a faculty member of its intention to terminate an appointment because of a formal discontinuation of a program department. or division of instruction, the university will make every effort to place the faculty member in another suitable position. And if retraining is required, will provide financial and other support for such training. I'm wondering what plans are to meet that requirement. [STEPHEN STANDIFIRD] So Provost Zakahi and I talked about this if there's an opportunity for somebody to shift to another area where we believe they could be qualified that is something we would be very supportive for doing.

Sen. Schweigert: If a person who is going to be cut is shifted to someplace else, then you don't get the financial benefit of that cut. Will then another cut have to be made to make up for the one, for the person who gets shifted?

Pres. Standifird: There are areas where we have open positions that we will be filling and one that happens in we will make sure that they are an opportunity for people internally as well as people from outside the organization.

Sen. Corbett: So there was the commonly cited that these cuts will affect 3.5% of students. Does that include minors and if not, why not?

Pres. Standifird: It does not include minors. Minors will have to, we'll have look at how the minors are impacted. Many of them will not be. I'm looking at Provost Zakahi to make sure that I'm actually saying that correctly. Do you want to answer that one?

Prov. Zakahi: So the reference is direct impact on students, in direct impact there was in terms of their ability to graduate with their major degree within the time period. And so the 3.5% reflects that number does not include minors because the minors would not be, would not be directly impacted. I will say, however, that in most cases students who are pursuing a minor within a program, given the teach out plans that we would we would have for any of the programs, in most cases they would have an opportunity to finish the minors. There may be some instances where they couldn't. But they will still have the opportunity to finish the majors that they have.

Sen. Williams, student senator. I get one for you, President Standifird. Some students were asking me, what was the overall rationale behind some faculty being let go from programs that weren't slated for program discontinuation. There are a few of those faculty, another area I heard Spanish. I heard nursing department, biology, can you kind of give a little explanation on the rationale behind that?

Pres. Standifird: In all of our areas, one of the things that we are looking at and we've looked, you actually you want to talk about that Walt, please.

Prov. Zakahi: So there are 2 possibilities here. One is we have faculty who are, the term is "in residence." They're not tenure track faculty. So back in September, when we were looking at enrollment and we understood that we had a we had a lower enrollment, I asked the deans to start to look at the in-residence faculty, the non-tenure track faculty, to identify where there were possible, where there were possible cuts before we made any other kinds of cuts. We identified those in in September. We'd actually planned originally in October or November to release that information, but in deference to the faculty committee that asked us to wait because they didn't want to create confusion around the reasons for those cuts, we waited. Those cuts really reflect in many respects the kinds of cuts that we would make on a year to year basis depending on enrollment. In addition to that, we identified, other tenure track faculty, that is who are not yet tenured, where we identified the possibilities. The idea that the department was under-subscribed in terms of students versus the number of faculty that they had. And, and so there are, I think we've, we've had a little bit of a shift in that number because we've been able to retain I think one or 2 people out of that. I think the number right now is about 6 of those tenure track faculty that have received notification. 1:03:20

Carmen Keist, faculty member: I teach, I'm a tenured faculty member in apparel production and merchandising. My program is being eliminated. Could you please tell me how many other of each rank of faculty that are going to be eliminated based on your proposed plan.

Pres. Standifird: I do not have that information in front of me, but I will make it available if that is something that the group is interested in seeing.

Dr. Keist: When will you be, when and where and how will you make this available?

Prov. Zakahi: I don't have the numbers in front of me either. I shared those with Teresa the other day. They're available. I can make them available tomorrow.

Dr. Keist: Okay, because I think it'd be interesting that people know that everybody's being, you know, each rank. Also, I know I was only supposed to ask one question, but for those faculty that have their tenure packet halfway through review and our programs are being eliminated, what happens to them?

Prov. Zakahi: Would you repeat the question?

Dr. Keist: For the people that are being impacted and their tenure packet is already halfway through the review process, what will happen with them?

Prov. Zakahi: For the programs where the where the programs are being eliminated. Just like the other faculty in those programs, if the program is being eliminated completely as opposed to a program that's being changed into a service unit then all of those all of those positions would be ended.

Dr. Keist: Okay, so if your packets halfway through for tenure, then you just, they're pulling the packet. you don't get to go up for tenure.

Prov. Zakahi: I certainly if somebody wants to continue through the process, we would continue through the process. That's up to them. If I'm out looking for a job, I probably would rather have one where I had received tenure than not.

Sen, Corbett: So I think that's basically about me. So, because you addressed the programs that are being eliminated but not programs that are being reduced to service. So yeah, for those programs that are being reduced to service departments and there is somebody currently under review whose position is up for eliminated or elimination, will I be eliminated?

Prov. Zakahi: Yeah, if you're if your position is currently on the elimination list then yes.

Rachel Vollmer, faculty member. So it's been stated that only 3.5% of students are impacted, but can you comment and how students from marginalized groups are impacted and if they're disproportionately impacted.

Pres. Standifird: We have not run those numbers yet. By the way, the comment where we make is 3.5% of the students are directly impacted, I'm very clear on that.

Dr. Vollmer: I would recommend that you run those numbers.

Pres. Standifird: We will be running a number of numbers once the final decisions are made.

Marian Azab, faculty member. Okay, I want to ask about the faculty who were handpicked from programs to be eliminated or to be fired even though the program itself is continuing. How did this choice happen? Why one person versus another? Thank you.

Prov. Zakahi: So there are a couple possibilities. I'm gonna assume that what you're talking about are the tenure-track faculty positions in in this instance. There are a couple of possibilities. One is

seniority internally within in the department. Two would be content area within the department and the needs of the content area.1:08:33

Rachelle Pavelko, faculty member. I wanted to ask a follow-up to something that the provost mentioned about identifying tenure track faculty in September. I was wondering if either of you could speak to what appears to be a disconnect between departments that were allowed to do searches for new tenure track faculty last year and that those have now been eliminated positions within our department.

Prov. Zakahi: So, first it was, in terms of September, it was the in-residence faculty and not the tenure-track faculty that were identified at that time, just to clarify that. We started a series of searches last year before we understood the financial circumstances of the university. If you remember back to last spring. I will say in February, I was not aware of any of this, we had started searches back in the fall. Absolutely, there's a disconnect in the in the sense of if I had been aware of this earlier than many of those searches would not have started. But I'm also going to add that there are searches that have happened and gone on even since then because we have some high demand areas where if faculty members leave, we still need to be able to provide faculty in those areas, as well. And so. Yes, there are positions that are being eliminated even as we're hiring in high demand areas.1:10:23

Sen. Timm: Provost Zakahi, when did you become aware that there was a serious financial problem?

Prov. Zakahi: It was, what I would, what I would say is, and I'm going on the basis of memory. I think it was late spring. March or maybe even April, but I wanna say probably late March.1:10:54

Laura Satterfield, faculty member: Okay. So you spoke to my chair in physics. And he told me that you said that the two of you feel that you have followed the faculty handbook pretty well. So I wanted to quote it and just ask, you know, if you feel like you have followed this part and, if so, how? Okay. "The decision to discontinue a program department or division of instruction will be solely based on educational considerations as determined primarily by the faculty as a whole or an appropriate committee thereof. Such educational considerations shall not include cyclical or temporary variations in enrollment, but shall reflect long-range judgments that the educational mission of the university will be enhanced by the discontinuation.

Pres. Standifird: We have attempted to follow the handbook where we can and one of the things that we've been focused on is the long-term educational mission of the university. And in many of the cases we were looking at long-term enrollment trends that were the basis of some of our decision making.

Sen. Schweigert: Walter, I think this one's for you. There's presently a moratorium apparently on internal transfers to those departments which will no longer be offering a major. Does that contradict their incoming catalog? And is that. is this, is this a permanent moratorium?

Prov. Zakahi: No, it is it is it is not a permanent. We want to get through the president's decision. Even there, I spoke with the deans this week, and they will operate on a case-by-case basis. We learned, for example, there were a number of students who were in the middle of the process when we put the moratorium on. I spoke with Jobie [Skaggs] this morning and the registrar's in the

process of processing those right now. And so I expect that the people who were in process will have those changes made. And then the deans are in a position to make case by case decisions, that, when, when they're presented to them.

Sen. Remmel: Standifird, you said enrollment and cost to cover the programs, I assume that means in majors, not an actual course enrollment. Because it doesn't seem like you guys have in any way considered the BCC or for anyone who's not majoring in a hard science, their ability to complete the BA or the BS requirements.

Prov. Zakahi: Yes, as we as we looked at as we looked at the potential for cuts, we started with the marginal contribution which included what you were describing. We used that as a basis for making decisions about what programs to look at. Those programs include BCC offerings, etc., or those that analysis included BCC offerings, etc. However, as we got deeper into the analysis, we made decisions based on the number of majors and programs is one of the primary reasons for doing it.

Sen. Blair: Can you define a program for me?

Prov. Zakahi: So programs are units that are offering degrees, undergraduate or graduate degrees. In some instances, we have departments that are offering multiple degrees, they might have 3 or 4 programs within the department. Each of those programs was considered separately.

Amy Scott, faculty member: Hi, this question is for President Standifird. I think all of us in this room listen carefully to your interviews and read your emails that you send out. One of your consistent talking points is that you're making these cuts to serve the needs and interests of today's students. So I have 2 questions around that phrase. Well, 3 really. I would like for you to define it. First of all, what do you mean by the needs and interest of today's students? What research have you done to determine what the interest and needs of today's students are. Have you considered the needs and interest of the students who are sitting in this room today that are currently enrolled at Bradley University? And finally, how does your definition of the interest and needs of today's students, how is it informed by the study that you paid consultants to do? The study that was called "jobs to be done" that revealed that most of our students are aspirational learners.

Pres. Standifird: One of the questions I've gotten a fair amount is where was the student input in this process. And I'll tell you the student input was one of the most dominant themes in this process and we followed that based on the enrollment trends. And if you look at enrollment trends, that is the thing that we've really focused on and really trying to understand the needs and interest of our students. Also looking at the type of careers that are evolving and developing into the future. And those are the things that we really focused on in terms of thinking about the type of programs that are satisfying the needs and interest of today's students.1:18:14

Pres. Standifird: So I'm going to make one final statement. Look, I recognize these are under the best of circumstances incredibly challenging decisions. And I know, I take no pleasure in having to make them by the way. I am committed to giving the chairs until December 6th to get their feedback to me and I am committed to giving you the feedback on my final decisions no later than

Sen. Portocarrero: This is a very simple question for the president. A few times during the semester you've stated that cuts were going to be made also at the administration level. And I'm sure many of us would like to know what has happened.

Pres. Standifird: CFO Cofer has actually mentioned those cuts under a couple of different environments. I'm happy to have, he's happy to come back and have that conversation. In addition, we are beginning another budget review process, and I can tell you each of the vice presidents are being asked to look in detail at their budget and identify additional areas where we can find savings. And if you want to have a more detailed conversation on the exact budget cuts that have been made, again, that's been shared in a couple forums, and CFO Cofer has made it very clear that he'd be happy to talk to groups about that individually. I'm sorry, I've made a commitment that that is something we will do. We haven't actually executed on that yet, but I, but I, I have made a commitment that it will be done, and there are some personnel conversations going on in that not a respect for the individuals that are involved in those decisions, I'm not gonna announce those until those decisions are actually finalized. But I have made a commitment that that is something I will do and it is something I will follow through on.

Sen. Portocarrero: But do you have any idea if those decisions will be made before the end of the academic year?

Pres. Standifird:

VII. Old Business

none

VIII. New Business

Gavel to VP. Stearn. Pres. Drake moves Resolution A. Vote of No confidence for Pres. Standifird, Sen. Timm seconds.(see attached)

Sen. Timm moves for a paper ballot, Sen. Remmel seconds, motion approved. The election committee passes out ballots.

Discussion:

Sen Webb: what is accomplished by this? Pres. Drake: there is no action that follows this, but a public way for this body to say we disagree with decisions made, consequences of the decisions made are uncertain, committee was thoughtful before doing this.

Sen. Frazier: Not sure of the consequences, but one of the most quoted researcher on turnarounds in colleges found that most commonly the president who receives this is very rarely considered an appropriate leader for turning around a college. Research says most presidents who are in place when cuts happen are not the ones who fix the problem.

Sen. Metzker is that at a future institution or current? Frazier: usually at the current?

Sen. Corbett: The board of trustees is the only one that can hire or fire a president, and they are the only one to act on a vote of no confidence but it's the strongest act a senate can male.

Sen Metzker: when do we hear from the BOT: Pres. Drake, when they decide to.

Votes are Yes, 42, No 7, Abstain 2, motion passes.

Drake: moves Resolution B Vote of No Confidence for Provost Zakahi, Sen. Timm seconds

Sen. Timm moves for a paper ballot Sen. Ryan seconds. Motion passes.

Discussion:

Sen. Raheem: issue with one of the resolution, from where I'm sitting, I don't see much DEI in senate, I don't think it's fair to hold the provost responsible when departments are not putting them in the senate. The senate needs to look in a mirror. Pres. Drake: it's about making it worse.

Sen. Raheem: we have not done enough to be inclusive, my dean and chair made sure I felt welcome, but every time I speak I hear rebuttal and don't feel welcome, as a university we should make more effort.

Sen. Nanyes: only African Am and woman in our department is being cut. MTH is cutting three TT faculty and 2 Tenured faculty and still required to cover EGT and students with advanced math. The plan doesn't include an understanding of the service.

Sen. Kimberlin: we have also been cut in half and can't serve EGT and Pre-Med students and not help non-science majors and have lost a faculty member who is African American and a woman.

Sen. Raheem: who picked the faculty to be cut? Pres. Drake: Provost.

Votes: 38 Yes, 13 No, 1 Abstain, Motion passes.

IX. Adjournment

Sen. Timm moves to adjourn. Adjourned at 5:00PM

Resolution A: Motion of No Confidence for President Stephen Standifird

WHEREAS: President Standifird has claimed the University is in a financial crisis, but has failed to clearly communicate the origins, urgency, or magnitude of this crisis.

WHEREAS: President Standifird has stated in front of this body that issues with our loan covenants are a main factor in the urgency, but has contradicted that claim in the media.

WHEREAS: President Standifird has failed to adequately explain why over 75% of the announced spending cuts must come from Academic Affairs, and why these must be identified by the end of the Fall 2023 semester.

WHEREAS: President Standifird implemented both an incentivized voluntary separation program and an involuntary separation program in 2020 that, although not strategic in nature, led to \$7M in spending reductions. These savings have since been lost.

WHEREAS: President Standifird showed poor stewardship of enrollment management by being slow to act on evidence that our tuition was too low and our discount rate had grown to be higher than our peers, and by failing to adequately address our declining enrollment.

WHEREAS: President Standifird showed poor leadership in the area of advancement.

WHEREAS: President Standifird did not recognize, or respond in a timely manner, to issues with the University's financial health, and even in light of these issues has continued to spend on outside consultants and in non-revenue producing sectors of the University, without sharing cost-benefit analyses on these expenditures. This includes spending on initiatives the President previously promised to fund through donations.

WHEREAS: President Standifird committed to announcing parallel cuts to administrative spending, but has not yet done so.

WHEREAS: President Standifird repeatedly stated his intentions to follow the recommendations of the Faculty Members of Senate Executive Committee, but then failed to do so. He has publicly claimed that his decisions have "a fair amount of overlap" with the faculty recommendations, but the programs he has recommended for discontinuation are almost entirely different from those recommended by the faculty committee.

WHEREAS: President Standifird has not communicated any of the data or criteria he used to evaluate programs, and his decisions do not appear to be driven by Bradley's mission, vision, or

strategic plan. The President has told chairs of departments facing discontinuation that their responses to the announcement should not include statements on the educational value of their programs.

WHEREAS: President Standifird, by cutting faculty lines, including those of award-winning faculty, is behaving as though the University is in a state of financial exigency, although that has not been declared. These decisions will adversely impact the quality of our students' educational experiences and put the University at risk for legal actions that could adversely impact our finances and reputation.

WHEREAS: President Standifird has claimed that the motivation for the proposed cuts is to "meet the needs and interests of today's students" but the changes he is proposing threaten the University's ability to "lay the foundation for a lifetime of intellectual development" in a "changing complex world" and stand in stark contrast to our strategic imperatives to be welcoming and diverse and to support personalized life paths.

WHEREAS: President Standifird has claimed that the proposed changes will only impact 3.5% of students. The number of students affected will be far greater because the changes will also impact minors and reduce Bradley Core Curriculum offerings, and the elimination of full-time faculty threatens to reduce the quality of education and student-faculty interaction.

WHEREAS: President Standifird is evaluated primarily on his position as an effective leader and communicator, and has failed in these aspects. The President has largely ignored the principles of shared governance and joint determination, and his decisions have put the University in a precarious financial position and have adversely affected the reputation of the University.

For these reasons, BE IT RESOLVED that we, the Bradley University Senate, have lost confidence in President Standifird's ability to lead the University moving forward.

Resolution B: Motion of No Confidence for Provost Walter Zakahi

WHEREAS: Provost Zakahi is “responsible for the effective execution of the University’s academic mission,” but has failed to provide strong leadership and advocacy for Academic Affairs, and has not exhibited a commitment to our shared governance model.

WHEREAS: Provost Zakahi has been aware of the existence of a large structural deficit since at least 2016.

WHEREAS: Provost Zakahi bears partial responsibility for losing the cost savings incurred from the incentivized voluntary and involuntary separation programs in 2020 due to undisciplined hiring practices. In the past year alone, Provost Zakahi approved the hiring of 42 tenure track faculty despite no evidence that the structural deficit had been resolved, and in the face of evidence that enrollments were down and discount rate was up.

WHEREAS: Provost Zakahi worked with the Deans and President to recommend programs for discontinuation instead of accepting the recommendations of the faculty committee, in violation of the shared governance policies outlined in the faculty handbook.

WHEREAS: Provost Zakahi has not shared the criteria he used to identify programs to recommend for discontinuation or to identify faculty for dismissal and did not solicit input from departments. Moreover, his recommendations do not appear to have accounted for program quality or to have been driven by Bradley’s mission, vision, or strategic plan.

WHEREAS: Provost Zakahi identified 27 tenure-track faculty for nonrenewal, some hired within the last year, indicating that his hiring decisions were not based on strategic decision making.

WHEREAS: Provost Zakahi has undermined academic quality at Bradley by recommending the dismissal of several faculty who have received the highest honors at Bradley for their teaching, research, or service to the University.

WHEREAS: Provost Zakahi has admitted that moving forward the student experience will not be the same, despite his charge to “continuously improve the exceptional learning that Bradley provides its students and to advance Bradley’s regional and national reputation in higher learning”.

WHEREAS: Provost Zakahi neglected to consider the diversity, equity, and inclusion implications of the proposed cuts. Approximately 25% of the faculty whose lines will be cut are from underrepresented, minoritized or marginalized groups, which represents a substantial reversal of recent gains.

WHEREAS: Provost Zakahi has failed to effectively lead or advocate for Academic Affairs, largely ignored the principles of shared governance, and made decisions that will adversely affect the quality of education and reputation of the University.

For these reasons, BE IT RESOLVED that we, the Bradley University Senate, have lost confidence in Provost Zakahi's ability to provide the academic leadership required to successfully guide the University moving forward.

UNIVERSITY SENATE MEETING SIGN IN SHEET –

SENATORS

Meeting Date:

11/16/23

Name		Name	
Batz, Jack		Maillacheruvu, Kris	
Blair, Eden		McQuade, Kristi	
Borton, Rachel		Metzger, Cyle	
Brammeier, Heather		Miah, Suruz	
Carty, Tom		Moeckel, Mark	
Cheney, Brian		Moon, Dan	
Clark, Chad		Muncy, Jim	
Clark, Jessica		Nair, Kalyani	
Corbett, Colin		Newton, Lee	
Drake, Teresa		Nielsen, John	
Eskin, Candace		Nigg, Jessica	
Fitzgerald, Josh		Pershing, Johanna	
Flint, Edward		Portocarrero, Melvy	
Ford, Heather		Raheem, Malik	
Frazier, Meg		Rommel, Megan	
Getz, Dan		Schweigert, Wendy	
Gore, Bryce		Shastry, Prasad	
Grugan, Amy		Smith, Karin	
Ham, Ethan		Spires, Todd	
Hawkins, Samuel		Standifird, Stephen	
Hertich, Alex		Stern, Travis	
Hogan, Jackie		Stover, Naomi	
Huberman, Jeff		Thomas, Nathan	
Jung, Karl		Timm, Mat	
Kelly, Joseph		Tronnes, Libby	
Kelly, Todd		Way, Jamie	
Khodair, Yasser		Webb, Brian	
Kimberlin, Kevin		Williams, Chris	
Kindler, Andy		Williams, Landon	
Lockhart, Josh		Zakahi, Walter	
Dahlgren, Tricia		Libin, Mok	
Wilbert, S			

UNIVERSITY SENATE MEETING SIGN IN SHEET –

VISITORS

Meeting Date:

11/16/2023

Name	College/Unit	Name	College/Unit
Shawn Montoy	Chemistry/LAS	Chenck Ray	Admission
Alex Palamara	ENG/LAS	Kyle Lewis	—
Cristofer Maravilla		Jeannie Butkuski	LAS/OCS/
Belinda Daly	NUR	Ethan Ham	CFA/IM
Alexandria Capellari	NUR	John P. M	EFM/PCB
Vanette Weitzel	CHM/LAS	Kishner	CHM/BCM
Jen JOST	LAS BIO	Ellen Keen	Fin Svcs
Kate Lipovsk	LAS BIO	Ollie Nages	MATH
Seth Stidham	LAS BIO	Tim Koeltzow	PSY
Trevor Frederickson	LAS ENG	Camryn Rust	FLS
Riya Iyer	LAS BIO	Billy McConaughay	LAS/BIO
Mark Tangel	LAS EHL/PLS	Jeff Bakken	EHS
Rachel Watson	LAS CHM/MTH	Aaron Bucheo	EMERITUS
Jacob Czaidel	LAS CHM	Jessica Dendron	CEET/ME
Will Cypert	LAS PLS	Anthony K. Gill	Kaplan
Emily Janosz	LAS SOC	Tony Hermann	PSY
Daniela Larona Pail	LAS	Benjamin Edgitt	FCB-ETL
Kyle Smith	SCC	Mr. Mr.	ITC
Sarah Peters	SCC	Michelle Fator	Financial Services
Tom Richmond	Alumni/Development	DJ Mufel	EMCR
Rachel Pavelko	COM	Christine Gouge	BUS/CIB
Toby Schamberger	IM	Mikela Clemons	ENT
Adrianna E Grannela	FCS		
NONNE BIGS	LAS BMS		
Lucas Balfanz	LAS Physics		
Rachel Gollmer	FCS		
Holly Stachow	LCX		
Armande Scott	OT		
Sam Glavin	CTA		
Wayne Bosma	CHM/grad education		
DENITRICE A. WORLEY	LAS/ENGLISH		
Valerie Santuan	LAS/PSYC		
Anna M. Villaini	EHS		
Yvelli Flores	EGT	Adolfo Lopez Jr	EGT
James Garcia	LAS IS		

UNIVERSITY SENATE MEETING SIGN IN SHEET –

VISITORS

Meeting Date:

11/16/2023

Name	College/Unit	Name	College/Unit
Mara A.	CEC	Adalia Young	PLS/JN/WLS
Jed L.	BUS	Nicole Dumben	PLS/PLW/CRM
Nateeba Abbrud	CCET/FCB	Arushay Awar	//
Sherry Grant	FCB	Leslie Hernandez	LAS
Richard Hintzsche	ENT	Shelby Alts	LAS
Kullan Le Blanc	COM + LAS	Matthew Cruz	LAS
Addi Dilbaitis	PLS	Renée Bilsborough	LAS
Lauren Dwell	CFA → IM	Jaden Taylor	CRM
Jeremy Shutan	ML HR	Karleigh Clarke	LAS
Andrew Sheehan	PLS	Josh Schinke	LAS
Alex Walden	PLS	Maverick Norman	EHE/HIS
Joe Weaver	IM	Tyler Nielsen	CS
Taken Harris	ECE	German Casas	PLS
Lavannya Doolalikar B	PLS/PSY/LGS/WLS	Joanna Franco	LAS
Megan Graham	FCB	Vesica Murcan	Alumn - LAS
Camryn Picken	LAS:PSY/ETH/NEU	Allison Walsh	Alum LAS/COM
Isha Patel	EHS:KHS	Cristofer Manville	FCS/EHS
Abdullah Shoaib	EHS/LAS	Seth Stidham	LAS
Kaitlyn Morrison	LAS/EHS	Jacob Weinberg	LAS
Makira Davis	LAS/EHS	Katelyn Shelton	LAS
Grace Johnson	LAS/EHS	Payton Campbell	LAS, EHS
Amanda Carlson	LAS	Larry Tonge	LAS/Religious Studies
Oliver Anderson	LAS; BMS, SOC		
Kayla Raymond	LAS:BUS		
Elijah Pine-Lassus, A	CE		
Gabi Necastro	FCB & LAS		
Makila Byrd	LAS: SOC/SW		
Danaria Keys	LAS/PLS/BLW		
Abby McLean	COM/PLS		
Jordyn Muscarello	COM/RLS/BMS		
Allison Lucero	LAS/sw/PLW		
Lauren Henson	LAS/PLS/IS		
Sky Beal	IM/EM		
Myla Burt	CFA/GC		

UNIVERSITY SENATE MEETING SIGN IN SHEET –

VISITORS

Meeting Date: **11/16/2023**

Name	College/Unit	Name	College/Unit
Andy Kelly	PH/RLS CLM	Carla Perez	FCB
Grace Wang	COMM	Adriana Gomez	LAS
Alicia Renee Williams	COM/CEA	Ryan Dodd	Student Senate
Aiden Vandenberg	CEA	DAVID SCUFFHAM	IT
Sam Scordo	FCS	YASSER KHODAIR	CCET/CEC
Cameron Craig	EHS	RUMM	REED TIME
Cassie Keller	ENT Bradley	JACOB YOUNG	FCB/ETL
Jana Hunzicker	EHS	XXXXXXXXXX	LAS
Melissa Pokiss	EHS	Amy Scott	LAS/HIS/WSS
DAVID SCHWARTZ	SCC	XXXXXXXXXX	ECE/CCET
Amie Love	FCB/CCET	Megan Decelis	PH
Ezzy Ozella	FCB/CCET	Kendall Ninte	LAR
Ryan Kee	LAS/PSI	Cecile Arave He	E L C
Emily Schaur	LAS/PSI	Dani Wolrey	FCB
Margaret DAVIS	LAS/PSI	gradly Harry	LAS
Kyle ESTES	LAS/PSI	Brandon Brown	LAS HIS
Tylinh Tran	COMM	JIM POLEY	FCB
Marian Azab	SOC		
Stee Kregel	CHM		
Alenna Martin Del Campo	LAS		
Michelle Edgcomb Frick	LAS		
Bethany Beeher	CCET		
Thomas Palakoff	LAS/ENG		
Jim Coostack	LAS WLC		
Grant Woods	ENT		
Michelle Rzy	CITM/BCM		
YOUNG-SI LEE	CCET/CEC		
Frederick Lee	LAS/PSI		
Barbara Kerns	IT		
Brian Ischke	BUSD		
Wardiyah Rammy	LAS		
John A. Whitman	LAS/HIS		
Chaire M'Querry	LAS		
Daniela Omosi	LAS		

A motion to add the following statements to the approved minutes from the September meeting of the University Senate:

45:33

[Standifird]: “And it remains my intent to follow the recommendations [of the FMSE]. You know, one of the things I wanna be clear on is we do have a budget target. We've gotta find 10 million dollars of savings and we need to do that by the end of the semester provided we can do that, it is my intent to follow the recommendations of the faculty committee. So I just wanna say how much I appreciate their work. One of the questions around the process has been around the timing and the reason for really wanting to do this, and the term I've used is in a thorough but expeditious way and have this done by the end of the semester. And there are really two overarching reasons for wanting to do that. One is we do have a budget to balance, and that's something we need to get moving on. We've been in conversations with our bankers. We've actually, I think we've previously talked about having lost the credit line from PNC, we also have some issues on the covenants of our loans, and if anybody wants more information about what that means and how that works, I'm sure CFO would be happy to sit down and talk through that. We, are in good shape. We've had, we've had one-on-one meetings with the bankers and they're comfortable with the process we're following provided we are expeditious at tackling our budget challenges, which is why we need to move, again, thoroughly expeditious in the process.”

1:41:55

[Alexander Hertich] This is Alexander Hertich I'm from world languages. So President Standifird, other administrators have publicly stated that the \$10 million must be cut from academic spending, and this amount is roughly equivalent to 100 faculty members, which is approximately one-quarter to one-third of all full-time faculty. I was wondering what your educational vision for Bradley University is, whose faculty is reduced by this magnitude and also how you imagine this will be operationalized? Thank you.

[Stephen Standifird] I'm gonna resist talking too much about how it will be operationalized, Alex. One of the things I'm very interested in doing is I wanna, I wanna be thoughtful and respectful of the recommendations that the Senate executive committee is going to be coming forward with.

1:43:34

[Alexander Hertich] If I could ask a follow up. What about your educational vision for Bradley with the cuts?

[Stephen Standifird] I'm pausing to comment on this one because I'm not exactly sure what you mean about educational vision. I want to be thoughtful about responding. I am, we have a strategic plan that is a guideline and much of that via one of the resolutions that was passed earlier today is being considered in the criteria. So to the extent that I would talk educational vision, I would talk about where the vision sits for the strategic plan.

1:44:31

[Michelle Frye] Thanks. Michelle Frye, chemistry and biochemistry. And this question is for President Standifird. You've talked in the past about sharing the pain. Recent 990 filings have shown the highest compensated employees at Bradley collectively earned twice as much as those at Illinois Wesleyan and 44% more than at Drake.

If our 10 top compensated employees took just a 10% pay cut and went without bonuses, this would save roughly \$480,000, which is approximately 4 to 5 faculty positions. Will you commit to pay cuts for senior leadership.

[Stephen Standifird] I am not committing to that at this point. We're going to continue to look at the process and looking for different ways. I have made it very public that we are looking to make changes in the administrative structure and reduce the number of vice presidents, and we're still working through what that would look like.

1:45:38

[Edward Flint] Edward Flint, chemistry of biochemistry. You stated at the fall forum that the 38% of the budget goes to instruction. Why is it therefore that the fraction that is being taken from the education side, instruction side, is much much greater than 38%?

[Stephen Standifird] So there are a significant number of reductions that have been made on the administrative side of the house, not just this year, but in prior years. One of the things that I'm supportive of doing is restructuring...the University Resource Committee to take a deeper dive into those questions that something will continue to look at. I'm very comfortable looking at that information, sharing that data, and doing that in a format that makes it more transparent as to what other areas have done in terms of their financial reductions, as well.

1:48:04

[Heather Brammeier] Heather Brammeier Department of Art and Design. I feel like maybe we're all asking this in our heads already, but if President Standifird, if you're committed to cutting administration as well as cutting faculty. Are you committed to doing that by the end of this semester, as well?

[Stephen Standifird] Yes, I'm committed to making those decisions by the end of the semester as with the faculty situation, as well. We will look at how that phases over time. But those decisions will be made by the end of the semester, as well.

8. The Committee on University Resources

1. The function of the Committee on University Resources shall be:

To support and advance the budget process to ensure the compatibility of university-wide resource allocations with overall University goals and strategic priorities by:

a. ~~To foster the compatibility of resource allocations with overall University goals by focusing its attention on University-wide and long-range decisions:~~

1) ~~To~~ Reviewing and analyzing policies, projections, procedures and results of University actions involving the acquisition and allocation of resources; ~~to make prudent data-driven recommendations to align resources with units (e.g., Academic Affairs, Marketing and Enrollment Management, Student Affairs, Human Resources, Information Technology, Facilities, Financial Services, Diversity, Equity, and Inclusion, Advancement, and Athletics);~~

b. ~~2) To~~ Consulting with and discussing its findings with the ~~faculty and other members of the~~ University community;

c. ~~3) To~~ Making periodic reports and recommendations to the University Senate ~~which may make recommendations and~~ to the President.

b. ~~To obtain timely and needed information from the University Administration as required for the effective performance of its duties;~~

c. ~~To consult with the University Administration in preparing policies and procedures affecting resource allocation.~~

2. The Committee on University Resources shall consist of seven members. ~~Five~~ Four members shall be appointed by the Executive Committee of the Senate, two of whom shall be chosen from among those whose training and experience are in areas relevant to the Committee. ~~One~~ The remaining members shall ~~be appointed from the staff of and by~~ include the Chief Financial Officer (or an appointee from Financial Services), one staff member at the Director Level (appointed by the Staff Council), and a ~~One shall be a~~ student appointed by the Student Senate.

a. Faculty appointments are made for three-year renewable terms with staggered terminations;

b. The Chairperson of the Committee shall be elected ~~from and~~ by the members of the Committee ~~from the faculty members.~~

November 27, 2023

To: Bradley University Senate Executive Committee
President Stephen Standifird, Bradley University

From: Senate Standing Committee on International Initiatives

Re: Proposed program discontinuations and other faculty reductions: impact on global learning

We wish to express our gratitude to the Faculty Members of the Senate Executive Committee for their hard work in producing a strategic and thoughtful proposal to address Bradley's financial difficulties. Particularly, we appreciate that the committee included "contribution to global education" as a criterion to consider under BU's first Strategic Imperative, to achieve a campus climate that is **Welcoming, Caring, Diverse and Inclusive**.

The Standing Committee on International Initiatives has as its charge to: ***Support and enhance an informed and internationalized curriculum, opportunities to participate in global learning, and international academic experiences.*** Given the recommendations for program discontinuations issued on November 6, and additional reductions of faculty positions across the University, we are exceedingly concerned that these decisions seriously undercut Bradley's internationalized curriculum and student opportunities to participate in global and cross-cultural learning. The discontinuation of Religious Studies, Philosophy, French, Economics, and International Studies, and reductions in faculty in Sociology, History, Spanish, Communications, and English will make it difficult for the University to continue to offer an informed and internationalized curriculum.

One important indicator of this anticipated deficiency is the impact on BCC Global Perspectives course offerings. An initial analysis, given available information, indicates that nearly 53% of these courses would be impacted (see below). Considering that there are many more globally- and cross-culturally-focused courses offered by affected programs and departments, the consequences go well beyond the BCC. Moreover, the Global Scholars Programs in each College would be negatively impacted by the decreased availability of their required courses.

Further, programs and departments making contributions to Bradley's Interim Abroad Programs would be impacted by the discontinuations and reductions, with the result that Bradley's goal (and this Standing Committee's charge) of enhancing education abroad opportunities for all of our students becomes more difficult to meet.

Globally- and cross-culturally-focused minors are also impacted, including Anthropology and Asian Studies. With the proposed program discontinuations and cuts to the affiliate budget, it will be very difficult for students to complete these minors.

Global learning is not optional for colleges and universities – it is a necessary priority in our 21st century world. The U.S. Department of Education states that "it is vital to prepare students to engage with the world", which requires "critical thinking and creativity to solve complex

problems, well-honed communication skills, [and] the ability to speak other languages” alongside advanced math, science, and technical skills.¹ In a survey of a wide cross-section of the world’s largest employers, the World Economic Forum’s 2023 *Future of Jobs Report* finds that analytical and creative thinking are the top two most important workforce skills.²

If we are to, as Bradley’s Strategic Vision states, “deliver an engaging education that transcends traditional boundaries through scholarly and practical experiences in a diverse, caring and inclusive environment to prepare purpose-driven leaders who achieve success and build a better world,” then we need to maintain a robust globally-focused curriculum and a wide variety of inclusive Study Abroad and other experiential learning opportunities. The proposed program discontinuations and department/faculty reductions make this goal challenging to reach. It is inconceivable that an institution of higher education in today’s complex, interconnected world would not seek to prepare students sufficiently to succeed in that world, in whatever their chosen careers.

We therefore register our grave concern regarding the proposed discontinuations and reductions, and urge Bradley’s administration to consider carefully the consequences of these actions for global education at our institution.

BRADLEY CORE CURRICULUM*

Based on the proposed program discontinuations, and staffing reductions in other areas, it appears that approximately 53% of the current BCC Global Perspectives–Global Systems and World Cultures menu of courses would be impacted. These courses are highlighted below. Some of these classes could be continued, for example through conversion of high-enrollment IS courses to PLS, but the number of courses available for this part of the BCC would still be significantly reduced.

Area of Inquiry	Code	Approved Courses
<i>Global Systems</i>	<i>GP GS</i>	CIS 300; ECO 391; FCS 237; HIS 201, 203, 204; I B 206, 391; IS 100, 103, 305, 306, 318, 330, 363, 410; PLS 208; RLS 321; SOC 326; WLS 334;
<i>World Cultures</i>	<i>GP WC</i>	AAS200; ANT101**, 305**, 314**; COM 315; ENG123, 130, 140, 381, 385; ETE 280; FCS 271; HIS205, 206, 207, 208, 209, 314, 316, 329, 330, 331, 335, 336, 337, 340; I B204, 205; IS104, 182, 322, 340, 353, 355, 363, 373, 385; MUS 382; PHL 130; P T HS380; RLS 105, 114, 121, 225, 300, 305, 313, 320, 331, 332, 336, 338, 340; SOC 300**, 311**; WGS 200; WLF202, 370; WLG 202, 321; WLS 202, 222, 321, 322, 342, 343, 360; WLT 140, 340

Total BCC GP-GS & WC courses impacted: 47/89 - 53%

*Source: <https://www.bradley.edu/sites/bcc/approved-courses/>; accessed 11/20/23

**These courses would be offered with much less frequency.

¹ U.S. Department of Education, *Succeeding Globally Through International Education and Engagement* (2022, p. 2).

² World Economic Forum (May 2023), https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf