



Fifth Regular Meeting
2025-2026 Bradley University Senate
3:10 p.m., Thursday February 19, 2026
Michel Student Center - Ballroom

I. Call to Order

II. Announcements

A. Meeting is being recorded and livestreamed. Thank you, IT!

III. Approval of Minutes – Please see attached minutes

Approval of the Minutes of the Fourth Regular Meeting of the 2025-2026 University Senate, December 10, 2025.

Motion: Teresa Drake

Discussion:

Subsidiary Motion

Teresa Drake moved to include additional information within the minutes.

Amendments approved.

Vote: Amended minutes approved by voice vote

IV. Report from Student Senate President Al Cuizon, Jr.

Student senate President Al Cuizon, Jr. shared updates from the Student Senate and discussed the following topics:

- Student Experience
 - Engagement with the incoming ERP.
- Student Advocacy
 - Tabling at Williams Dining Hall through Student Senate office hours
 - Have integrated BeConnected into their communications
- Student Governance
 - Student senate spring retreat is upcoming to discuss next steps for student senate.
 - Preparing for upcoming elections and campaigning.

V. Reports from Committees

A. Continuing Education – Chair Michelle Riggio Rarick

Consent Item

Professional Pathways Team Training Microcredential

Description: Earners of this microcredential have successfully completed two Bradley University credit courses in Communication and demonstrated the ability to develop structured and engaging training programs tailored to specific organizational needs, measure training effectiveness and use feedback to refine learning outcomes, apply key learning theories to the design of effective workplace training programs, lead and guide team discussions and manage group dynamics, mediate team conflicts and build consensus, and tailor communication styles to different team roles.

College/Department: Slane College of Communication and Fine Arts / Communication

Course Bundle:

COM 398, Communication Training and Development (3 hours)

COM 393, Small Group Communication (3 hours)

Adopted by unanimous consent.

B. Curriculum and Regulations – Chair Rachel Vollmer

1. Curriculum Consent Items

- **Course Additions**

269770 ENS 280 Seminar in Environmental Science 0-3
Students in the NSF-sponsored BU SUSTAIN program must enroll in a seminar course every semester until graduation to meet the shared intellectual experiences goals outlined in the grant.

270402 ENS 480 Advanced Seminar in Environmental Science 0-3
Students in the NSF-sponsored BU SUSTAIN program must enroll in a seminar course every semester until graduation to meet the shared intellectual experiences goals outlined in the grant.

270980 FIN 323 International Financial Management 3
The department plans to offer this course to support our international programs, including a possible international finance study-abroad elective, as well as our GAV initiative. Cross-listed with I B 323.

266587 I B 406 International Management 3
An upper-level course that uses tools and information to provide hands-on experience for the IB students.

266589 I B 409 Global Business Leadership 3
An upper-level course that uses tools and information to provide hands-on experience for the IB students. Cross-listed with MTG 409.

269824 MTG 409 Global Business Leadership 3
An upper-level course that uses tools and information to provide hands-on experience for the IB students. Adding Cross Listing to I B 409.

All Course Additions approved at C&R 2/10/26

- **Course Modifications**

269773 CHM 416 Environmental Chemistry 3
Prerequisite modification

270166 CHM 516 Environmental Chemistry 3
Prerequisite modification

270489 COM 400 Communications Research 3
Update the course description to emphasize quantitative research methods.

270607 I M 499 Exhibit Production The course will be repeatable for up to twelve hours.	0-3
270618 I M 490 Independent Study Changing course hours.	1-3
266373 C E 224 CADD Change in course description.	3
266375 CON 224 CADD in Construction Change in course description.	3
267538 CS CIS 550 Advanced Game Programming <i>Title and description change</i>	3
270033 M L M L 630 Healthcare Organizational Strategic Planning and Systems Leadership <i>Change in title and description to better serve the students.</i>	3
269647 P T P T 790 Cardiovascular, Pulmonary, and Integumentary PT <i>Change in prerequisite – for PT majors only.</i>	3
269857 M L 406 International Management Change of course description. Cross-listed with I B 406.	3
271214 I B 446 Global Marketing Management Changing the prerequisite, now I B 402.	3

All Course Modifications approved at C&R 2/10/26

All consent items adopted by unanimous consent.

2. Curriculum Items Requiring a Motion

- **Major Modifications**

266567 I B International Business

In response to the program discontinuation that supported the I B major

267812 C E 4+1 BSCE/MSCE

Changing number of hours required, to match changes in the UG C E major

267801 C E 4+1 BSC/MSCE

Changing number of hours required, to match changes in the UG construction major

All Major Modifications approved at C&R 2/10/26

Motion to approve all major modifications: Rachel Vollmer

Vote: All major modifications approved by voice vote

- **Minor Modifications**
270547 PLS International Studies
Changing the prefixes from I S to PLS.

Minor Modification approved at C&R 2/10/26

Motion to approve minor modification: Rachel Vollmer
Vote: Minor modification approved by voice vote

- **Program Modifications**
268578 ENG Master of Arts in English
Minor changes in the elective course options; courses have already been approved

Program Modification approved at C&R 2/10/26

Motion to approve program modification: Rachel Vollmer
Vote: Program modification approved by voice vote

VI. Reports from Campus

There were no reports from administrators as the Board of Trustee meeting was schedule opposite the University Senate meeting.

A. ADVANCE BU update on new teaching evaluation survey

Jackie Hogan provided report. See attached slides.

VII. Unfinished Business

A. No Double Votes in Tenure Process proposal

On the floor from December senate meeting.

Discussion:

Subsidiary Motion

Sherri Morris: Motion to include the language "...within 5 business days." to section F and H.3

Amendment rejected via voice vote.

Subsidiary Motion

Candace Esken: Motion to include the language "The candidate has 10 business days to respond." in F and H.3.

Amendment approved by voice vote.

Amended motion approved by voice vote.

VIII. New Business

No new business.

IX. Open Forum

Eric Braun raised two questions/concerns from his department (counseling).

1. Summer pay enhancements and concern about only applying to 9-month faculty.
2. Many instructors are supervising independent studies and thesis projects but not receive no additional compensation for them when the university is collecting tuition from the students.

Danielle Glassmeyer – Spoke to lack of clarity in the new summer tuition policy and the implications for faculty, as well as issues related to pay inequities.

Melvy Portocarrero – Comment that these questions should be asked when the CFO is present.

Teresa Drake – Asked senate president to share at the upcoming Board of Trustee meeting that these types of questions come up and administrators are not around to answer them when BoT meeting is scheduled opposite senate.

Jace Hudson, speaker of the assembly student senate – Commented about student interest in reforming evaluations.

Jackie Hogan – Provided some context about response rates for course evaluations, and the response rates required for statistical significance.

X. Adjournment

Motion to adjourn: Candace Esken

Scheduled Regular Meetings of the 2025-2026 University Senate

Sixth Regular Meeting: Thursday March 26, 2026 (moved back one week due to Spring Break)

Seventh Regular Meeting: Thursday April 16, 2026

Eighth Regular Meeting: Wednesday May 6, 2026

UNIVERSITY SENATE MEETING SIGN IN SHEET –

SENATORS

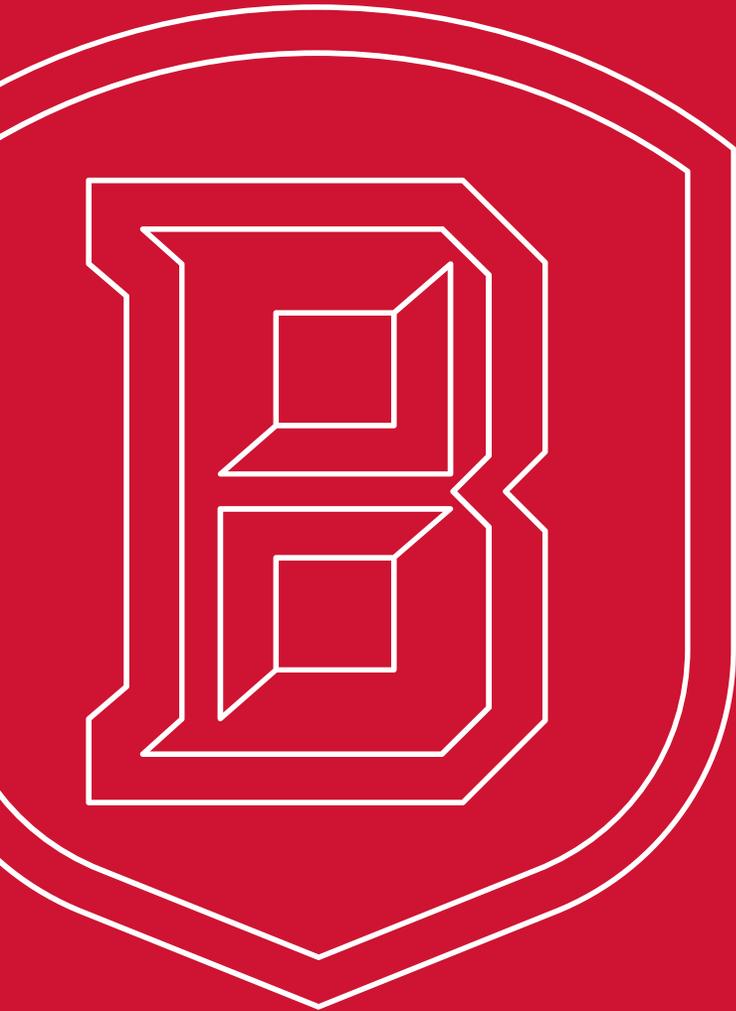
Meeting Date:

2/19/26

5th Regular Meeting 2025-2026

Name	Unit	Initials	Name	Unit	Initials
David Abzug	CFA	DWA	Kris Maillacheruvu	Int. Dean CCET&FCB	KM
Bill Bailey	FCB	BB	Victoria Maneev	EHS	
Heather Brammeier	CFA	HB	Kristi McQuade	LAS	KM
Erik Braun	EHS	EB	Cyle Metzger	CFA	
Adam Byerly	Handbook Ed.		Dan Moon	Provost	
Al Cuizon, Jr.	Student Sen. Pres.	AC	Sherri Morris	Int. Dean LAS	SM
David Daye	CFA		Libin Mou	LAS	
Ryan Dodd	Student Rep.	RCD	Jim Muncy	FCB	JM
Teresa Drake	Imm. Past Sen. Pres	TD	Lee Newton	LAS	LN
Candace Esken	FCB	CE	Jessica Nigg	EHS	JN
Ahmad Fakheri	CCET		Renee Pierce	EHS	RP
Edward Flint	LAS	EF	Melvy Portocarrero	LAS	MP
Lisa Friebohle	EHS	LF	Megan Rimmel	LAS	MR
Rustin Gates	LAS	RG	Val San Juan	LAS	
Danielle Glassmeyer	LAS	DG	Udo Schnupf	LAS	US
Amy Grugan	EHS	AG	James Shadid	President	
Ethan Ham	Dean CFA		Prasad Shastry	CCET	PS
Samuel Hawkins	LAS	SH	Todd Spires	Exec. Dir. Library	
Jace Hayes-Hudson	Student Rep.	JH	Travis Stern	CFA	TS
Ray Hazlip	CFA		Naomi Stover	LAS	NS
Alexander Hertich	LAS	AH	Jennifer Stubbs	Library	JS
Jackie Hogan	LAS	JH	Fred Tayyari	CCET	FT
Karl Jung	EHS	KJ	Nathan Thomas	VP Student Aff	NT
Andy Kelley	LAS	AK	Mathew Timm	LAS	MT
Todd Kelly	CFA		Shannon Timpe	CCET	
Barb Kerns	CIO	BK	Libby Tronnes	Parliamentarian	
Yasser Khodair	CCET	YK	Jeffrey Wanko	Dean EHS	JW
Kevin Kimberlin	LAS	KK	Jamie Way	EHS	JW
Andy Kindler	Registrar	AK	Chris Yench	FCB	CY
Kristina Latva	EHS	KL	Shawn Zheng	FCB	SZ
Twila Lukowiak	EHS	TL	Rajesh Gadosu	FCB	RG

61 total Senators – 31 needed for quorum



ADVANCE BU

Student Experience Questionnaire Pilot



This material is based on work previously supported by NSF grant 2302732

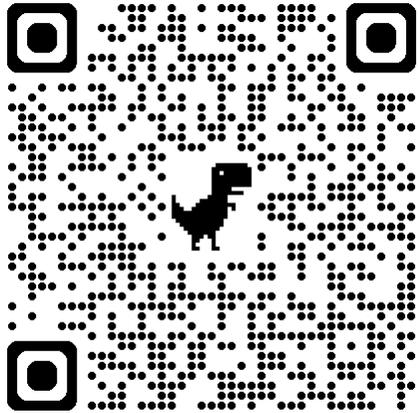


BRADLEY University

Why develop a new instrument?

- In a Spring 2024 survey of **Bradley Chairs** (72% response rate), only **39%** considered their methods of **evaluation “very effective,”** and only **17%** considered current methods of evaluation **“very equitable.”**
- In a Spring 2025 survey of all **full-time faculty**, roughly **35% did not believe** that **teaching is “evaluated equitably for all”** at Bradley.
- Review of existing course eval surveys revealed **wide variability: no university-wide set of common questions; no common scale; widely varied lengths;** thus no “apples to apples.”
- Well-documented and **serious limitations** of standardized course evaluation surveys:
 - Asking **students** questions beyond their **expertise**
 - Problems with **statistical reliability & validity** (inverse correlations between teaching evaluation score and student learning)
 - Significant patterns of **bias**

New Student Experience Questionnaire (SEQ)



← [Link to New SEQ](#)

Context Questions	Intent and Use
<ol style="list-style-type: none">1. Before the semester began, how interested were you in taking this class?2. Considering the amount of time and energy you have put into this course, how would you characterize your level of effort in the course?	<p>Provide context for interpretation.</p> <p>Not included in mean score.</p>



New Student Experience Questionnaire (SEQ)

Likert Scale Questions	Intent and Use
<ol style="list-style-type: none">3. The syllabus clearly described course goals, content, and requirements.4. The course was clear and well organized (for example, course structure, content, and presentations).5. Assignments (for instance, exams, papers, and projects) clearly reflected course concepts.6. Class sessions/activities contributed positively to my learning.7. The instructor treated students with respect and fostered an environment where I felt comfortable sharing my ideas.8. The instructor provided timely and useful feedback on my work.9. Did you ever reach out to the instructor outside of class (for example, by email or in their office) with a question or concern? [Yes/No]10. [IF YES] The instructor was available to meet with students or respond to student questions or concerns outside of class.	<p>1-5 Likert questions on elements of instruction, class environment, instructor availability.</p> <p>Used to calculate mean score</p>

Check-All-That-Apply Questions

Intent and Use

11. Which of the following **contributed positively** to your learning? Check all that apply.

- The syllabus
- The Canvas site
- Course materials (textbook, readings, manuals, worksheets, PowerPoints, etc.)
- Lectures and class presentations
- Active learning activities (class discussions, problem-solving tasks, etc.)
- Tests and examinations
- Assignments
- Grading and feedback
- Instructor's preparation for each class period
- Instructor's knowledge of the subject
- Instructor's responsiveness to students
- Instructor's enthusiasm
- Other

12. What aspects of this course would you **suggest changing** in the future **to improve student learning**? Check all that apply.

[Same list as above]

Check all that apply:

Provide more specific feedback on what's working well and what could use improvement.

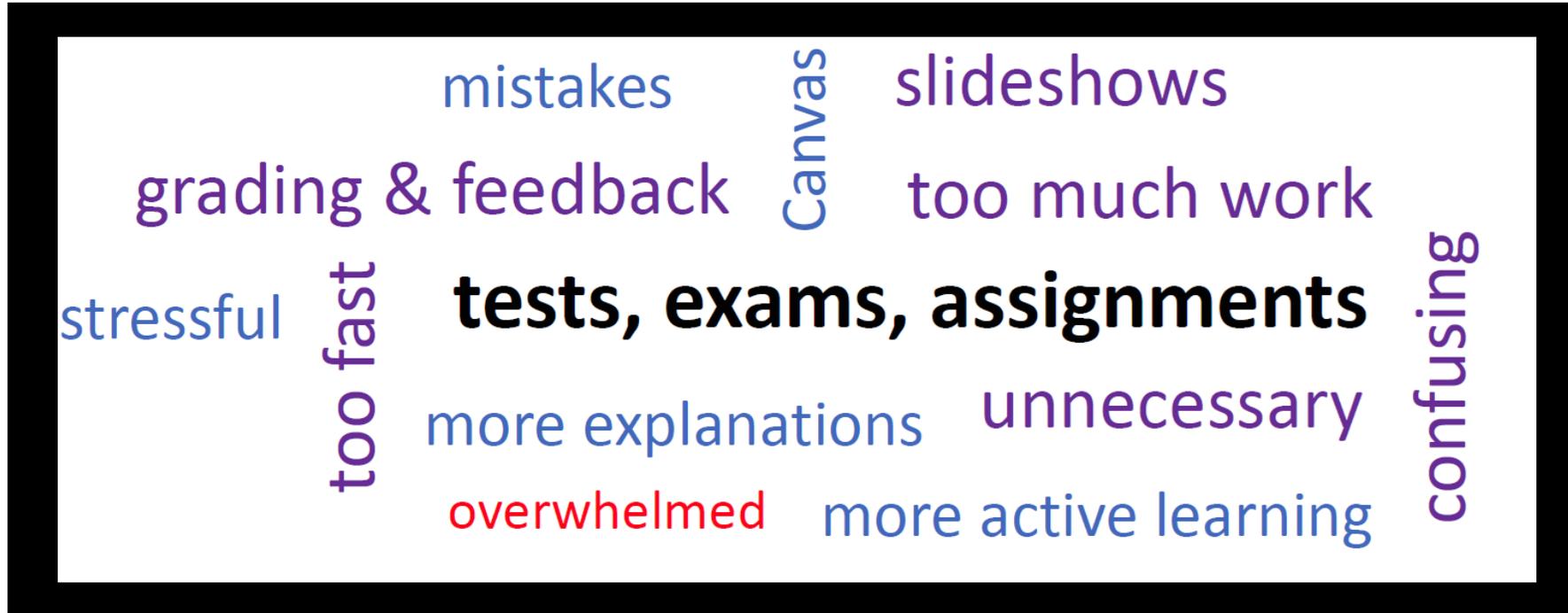
No "score" produced, so not included in mean score.



New Student Experience Questionnaire (SEQ)

Open Response Questions	Intent and Use
<p>13. What did you like most about this course? Please provide examples.</p> <p>14. What suggestions do you have for improving this course? Please provide specific examples.</p>	<p>Open response. Provide additional detailed feedback.</p> <p>No “score” produced.</p>

Open responses can provide useful insights

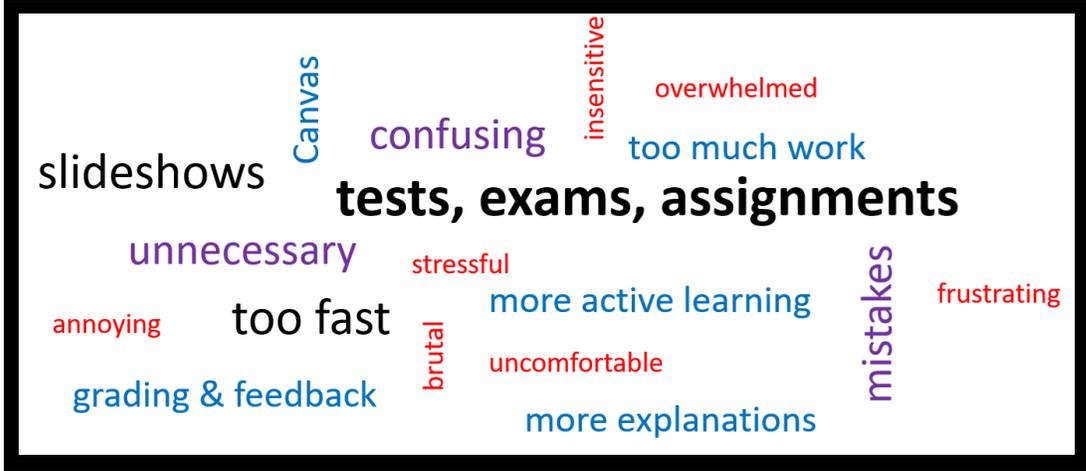


← Most common student concerns (across all instruments)

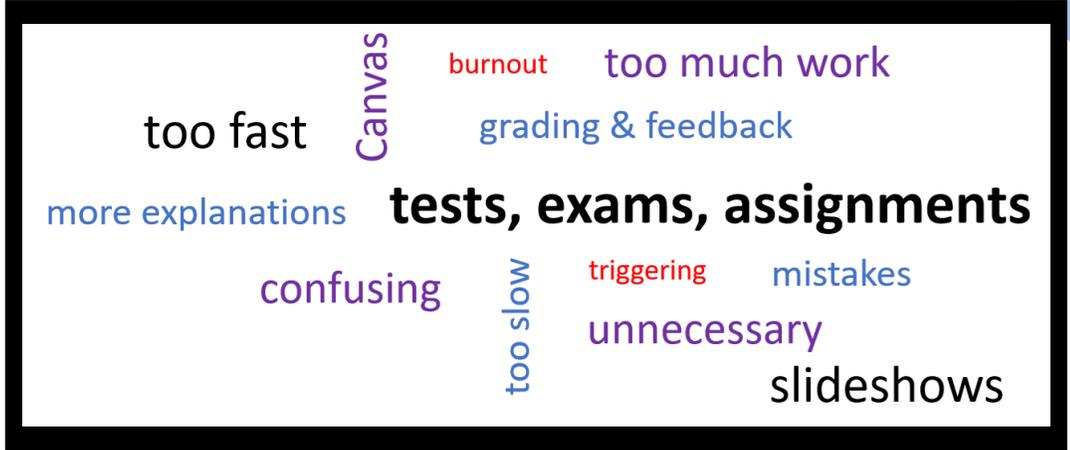
But bias most evident in open response questions →



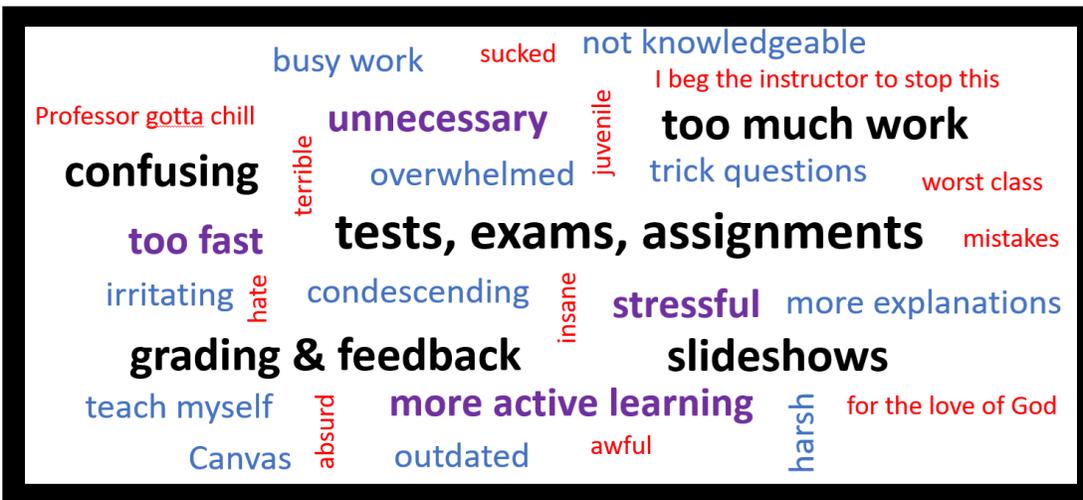
Men's Old Surveys:
Instruction amidst Negative Emotions (“Noise”)



Men's New SEQ:
Mainly focused on Instruction



Women's Old Surveys:
Instruction Swamped by “Noise”



Women's New SEQ:
More focus on Instruction, Less “Noise”





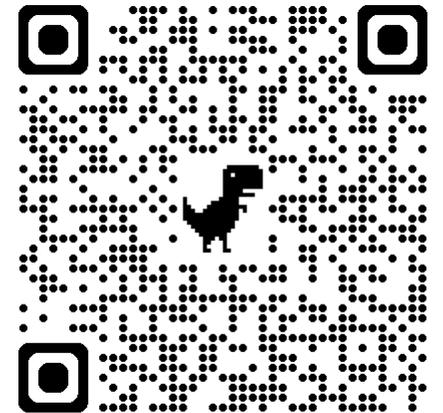
Summary of Results from Two Pilots (37 faculty and 1357 students)

- **New SEQ reduces bias** and emotional “noise” in students’ **qualitative** comments
- **New SEQ** focuses more effectively on **instructional delivery**
- **SEQ doesn’t lower scores** for faculty, and **reduces gender bias** on **quantitative** questions
- Majority of **students prefer new SEQ**
- Majority of **faculty prefer new SEQ**

Spring 2026 Mid-semester Departmental Pilot

- Faculty choose which of their courses to include.
- Departments may add discipline-specific questions (not counted in mean).
- Administered through Canvas in mid-March.
- Numerical results shared with faculty (not chairs) and anonymized results shared with ADVANCE BU team.
- Then faculty administer regular dept evaluation at end of semester for their official “scores,” as usual. Anonymized results are also shared with ADVANCE BU team.
- Contact Jackie Hogan at jlhogan@bradley.edu

New
SEQ

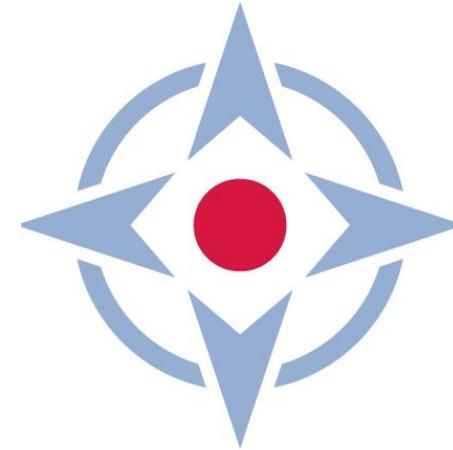




Our ADVANCE BU Team

- Jackie Hogan (LAS)
- Tim Koeltzow (LAS)
- Christopher Marsh (CFA)
- Kaitlin Seaman (IT)
- Elena Gabor (CFA)
- David Spelman (CCET)
- Jana Hunzicker (EHS)
- Joshua Lewer (FCB)
- William Waychunas (EHS)
- Susan Goodrich (CTEL)

Thank you!



Bradley CUHSR Approval #25-034

***Proposal to Eliminate Double Votes in Tenure Process. Passed with
amendments - February 2026***

II.C.

2. General Procedures for Faculty Recommendations

a. Recommendations for full-time appointment, reappointment, tenure and promotion shall originate with the department faculty, in accordance with procedures developed by the faculty of each College.

b. The chairperson will initiate the recommendation process at the appropriate time.

c. Prior to initiation of the recommendation procedures, any full-time faculty member may nominate for appointment, reappointment, or promotion.

d. The recommendation of the department-level faculty committee shall include the results of a secret ballot vote by the group indicating the numbers supporting, opposing, and abstaining. It shall also include a written statement detailing the rationale for the recommendation.

The department chairperson shall not register a vote at the department level. Rather, the department chairperson's Yes/No vote on the Transmittal Form and their written statement detailing the rationale for their recommendation shall serve as their only recommendation in any consideration of a candidate's application.

e. The department-level faculty recommendation will be conveyed to the chairperson, who will add their Yes/No vote and their written statement detailing the rationale for their recommendation and share these recommendations with the candidate.

f. At this stage of the process, the candidate may append written comments and documents to the recommendatory packet. The candidate has 10 business days to respond.

g. The chairperson will forward the department-level faculty and chairperson recommendations and any appended comments to the Dean of the College, who shall share these materials with the college-level tenure and promotion review committee.

h. The recommendation of the college-level committee shall include the results of a secret ballot by the group indicating the numbers supporting, opposing, and abstaining. It shall also include a written statement detailing the rationale for the recommendation.

1. If any member of a college-level review committee already voted or provided a written recommendation at the department level, they shall recuse themselves from a vote at the college level.

2. The Dean shall not register a vote in college committee deliberations. Rather, the Dean's Yes/No vote on the Transmittal Form and their written statement detailing the rationale for their recommendation shall serve as their only recommendation in any consideration of a candidate's application.

3. The Dean will share the recommendation with the candidate at this stage of the process, and the candidate being considered may append written comments and documents to the recommendation. The candidate has 10 business days to respond.

i. The Dean shall forward the whole recommendatory packet to the Provost and Vice President for Academic Affairs.

j. Any person's vote or written recommendation shall serve as their only recommendation in any consideration of the faculty member's application at any level of review.

k. In cases of a tie vote at any level of consideration, the result shall be recorded as a tie (not as either a positive or negative recommendation).

l. Once initiated, the promotion process may be terminated only by the faculty member's written request.

m. Faculty members dissatisfied with their recommendations should consult this *Faculty Handbook*, Due Process, for the appropriate appeals procedures.

(Not for insertion in the handbook: Becomes effective April 20, 2026 unless action taken by President or Board of Trustees.)