

Okay.

0:38

Okay.

3:43

[TERESA DRAKE] Alright, I think we're gonna go ahead and get started. We do have a quorum. We have a lot of guests today. A few. A few announcements before we get started. The meeting is being recorded and live streamed. Please mark your calendars for December fourteenth. We may have a special meeting. And we scheduled it at 10 am. If we don't need it, we'll cancel it, but put it on your calendars for now.

9:55

Because we have a lot of guests that aren't normally here. I'd like to go over some of our protocol again for Senate. The first is that if you're going to speak, you need to use a mic. That's so one, everyone in the room can hear us, but also that everyone online can hear as well. The next thing is that senators should be allowed to speak first. So if senators have questions, they should speak first, please identify yourself and what unit you represent. Non-senators can speak. However, again, allow senators the opportunity to speak first. If a non-senator would like to speak, you need to identify yourself and the body needs to approve. That you're allowed to speak or allowed to address the body.

10:46

Comments are typically meant to...you're speaking to some motion on the floor. So, they're not just whatever comments you feel like making, but that you are speaking to a particular motion. When the president gives his report, we often have questions and that's fine. But typically you're speaking to a motion.

11:05

When it comes to anything that we are going to vote on, only senators can vote. Just a reminder, we do have 3 student senators. And so they can, they're allowed to vote and speak without getting special recognition. Throughout the discussion, we just want to maintain a civil discussion and maintain decorum. So just kind of a reminder for some of our guests as well.

11:31

We do have a lot of business to cover at this meeting tonight. So, you know, things may get moved along. Just want to give you a heads up. All right, to start off with, we'll do the approval of the minutes from the second regular meeting. Is there a motion to approve the minutes? Megan Remmel. Second, Wendy Schweigert, any discussion additions? Alright, all those in favor of approval of the minutes of the second meeting. At the University Senate say aye. Any opposed say nay. Alright, those stand approved.

12:23

All right, next up we have our report from Student Bodies, President Jack Batz.

12:28

[JACK BATZ] Thank you. I would first off like to state that I'm so glad that we have so many students in attendance today. They're here to voice their opinions on the topics at hand that are going to be covered during our meeting today. I would like to encourage all students in attendance that all these beings have been opened the entire semester and will continue to be open for you to attend.

12:54

Although we only have 3 student senators, your voices and support are always encouraged at these meetings and me, Landon, and Josh are always here to try to voice our opinions in support of you at every meeting that we attend. As far as my report goes, I think that anything that I can give to you, the University Senate has been said over and over again by students in a large majority. There's frustration amongst the student body. With the program discontinuations, in terms of transparency and that moving forward, they wish that they would be more informed on topics. As they come up.

13:37

On the Senate as a whole, the Student Senate, we have had a forum that was hosted this past Monday, and we had some members of our own exec here from the university Senate. So thank you to those of you that showed up to help us with this forum. It wouldn't have been possible without you, and we were able to have a lot of great questions answered and we think that it's essential for students to have their questions be answered and topics that they don't understand. So, we have another forum coming up on Monday, November 27th at 5 PM. Not inside of the Garrett Center, this will be in Neumiller Hall and the president has graciously so that he will be in attendance at that to answer questions. So, please mark that on your calendars and we will be doing a lot of promotion on campus to let all students know how they can go invoice campaigns in that manner.

14:25

For the students in the room I can see that you are very adamant on your stances and I will continue to bring those through to the appropriate bodies when that may be needed, and I will continue to do that with the situation at hand. If you have anything that you would like to state to me or other student Senate representatives, please stop us, send us an email. Contact us. We are always looking for more opinion on the situation. And for those of you in the room that are programs have been offered discontinuation I would like to share student sympathy with you all. We are sad to see that you are possibly not going to be here for the future of the university. And we'd like to thank you for all you have done for the student body in general. Thank you.

15:26

Thank you, Jack. All right, next on the agenda, we've got several curricular items. These first are by consent. However, if you have any questions about any of them, we can pull any off for discussion. Is there a motion? Oh, no, I don't need a motion, please. Sorry. We've got some core curriculum additions. Several course additions. Several course modifications. And some course deletions. Any questions? Mat? Oh, use the mic. You could probably move it over here closer if you'd like. **[MAT TIMM]** I like being this far away. I noticed there are, I think 3, economics courses up for approval.

16:34

I was wondering about what the relationship between those courses and the potential discontinuation of the Econ LAS major was. If anyone could speak to that, I would appreciate it.

16:55

[TERESA DRAKE] All right, Joshua Lewer would like to address the body unless there's a senator who wishes a voice vote for the speaker, we will allow him to speak by unanimous consent.

17:18

[JOSHUA LEWER] Okay, am I allowed to speak? Thank you. So these courses that we have modified are moving from 300-levels to 4- and 500-levels to stack those courses so that they can be taken by students in the Masters of Science in Data Science and Analytics. And at the 400 level, we have these courses are required for our finance major. Okay, so there so, Timm, that, Mat, this is what the changes are for.

17:44

[TERESA DRAKE] Thank you. Any other questions on? The course additions, modifications, deletions. Colin?

17:58

[COLIN CORBETT] So on the core curriculum additions, can we just know which, so I'm assuming that those are being added to the BCC. Can we just know which category they're being added to? I feel like that's relevant information.

18:25

[TERESA DRAKE] I'm sorry, you did you say the core, or the cord? Yeah, core curriculum addition.

18:31

[COLIN CORBETT] Yeah.

18:36

[TERESA DRAKE] Can anyone speak to that? Go ahead, Ethan. **[ETHAN HAM]** Ethan Ham, I am if I could be recognized. **[TERESA DRAKE]** You're a senator. You're still are.

18:48

[ETHAN HAM] I'm not. **[TERESA DRAKE]** You're still a handbook editor. Adam Byerly Adam is now the handbook editor.

18:57

[TERESA DRAKE] Starting in January, I think. **[ETHAN HAM]** So the IM course it is a multidisciplinary integration and the music course is for an EL tag.

19:01

[TERESA DRAKE] Thank you. English. Or history.

19:14

Oh go ahead, Lee, I'm sorry I didn't see you. You do for the recording. Okay. **[JOHN NIELSEN]** Yeah, I was just gonna say to. I can't be entirely sure, but I think the history fulfills the MI requirement for the sports playing games in history.

19:44

[TERESA DRAKE] thank you.

19:47

[LEE NEWTON] English 140 is for the MI. **[TERESA DRAKE]** Thank you, Lee. Yeah. Any other questions? Alright, if no objections, we'll approve those by consent then.

20:03

Alright, the next curriculum items do require a motion.

20:12

Wendy, you wanna pass the mic down.

[WENDY SCHWEIGERT] Okay. I'm move the major addition one at a time. For the EE accelerated 4 plus 1 program for BS EE/MSE. **[TERESA DRAKE]** This is coming out of committee so we don't need a second. Is there any discussion or questions on this major addition? Alright, all those in favor say aye. Opposed? Say nay. Stands approved.

21:02

[WENDY SCHWEIGERT] I move the minor addition of theatre, musical theatre.

21:10

[TERESA DRAKE] Any discussion, questions? All those in favor of the minor addition. say aye. Opposed, say nay? Alright.

21:21

Do you want to do the modifications? Maybe we do those all at once, Mike? Er, Libby? Okay, I say do the rest of them as one. **[TERESA DRAKE]** Okay, I move the minor modifications for management, animation, and interactive media.

21:39

[TERESA DRAKE] That's a major. **[WENDY SCHWEIGERT]** Oh, that's major. Oh, minor. Okay here. The major modifications for animation and interactive media. Is that what you're going for? Okay.

21:59

[TERESA DRAKE] All 4 of those, the minor modification and the program modification can all go together. **[WENDY SCHWEIGERT]** Sure, that's what I move. Oh wait. Which one are you? The program modification for data science we do not want to include in that group. That goes in the next big group. Okay. **[TERESA DRAKE]** Alright, so you're going to move the minor modification for management and leadership, the major modifications for animation and interactive media.

22:20

[WENDY SCHWEIGERT] Yes. **[TERESA DRAKE]** Alright. Any questions or discussion? All those in favor of approving the minor modification for ML and the major modifications for animation and interactive media say aye. Any opposed say nay. Those stand approved. All right, you want this program modification with the next. Alright, so everybody remember this program modification?

22:49

[WENDY SCHWEIGERT] So, and yikes, I move the program modification for IDP, MS in Data Science Analytics, the minor modification, whoops, the concentration addition for logistics analytics. The concentration modification for global supply chain management, for business analytics for computational data science, and engineering analytics. The reason we're doing them together is because changes for courses that were just approved were necessary for these changes to be made and that all tied together.

23:26

[TERESA DRAKE] Alright, so the motion on the floor is to approve these 4 concentration modifications, the concentration addition. and this program modification. Any questions or discussion? Alright, all those in favor say aye. Any opposed? Those stand approved.

23:58

Alright, the next thing is the academic calendar for 2026-27. **[WENDY SCHWEIGERT]** I move the approval of the academic calendar for 2026-27 as presented in the agenda.

24:06

[TERESA DRAKE] Again, it's coming out of committee so we don't need a second. Are there any questions, discussion? All right, all those in favor of approving the academic calendar for 2026-27, say aye. Any opposed, say nay? Alright, that stands proved. All right, the next agenda item that we have is the University Resources Committee. If, handbook language, if you recall a couple, let's see, it would have been in September, we proposed that a handbook language change to the charge and membership of the university resources committee. We went to vote on it the next month and we decided to send it back to committee. So the resources committee has reviewed it and proposed some different changes. And if you hang on, I'll pull that up. Is there a motion to approve the handbook language for the URC charge and committee membership.

25:34

Mat [Timm], is there a second? Wendy [Schweigert]. Any discussion? Comments. I'm gonna go ahead and read through it. just so you can since it's got the track changes on there.

26:04

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 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, for example, academic affairs, marketing enrollment management, student affairs, human resources, information technology, facilities, financial services, diversity, equity, and inclusion, advancement, and athletics. B) consulting with and discussing its findings with the university community. C should see should still be there. Making periodic reports and recommendations to the University Senate and to the President. 2 the Committee on University Resources shall consist of 7 members, 4 members shall be appointed by the Executive Committee of the Senate, 2 of which are 2 of whom shall be chosen from among those whose training and experience are in areas relevant to the committee. The remaining members shall 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 student appointed by the Student Senate. Faculty appointments are made for 3-year renewable terms with staggered terminations, and a chairperson of the committee shall be elected by the members of the committee from the faculty members.

27:37

So because this is Handbook language, we'll vote on it next, at our next meeting. Is there any discussion today though? Colin, there's a mic here.

28:07

[COLIN CORBETT] Thank you. So obviously our last meeting, a similar resolution was very controversial. We ended up tabling it. So you said that this was looked over **[TERESA DRAKE]** by the URC committee. And I don't know anyone is here from the committee, but they proposed this language.

28:21

[COLIN CORBETT] And so the differences between this and the previous proposal from last month, it looks like it's mostly about the membership.

28:32

Okay. And they have given their okay for those changes. **[TERESA DRAKE]** Correct. Is there someone from that committee here that would speak to it. Michelle's behind you, Michelle. Hang on just a second. Unless there's a senator who wishes a voice vote for, the speaker, we will allow Michelle Fry to speak by unanimous consent.

28:53

Alright, go ahead. **[MICHELLE FRY]** Thank you. Michelle Fry, Department of Chemistry and Biochemistry and here representing URC. Yes, we've spoken about this for the past couple meetings and came to an agreement on this language, which we shared with the Senate exec.

29:19

[COLIN CORBETT] Thank you.

29:23

[TERESA DRAKE] Any other questions or discussion?

29:27

Alright, well we'll vote on that next one. And I'm gonna pull my thing up here just yet. The next thing on the agenda is a report from the faculty members of Senate exec, the ad hoc committee. We shared our report, and we're willing to answer any questions if you had them. One moment, technical difficulties. Alright, we're back online. Alright, I don't think there were. Go ahead.

33:03

I'm supposed to be. Yeah.

33:08

[EDWARD FLINT] Edward Flint, chemistry and biochemistry. I'd like to ask the committee if they have an estimate of what fraction of their recommendations were incorporated in the plan would forth by the president

33:15

[TERESA DRAKE] They're conferring one moment.

33:46

[TRAVIS STERN] It is very difficult to know exactly what the overlap was; we know we agreed on one program deletion, that is one thing we can confirm.

34:09

[TERESA DRAKE] Other questions or discussion?

34:26

[LANDON WILLIAMS, STUDENT SENATOR] I guess it's now a different question I have. But I think the answer, Dr. Stern, what program deletion did you guys agree upon if you're able to say?

34:34

[TERESA DRAKE] It was FCS teacher education.

34:45

[LANDON WILLIAM] And I have another question. I know I looked at the report. I'm curious of the other, you know, we have the \$9 million that the committee kind of investigated and it kind of recommended. I know another option on the table to get you to the last \$1 million in the \$10 million is the athletic tuition subsidy. Could the committee provide any clarification of what that means?

35:10

[MAT TIMM] So our athletic programs, like essentially every athletic program in the country except for about 20, does not, is not self-supporting. And so, some other university funds have to be used to fund the difference between what the athletic program brings in and what is spent on it. The main source of revenue at the university is tuition.

35:48

[TERESA DRAKE] Are there any other questions? Discussion.

36:01

[LONDON WILLIAMS] I got one more. I guess for clarification to the all the faculty and students here for the committee. Can you guys kind of break down of the 4 recommendations you guys laid out with how much that would each cost just out of curiosity.

36:08

[TERESA DRAKE] I think, do you mean the, for program discontinuations and faculty vacancies. **[LONDON WILLIAMS]** The savings in the deans' offices, the kind of pausing on new initiatives, that kind of stuff. If you guys are able to say. **[TERESA DRAKE]** It's in the report. Alright, any other questions before we move on?

36:58

[EDWARD FLINT] I'm back again. I'm over here. **[TERESA DRAKE]** Thank you. Where is that going from? Go ahead. **[EDWARD FLINT]** So I would like to thank the committee, the faculty members of that committee for what they did and all the work they put in.

37:23

[TERESA DRAKE] Alright, next step is reports from administrators. Provost Zakahi said he will defer to the president. He's willing to answer questions if you've got them but assumes that the president is going to get those kind of questions. So. President Standifird

38:03

[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.

40:27

[MEGAN REMMEL] Megan Remmel, Political Science and International Studies. 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 and your logic from August to today.

40:58

[STEPHEN 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.

41:33

[KEVIN KIMBERLIN] Kevin, Kimberlin, from physics. I was wondering how much money do you expect to save from eliminating the physics major?

41:45

[STEPHEN 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.

42:10

[KEVIN 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? **[STEPHEN 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.

42:28

[KEVIN 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 departments 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.

43:56

[TERESA DRAKE] I'd like to remind everyone this is a business meeting, please, maintain decorum. Just so that we can keep things moving along. Thank you.

44:13

[NAOMI STOVER] Hi, over, over here. Hi, I'm Naomi Stover from Biology. 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 in properly 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? **[STEPHEN STANDIFIRD]** That is accurate, yes.

45:35

[NAOMI STOVER] Okay. Thank you.

45:42

[DAN GETZ] Dan Getz, Philosophy and Religious Studies. 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.

46:58

[STEPHEN 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.

47:29

[JESSICA NIGG] Jessica Nigg, Senator, Family and Consumer Sciences. 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 with generous endowments targeted to make up the difference, you know, if there was poor management despite what was found by the faculty senate report. **[STEPHEN STANDIFIRD]** I'm sorry, I didn't quite catch the second question. So if you could repeat that for me.

48:13

[JESSICA NIGG] Were departments that had very generous endowments targeted to have programs removed. **[STEPHEN 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.

48:32

[JESSICA NIGG] And how did you get to \$10 million dollars?

48:44

[STEPHEN 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.

48:49

[EDWARD FLINT] Edward Flint, chemistry and biochemistry. **[STEPHEN STANDIFIRD]** I'm sorry, question about what?

49:01

[EDWARD 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 very much opposed to your plan to convert those 6 or 7 departments 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.

50:00

[STEPHEN STANDIFIRD] Next question, please.

50:16

[KULLAN LE BLANC, STUDENT] I'd like some approval to speak, please. If I can. **[TERESA DRAKE]** Alright, first you need to identify yourself.

50:23

[KULLAN LE BLANC] My name is Kullan Le Blanc. I'm an advertising and public relations major with minors in ethics, philosophy, and legal studies.

50:32

[TERESA DRAKE] Alright, so unless there's an objective objection from the body, we will approve this speaker by unanimous consent.

50:48

[KULLAN LE BLANC] 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.

51:27

[STEPHEN STANDIFIRD] If you could phrase in a question that I think I could answer, I would be happy to try to do so.

51:35

[KULLAN LE BLANC] Okay, so why am I receiving an iPad through the philosophy department if you cut the entire philosophy department?

51:38

[STEPHEN STANDIFIRD] I'm pretty excited about our digitally connected campus. **[KULLAN LE BLANC]** trust me, I know. **[STEPHEN STANDIFIRD]** 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 meet almost nothing to them and they would much rather have their professors back.

51:55

[STEPHEN STANDIFIRD] I'm happy to have a conversation with the students during the Student Senate meeting. **[KULLAN LE BLANC]** I think that there's, I mean, I mean, I love our student Senate, but I think it would be great if you address the students. I mean, I'm this is a, I mean... **[TERESA DRAKE]** This is the Senate meeting though. So he did answer your first question. I'd say ask it the student form. **[KULLAN LE BLANC]** Okay, well than can I ask a follow up question?

52:36

[TERESA DRAKE] You need to make sure everyone else is able to so typically we do one question per person until everyone's had a chance.

52:41

[KULLAN LE BLANC] Thank you.

52:49

[KARL JUNG] Karl 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?

53:04

[STEPHEN 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.

53:32

[KARL 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.

53:50

[STEPHEN STANDIFIRD] I'd want to have those numbers in front of me before I'm able to respond to that in a detailed way. **[KARL JUNG]** So, 20 of the 33 programs for discontinuation are from LAS and EHS.

54:05

[STEPHEN STANDIFIRD] We did it on a program by program basis, and that was the basis of our analysis.

54:17

[TERESA DRAKE] I'd like to recognize Tony Hermann. Unless there's a senator who wishes a voice vote for the speaker, we'll allow him to speak by unanimous consent. Go ahead. **[TONY HERMANN]** 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.

57:06

[STEPHEN 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

[TONY HERMANN] 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.

57:45

[STEPHEN STANDIFIRD] Happy to take a couple more questions.

58:02

[WENDY 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. 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.

58:47

[WENDY 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.

58:59

[STEPHEN 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.

59:07

[TERESA DRAKE] Jim, do you have a question? Okay, I wanted to recognize Senator before anyone else. Go ahead, Colin.

59:21

[COLIN 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?

59:34

[STEPHEN 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?

59:55

[WALTER 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.

1:00:39

[TERESA DRAKE] Senator Landon Williams has a question.

1:00:55

[LANDON WILLIAMS] Landon Williams, student senator. I get one of you, President Standifird. Some students were asking me, what was the overall rationale behind some faculty being let and 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?

1:01:15

[STEPHEN 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.

1:01:34

[WALTER 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

[LONDON WILLIAMS] Thank you.

1:03:30

[TERESA DRAKE] Alright, I do see the long line of students. I'm gonna ask that you hold your questions into the student forum though because we do have other faculty members. It's not that we don't want to hear from you, but we do have other faculty that have questions and this is their opportunity. So I do appreciate that you're here and want to get answers.

1:03:48

Unless there's senator wishes, a voice vote for the speaker will allow Carmen Keist to speak by unanimous consent.

1:03:54

[CARMEN KEIST] Hi, I am Carmen Keist. 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. **[STEPHEN 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.

1:04:24

[CARMEN KEIST] When will you be, when and where and how will you make this available? You know.

1:04:31

[WALTER 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. **[CARMEN 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?

1:05:00

[WALTER ZAKAHI] Would you repeat the question? **[CARMEN KEIST]** For the people that are being impacted and their tenure packet is already halfway through the review process, what will happen with them?

1:05:12

[WALTER 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.

1:05:32

[CARMEN 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. 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.

1:05:53

[COLIN 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? **[WALTER ZAKAHI]** Yeah, if you're if your position is currently on the elimination list then yes.

1:06:36

[COLIN CORBETT] Alright.

1:06:46

[TERESA DRAKE] Unless there are other objections, we will recognize Rachel Vollmer to speak by unanimous consent. **[RACHEL VOLLMET]** Rachel Vollmer, FCS. 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.

1:07:01

[STEPHEN 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.

1:07:19

[RACHEL VOLLMER] I would recommend that you run those numbers. **[STEPHEN STANDIFIRD]** We will be running a number of numbers once the final decisions are made.

1:07:27

[MARIAN AZAB] Marian Azab, sociology. **[TERESA DRAKE]** Alright, we'd like to recognize Marian to speak by unanimous consent unless there are any objections.

1:07:42

Go ahead. **[MARIAN AZAB]** 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.

1:08:00

[WALTER 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

[TERESA DRAKE] Alright, we'll recognize Rachelle Pavelko. Unless they're, by, unanimous consent.

1:08:45

Hi, Rachelle Pavelko, communications. 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.

1:09:06

[WALTER 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

[TERESA DRAKE] Senator Tim, do you have a question?

1:10:35

[MAT TIMM] Provost Zakahi, when did you become aware that there was a serious financial problem?

1:10:39

[WALTER 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

[TERESA DRAKE] Are there other faculty members or senators that have questions? All right, we're going to recognize Laura Satterfield by unanimous consent unless there's an objection.

1:11:21

Go ahead. **[LAURA SATTERFIELD]** 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.

1:12:04

[STEPHEN 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.

1:12:43

[WENDY 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?

1:13:09

[WALTER 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.

1:13:44

[MEGAN REMMEL] Megan Remmel, Political Science, International Studies. President 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.

1:14:15

[WALTER 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.

1:15:01

[TERESA DRAKE] Alright, last call for faculty, Senator questions.

1:15:20

[EDEN BLAIR] Eden Blair, entrepreneurship, technology and law. Can you define a program for me?

1:15:40

[WALTER 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.

1:16:11

[TERESA DRAKE] The body recognizes Amy Scott by unanimous consent. **[AMY SCOTT]** Good. 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.

1:17:40

[STEPHEN 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

[TERESA DRAKE] Alright, in the interest of time, I'm gonna stop questions there. I appreciate everyone asking their questions.

1:18:32

Thank you.

1:18:33

[STEPHEN 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 December 11th.

1:19:05

[TERESA DRAKE] Thank you, President Standifird. **[UNIDENTIFIED STUDENT]** Given the darkness that us students are under, we have questions for the president now.

1:19:09

[TERESA DRAKE] You have a student forum on the 27th. I highly encourage you to attend and ask your questions. Melvy. Sorry. I missed you. You are a Senator. I'd say go ahead.

1:19:32

[MELVY PORTOCARRERO] Melvy Portocarrero, world languages and cultures. 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.

1:19:49

[STEPHEN 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.

1:20:50

[MELVY PORTOCARRERO] But do you have any idea if those decisions will be made before the end of the academic year?

1:20:57

[STEPHEN STANDIFIRD] Yes. **[MELVY PORTOCARRERO]** Looking forward to that. Thank you.

1:21:06

[TERESA DRAKE] Okay, thank you everyone. I don't believe we have any old business. For new business, I'm going to turn the gavel over to Vice President Stern.

1:21:18

[TRAVIS STERN] Thank you. President Drake. Floor recognizes Senator Drake.

1:21:30

[TERESA DRAKE] I'd like to move: whereas President Standifird has claimed the university is in a financial crisis but has failed to clearly communicate the origins, urgency or magnitude of the 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 \$7 million in spending reductions, these savings have been lost.

1:22:27

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 of 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.

1:23:19

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.

1:23:42

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.

1:24:04

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 interest 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 and complex world. And stand in stark contrast to our strategic imperatives to be welcoming and diverse and to support personalized life paths.

1:24:52

Whereas President Standifird has claimed that the proposed changes will only impact 3.5% of students. The number of students impacted or 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.

1:25:14

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.

1:25:40

[TRAVIS STERN] Yes, this resolution is on the floor. I need a second. Second by Mat Timm. Discussion. Please.

1:26:10

[STEPHEN STANDIFIRD] Thanks, Travis. I want respect the process of the Senate, and I recognize, I anticipated this might be a conversation that would emerge and I want to be respectful of your ability as senators to have open dialogue on this topic. And I believe it is easier for you to do that if I am not in the room. So I will excuse myself at this moment and I just want to let you know why I'm doing so.

1:26:30

[TRAVIS STERN] Senator Matt Timm.

1:26:54

[MAT TIMM] I would like to make a motion to have a paper ballot.

1:26:58

[TRAVIS STERN] Motion on the floor, can I have a second? Second, Megan Remmel. Any discussion of this motion? You need we haven't we haven't approved this yet. Okay. Seeing no discussion. We'll have a voice vote. All in favor of this motion to have a paper ballot for the resolution, please say aye. Any opposed, Say nay. Passes. And just for clarification, this is the election committee now passing out paper ballots. We can return back to discussion.

1:27:53

[COLIN CORBETT] Is the text of this motion available to display on the screen.

1:28:06

[TRAVIS STERN] Move it, I can move it, I can move it. That's fine. Thank you.

1:28:36

[TRAVIS STERN] Thank you to the election committee. Any senators that does not have a paper ballot in front of you please make sure your hand is visible. I think we're good. So we'll return to discussion. Any discussion of the resolution?

1:29:26

Senator. The unanimous consent thing. I'm a senator. Okay, even better.

1:29:35

[UNIDENTIFIED SENATOR] What will be accomplished by this? If someone doesn't know, does this mean he, does this mean the cuts are cancelled, or does this just kind of put a little bit of a black eye on the university and make it potentially hard to recruit. I'm just curious what the implications are of this if it passes or doesn't pass. **[TERESA DRAKE]** I can answer that. There is no, there's no action necessarily that follows this. No one's position is lost or anything like that. It is a very public way for this body to say we disagree with decisions made. Consequences for this, it's hard to say, but I assume it will become very public. Very soon. Someone else would like to address what possible consequences are, they can. I can tell you that we thought, we're very thoughtful about this. And whether to do this or not.

1:31:02

[MEG FRAZIER] There we go. Senator from the library. I don't necessarily have an answer to that what are the consequences. I can tell you that one of the most quoted researchers in turnaround colleges, MacTaggart says that generally speaking, a president under whom a university has the kind of failure that is considered an appropriate leader for turning around the college. So, you know, whether we do this through this vote or whether we look at the research that says most presidents who are in place when the kinds of things they're talking about happen to a college and university are generally speaking not the kind of presidents who fix the problem. So, that research is generally speaking pretty accurate out there. I'm a librarian if you want what I've got, just email me. Frazier@bradley.edu

1:32:43

[CYLE METZGER] When you say that they're judged as being not suitable to turn a college around, is that at a future institution or in the current situation?

1:32:51

[MEG FRAZIER] Usually it's the institution they are at. **[CYLE METZGER]** Okay, so there's, okay, thank you.

1:32:55

[COLIN CORBETT] Also just just speaking more directly to the effects of this. In the university the board of trustees has, is the only institution with the authority to hire or fire the resident. So ultimately it would be their decision on whether to act on our vote of no confidence. But as the university senate, the only thing that we, the strongest way that we have to express our disapproval is a vote of no confidence. We do not have the authority to fire the president.

1:33:45

[CYLE METZGER] I have another follow-up question, which is at what point do we hear from the Board of Trustees in any of this process?

1:33:54

[TERESA DRAKE] When they want to communicate with us.

1:34:07

[CYLE METZGER] Okay.

1:34:12

[TRAVIS STERN] Any additional discussion? Seeing none, we will have a vote on this resolution. As stated, you can see it here. I can move it up and down as you need. You are being asked to vote either yes in favor of this resolution, no as opposed to this resolution. Please write down your vote. Please hold your paper. And we will come around and collect it.

1:34:38

[COLIN CORBETT] So just clarify just right, yes or no? **[TRAVIS STERN]** Yes or no? Thank you. I can, yes. Let me move it down a little bit. Do you want to see the very bottom? It's rather long. Okay. Are there any ballots that have yet to be submitted? Any ballots yet to be submitted? We shall take a moment and count these votes. Thank you for your patience.

1:39:09

The results of the balloting: Yes, 42. No, 7. 2 abstentions. The resolution passes.

1:39:23

[TRAVIS STERN] Senator Drake. **[TERESA DRAKE]** I have another resolution.

1:39:38

Whereas Provost Zakahi is responsible for the effective execution of the university's academic mission that 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.

1:39:55

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.

1:40:27

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.

1:40:42

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 non-renewal, 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.

1:41:17

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. 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.

1:42:01

Whereas Provost Sakaki 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.

1:42:29 Is there a second? Second by Mat Timm.

1:42:48

[TRAVIS STERN] Senator Tim. **[MAT TIMM]** I would like to make a motion to have a paper ballot. Is there a second for this motion?

1:42:57

[TRAVIS STERN] Second. Okay. Any discussion? Seeing none. All in favor of this proposal? Sorry. Was that paper paper? Well, that's why I'm sorry. I'm temporary. In training, sure. **[TERESA DRAKE]** And amazing. Was there discussion. Please. Oh, this is on the paper ballot. There's no discussion on the paper about all for the paper ballot.

1:43:44

No.

1:43:51

[UNIDENTIFIED SENATOR] Can somebody explain to me why we just can't vote? I mean, it doesn't seem. We've already done the big one. Why not go with a public? Show, I mean, we're representing the university right here.

1:44:10

[TRAVIS STERN] Wendy, please. **[WENDY SCHWEIGERT]** As a university Senate, it's made up of both faculty and their immediate supervisors, including their deans. And when the vote is a voice vote, often, Junior faculty in particular will be looking to see how their dean votes before they vote. A paper ballot allows for anonymity and honesty.

1:44:37

[TRAVIS STERN] Alright, so on the voice on the paper ballot vote. All in favor say aye. Aye. All opposed say nay. **[UNIDENTIFIED SENATOR]** Nay. **[TRAVIS STERN]** Sounds like it passed to me. Now we can have discussion on the resolution. If you are a senator, could you please raise your hands again so that we can pass out paper ballots? Please, the discussion on the resolution.

1:45:13

Question.

1:45:23

Like we'll get you in a second. **[MALIK RAHEEM]** Good afternoon, Malik Raheem, education, counseling and leadership. I have a problem with one of the resolution. Okay, now, from where I'm sitting. Diversity, equity, and inclusion. As I look around to my colleagues as faculty. I don't see much diversity, equity, inclusion from the start. Okay, when I look at the Academic Senate, I don't see much diversity, equity and inclusion. So I feel kind of unfair to hold the provost responsible when as departments and colleges we haven't been making extreme efforts to get a diverse equity and inclusion faculty. Okay. There are very few faculty of African descent on this campus. There are very few faculty of Asian descent on this campus. Right? So before we stick our chest out, like we are so perfect, and blame someone else for not having diversity, equity, and inclusion, we need to look in a mirror. Thank you.

1:46:48

[OLLIE NANYES] Oh, I'm not a. Okay. I'm not a senator. **[TERESA DRAKE]** Can I address that first? So the resolution is that of the people cut, it's taking us further back than that even because several of the faculty members that are being cut are from those groups. We don't want to lose that representation.

1:47:08

[MALIK RAHEEM] Thank you. But so if someone can point me to the Black Faculty Association. So I can feel comfortable walking this campus. And not feel like I'm under a microscope. Please help me. I feel as a university as a whole we have not did enough to reach out and make sure we're inclusive. I probably have probably the best dean in the world and she's leaving. But she made sure, my department chair makes sure I feel welcome and a sense of belonging. But every time I speak, I get rebutted. I don't feel

welcomed all the time. So we should make more efforts as a school, as a university, to make sure people will want to come here in the first place.

1:48:13

[TRAVIS STERN] Unless there's a senator who wishes a voice vote for the speaker, we will allow Ollie [Nanyes] to speak by unanimous consent.

1:48:21

[OLLIE NANYES] Ollie Nanyes, mathematics. As to the last point, the only African American department member and our only woman in the professoriate are on the chopping block to get cut. So make of that what you will. As far as the resolution, the one thing I want to say is that when it comes to making cuts, I'm in mathematics, we are slated to lose 3 of our tenure track faculty and 2 of our tenured faculty. With these cuts, we're still supposed to support engineering. The actuarial science business, which has a requirement currently of 15-upper division hours I can honestly say we will not be able to fulfill our service mission. I know majors come and go. But the bottom line is it appears that these cuts were not, the plan did not include basic things such as service mission. To me, that is gross negligence and incompetence.

1:49:35

[TRAVIS STERN] Any additional discussion? Of this resolution.

1:49:45

[KEVIN KIMBERLIN] Kevin Kimberlin, again, from physics. To Ollie's statement, we are also, we've been cut in half in our department, there's no way that we can continue the service in our department even for the engineers and for the premed students. So we are severely down; there won't be any more courses taught by, excuse me, courses taught for non-science majors. We have physical science. We have astronomy. We have Physics 100. Almost all of those are decimated because we can't even service the engineering students and the premed students. And we have lost one African American, and we've lost a woman, haven't lost but proposed loss. Thank you. That's it.

1:50:34

[MALIK RAHEEM] And while we're losing black faculty and Asian faculty, my question to the resolution - is that the provost? Or is that decision from the departments? The provost actually picked the faculty? He picked the faculty? No, no, as far as saying, this person going to be cut. Yeah. Okay.

1:51:10

[TRAVIS STERN] Any additional discussion? Last chance. Seeing none, we will go to the vote. As a reminder, you are voting in favor of this resolution by writing down yes. You are voting against this resolution by writing down no. Please write one of those 2 words on the paper, fold it in half and handed into one of the baskets or I guess a bag as it comes around. If you have a ballot, please hold it up so that they can they can find you.

1:51:50

Here you go.

1:52:08

Are there any additional ballots? Still over here. Any additional ballots still outstanding? We'll take a moment and count the ballots for the vote.

1:53:15

Thank you again for your patience. The results of the balloting. 38 votes in favor of the resolution. 13 votes against the resolution. One abstention. The resolution passes. President Drake.

1:55:52

[TERESA DRAKE] Thanks, Travis. Any other new business? **[CYLE METZGER]** I have a question actually. Can you explain just as we asked about what comes after such a vote for the president, do the same, effectively same consequences or non-consequences happen? **[TERESA DRAKE]** Yes, it's just us publicly voicing our disapproval.

1:56:09

[CYLE METZGER] Okay, thank you. **[TERESA DRAKE]** So the decision makers may take it under advisement, but we you have no power to do anything like that.

1:56:21

[COLIN CORBETT] So the Board of Trustees is the decision maker for the president. Who is the decision maker for the provost?

1:56:29

[TERESA DRAKE] President. **[COLIN CORBETT]** The president, okay.

1:56:35

[TERESA DRAKE] Is there a motion to adjourn?

1:56:45

Thank you, everyone.

1:56:48