

**[Teresa Drake]** Okay, Okay. Okay. Yeah. Alright, I think we'll go ahead and get started here. 9:47

We have a quorum. 10:27

Just a reminder that our meeting is recorded and it's being live streamed. The recording usually takes a week or so to get put up on Canvas. 10:34

So just a reminder. First thing on the agenda is approval of the minutes of the first regular meeting. 10:38

If you notice I sent an email around 2:30 that, With a revised agenda, I just changed a couple really minor things, but we did make a clarification in the minutes. 10:49

Just the way things were worded, it was unclear that Michelle Fry I was speaking for herself, not for the full committee when she spoke to the URC. 11:02

So we just wanted to clarify that. Are there any other, do I have a motion to approve the minutes? 11:08

Make it, Megan Rimmel, second Wendy [Schweigert]. All right, any additions, revisions, deletions? 11:16

Alright, all those in favor of approving the minutes from the first Senate meeting. Say aye. Any opposed say nay? 11:32

Alright, those stand approved. 11:41

All right, next up we have a report from student body president Jack Batz. 11:44

**[Jack Batz]** Hello everyone, hope you're doing all right. So for my report today, I'm gonna start off a little bit with how Student Senate itself is doing. 11:54

We've kind of got into our groove as an organization for the semester with our meetings. We actually have our. 12:02

First retreat that we were doing in a couple of years tonight in our and the executive between the basement so a good little bonding experience for the Senate itself to kind of um 12:09

be able to work together and collaborate in more of an interconnected experience so we can get all of our projects that we're doing completed. 12:18

So we've started a couple projects for the semester um for our academic affairs committee. They have been working with the registrar's office on working on figuring out some issues with wait listing and do registration sign up. 12:24

Our DEI committee has been recently took on a new project has been recently taken on a new project about financial literacy for students.

12:43

Confirm post graduation our campus affair committee is always working on a bunch of different projects but one they're recently working on is some dining hall issues and making sure that those are being taken care of.

12:54

Overall we're trying to do a lot of good work. And a lot of that kind of stems back to our overall,

13:07

Main focus right now and that is. Getting as much information that we can from the student body regarding issues that they have,

13:18

with the academic restructuring process. There is a lot of hesitancy unknowns that go about that process in as the student body president, I'm trying my best to clear up all of those inaccuracies that might be flying around.

13:26

But I don't know everything um. It's, it's a lot, the questions that they have and I don't have all the answers for them.

13:44

I'm trying to get those answers. Me and the president have been having bi-weekly meetings now and I'm very thankful for those opportunities to learn about a lot of the good information.

13:52

But even with that, there's so much, a mist of unknown that goes around the student body right now.

14:03

Worries about their programs, their majors, their minors and I don't have great answers to tell them.

14:11

And I, many of you are probably in that same boat with your students when they come to you with those questions.

14:18

You can tell in the process, but until the recommendations are made public in a couple of weeks, it we're like sitting ducks.

14:26

There's not really a lot we can do. And I urge you all I think I've mentioned, I urge you all, I think I've mentioned this in the past.

14:32

To try to keep a positive light, try to keep this. Do not shine down the classroom because students are going through it right now.

14:38

I'm sure you are going through it obviously. But I'm sure that as a group as faculty that you will take professionalism.

14:47

And can work through this all to create a better environment for your students. I'm sure next time I speak with you all, I will have a lot more information about students' inputs.

14:56  
On what the proposals have been. And when they become public, the Senate itself will be taking a very active approach.

15:07  
In making sure that the voices of students in these programs that have issues that are up for consideration, make sure that their voices are heard for you.

15:17  
And to administration. Thank you.

15:28  
**[Teresa Drake]** Thanks, Jack. Alright, reports from committees CNR.

15:35  
There is a it's a just you don't need to move it at all just **[Wendy Schweigert]** because it's over my head. **[Teresa Drake]**No, just speak towards it.

15:51  
Just you don't need to move it at all? **[Wendy Schweigert]** Just because it's over my head.

15:52  
**[Teresa Drake]** No, just speak towards it. **[Wendy Schweigert]**Okay. Just quick this week.

15:57  
Cause we met Tuesday, **[Teresa Drake]** but you gotta talk towards the mic.

16:03  
That's it. Yep, just stand behind it. You'll be good. Yeah, well,'s pointing that way.

16:10  
**[Wendy Schweigert]**Anyway. Since we met Tuesday, there's You are not dealing with a list of additions and deletions, etc.

16:17  
Clearly we do that in addition to the CNR right now is modifying the program, major concentration proposals, and the program major concentration proposals form and process in part so that the financial viability of the proposed form and process in part so that the financial viability of the proposed programs can be assessed.

16:25  
The exact committee of the senate has charged a CNR with developing the criteria to evaluate online undergraduate programs.

16:42  
And we have also been charged by exec to consider whether there should be handbook language regarding the mode of delivery of courses or programs.

16:52  
If you or your constituents have any thoughts about these issues that you want to share with the committee, email them to me.

17:01  
That's probably the easiest and I will make sure that the committee here.

17:08  
Questions?

17:15  
**[Teresa Drake]** Hi, Colin. There are also some hand held mics around the tables, too. **[Colin Corbett]** Can you just be, clarify what you mean by adding handbook language about mode delivery.

17:20  
That seems like obviously a very relevant thing and people would. **[Wendy Schweigert]** That is exactly what the charge was. **[Teresa Drake]** They are just getting started.

17:33  
**[Colin Corbett]** So, okay. Thank you. So if we have anything to say that might be relevant to anything. Okay.

17:37  
**[Wendy Schweigert]** Anything else?

17:52  
**[Teresa Drake]** Okay, alright, thank you. Alright, the next report, executive committee, we have a motion on the floor to revise the charge and membership of the URC.

17:57  
We had some discussion last time, but are there other comments, questions, discussion on this.

18:07  
Handbook language change.

18:15  
Let me see if I can pull it up.

18:22  
So as a reminder, this was. This language change was meant to combine the supporting cost committee and the URC committees.

18:48  
And they were kind of overlapping in their charge and we'd like to reduce the number of committees that we have.

18:57  
Yeah, Okay, perfect. **[Landon]** So my question is on the handbook language. I see on section 2 about a non voting student liaison shall be appointed by the student Senate to contribute to the perspective as needed.

19:07  
I'm wondering for members here, you know, for that student, are they going to the URC, the committee on university resources, like a regular member in all but voting?

19:27  
Like are they able to attend meetings regularly like the other committee members or the kind of when needed? They're kinda coming to the meeting.

19:38  
If that makes sense. **[Teresa Drake]** It does. I think what our thought process was was that Some of the conversations may not be appropriate for a student to be involved with and so in that aspect you wouldn't be, but otherwise you would be a regular attending.

19:47  
**[Landon Williams]** Okay. I guess, you know, ballpark estimate, like I know it kind of like a specific question, but.

20:04  
**[Teresa Drake]** I don't know if anyone else can respond to that. Go ahead, Matt.

20:12

By the way, Landon is one of our new student members. So, Mat, Timm, **[Mat Timm]** when I was on, university resource committee, I can't recall there was ever an instance where we asked the student representative to be excused.

20:20

So I'm sure that there would. It'd be mostly related to personnel sorts of things that might come up.

20:34

So. But I don't remember any particular time when the student member was excluded.

**[Teresa Drake]** Thanks, Mat.

20:40

Thank you.

20:47

**[Kristi McQuade]** I just wanted to. State that I know that there have been some faculty members and former members. Of this committee.

21:01

Who were concerned about. This proposed change. And there are a variety of concerns and I'm not really.

21:11

Ready to speak about those, but I'm maybe a little uncomfortable with having a vote if we don't hear some of the voices.

21:19

So. I don't know, maybe I would suggest. Not voting or if anyone has can speak on that that would be helpful.

21:27

**[Teresa Drake]** I did also get a concern about the ratio of faculty to staff from a staff member. So I don't know if someone anyone wants to speak to that either.

21:37

Hang on.

21:57

So Michelle Frye, for I would like to address the body as a non senator, unless there are reservations.

22:02

We'll approve this by acclamation. Thanks. **[Michelle Frye]** So I spoke at the last Senate meeting, had preview the language.

22:10

I was comfortable with the language, but there are others on the committee who've expressed concerns. I don't believe they're here.

22:19

And There's questions around merging the committee with the charges. There's questions around the proportion of staff and faculty.

22:29

So it's not entirely resolved, but again, I can't speak eloquently to their concerns.

22:40

Other than what I just shared with you. I don't wanna speak for them, but I'm trying to convey that.

22:48

I don't want to speak for them, but I'm trying to convey that there are concerns. 22:54

**[Teresa Drake]** Does anyone else have questions or comments? 23:04

Good, Colin. 23:10

**[Colin Corbett]** I mean, regarding concerns. If we're not gonna hear them now. When are we gonna hear them? 23:14

And asking us to say delay a vote because of the nebulous existence of concerns that nobody is willing to speak to. 23:21

Doesn't seem productive. 23:33

**[Teresa Drake]** So the concerns that I have heard is that from a faculty member, they're concerned about the presidential appointee. 23:40

From the staff member that I spoke with, they were concerned that the supporting costs committee had been evenly slipped between. 23:49

Faculty and staff and the URC is not and so the new membership that we're proposing is also not an even split. 23:57

And those are the concerns that I'm aware of. 24:05

**[Kristi McQuade]** Okay, now I'll just give my opinion on it. I don't like the idea of taking a committee that was. 24:31

For many many years really a faculty committee with representation from financial services. And making any changes that would dilute the voice of the faculty on that committee. 24:36

So I'm not in favor of this motion. 24:50

**[Teresa Drake]** There's go ahead, Tom. 25:02

**[President of Staff Council]** So, me know I'm the president of the staff council. And I just make the observation without support or concern about the exact language. 25:06

The observation, no one talked to the staff council, so we haven't had an opportunity to say. 25:15

**[Teresa Drake]** This was sent to staff council. 25:21

**[President of Staff Council]** There's a chance that I'm misunderstanding it. But I know that I don't currently feel. 25:25

That the language here. Would be the opinion of the majority of the staff council that of something such significant to have such a limited voice. 25:31

So in contrast to the idea that it's a used to be a faculty committee. I think there's too much I think that hasn't been talked through enough that. 25:40

Again, I'm just bringing a perspective. I don't understand it well enough that I'm comfortable. 25:50

Yet it is yours to have. Maybe the voice that the staff doesn't understand what's going on here. 25:56

Because of a limited engagement, not not a disrespect for black. 26:02

**[Teresa Drake]** I would entertain a motion to send this back to committee. 26:09

Wendy, is there a second? Landon . All those in favor of sending this back to committee for further discussion, revision, whatever, say aye. 26:14

Any opposed? Okay. Okay. Motion to send back to committee stands. 26:26

Alright, see. Okay. 26:46

Right then next report here where we have a motion on the floor to revise the handbook language on program discontinuations. 26:59

And so this motion was made last time. 27:07

Just not sharing. I was hang on. 27:11

There you go. Any comments, discussion? 27:22

Let's scroll. 27:44

Alright, any questions, discussion? 28:38

Dannielle. 28:44

**[Dannielle Wentzel]** Dannielle Wentzel, Chemistry/Bio Chemistry. 28:48

**[Teresa Drake]** Dannielle's not senator unless there are reservations we're going to approve this by acclamation. 28:53

Go ahead. **[Dannielle Wentzel]** As I look through this, it seems as though we are kind of putting the cart before the horse or maybe the or. 28:59

Whatever analogy you want to use where we are rewriting the Senate. Or the handbook to represent what we're doing, right? 29:09

And it feels as though we are 29:17

Building the ship while we're on it, which is. Is that binding in any way? 29:22

That's my question is if we started this process and now we're defining what the process is as we as we are going is this really in line with. 29:29

Some sort of way that we are binding ourselves to the handbook or we just making the handbook. A reflection of whatever we want it to be at the moment. 29:40

**[Teresa Drake]** Would someone from the rewrite committee like to address that? 29:53

**[Mat Timm]** Mat Timm, can you go back up? 30:03

In my mind, the most significant change is the red highlighted here. 30:10

And I'm used to having to do this at bars. So. **[Teresa Drake]** You might use a handheld mic maybe. 30:18

**[Mat Timm]** The previous version of the handbook did not require that the membership of this committee be approved by the Senate. 30:30

And we had decided on Senate exec even. Before we agreed to be nominated to serve in this function. 30:39

That we were gonna come to the Senate body and ask for its approval for us to function as this review committee. 30:47

And so. I in my mind, this is the most important change. In this part of the handbook. 30:56

And I think it's also an appropriate change. The handbook has prior to these changes says that Any program discontinuations are supposed to be based on educational considerations. 31:04

And a way to begin to reflect that process is to have the committee approved by this body, which ultimately has control of the curriculum. 31:20

And the faculty then have input into the curriculum process through processes and Senate. So in my mind, this is the most important part of these changes. 31:33

And yes, it's sort of after the fact. But it seems like it may be after the fact, but it seems to me it's also an appropriate change. 31:42

So I, but I do agree. We're kind of building the airplane as we're flying it.



31:54  
[Teresa Drake] Other comments or questions?

32:10  
Alright, all those in favor of approving the handbook change, say aye. Any opposed?

32:22  
Right, those changes stand.

32:31  
The agenda. The faculty members of the Senate Executive Committee would like to give us a report as well.

32:56  
First, we want to think. All of the departments that. Took a lot of their time and effort filling out and collecting data for us.

33:04  
We just want to say thank you. Thank you for your good faith effort in preparing those documents for us to review.

33:17  
And we also really appreciated meeting with the departments. The passion for Bradley for your students was clearly evident.

33:18  
In every department and so we wanted we appreciated. You know, participating in that, I guess.

33:33  
Currently we are reviewing those documents. We're also working on setting up meetings with the deans as well as the library to collect kind of more information and just you know, having a well rounded view of everything.

33:40  
We will prepare a report that we'll share with the president as well as the Senate. And the goal is to have that by the end of the month.

33:56  
And we also wanted to address the resolutions from the last Senate meeting. There was one on using qualitative data, that we feel we've incorporated those points to the best of our ability.

34:05  
There was another resolution. It was resolution B is how we kind of labeled it on educational considerations.

34:16  
We did create criteria that will inform our recommendations based on those. And then there was resolution C which It was about the administration providing a certain data.

34:23  
We do feel like the administration provided the data that we did request for the most part. Okay, any questions?

34:31  
Alright, we'll move on to reports from administrators then.

34:51  
We'll do provost the Zakahi first.

34:56

Yeah, we changed up the schedule, keeping you guys on your toes. Do you want this on or you want to sell it? 35:03

Okay. 35:08

**[Walter Zakahi]** haven't done a report and sometime last spring and so I think that part of the reason for changing it up was done. 35:14

Actually, have an opportunity for me to give a report. I want to I want to start by acknowledging and thanking Dean Huberman. 35:20

Of for his 38 years. Dedication to Bradley in his 29 years as Dean as I think you know he has announced that he will be retiring. 35:30

At the end of the calendar year. I had previously announced that we would find a time within towards the end of the calendar year. 35:42

To celebrate his commitment and time with Bradley. He's asked that we we wait on that until the spring and so we will honor that request of course. 35:50

And but just in case you're thinking at the end of the year that we've somehow ignored his 36:01

His departure for Bradley. Please understand that we will we will absolutely honor. His work. I can tell you that for me This is a loss in terms of what I consider to be. 36:07

Certainly in Dean's Council and to a great extent, I think for academic affairs, the loss of institutional memory. 36:22

Whenever we're in a position that we're asking questions about what Bradley has done at different points in the past. 36:30

Pretty much we just turned towards Jeff and he can. Recite chapter and verse, the important aspects of the history of the institution. 36:39

I'm not gonna go, we've, we've published in different ways and talked about it in different ways. 36:49

All of the many accomplishments that that we can we can credit to Jeff. And, and simply say that we know that he's done a tremendous amount of great work. 36:54

For the university. He commented to me the other day that He's hired every current faculty member within the college except for 2. 37:07

And that, that says quite a bit about. His impact on his college and on Bradley as an institution. 37:16

And so if you would join me in a round of applause for Dean Huberman.

37:24

**Walter Zakahi:**

I was, I was asked to spend a few minutes talking about the future of online instruction at Bradley and in some sense is the vision Of the future of online instruction at Bradley. And so I want to spend a few minutes talking about that and then I'd be happy to answer or try to answer questions. About that as appropriate. Let me start by saying we have and continue to develop. A healthy online graduate presence.

37:59

In partnership with what used to be Bound, I'm sorry used to be Pearson and is now Boundless learning.

38:09

Graduate programs and nursing, counseling, and MS and speech pathology which is pending accreditation.

38:18

And then an EDD program, which we're actually going to transition away from Boundless learning.

38:26

In the near future are all things that that are represented in. In the College of Education and Health Sciences.

38:32

We also have some programs run by Bradley University. We have the the new program in nonprofit leadership.

38:42

We have a degree in computer science. We have 2 degree completion programs at the undergraduate level and we have grad certificates in computational data science, nonprofit leadership, and occupational therapy.

38:48

**Pre COVID I indicated and I indicated actually in this room that I had no interest in developing online undergraduate programs for Bradley.**

39:02

**As a result of COVID, however, several departments have come forward asking to be able to provide online undergraduate degree programs.**

39:11

**Those are both in the College of Engineering. Well, actually, College of Engineering and Educational Health Sciences.**

39:14

I think that's I think that's it in terms of. Of the undergraduate programs.

39:29

A civil electrical engineering and industrial and manufacturing engineering in the College of Engineering in the Caterpillar College of Engineering, and Speech and Language Pathology,

39:33

They are in EHS, all hope to be able to provide online undergraduate instruction.

39:46

**We have about 800 online students currently studying at Bradley University. We have a goal an institutional goal.**

39:56

**As set by the president of about 3,000 students online and international students, a combination of the two by 2031. We also have a goal of ... self-sustainability of our online programs.**

40:04

That is without boundless or Pearson by 2033, and so we've set some ambitious goals around.

40:21

Graduate and undergraduate education online for Bradley University. Now I understand that there are concerns and reluctance regarding undergraduate online.

40:31

And what I would tell you are a couple of things. One is We've learned. Somehow somewhat brutally.

40:44

**That we need to grow the pie. That is, we, we have to find a way to attract students to Bradley.**

40:53

Who we are not currently attracting.

41:01

What this does is among other things gives us an interesting opportunity. To serve nontraditional students and perhaps even veterans.

41:05

**Our College of Engineering has a particular need as they are preparing for new competition from Illinois State University.**

41:15

That will be offering their undergraduate degrees in engineering starting in the fall of 2025.

41:22

Ultimately, we may have opportunities elsewhere, but understand that the perspective right now is that online programs aren't going to be something that is going to be forced on a department.

41:35

My perspective in the way I thought about this from the beginning, certainly from from when departments have come to me and ask me about this.

41:48

Is that this would be, I would describe it as a coalition of the willing. That is, if a department is interested.

41:54

And and wants to offer online programs. At the undergraduate level than they should. But I'm also gonna add that I think as we look at the future.

42:02

There's gonna be a point where this is just gonna have to be a regular part of what we do.

42:12

One of the things that is interesting to me is that the the data that we have so, Rayleigh who who runs Bradley's online programs.

42:19

Some of the data that she's presented and I think she'd be happy to come around and speak with any of you about this.

42:31

Is that the typical student undergraduate student right now who is in face to face programs wants the flexibility of having some online courses available to them that open up their schedule in different ways.

42:33

I'm not saying every student I'm I'm convinced. That there are many students out there who want nothing to do with online.

42:52

I suspect I would have been one of those students.

42:59

But increasingly we're seeing, I think, as a result of COVID, that students like the flexibility and they're looking for more opportunities for online.

43:03

As I said before, I think as we look at the competition that we're facing in the future and in particular, the almost too often mentioned demographic cliff that is coming in.

43:11

In just a few years. We're in a position where we have to look for other ways and other opportunities to attract students to receive a Bradley education.

43:25

One of the things that's interesting to me about this is I also believe that there's an opportunity here.

43:37

To really limit or change our discount rate as a result of this and that becomes one of the things. That becomes important.

43:44

If we are offering something that others are not offering at the undergraduate level, that is the opportunity.

43:52

To get a Bradley degree. At the undergraduate level online. In let's say engineering.

43:59

We're able to do so at. At a different competitive price than we than we are right now with face-to-face.

44:07

One of the things that we've learned is and you've heard the president talk about this, the typical Midwest private.

44:16

This discount rate is well over 60% right now.

44:23

And that is a rate that is not sustainable. I think for anybody, but certainly not for Bradley University.

44:29

And so again, I understand. That you may have reluctance around this. I'm happy to come out and talk with.

44:39

With with Rayleigh. With Chris Jones, come and visit departments, come and visit colleges and talk about this as much as you would like. 44:50

But I encouraged you to think about this seriously. And let's find ways to support. The departments that are interested in providing. 44:59

Online undergraduate instruction as well as the online graduate instruction. That we're providing right now. 45:09

And I'm happy to try and answer your questions if you have it. 45:17

**[Colin Corbett?]** One thing related to that, assuming that the Bradley Core curriculum requirements. 45:25

Still apply to all those online programs that would mean that there needs to be at least one offering in each of the different categories for online. 45:33

Which hopefully would happen organically. But like what if, what if it doesn't?

**[Walter Zakahi]** Well, one of the things that's pretty clear is that we have students transferring in credits. 45:44

From all over the place. At this point, even in the semesters that they're studying at Bradley. 45:59

We find, you may have seen this yourselves. But I'm aware of students who are, while their students are Bradley on campus taking face-to-face classes, they're taking classes at the community college here. 46:04

Community colleges and Iowa community colleges in their home states, etc. That's not unusual and, while I would much rather that we're offering Bradley credits to Bradley students. 46:18

It's really pretty typical for students to be picking up whether it's over the summer or even while they're here on campus speaking of credits from other institutions. 46:29

**[Colin Corbett?]** But it seems like designing a degree that requires you to get credits from other schools is Not a good idea. 46:39

**[Walter Zakahi]** I agree with you. And my first choice would be to find find a way and try to make sure that we are we are offering. 46:46

All of the courses in the BCC. From Bradley. And that would be that would be my primary goal. 46:55

**[Megan Rimmel?]** Somebody just texted me asking if that 3,000 complements the existing online students and and current on campus or if that is in addition to that.

47:05  
**[Walter Zakahi]** Do you have to be that would be what we have right now both in terms of international students and online students and so I think right now we're at about 1,300.

47:15  
With the combination. Of of international and and online students.

47:27  
**[Edward Flint]** Excuse me, oh, this Edward Flint? Why are you conflating those two numbers?

47:35  
Why are you combining those two numbers of the international plus the online?

**[Walter Zakahi]** Well they they represent, they represent I think 2 new markets or newer markets for just a few years ago, Bradley had.

47:39  
20, 20 international students and when I arrived in 2016 We were just starting the online nursing programs and so as I walked in the door we had 0 students in the online nursing program.

47:51  
And so these represent kind of new opportunities or new markets for us.

**[Edward Flint]** But I would appreciate it if you would separate those 2 because they're different.

48:06  
Online students are different from on campus students. It doesn't matter if on campus students are international students or not.

48:14  
I don't think those should be combined.

**[Walter Zakahi]** Okay.

48:20  
**[John Nielsen]** Thank you. I just want to start by saying anecdotally, I agree with you.

48:27  
I pick up a lot of student sentiment desiring. Flexibility, with some asynchronous online classes, comp, you know, complementing their They're on campus presence.

48:30  
I think that's a great model to look into more because it does. Develop their sense of being here and when they're alumni they will care about this place.

48:43  
So I think I applaud that. But when you talk about changing our discount rate for kind of fully online undergraduate students, I mean, we're already concerned about, you know, price point competing with Illinois state.

48:53  
How can we really say that we can compete? Internationally for online undergraduate students when there are so many other competitors.

49:06  
I mean, so, so if it's a flooded market.

**[Walter Zakahi]** So the The interesting thing is that in in certain areas engineering in particular There are actually very few opportunities.

49:15

For students to, to pursue degrees.

**[John Nielsen]** Is there maybe a reason for that?

**[Walter Zakahi]** There could be.

49:25

But I, you know, interestingly, a few years ago, I would have said that about any number of programs.

49:32

My wife has, a nurse practitioner degree and it was unimaginable to me that that I would go and receive care from a nurse practitioner who had done her work online.

49:39

I've asked nurse practitioners that I go and visit now. Where they got the degree and how they got their degree almost inevitably the nurse practitioners that I've run into who are on the newer side are getting their degrees online.

49:54

And so I think it is. I think it is a matter of what we're used to and what we're comfortable with.

50:10

There's a there's a story this is not This is not a one to one comparison, but it addresses the notion of what we're comfortable with.

50:11

Apparently when elevators moved away from having elevator operators. People were frightened, terrified about getting on an elevator without an elevator operator.

50:25

I've heard this as a comparison to the the notion of a driverless automobile. It is, it's the nature of that kind of change, I think, that that worries us.

50:39

And it's hard to imagine. What we haven't experienced before. So I'm finding increasingly.

50:50

What we're seeing is students are voting with their feet. And, and, and they're telling us.

50:58

Not only what they want to study, they're telling us how they want to study. And probably the best example of that for all of us right now.

51:04

Is graduate programs. Oh, all across the country. So many of the graduate programs. Have moved, certainly in the professional areas have moved to online.

51:13

It's hard to find those programs that aren't online in many of the professional areas right now.

51:24

So I get it. I, it's not necessarily within my comfort area.

51:32



**[Karen Smith]** Hi, Karen Smith, Department of Nursing. I have a question about the phasing out of boundless learning by the year, 2033, but unless learning does all our marketing for nursing online programs.

51:39

So with the. Growth of all these online programs, how do you are going to manage marketing and then they also do our enrollment advisors.

51:51

**[Walter Zakahi]** Yeah, well, I so understand that that's why this is a phase. This is not something where we're turning around and saying.

51:56

We're doing this tomorrow. And if it takes an extra couple of years, although I hope it wouldn't.

52:07

Then we would we would look at expanding or or extending it for a couple of years. But from my perspective, we're giving up 50% of the revenue right now.

52:14

To boundless learning actually probably it's a little under 50% because we've renegotiated some of those contracts.

52:24

But what I'd like us to think about is keeping that half of the revenue and then using that revenue.

52:30

To cover some of those expenses ourselves. If push comes to shove then we can outsource something like marketing and we're looking at as we're as we're working on our own.

52:39

Online programs right now among the things that we're doing is looking at outsourcing the marketing for those.

52:52

But it's not going to happen tomorrow and we're not going to jump into it without being confident that we're able to do it.

52:59

But that's why we have some of these programs that we're working on ourselves right now. So that we can teach ourselves in essence how to do this without I just want to state this.

53:05

**[Karen Smith]** I do think this is a step in the right direction. I think for some programs that might be a little late because now it is flooded.

53:17

Like I'm surprised we don't have an online MBA program. I've had a lot of nursing graduate students.

53:24

Ask if we do and I've had them applying to other institutions.

**[Walter Zakahi]** We are looking at some. Not traditional MBAs, but we're looking at some.

53:31

Specialized MBAs online. Out of the Foster College of Business. And I believe one of them is.

Healthcare administration that we're at least thinking about. 53:42

53:50

**[Karen Smith]** I think there's opportunity to partner with nursing because we can have do a lot of dual programs like MBA. 53:55

DNP and VA MSN. We have a lot of nursing students ask about that. 54:01

Yes. 54:10

I think there's a microphone. 54:17

**[Michelle Frye]** Michelle Frye representing chemistry in biochemistry. So as, thank you for the report, as we're looking forward to. 54:20

Expansion of online programs. I'm wondering if there has been an extensive analysis of the current online programs we do with respect to profitability to the university, retention rates, completion rates. If so, has it been shared out? 54:28

Can it be shared out?

**[Walter Zakahi]** I'm sure we can share all of that out the profit. I haven't done like a. 54:43

Oh, a very specific profitability analysis, but what I would tell you is, EHS is carrying a lot of water for the whole institution right now with their online programs. 54:52

They are running. Very, very heavily in the black. And it is coming. From nursing and counseling in particular at this particular moment. 54:56

They're doing really well. Retention rates are not at the same level as they are for other programs and a lot of that has to do with the stop out rate for students so students will start in a program. 55:10

Take a semester off because it's hard to be both a student and a working professional at the same time. 55:30

And then come back in. But the president has set the same goal for our online programs as he has. 55:36

For our face to face programs and that is a 90% success rate that is the the student achieves what they walked in the door to get. 55:43

And we have the same goals there in terms of getting there as we do with with the other programs. But right now, no, they're not as high as. 55:52

As our undergraduate, our traditional undergraduate programs.

**[Michelle Frye]** And if I might just follow up. 56:00

And so with the analysis, it would be interesting to look at a breakdown for the programs that we offer in house or totally from ourselves versus the ones that are offered through. 56:04

Boundless learning.

**[Walter Zakahi]** Well, we, so we are still learning how to do this and I would tell you the ones we're offering ourselves at this point. 56:15

Are not as good and not as productive, but. That's why we that's why we're going through this process so we can learn how to do it and will get there, but they're not there yet. 56:24

**[Michelle Frye]** And if we are looking forward to expanding this to undergraduate programs. What and growing it at a personal rate, what systems are being put in place to make sure that we're maintaining standards and consistent with our brand. 56:35

**[Walter Zakahi]** So what I would say is interestingly, I've got a couple of thoughts about this. 56:51

We would have the same kinds of expectations around an online degree. Program as we do with the face-to-face. 56:56

We have very high standards for our nursing students. The best example is the licensure pass rate for our online program. 57:04

Our online programs is outstanding. And that for for our professional programs is the point of the realm. I would say that very easily we start to look at learning outcomes as the basis. 57:11

For how we maintain and establish quality with our with our online undergraduate programs, etc, as we do with the face to face broker as we do with the face to face programs right now. 57:27

But interestingly, I would apply the same kinds of standards of quality and and use the same tools that we use with our face to face programs as we do with our as we would with our own line. Thanks. 57:41

**[Michelle Frye]**I mean, I think that's great nursing, but that's also being in partnered with boundless learning. 57:55

And so as we grow this and it's across multiple units. There's got to be some sort of centralized or some. 58:00

Mechanism to ensure that all symptoms are holding up. **[Walter Zakahi]** And so That's one of the reasons that we hired Raileigh who reports to Chris Jones at this point. 58:06

One of the things that that I want you to understand is that having the online programs report to report to the vice president.

58:15

For strategy and innovation. Is that we're treating that as an incubator. That is the where I may not have the bandwidth for a startup like this.

58:25

Chris Jones does have that bandwidth and can get this up and running and then eventually it's going to transition over to academic affairs and certainly before we would we would launch all of these programs and get up to 33 ah 3,000 students we would we would want to make sure that we transition that over to academic affairs but she was running very large programs at other at another institution.

58:38

And understands how that works. That's why we hired her, we rehired her for that for that knowledge and history that she has.

59:05

**[Michelle Frye]** And if you might indulge me one more question. The optics of what we're going through right now made to some people look like we are and we're making cuts because of the

59:11

Need to make cuts to academic side. But how much of that, again, from an outside view might look like we're just diverting resources from what we do well.

59:23

On the face to face engaged learning with students to online programs. What would you say to that? **[Walter Zakahi]** Right now we're devoting resources in the other direction.

59:33

That is, we're, moving resources from our online programs over to face to face in order to keep those programs running.

59:42

There's no money going in the other direction at this point. The money being produced by EHS.

59:47

Is really being taken out of EHS to run the rest of the university.

59:54

**[Kaylani Nair]** Kaylani and I am mechanical engineering. So I've had faculty from other departments and engineering ask me about who's developing these courses and the related IP issues associated with it.

1:00:05

They've had no clarification regarding that. So if you could provide some information. **[Walter Zakahi]** I'm not able to provide that at this point because I don't.

1:00:21

I don't know about that. I would be happy to. To engage with Rayleigh and talk about that and.

1:00:30

And find out I don't know literally who the individuals are that are developing forces. And I do know that there's a conversation around IP.

1:00:37

But, but I haven't dug into the details on that. 1:00:47

**[Landon Williams]** Sorry about that. So I'm not very knowledgeable about this topic of online education as a student. 1:00:57

But I'm wondering, about your vision with online education with in contrast to kind of in person education that we currently have at Bradley as a model. 1:00:58

So like in 2030-2035, once, you know, they got implemented. 1:01:12

Are we seeking more like 3,000 student in addition to the 4,000 that we already have? And in addition, are we to have more faculty kind of devoted to the online side? 1:01:18

The online side of it in addition to the in-person faculty we already have because my concern is we don't want faculty to overwork trying to do in person and online instruction. 1:01:30

**[Walter Zakahi]** And I understand what we've done consistently in nursing is again an example of a kind is also an example. 1:01:42

As we've grown those programs that we've added faculty to those programs. Actually computer science is an example with the growth of international students. 1:01:49

We've added faculty in those situations as well. And so I think the ideal model is that we have faculty that are teaching in both roles, right? 1:01:53

So that that some of their load in a given semester or in a given year is online and some of it is face to face. 1:02:10

But I can envision where we would have. Some faculty who are purely online and some faculty who are purely face-to-face, but in any given department. 1:02:18

We should have some combination where you've got you've got faculty who are doing both. You probably have a few faculty. 1:02:27

Who, who were hired under the circumstances where they didn't envision. Teaching online and want to continue to teach just face to face and others who for for their their circumstances would prefer to teach online. 1:02:35

We have a few though not many faculty in nursing. We would try and limit this who are actually not present at Bradley. 1:02:50

They are remote faculty and sometimes in difficult areas to hire it may be one of the ways to attract some more faculty 1:02:58

That we might not be able to track otherwise. **[Landon Williams]**Okay, gotcha. So that kind of like your vision ideally.

1:03:05

What, I guess, obviously from right now, what's the possibility of that ideal vision being enacted?

1:03:12

I think over if as long as we're doing this over time, what's the possibility of that ideal vision being enacted?

1:03:19

**[Walter Zakahi]**I think over if as long as we're doing this over time, 2 years from now we're not going to reach this goal I would say.

1:03:22

We couldn't do it. We've got we've got, we've got about 10 years to reach her goals and as a result of that, we have plenty of time.

1:03:27

To build this over that period of time has said that we're doing it tomorrow or next year or the year after we've got we've got 10 years to do it.

1:03:35

I don't see any reason we couldn't build this. **[Landon Williams]**Okay cool. Thank you.

1:03:44

**[Alexander Hertich]** I'm Alexander from world languages. So I asked the president a similar question at the last Senate meeting and I was curious about your perspective.

1:03:59

So as the chief academic officer of the university. Could you describe your vision for how Bradley will be able to continue to support high quality student experience on campus student experience after cuts.

1:04:07

The cuts that we're talking about to academic affairs. **[Walter Zakahi]** Certainly. I think it's going to be a challenge.

1:04:21

To continue to support as the same level of student experience that that we've had. One of the things that the president has mentioned multiple times.

1:04:30

Is that

1:04:43

What's the percentage? 70, 75% of our students are in

1:04:47

25 of our programs.

1:04:54

Hold 75% of the majors. And so there aren't going to be quite as many choices for students as there were for, let's say, minors and.

1:05:00

And things like that. But what I would also tell you is that the alternative is that over a period of time, Bradley will dwindle away.

1:05:10

I  
1:05:20

The last thing that I want to do.  
1:05:26

Is to eliminate programs and cut positions. The last thing I want to do is that.  
1:05:30

Except for eventually looking at the closure of the university. That would be the very last thing I'd want to do.  
1:05:38

I see, I see some stark choices. Around around where we are at this point. Wouldn't happen next year.  
1:05:46

It wouldn't happen the year after that. But we have put off.  
1:05:53

Challenging decisions for a while. And I just don't think that we can, I don't think we can do it anymore.  
1:06:00

We're at a point where we, there's some things that we that we have to do.  
1:06:07

And,  
1:06:14

To say I take no pleasure in it is the understatement of the year. But I also have confidence.  
1:06:17

That we can continue to provide high levels of experience to our students. It won't be necessarily the same experiences that they've had.  
1:06:24

In the past but I I do believe that we can continue to provide high quality experiences for our students.  
1:06:32

Thank you everybody.  
1:06:49

**[Teresa Drake]** President Stanford.  
1:06:55

Thank you, President Drake and I'll keep my report fairly short, cause I think having a conversation is probably more relevant at this point.  
1:07:02

It's interesting I've given a lot of thought to what I would share today and what I would share in my presentation.  
1:07:10

And it's interesting. There's actually a lot of good things happening at the university right now.  
1:07:16

One of the things that I've watched over the last couple months is the rollout of the digitally connected campus effort.  
1:07:21

Wow, that's been spectacular. There are a lot of people in this room that I could thank on that individually.

1:07:27

And boy there's a temptation to do that. And there's a bunch of other good things going on right now.

1:07:33

As well. I also recognize that if I went on a deep conversation of the good things happening at the university right now.

1:07:39

That would come across as extremely tone deaf. Because I am sensitive to the fact that the thing that is on everybody's mind right now and understandably so.

1:07:48

Is what is happening. With our academic program assessment process. So I'm gonna spend my my my minutes on the podium and obviously answering questions as I can as well, but really focusing on.

1:07:58

Two topics. First of all, I want to talk a little bit about what is happening with the academic program assessment.

1:08:11

Actually, I would say in some ways the Senate Executive Committee is far more positioned to do that, but I'll give you my perspective on what we're doing and where we're headed as well.

1:08:17

I'll also talk about at the last Senate meeting. I was listening it was complicated I think it was I forget was like 3 something in India I remember what time it was not even relevant but I believe I captured the resolutions that were coming through and have followed up on a couple of those to understand.

1:08:27

What they were and what the expectations were. I'll respond. On those as well. So that's really going to be my focus.

1:08:43

I will comment on one thing that, Provost Zakahi shared and it's just one of the things that I want to be sensitive to.

1:08:51

I am incredibly thoughtful about the data I share. So I just want to make clear where that data comes from and the integrity of the data.

1:08:59

We have looked, we looked at the, first of all, one of the big controversies and this has been pushed out is how many majors do we have?

1:09:01

I know there was some communication around me sharing that information and validity of my data on that. One of the things I'm being very thoughtful about right now is where's my data come from and I might give you the appropriate sources for that.

1:09:13

And in a slide that actually showed up in a letter, it talked about that actually if you look at the slide it talks about.



1:09:25  
Where I get that information is from iPads and the iPads data was fairly, I mean, I don't know how to find a more reliable source of data on how many meters we have.

1:09:31  
It says we have 106 majors and what we did is we look I went to enrollment management group and said what are what were the where were our students in those majors last year.

1:09:38  
And just as a point of reference. I'll go back and get the exact numbers. I wasn't planning on sharing that so I can give round numbers but it's within a percentage point round.

1:09:49  
25% of our majors account for 70, 25% of our Majors account for 75% of our students in terms of the majors they declare.

1:09:57  
When you go to the top 50 out of a hundred 6, that's roughly 95% of our students.

1:10:07  
So that's partly what we're looking at. We've got to start making some tough decisions around what we're gonna do for our students and and to follow up on the question that was that I thought, Provost Zakahi answered quite well.

1:10:12  
One of the things we've got to be thoughtful about is We are going to continue to offer comprehensive.

1:10:23  
Experiences for our students and part of how we're going to do that is being focused on what we do.

1:10:29  
And one of the things that happens today is we are trying to do a lot of things all over the place and we are spreading ourselves thin.

1:10:34  
And that's something we've got to pay attention to. So just a little bit more that and if that question comes up later, I'm happy to address it.

1:10:41  
In more detail. Concern the conversation on the academic program assessment process. By the way, I'm trying to be careful in my words.

1:10:47  
I'm not using the term academic program review. That was great feedback from the Senate executive committee saying that means something specific don't use that term.

1:10:57  
So I'm being very careful to say academic program assessment. And in terms of that process, First of all, there's a lot of voices involved in this right now.

1:11:03  
You know that the senator the faculty committee that is the fact the Senate executive committee is doing immense amounts of data collection analysis work.

1:11:13  
They have put in untold hours in their process. I know the chairs have been involved in helping collect some of that information.

1:11:24

The deans are looking at information. It would be irresponsible of me if I hadn't started looking at this information as well.

1:11:26

So I have, right? I've looked at it as well. And one of the things that I can tell you from everyone that I've talked to in this process.

1:11:38

There's one thing that I believe is common. And that is that everybody without question is interested in trying to do what best positions Bradley for long-term success.

1:11:47

We may have strong differences on how we think that happens. And there may be some differences in terms of the process on how we make those decisions.

1:11:58

But without question, the one thing I can say with absolute confidence with everyone I've talked with that's involved in this process is their commitment is how do we make Bradley successful long term?

1:12:07

And one of the things that I am reminded of as I go through this process and start talking to everyone, I'm a dive into this and a little bit more here just a second is there may be lots of people in the conversation.

1:12:17

There's some really difficult decisions to be made. In the end, there is only one Bradley.

1:12:28

And as you hear conversations around us and them, I hear that pop up periodically. There is no us or them.

1:12:35

There's only us. There's one Bradley. So one of the conversations that has popped up and I've heard this pop up in a variety of different ways and I'll confess I probably was some of the things I said contributed to some of this.

1:12:36

Is I hear conversations around plan A and plan B and sand, plan C and probably other plans that are emerging and been discussed.

1:12:53

And again, there's only one Bradley. So one of the things that I'm working pretty aggressively on right now is.

1:13:01

What I would like to see if if we can do it is to have one plan that comes out of the faculty committee that is something everybody can get behind and say we can support that plan.

1:13:10

You know, that's that's a complicated task. It's something we're having conversations around.

1:13:23

But if we can do that, I am absolutely convinced. That's the best way to position Bradley moving towards.

1:13:27

So just know that that's high on my radar screen. I don't want a bunch of diverse plans throwing recommendations at me saying you should do this.

1:13:35

We think you should do that. We think you should do the other. If we can have one voice of comports and say this is what we should do moving forward. 1:13:38

I think that's the absolute best way to move the university forward in a positive way and just know that that's something. 1:13:50

That I'm working on. The other question that I feel increasingly coming up, which I actually take as an encouraging question, by the way. 1:13:56

Is I increasingly hear the question of What's next? How does this move us forward? What happens after these incredibly difficult decisions are made? 1:14:06

And again, I take that in the best of spirits that that's a great question, right? 1:14:16

People are genuinely concerned about, where is this taking us? And so that is a conversation I've been having with a variety of groups. 1:14:21

By the way, I'm gonna tie that. To one of the resolutions that came out. At the meeting in the last Senate meeting. 1:14:28

And it's this idea of what, what's next? You just, I just. I want you to know that is top of mind for me every single day. Where are we going with this? 1:14:36

What's next? How do we move forward? And I've started working on that. There's a document that I've been. 1:14:44

Working on to try to start flashing that out to try to, add a little bit more detail about that. 1:14:49

One of the groups. That I have shared that with is the President's advisory committee. And I know that was one of the resolutions that came up at the last meeting. 1:14:50

Was to add some representatives to the President's advisory committee. And I think getting additional input is critical. 1:15:04

I think there's another way to do that that's more productive. And what I want to do is I want to increasingly use the existing structure we have and use it better to get the type of feedback. 1:15:13

That I need that we all need to operate the university better. So what I've done is instead of I'm not adding extra positions to the President's advisory committee. 1:15:26

I'm just I'll say that right now just to be clear on that that's not happening. 1:15:35

Instead what I want to use is I want to use existing structure. So One of the things, that exact document that I shared with the President's advisory committee I have now shared with the University Strategic Planning Committee.

1:15:39  
And to me, that's a great mechanism to get some of this feedback. I met with them.

1:15:50  
On Friday. I got some really good feedback. It wasn't always pleasant. It was all really good.

1:15:55  
And so one of the things that I asked that group is, can I make revisions based on your feedback and work with you.

1:16:03  
To help make this document better. And I'm I'm incredibly grateful to that group. They said absolutely let's do that and so that's something we're going to do.

1:16:09  
So I want to continue to use. The structures that we have. To be able to be more effective.

1:16:20  
At getting that type of input. So the other piece that popped up in that and, that I thought was kind of interesting is I was so tempted and I was telling.

1:16:26  
Walter that was I was real tempted to try to jump into the conversation and then I realize I have an opportunity to speak later why don't I just do that was the conversation around.

1:16:36  
The university resource committee and the supporting cost committee. I actually I'm a strong advocate of that change, but I should clarify as to why.

1:16:45  
I have 0 interest, 0 interest in deconstructing in any way, the University Resource Committee.

1:16:57  
I actually have spent a fair amount of time in recent months going back to their old reports and you can go back.

1:17:05  
Many years actually multiple years probably 5 6 years where they started raising some red flags about some things and they've been it's been a good source of information.

1:17:11  
I will say that if anything they were hampered because they weren't getting the level of information they needed from the administration.

1:17:19  
To really provide the type of insight that they could have provided. We can fix that. And that's partly what these changes do.

1:17:28  
The other thing that happened in the last couple of years, and I'll take some responsibility for those.

1:17:35  
We created something called the supporting cost committee and the idea was to have more optics on some of the programs that are outside of academic affairs.

1:17:40  
How are they supporting our primary mission, which is educating our students? How are they supporting that? What are they doing in terms of their cost?

1:17:52

What are they doing in terms of how they operate? And that committee was set up to put eyes on that.

1:17:58

And one of the things that I've talked with your Senate president about is we've got to stop having these competing mechanisms at the organization in the university.

1:18:04

So why have a supporting cost committee? My intent is to completely disband that group. Have the university resource committee play that function instead.

1:18:13

Now we can talk a lot about how do we make that group better positioned to do that. I think it's a great conversation to have.

1:18:19

I support the idea that we would drop that back into committee, have further discussions. But know that the intent there is not to inhibit in any way what the university resource committee is doing, but instead to start having a more collaborative approach to how we look at these problems.

1:18:26

And that's exactly what those changes are designed to do. In the resolutions that popped up, there was a lot of information about.

1:18:45

Data and getting more information out there. I and one there are a couple specifically there a bunch of resolutions, two specifically that were targeted, that were directed to the administration.

1:18:54

And one of them was around data that we would share. And one of them was around data that we would share and give to the administration.

1:19:07

And one of them was around data that we would share and give to the Senate executive committee. I, went back and looked at that resolution one of the things I'm being sensitive to is what what information do they feel like they need.

1:19:12

To be able to make their recommendations and have been working very closely with them to make sure they're getting that information.

1:19:21

And I believe we're there. I suspect there even as they go through. The rest of the month there's going to be some additional information that they want and boy if we can get it to him we'll get it to I want to make sure we're making the best possible decisions based on the information that we have. And so that's happening.

1:19:28

So that to that resolution, I wanted to mention that. The other resolution was around putting membership on the President's advisory committee.

1:19:45

And again, I'm really committed to the idea of let's not create additional structures, let's use appropriately the structures that we have.

1:19:53

And thus the interest in working. With the university resource committee.

1:20:03  
Okay, I boy I could go on on a bunch of other things and and I'm gonna resist the temptation to do so.

1:20:09  
I will just follow up. By saying and I and I will echo some, None of what we're going through right now is in any way.

1:20:15  
Pleasant. It is, it is, as is for I'm sure everybody in the room, it is the most difficult thing I will hopefully ever go through in my career.

1:20:26  
I don't ever want to have to do anything like this again. And we're gonna make sure we put some.

1:20:35  
Put some mechanisms in place to make sure that happens. It is incredibly unpleasant and it is absolutely necessary.

1:20:40  
So we will. Do what we need to do to get the university's budget balanced. Just to be clear on that, it's going to happen.

1:20:51  
We're gonna make sure we do that. My goal is to do that in a collaborative as as in a most a collaborative way possible.

1:20:59  
I just wanted, and some of the things I talked about using some of the committees is, is one of the ways that we're gonna do that.

1:21:10  
So again, I talk on for extensive period of time. I suspect there are questions that you want to ask and I'd rather spend time answering your questions.

1:21:16  
Than speaking my mind. So please what questions do you have for me?

1:21:23  
Okay, I'm not okay. I'm not gonna force the issue, but I'm happy to answer question.

1:21:37  
**[Megan Rimmel]** So 2 things that you said today sparked my attention based off the meetings from the student Senate meeting. So.

1:21:43  
To me, it sounds like maybe you've actually started considering what programs are going to be affected. Because when you first started this a couple months ago, you told us that you were coming in basically Tabularasa.

1:21:53  
You were just gonna come in this a blank slate, but you told them that you're looking at cutting 30 of the 50 programs that have 0 to 5 students in them.

1:22:04  
So that to me sounds like maybe that's what the minutes say. That's, not sounding particularly Tabularasa also to me.

1:22:10

And then the other thing was, is it made it sound like you made it sound like you were going to basically just follow the faculty recommendations.

1:22:19

If they don't meet 10 million, then where does that other additional money come from? And you told the student Senate that you went, then you will to go to the deans and if you can't get to 10 million, then you're just gonna get yourself to 10 million.

1:22:27

And so that doesn't seem to match up with what you just said. **[President Standifird]** So let me actually the latter part does by the way, but let me go back to the first comp.

1:22:39

Boy, if I said we were gonna, 30 to 50 programs. I'm pretty careful in my words.

1:22:47

Alright, that may be what's in the minutes. I'd be surprised if that's exactly what I said.

1:22:52

So it's entire. Just to be clear, I'm pretty careful in my work.

1:22:56

So I. I'd want to go back and check that.

1:23:02

So I would not have said 30 to 50 programs because we don't have 50 programs. So there's obviously some.

1:23:09

Miscommunication in some of that. So. But I'm pretty confident I didn't say that.

1:23:16

It's okay. I understand that everybody's listening and hearing and trying to understand and I take zero offense if there's a miscommunication, but I always appreciate it if the opportunity to clear that up.

1:23:22

So the other thing around preconceived ideas. Look, I, I have no preconceived ideas.

1:23:34

It would be irresponsible for me not to look at the data at this point, right? So I have a sense of the challenges we face.

1:23:36

You should be offended if I'm not aware of that, right? If I'm not paying attention to where we're at financially as an organization.

1:23:47

You all should be offended by that. So I'm looking at it. That said, I and and this is why I this there's been this conversation of plan A plan B plan C and I'm like I want to stop that conversation.

1:23:53

My ideal is there is a set of recommendations led by the faculty committee. We can all get behind. That's exactly what I said today.

1:24:04

And I stand by that. That is an ideal outcome for the university and to the extent that I am able to help facilitate that happening, that is something I'm very interested in.

1:24:13

Okay.

1:24:32

**[Laura Satterfield]** I'm sorry if I missed the answer to this question because I came in late. If, okay, if you have a unit of the university that's an educational unit, say it's a program or it's a department or it's a professor.

1:24:36

And that unit has a positive margin, meaning that you know, after you pay that department or you pay that program or you pay that instructor, there's extra money that can go to the overhead of the school.

1:24:49

In that case, can you explain why it would make sense to cut that like an economic weight. Like why would cutting that

1:25:05

Unit benefit the university? **[President Standifird]** So there's 2 pieces to that that I'll talk about. First of all, What cuts are gonna make where and how has not been determined.

1:25:14

So I'm being very careful on how I comment on that because I don't want to I don't want to send any signal in any way that has been preconceived ideas of how that's going to work.

1:25:24

So I am, there's a lot of important conversation happening on that. There's a lot of conversation happening on that.

1:25:34

The one thing that we do have to be more thoughtful about is and I for the accountants in the room I'm gonna use some accounting terms and I'm probably gonna use them so Please forgive me and correct me if I get off on this.

1:25:39

One of the things that we aren't always good about doing is full cost accounting. So sometimes there will be costs associated with running a program that if you just look at baseline cost, you don't capture the full richness of that, so you have to expense that out fully.

1:25:49

And that's the kind of thing we're looking at. So I don't know exactly what the answer is going to be on that.

1:26:05

None of us do. We're working through that. But if there is, if there is a financial, if there's financial.

1:26:10

Financial damage for the university by cutting a program that's something we're gonna pay attention to. And that's the kind of thing that we're actually looking at and assessing on a further detailed basis.

1:26:18

**[Laura Satterfield]** When you assess that damage, how do you, calculate for, The loss and cost.

1:26:28

You know, like, I mean, sorry, I mean, the loss of income that you would get from that program.

1:26:37



**[President Standifird]** There are a variety of ways of doing that. And I'm I'm not punting on this.

1:26:46

I'm actually being genuine about this. I got we got some really smart people Well looking at that, I'd rather wait and see what they come up with and assessments on that before I decide.

1:26:50

And that is really trying to be thoughtful about. In my own head I can think of multiple ways, right?

1:26:58

So I want to, I want to be thoughtful about. Letting the folks that are looking at this in great detail.

1:27:05

I mean, one of the things, here's an example of something I just don't know, right?

1:27:11

It's a major in X how likely would that student ship to major Y if we eliminated major X?

1:27:14

I don't even I don't there's all kinds of different ways to talk about that and think about that.

1:27:19

And so that's partly why, and I.

1:27:24

Your colleagues on the committee that are doing this work have been incredibly thoughtful. They've also, by the way, been surprisingly careful about pushing back when I thank them.

1:27:29

This is a thankless job and they want to keep it that way to some extent and they've been clear about that which I respect and admire.

1:27:33

This is partly why I do appreciate the work that they've done. To talk to individual departments. That was a heavy, heavy lift.

1:27:44

Because their and their ability to have those individual conversations. Starts digging into that kind of detail in a way that a generic formula for the university does not work.

1:27:55

The other thing, look if we If it was just based on certain numbers. We'd have already made the decisions.

1:28:07

Right, because the numbers are there. I can look at the numbers right now and say, book, just cut here, here, here, here, here, because that's what the numbers say.

1:28:15

We're being very thoughtful to not do that. And so part of that, your.

1:28:21

Question is the kind of question that they're wrestling with. And we want to be thoughtful in how we answer that.

1:28:27

And as a result, I'm gonna give you an incomplete answer now, but I will assure you that that's something that I'm paying very close attention to.

1:28:32

**[Wayne Bosma]**Hi, I have a question going back to the Presidential Advisory Committee. I mean, you know that the concerns that were raised at the last Senate meeting were based on the voices you're hearing.

1:28:47

Yeah, not necessarily representing. A reasonable cross-section of the university or a full cross-section. The university was just wondering if you could address, your decision to.

1:28:56

To not include that full representation. Maybe sort of the philosophical role of the president's advisory committee has.

1:29:10

**[President Standifird]** Very happy to talk about that more. Well, first of all, we have a body that is well structured to present to create.

1:29:17

Representative input. It's called the Senate. So why don't we use the mechanisms that exist?

1:29:25

So that a big part of the decision not to, especially when the resolution talked about elected individuals that were going like, whoa, that's.

1:29:29

We've got a system for that. Why would we create a new one? And so there's two pieces.

1:29:38

One, I, The resolution was note to me. Pay attention, we've got a system, use it, which is probably why I wanted to reach out to the strategic planning committee to get their feedback.

1:29:43

Feedback on the exact same thing that the president's advisory committee got. The difference with the president's advisory committee is it's it's it's an advisory committee just like every other committee and it's just a diverse group of individuals.

1:29:55

I think I've shared that two of individuals. I think I've shared that two of the individuals.

1:30:07

I think I've shared that two of the individuals on that committee or trustees that have been directly involved in turnarounds.

1:30:09

So they just have a different way of seeing things in that committee or trustees that have been directly involved in turnarounds.

1:30:12

So they just have a different way of seeing things and thinking about things. And it's just another set of eyes.

1:30:16

There, by the way, they are not we've made this decision and this was maybe even a little controversy with the pack.

1:30:17

They're not weighing in on the recommendations. They're the recommendations. They're looking at the overall effort to get the university on strong financial footing.

1:30:24

They're not an academic program assessment group. That's not their role. And so they were pretty helpful on thinking about what are the different lanes we have to have. 1:30:35

What are the different areas we need to work at? So one of them was cost reduction. By the way, they're looking at cost reduction. 1:30:44

Across university, not just in academic programs, but cost reduction. One of them was new revenues. That was very clear from that book right at the beginning. 1:30:48

There's two people again the two individuals that were involved to turn around before they said look look the way you do this. 1:30:59

Yes, is do not make the mistake of not making critical investments. And, I would. You know, so we are not gonna do that. 1:31:04

We are gonna make the investments we need to be successful. A lot of the things that the provost talked about in terms of online. 1:31:13

Is one of those areas where we can make investments that help us assure the long-term financial viability of the university as well. 1:31:18

They also talked about a remake of marketing and enrollment management. That's way outside of the academic realm, but absolutely critical to our success. 1:31:21

And talked about where this goes when we're done. So they're more, think of them as look. 1:31:28

My partners that I talk about in terms of the totality of some of the things that we're thinking about. 1:31:39

And then as there are pieces that come out of it, we say, you know what, there's a good group on campus that I need to be talking with about that. 1:31:44

So that last column that, sorry, Lane as we've described it that we now talk about is vision. 1:31:51

By the way, I don't like the term vision. I'm replacing that term, we have a university vision that still holds. 1:31:56

That's not changing. The question is, how are we executing on that in a way that assures long-term success. 1:32:02

That's really what that fourth lane is about. The PAC can weigh in on that but boy the university strategic planning committee absolutely needs to wait on that as well. 1:32:07

So it's a different type of committee. It is and it's not a decision making body. 1:32:16

It can just help us. Think about what we need to look at. And then I want to get more aggressive about then using mechanisms we currently have at the university to get input on how we do that better.

1:32:21

And that's that's why I'm trying to structure that the way we're structuring.

1:32:32

Yeah.

1:32:49

**[Eden Blair]** That they're the 10 million dollars. That's outside. Are you committed to giving us the or even?

1:32:54

. **[President Standifird]** That's Yes, I am. And I want to do that through the URC. And the reason being is that's a group.

1:33:07

That is well positioned. To they've spent a fair amount of time understanding the finances of the university understanding the structure.

1:33:18

University. So yes, and I want to do that through the URC. So that's something we.

1:33:27

Alright, I'm bummed. We'll work with the US here as, URC as it's currently structured.

1:33:36

I'm a little bummed that we didn't vote on that today because I'd like to have gotten that new structure up and running ASAP.

1:33:37

Doesn't matter. We'll find a way to get that out. So I'll do that.

1:33:46

Now I'm coming into that publicly right now. I get that. So I'll make sure that that happens.

1:33:48

**[Eden Blair]** Okay. One of the, thesis that we govern by going, looking at ourselves. Is that the data?

1:33:54

So semester credit hours, majors, graduates. Average course. Even the It's still not quite clear, but it seems to be wrong.

1:34:08

And raw, So it's It's. As you're looking at data to evaluate programs, you're looking at that data.

1:34:23

I think he's going to help me see. How do you make decisions based on inaccurate data?

1:34:37

**[President Standifird]** So I counted on the fact. That whatever data we initially created would have flaws with. I don't think you could have created the perfect data set to solve this problem.

1:34:46

By the way, if you could create the perfect data set to solve the problem, we wouldn't need a committee.

1:34:57

We would have just looked at the data and made the decisions. I was counting on the fact that we would find inaccuracies in any singular piece of data set that we would look at  
1:35:02

and I was counting on the fact that you all would do exactly what you're doing. That you would dig in, start finding those, start asking questions, start getting more information to create a better sense of the type of things we should be doing and the things we should be looking at. Okay.  
1:35:22

**[Eden Blair]** But some of the data, it's wrong that could be easily fixed. No, he's a .  
1:35:35

One that's something I can easily get to getting better data sets. So we go forward.  
1:35:46

The success of the program. Bye. **[President Standifird]** I'm not only committed to that, I'm actually a little obsessed about that.  
1:35:56

That you know I'm, I'm a big fan of database decision making, having data to use and having good data to do that helps.  
1:36:05

By the way, You all know this. We've got more what I would call legacy systems here than I would like.  
1:36:09

That was probably the slightest way I could have put it. So getting clean data has been a bit of a nightmare for us.  
1:36:21

And that in and of itself is a big issue. We have got to fix that. And so we'll clean up what we can as we go along and make some good decisions.  
1:36:29

And I want our data systems to get radically better than what they are today. And that's something I'm absolutely Okay, thank you.  
1:36:40

**[Dannielle Wentzel]** Dannielle Wentzel, as we're like looking at, you know, all these non academic things, one of the things that has been noticed is that there's been seems to be more VPs than.  
1:36:55

I can count. How many of our current VPs are remote or not living in the Peoria area right now?  
1:37:08

**[President Standifird]** So we, well, actually one, our general council is actually remote. She spends a lot of time here.  
1:37:16

She, she is remote. It's interesting and in fact she was here for a number of years.  
1:37:21

You all may remember her name is Erin Casper. She lived here on campus for a number of years.  
1:37:28

We created a remote work policy. And for family reasons she had to move back to Wisconsin. And I have very open conversation with her about whether she actually she's the textbook case of where a remote worker would work.

1:37:31

And that's it. And one of the things, by the way, our, interim CFO, Jim Cooper has been here a lot.

1:37:43

He had to go home this week so he's not here this week unfortunately, but he's here a lot.

1:37:50

We are currently doing an active CFO search and in the description is they can't be remote.

1:37:55

So there is no there is no option for that to be remote. And so, with the exception of Jim Cofer for who is.

1:38:00

Had to be home this week and he's and he stays here on campus most of the time. It's Erin Kastberg

1:38:07

**[Eden Blair]** Yes, a qualifying question. Our new, DJ our new VP of marketing enrollment management and retention.

1:38:25

Okay, because I had heard he was gonna be gone until may was remote until May.

**[President Standifird]** So it's so interesting.

1:38:32

It's and I love people asking questions because the miss pop up real quick. So DJ, I don't think he might be sharing this.

1:38:37

He has kids in school. His family will not be here until May. He shows up November one. And he is committed to being here and then his family will join him.

1:38:45

Come May and we were very clear from day one in that negotiation DJ. I mean, for his family reasons, stop those initial conversation around, do I start in January? Do I start?

1:38:57

And we're like, nope, I need you here now. Actually, I need to hear yesterday.

1:39:04

So I need you here now. And I'm gonna share a story and and I'm assuming he wouldn't mind me sharing this.

1:39:13

So he was supposed to be at a conference the first week of November. And he's like, okay, I could start and we agreed, okay, you're gonna start November or whatever the name was.

1:39:20

He called me back the next day and said, you know what? 100% in my future is Bradley.

1:39:28

I'm cancelling the conference. I'll be there in November one. So he is here.

1:39:32

And by the way, He is already here. I think he's actually now talk. I'm losing count of the number of people he's actually started communicating with.

1:39:36

He and I talked on Monday, we'll talk again on Friday. For all practical purposes, he started the job.

1:39:44

And he will be here physically. Full time starting November one. And, I, thank you for asking that because I heard that myth too.

1:39:49

I should have actually answered it with the earlier question because it's one of the misses out there, it's just not accurate.

1:39:57

So he is going to be here. **[Edward Flint]** Edward, the chemistry biochemistry. So. You mentioned this, but I didn't catch what the answer really was.

1:40:02

So. This 10 million dollar numbers been bandied around there's a 14 million dollar number as a deficit that's also 13.3 or 14 million And my understanding is that the 10 million coming from academics where academics is not the majority of the money spent by the university.

1:40:13

And so. How are you going to? So can you address that disparity that the cuts coming from?

1:40:34

The primary unit of the university, the resin detre, which is academics is the smaller budget size taking the larger budget hit.

1:40:42

That seems Nonsense. **[President Standifird]** So, and there's another piece of data that goes into all of that.

1:40:52

That talks a little bit about that. First of all, on one of the questions that came up and this was actually in one of the others came out is that you know like we're trimming 10% out of the budget our deficit this year was 13.3 billion dollars which is actually not is 8 point, I forget, but the exact number is in terms of the budget.

1:40:58

What the 10% is projections moving forward. Because we help number of costs help across actually health cartons of being one of the worst ones.

1:41:17

A number of the costs are increasing and so we know that if we do nothing we can project moving forward and we have models for that now that we will have roughly a 10% deficit.

1:41:26

So that part we know. So I wanted to clarify that a little bit. Where's the 10% number come from?

1:41:37

It doesn't come from this year's deficit. It comes from projections moving forward. And that's about as far as I can go on that piece, by the way, unless I get Jim Cofer here to talk about it more, which he's happy to do, to come in.

1:41:42

He's online if you want to have that conversation. Oh, wow. I didn't know he was here.

1:41:53

I could have been having him answer these questions. On the on the academic piece. It's one of the things we're looking at. 1:41:57

And boy, this is. 1:42:04

A really challenging conversation because you're right. We are taking, asking academic affairs to take a big hit. 1:42:07

One of the things we've looked at is if you look at the national average for the percentage of instructional costs. 1:42:14

That cover the overall university costs. For nationally that number is about 30%. And nationally most universities include their benefits in that calculation. 1:42:23

We don't. Benefits are actually put in general administration, not in academic affairs. Even without the burden of the benefits. 1:42:33

Our percentage is 37%. And the reason that ends up being so off is you'll hear about the numbers where we've trimmed outside of academic affairs. 1:42:42

That's been going on for a while. And so we're running pretty lean in a lot of different areas. 1:42:51

And so we're just trying to be thoughtful about what we need to do to move forward and for example, I'm, we're not going to be reducing enrollment. 1:42:56

Management anymore, our enrollment management shop is already way thinner than most of our peers. 1:43:01

And so we would go after that. Great risk to the organization. So we're being very thoughtful about how we do that. 1:43:10

Jim, I don't know if you want to try me on any of that or not if you're online, but it's a 1:43:17

**[Jim Cofer]** I'm supposed to answer a question later on, so I'll just jump in then if that's okay. 1:43:22

**[not sure]** Okay. I guess I would like to come back and we haven't heard anything. I haven't heard anything about cuts outside of academics. 1:43:28

You can be discussed. Yeah. And so you need to I feel you need to communicate that better to us. 1:43:36

To let us know that pain is being shared because it feels like it's all coming on us. 1:43:41

**[President Standifird]** I'm hearing that loud and clear. I want I will we will work with the university resource committee to get that information together. 1:43:47



It's and I could probably just talk to the different, there's actually a bunch of our VP showed up today, which I appreciate. 1:43:50

I could probably go around the room and identify big chunk of those just by talking with them. I want to do that in a thoughtful way and we will do that through the University Resource Committee. 1:44:01

So I don't know what the plan is for that. Who is the chair of that right now, Teresa? 1:44:09

Okay, so we've got we got identify a chair quickly and get that group up and running. I think that's the healthy way to have that conversation. 1:44:14

And I'll work with our Senate president to make sure that's something. We try to get up and running as quickly as possible. 1:44:21

**[Jim Cofer]** Steve, we, introduced those cuts at the university conference at the beginning of the year. 1:44:28

Yeah. 1:44:36

And I would be more than happy to go through those and what we've already done. And matter of fact, we did it before the budget started. 1:44:37

This year. 1:44:47

**[President Standifird]** Oh, to everybody to be able to see you, Jim. That's why she did that. 1:44:52

**[Jim Cofer]** Well, if I could very briefly, we started the year. And this is May when I got here in the middle of my Looking at the budget and the budget was about 21 million dollars over The revenue. 1:44:57

And the senior leadership team, the VPs got together. And we started with a 10% cut in each area. 1:45:13

And we cut, in two different tranches we cut 5 men out and the president said that ain't enough so we cut another 6 million out I believe. 1:45:21

So we've cut about 11 million dollars out of where the budget started at the beginning of this year. 1:45:35

We are going to start looking at next year in about a week. The president and I have talked, the senior leadership team has begun going to begin to look. 1:45:42

Sorry, November first. What we can do for 2025 to reduce our budgets even further. 1:45:56

Hey.

1:46:07  
**[Kalyani Nair]** I have a question, Kalyani Nair, mechanical engineering. So last year we went through a process of reorganizing the staff.

1:46:16  
And there was a question whether you could provide an estimate of the cost savings that we had from that.

1:46:25  
**[President Standifird]** Thank you. So I'm not exactly certain what staff reorganization you're talking about.

1:46:32  
We've done that honestly in a couple of areas. So I beat I'm I wanna be able to answer your question, but I'm not exactly sure.

1:46:39  
What the focus is on it. **[Kalyani Nair]** Right in most of our colleges we used to have. **[Jim Cofer]** Boy, I will, I cannot answer that off top of my head.

1:46:47  
I will capture I don't wish I brought some place but knows I'll capture that in notes actually I think it's been captured in minutes.

1:46:59  
And now I'll make sure that's something we get to the university resource committee as well.

1:47:04  
Yes.

1:47:11  
I just don't have it in front of me. I know we did take out 38 positions.

1:47:12  
That were, some of them were failed, some of them weren't. Which areas they were I've got the information I just don't have it in my fingertips we'll get it to you.

1:47:18  
Now that's this year. We, introduced, cuts to the administrative side.

1:47:29  
Okay, yeah.

1:47:41  
I believe it was Huron consulting group came in a few years ago. And, and made substantial cuts to the administrative side.

1:47:42  
I don't have that at my fingertips either. We will get that for you.

1:47:45  
**[Teresa Drake]** One last question, Landon. Go ahead. **[Landon Williams]** Thank you. So this is for you, President Standifird.

1:47:53  
So recently an article came out in the Bradley Scout called, W, Faculty, Refund the Budget Cut.

1:48:01  
So, I encourage you all to read it if, you know, for all of you here.

1:48:06

So you setting there, regarding the timeline for academic structure and obviously we're doing it by the end of the semester as you said and it sound like from what I'm hearing in the room, you know, what I've heard from Dr.

1:48:11

Blair and other, it sounds like we don't have inaccurate data. It sounds like we don't have accurate data.

1:48:26

And he said, quote unquote in the article, reality is that we have the information we need to make to the so they really had no reason to delay making decisions because we have the information we need.

1:48:33

Well, sound like we may have information, we may have data, but we don't have accurate data.

1:48:38

I feel like from that, you know, justification of the timeline, it's not being justified now if we don't have the data.

1:48:49

the accurate data we need. **[President Standifird]** So the inaccuracy was affiliated with an initial data set that we put out to start the conversation.

1:48:57

And I felt very strongly for the very beginning and boy I think if you reroll the Senate tapes I was pretty clear on this that that data was just the beginning of a conversation.

1:49:01

There's going to happen to be a lot more information that was collected. I will say that the information that the committee has collected from individual departments adds a lot more depth than anything that we are seeing in that initial data.

1:49:16

So we've we've collected a lot of additional data. Sorry, my phone trying to ring on me on the meeting. Sorry about that.

1:49:25

And we'll continue to that. The other thing I want to be thoughtful on is we have data to make decisions.

1:49:37

I guarantee you if we were looking for absolute perfect information. We would never make a decision ever. So one of the things that's gonna have to happen to some of this is there's gonna have to be some judgment call.

1:49:45

And we have, look, we don't perfect data, we have good data. And the data got a whole lot better.

1:49:59

Because of the work of the Senate executive committee. And today, I feel confident we have the data we need to make the decisions.

1:50:05

**[Landon Williams]** Okay, gotcha. And a quick follow up as well. I don't want to cut in your time, Drake.

1:50:16

I know you declare we want some certainty with the timeline. We have information we need. I've heard from faculty that, you know, they want, they don't, they believe we're making decision kind of in a rushed manner.

1:50:20

What would you say from your point of view, justifying the timeline. Here we have the information we need.

1:50:32

We want certainty. What else? What? Justify. **[President Standifird]** I am very comfortable commenting on this and it's maybe a great way to follow things up.

1:50:39

Look, I I know there's there's two things about what's happening right now that is first of all it's a It's a crappy situation.

1:50:46

I'm trying to come up with better adjectives and Sorry, Lee, for our English lead.

1:50:51

Yeah, probably just paying for the, in your use terms like that, but it's, it's just, it's a bad situation.

1:50:58

I don't like it. It's where we find ourselves. We have to address it. Two reasons why we have to be thorough, which I think is happening, but expeditions, which is a term I've used from the very beginning.

1:51:00

Two things, first of all, we do have a financial issue we need to manage. And every second we don't get in front of that, it gets harder to get out.

1:51:12

It starts creating a death spiral on a variety of fronts. Our bankers have come back and said they'll work with us but the clocks ticking and they've been very clear about that they like our plan they're confident in our plan they expect us to execute our plan and they're giving us some leeway and some grace because we are.

1:51:21

We back off of that plan. That conversation changes. And that creates a big challenge. Honestly for me the bigger issue is

1:51:39

It is absolutely not lost on me.

1:51:46

The damage that this veil of uncertainty is creating on campus. And Jack, I appreciate your comments around.

1:51:51

You know, and I am getting strong signals that our colleagues are doing a really good job of not letting this bleed into the classroom and I'll give them a shout out for that.

1:51:58

That is. But it is.

1:52:07

Unconscionable to let that drag on. And so we just gotta get on of the because that veil of uncertainty is something we got.

1:52:11

**[Landon Williams]** Oh, the banker wanted by the calendar, the end of the calendar year, the academic year?

1:52:18

**[President Standifird]** Oh, I, I would leave it to the bankers to decide that. They know what our overall plan is and they're comfortable with our plan.

1:52:23

We deviate from our plan. We have to go back and talk to our bankers. That's kind of where we're on with the bankers.

1:52:28

**[Landon Williams]** Okay, cool. **[President Standifird]** And anymore on the bankers, I will let Jim Cover talk about that. Cause I let him leave the conversation with the bankers.

1:52:31

Thank you. **[Teresa Drake]** Great, thank you. Alright, I do not think we have any old business. Do we have any new business?

1:52:39

**[John Nielsen]** I'm John Nielsen. A slew of resolutions that I've been asked to introduce.

1:53:04

First on financials. Are you able to pull these up, Teresa? **[Teresa Drake]** I'm going to try.

1:53:11

**[John Nielsen]** Thank you. I'll wait.

1:53:17

**[Teresa Drake]** Do you know offhand with? I labeled it or what like the ABCD or what you sent it to me as is this the AUP or is it?

1:53:22

**[John Nielsen]** This should be resolution B. You're seeing that? Okay. Is this it?

1:53:33

**[Teresa Drake]** I've got it up here, John. Okay, I I can read off the screen. There's 4.

1:53:41

**[John Nielsen]** Right. Whereas President Stanford indicated in the September 20 first, 2,023 meeting of the university Senate.

1:53:55

That Bradley has some issues on the covenants of our loans but did not provide details on what exactly is meant by that statement.

1:54:03

Whereas we were in sound financial state as of June first, 2023 as measured by the AU piece financial distress composite index, and we do not yet have a cash deficit and we have a significant endowment to cover shortfalls for several years until the issue is stabilized.

1:54:11

Be it resolved that in order to bolster faculty confidence in his leadership, the president provide detailed explanations as to what caused us to not be able to meet the covenants.

1:54:28

And whether it was preventable. What our bankers are now requiring of us, what financial reasons are driving the short timeline for academic cuts.

1:54:40

As well as to address the concerns that a serious financial mistake may have been made that resulted in our failure to meet the terms.

1:54:49  
**[Teresa Drake]**Is there a second for this resolution?

1:54:58  
Discussion?

1:55:02  
Any questions?

1:55:21  
Alright, all those in favor of this resolution say aye.

1:55:25  
Any opposed? Alright, that stands approved.

1:55:30  
Yeah. Yeah. Which one would you like to hear? **[John Nielsen]** Whatever comes up.

1:55:43  
Okay, resolution C here. Whereas intercollegiate athletics is an integral part of the University that brings value to the student experience.

1:55:56  
And is a point of connection for alumni to Bradley University. Whereas the university is apparently facing a 15 million structural deficit and the administration has decided to use cut to academics to reduce 67% of this deficit.

1:56:04  
Despite academics being the dominant revenue source and only representing 37% of the expenditures.

1:56:18  
Where the primary undertaking of the university is academics. Where as current expenditures by athletics require subsidies from academics in order to maintain current levels of spending.

1:56:24  
Be it resolved that the University Senate charges the administration with, by the end of the day, on November nineteenth, 2023.

1:56:35  
Providing the University Senate with a detailed cost revenue analysis of switching from Division One to Division 3 athletics.

1:56:42  
**[Teresa Drake]**Is there a second for this resolution? Got it. Discussion? Yes.

1:56:51  
Yeah, Megan Rimmel

1:57:04  
**[President Standifird]** Not going to debate long on the resolution, I do will just say. I am comfortable having us do that analysis.

1:57:10  
That's really complicated analysis. There's no way it's gonna be done by November nineteenth.

1:57:16  
So I'm. I understand if the resolution gets passed. And if the resolution gets passed. We will work hard towards trying to.

1:57:20

Do this analysis. I'd be shocked if we can do it by November nineteenth. It's way more complicated of an analysis than you may imagine.

1:57:32

**[Teresa Drake]** Go, Jim. **[Jim Muncy]** I just wanna say a position that's probably pretty. Unpopular among academics but I think athletics are crucial to the university from a marketing perspective.

1:57:42

They're what keeps us in touch with our alumni who donate to this university. They are, they create enough recognition in certain areas to to where students will consider coming first visit days, which is the gateway that so many students have to come.

1:57:56

To the university, I think. And it's not just this resolution because there's a lot of talk about why don't they cut athletics?

1:58:14

When I cut athletics more, why don't they cut athletics more? And I'm not arguing that we shouldn't, you know, that they shouldn't share the pain too.

1:58:22

But moving from division one down to division 3 is a pretty big move. And I think that from a marketing perspective, by the way, on Jim Munsey, from marketing.

1:58:29

It would be a huge step backwards for this university in a way that would create permanent damage. That That's we need to do better marketing.

1:58:39

And that's always been my contention is that we need to address the revenue side. As much as the cost side and I've had numerous conversations with Dr.

1:58:56

Standifird and he's in agreement with that. This. We have to acknowledge the fact that athletics are a part of the, of a solid thriving universities.

1:59:05

The universities that are are thriving most of them have very strong athletic programs. And so I think even entertaining the idea of moving from division 1 to division 3 would be a horrible idea given that we've got we've got one of the best athletic directors in the whole country.

1:59:17

At any level we've got it provides a lot of benefit from a marketing perspective and we certainly don't want to take a step step a substantial step backwards in marketing.

1:59:43

We need to be moving forward in that area. **[Teresa Drake]** Thank you. Other discussion? **[John Nielsen]** I mean, Jim, I, I agree with you. I love being at a division one school.

1:59:54

It's a lot of fun supporting this basketball team. There's nothing wrong with that. But it is a big cost for us.

2:00:03

And Division 3 allows us to recruit. Paying students, put some goal posts up at Shea Stadium, have a football field, have football games.

2:00:10

Women's soccer, a lot of paying students. I mean, again, it's not it's not a thing that I really want to do, but I think it's something we need to explore.

2:00:20

And from a marketing standpoint, I mean, again, I grew up at a time when college sports was a big deal, but Division One, the landscape of Division One is changing radically.

2:00:28

As we speak. Unless we get an invite to the Big 10 and into those billions, I mean, we're getting left behind.

2:00:37

And if you look at the student section at Bradley basketball games. It's not very full. And anecdotally, you know, I teach during basketball games.

2:00:43

My classes are full. Okay.

2:00:51

**[Jack Batz]** Speaking from the student perspective, Jack Batz by president, I feel that this would be a mistake.

2:00:57

I understand the reasoning behind. Going down this road, looking at as a financial base, but I think if you find some information that might be attractive seeing with cost savings and you'd be attempted attractive to go down that and to cut.

2:01:03

The student facing side of this, horrible. You don't, I don't want to see our school go from division 1 to division 3.

2:01:18

It's already a struggle to get some students to go to some of our programs. And well, I don't know necessarily the processes of going from Division 1 Division 3 if you can do some sports, if you can do all sports, how that works.

2:01:24

Division 1 basketball at this school. I've had some of the most one I've had as a student going some of those games that last game of the season for the MVC against Drake.

2:01:37

Storming the the court that was some most fun it has a student and I think we would lose those experiences I go to division 1 basketball games, I wouldn't go to division 3 basketball games.

2:01:46

That's just a big draw is going that we don't have football losing that. I understand we might be able to create new programs if we lower the cost.

2:01:56

But I don't think that's really something we should be explored right now is it creating additional new programs.

2:02:04

I just think this would be a huge loss this students and I have skipped classes go to basketball games. So I have friends that have skipped classes going to basketball games.

2:02:10

And sometimes they're Tuesday nights at 7 pm and guess what sometimes out of class and guess what I want to go those basketball games more so There's a lot since that boat.



2:02:19

Maybe not. Yeah, I Yeah, I think, that's fine. I just worry that you're going to find some stuff and losing that huge issue to me.

2:02:29

**[Jackie Hogan]** Jackie Hogan, sociology, social work, criminology. So I think that this is, an issue that there are strong opinions on, but as I understand this resolution, the resolution is not to solve the issue of athletics, it's to get more information about costs.

2:02:45

So I would support this resolution to get more information. I think information is very valuable. Thank you. Good, quick.

2:03:03

**[Colin Corbett]** Colin Corbett, economics. So. Again, this resolution is where it looks at both the costs and the revenues.

2:03:14

And so if We expect that moving from D one to D 3 would lead to a significant decrease in say alumni donations.

2:03:24

Or, or student enrollment hopefully would be reflected in this report. And So just coming up with this report seems, I mean, some people might take that as an offense, but it seems like it just important information to have and if our expectations are correct then then there would be significant losses in revenue from the switch.

2:03:34

And so might prove it to be a bad idea. But regarding, President Stanford's statement about basically creating an impossible mandate.

2:04:01

I wonder would it would it be possible to amend this to, potentially like basically delete the word detailed and require sort of some initial report on November nineteenth and then maybe some additional information **[Teresa Drake]** So are you making a motion? **[Colin Corbett]** I guess I am.

2:04:10

So yeah, I am into, remove the word detailed. And replace it with initial, I guess, and then, and a and then, and a detailed customer of anyone else's.

2:04:28

Some other date. I don't know. Okay. Anyone have any ideas?

2:04:45

As soon as possible, sure.

2:04:53

Does does this seem more feasible?

2:04:56

Yeah, yeah, so. **[Teresa Drake]** Is that, okay, this is a motion then we can have discussion on that.

2:05:01

Is there a second for this amendment? Wendy. Discussion?

2:05:07

Alright, all those in favor of making the change the amendment to this. Resolution say aye. Aye.

Okay, that stands. 2:05:14

Any further discussion? Of this resolution? Okay. 2:05:24

I think it's you. 2:05:28

**[Jim Muncy]** I wasn't saying that people come here to Bradley because to watch our athletics. Over 95% of our mentions in the media come from athletics How are we going to replace all of that? 2:05:39

It's not free publicity, but if we wanted to get an equal amount of recognition out there, we'd have to figure out a way to do it because we have to have name recognition to get considered in for to get into the consideration set of coming to Bradley for visit days. 2:05:43

That's just one example of what I'm talking about. It's not, yeah, let's have athletics so that we'll have some place to go. 2:05:56

It's also, it's the other way that it helps and I don't know how you would you would quantify that in terms of you get rid of 95% of our media. 2:06:14

Mentions how would you quantify how that would affect us in the long run. **[Teresa Drake]** We'll leave that to administration to figure out. 2:06:20

Any other discussion on this resolution? **[John Nielsen]** Question for you Dr. Nelson on the proposal. Okay, well my question is personally I support D1 athletics. 2:06:31

I love, I wouldn't want to see that yesterday we go away. Anytime soon I think that's a selling point for the university. 2:06:41

I think that's a selling point for the university, point of pride for the university, point of pride for our students. 2:06:55

One thing I do think we should look at, not this is, point of pride for our students. A point of pride for our students. 2:07:03

One thing I do think we should look at, not this is not an amendment, but something to consider is finding efficiency and reducing inefficiency within our D1 expenditure rather than kind of looking at going from D one to D 3. 2:07:06

I think we should look at kind of see where we can make some more efficiency in our current athletic expenditure. Thank you. 2:07:09

Thank you. 2:07:21

2:07:29

**[Teresa Drake]** Alright, all those in favor of this resolution say aye. Any opposed? Hmm, I think we need to do a standing vote for this one. 2:07:33

All those in favor, please stand. 2:07:44

As amended. 2:07:49

Thank you. All those opposed, please stand. 2:08:10

Alright, it was 21 to 17. It passes. 2:08:26

All right, next resolution. Is this yours John? **[John Nielsen]**That's actually Okay. Who sent this to me? 2:08:46

I don't remember. I was just a conduit. Okay. Whereas the University of administration has engaged numerous consultants in recent years to advise it on a wide variety of projects and initiatives. 2:08:58

Actually this is mine. Without any input or approval from the contractual arrangements committee of the Senate and without providing a full accounting of consulting agreements. 2:09:12

Whereas despite the increase in the number of consultants, consulting contracts, university reports that it is still facing a 50 million structural deficit. 2:09:24

Which it plans to result with massive cuts in academic spending despite academics being the dominant revenue source and only representing 37% of expenditures. 2:09:32

Be it resolved that the University Senate charges the administration with by the end of the day on November second, 2,023. 2:09:42

Providing the University Senate with a detailed list of all consulting contracts in which the university has engaged over the past 5 years and a detailed return on investment analysis of these expenditures. 2:09:49

**[Teresa Drake]** Is there a second for this resolution? 2:10:02

Discussion. 2:10:07

All right, all those in favor of this resolution, say aye. 2:10:18

Opposed, say nay. I'd say that I still have that one. 2:10:22

Alright, and we're almost done. 2:10:31

**[John Nielsen]** Someone was a little wordy on this one and it wasn't me. Alright, whereas the faculty handbook makes clear that terminations of appointments and discontinuations of

programs can only take place through good faith determination and goes out of its way to employ the Latin legal term from contractual law, bonafide.

2:10:53

Whereas the faculty handbook insists that the process of such decision making should be thoughtful, precise, and based on clear criteria.

2:11:13

But that once made, quote, a faculty determination that a program department or division is to be discontinued will be considered presumptively valid.

2:11:21

Whereas the factory handbook also informs us that “research misconduct in academ is an intolerable threat to the most fundamental purpose of a university”, and that “strenuous efforts must be made to avoid both fabrication of data, deceptive reporting of data, and or purposeful emission of conflicting data.”

2:11:31

As well as a reckless disregard for the truth by stating or presenting a material or significant falsehood”. Whereas President Standifird has stated that “there really is no reason to delay making decisions because we have the information we need.”

2:11:51

Bradley, factory respond to budget cuts, Bradley Scout. Be it resolved that the university Senate charges the faculty of the Senate Executive Committee acting as an ad hoc committee.

2:12:07

For the purposes of recommending procedures and decision making about, quote, academic restructuring, and, “to report to the Senate and administrative officers before recommending program cuts or terminations” and not later than the fourth of November 2023 on the usefulness of extent metrics in relation to long-range judgments to enhance the educational mission of the university and its financial stability.

2:12:18

The validity of current methodologies for collecting information about the university's finances and activities as a whole and in its separate programs and units.

2:12:43

And on the accuracy of available data about those finances and activities. So that confidence in the process can be established.

2:12:53

**[Teresa Drake]**Is there a second for this resolution?

2:13:05

Okay. Discussion?

2:13:10

**[Mat Timm]**I think this is completely unnecessary. We're already going to give a report to the, full body at the end of October.

2:13:16

And in that we will answer most of these questions.

2:13:25

**[Teresa Drake]** Other discussion? Questions?

2:13:32

All those in favor of this resolution say aye.

2:13:45

All those opposed say nay. This one does not pass. Alright, I believe does anyone else have any new business to bring to the table?

2:13:49

Alright, let's adjourn. Thank you.

2:14:04