



# ADVANCE BU

Advancing and Maintaining Equity

April 2024

Monthly Newsletter

As we move toward the end of the academic year, ADVANCE BU would like to celebrate the work of faculty and staff actively engaged in equity work. Recent **research** by the American Council of Education and the USC Pullias Center for Higher Education, suggests that these kinds of institution-wide shared efforts make for stronger, more resilient, more innovative and more equitable institutions. In their evidence-based Shared Equity Leadership (SEL) model, responsibility for equity does not rest on a single office but is led by administrators, faculty and staff from across the university. These equity leaders work in teams with varied ranks, perspectives, and identities to bring equity-mindedness to everything the university does, from hiring to curriculum development to ordering food for an event. One of the key goals of SEL is to make equity-mindedness an institutional norm. While not everyone in the institution may embrace this goal, building a “critical mass” of equity champions can move the campus toward change. SEL provides a “menu” of best practices that leadership teams can use to cultivate equity-minded decision-making. Among these, are reducing hierarchies within leadership teams; increasing transparency on university decisions; making all decisions through a systemic equity lens (always considering the impact of policies and practices on varied groups); rethinking and strengthening systems of accountability; creating awards and incentives for equity; and consistently challenging taken-for-granted practices (even assigning one team member the “disrupter” role, tasked with challenging the status quo). Adopting such practices will allow institutions to move beyond “random acts of equity” to advance collective and coordinated equity goals. For these efforts to succeed, the researchers point out, campus leaders must be empowered to champion equity even when it is inconvenient or uncomfortable. To learn more about SEL, visit [Pullias.USC.edu](https://Pullias.USC.edu) or consider participating in the **Starting Shared Equity Leadership Webinar**, Wednesday, May 1 at 1 p.m.

## Upcoming Events:

### **Starting Shared Equity Leadership Webinar**

**Wednesday | May 1, 1 p.m.**

Researchers from USC and the American Council of Education introduce us to the Shared Equity Leadership model, and provide tips for implementing the process.

### **ADVANCE BU Coffee Break**

**Monday | May 6, 3 p.m.**

**Faculty & Staff Lounge**

*(First floor of the Library)*

Chat about your equity concerns over a cup of your favorite beverage.

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## **Spotlight: Bradley Colleges Work to Advance Equity**

As ADVANCE BU works on addressing issues of equity at Bradley, faculty, administrators and staff in all five colleges have also been working to identify and address such issues in their own areas. This month, we spotlight just a fraction of the work these dedicated groups are doing.

**Inclusive Syllabus Language Developed by the Colleges of Business and Engineering:**

It is Bradley University's intent that

**The Colleges of Business and Engineering** convened a joint DEI Task Force in April of 2022, shared and discussed the book *What Inclusive Instructors Do* with the joint executive committee, introduced gender-neutral restrooms and a lactation room in BECC, and crafted inclusive language which all faculty in the college are encouraged to include on their syllabi. Both colleges have also established DEI awards to be presented annually. Future plans include measuring the adoption of the recommended syllabus language and holding a range of DEI-focused workshops or discussions at college and Executive Committee meetings.

**The College of Education and Health Sciences** convened its Gender Equity Committee in 2019 to address a number of pressing issues raised by the University's Gender Equity Task Force. The Task Force found teaching loads in EHS that significantly exceeded university averages, which disadvantaged faculty because they are held to the same tenure and promotion standards as faculty with lower teaching loads. The EHS Committee recommended adopting objective, transparent and consistent methods of accounting for differential contact hours, instructional mode, and course level, which has led to progress in recent months in aligning college teaching loads with University standards. On the Committee's recommendation, EHS also implemented a mentoring program for faculty, both to foster teaching excellence and to help faculty work toward promotion to Full Professor.

**The College of Communication and Fine Arts** convened a Gender Equity Committee in 2019 to address issues raised by the university-wide Task Force. For instance, because the Task Force found that women faculty were overburdened by uncompensated independent study supervision, the Committee drafted a policy to limit independent studies to very specific circumstances. Likewise, the Committee recommended that departmental tenure and promotion guidelines be updated to better reflect current faculty workloads and to address equity issues, and it advocated assigning mentors to pre-tenure faculty to help guide them through the tenure and promotion process. Additionally, the Committee proposed policy changes to ensure that at least one woman is included on the College Personnel Committee at all times. While these recommendations have yet to be voted upon or incorporated into college documents, the work of the Committee has charted a clear path to greater equity, which college leaders can now follow.

**The College of Liberal Arts and Sciences** approved the creation of a new position, Associate Dean of Diversity and Innovation in the Spring of 2022. The new Associate Dean focuses on enhancing an equitable and welcoming learning environment for students, fostering existing programs (such as Women's and Gender Studies and African American Studies) that support DEI, and working with faculty and staff of the University to promote faculty diversity, equity and inclusion. A listening tour of departments revealed that programs in the college are engaged in a wide range of curricular and co-curricular activities that support Bradley's DEI mission. To recognize this work, the college established an annual Award for Excellence in Advancing Diversity, Equity and Inclusion in 2023. Future efforts will focus on developing easy and effective ways of collaborating on DEI efforts in the college, as well as working on equitable T&P practices, workload, and methods of evaluating teaching.

ADVANCE BU is excited about all of these college-level equity initiatives, and we look forward to working with college leadership to implement these much-needed changes. To get involved with equity initiatives in your own college, please contact [Rachel Borton](#) (EHS), [Lynnsey Lambrecht](#) (CFA), [Heather Longfellow](#) (BECC), or [Aurea Toxqui](#) (LAS).

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### **Equity Quick Take: Faculty Salary Data by Gender**

The *Chronicle of Higher Education* has updated its [database](#) of faculty salaries for 2022-23. It is searchable by institution, institution type, gender and rank. The table below demonstrates that women in the professorate earn less than men on average, both nationally and at Bradley. These data give us reason to celebrate the gains of women Associate Professors at Bradley, even as we reflect on the striking gaps at other ranks.

students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my goal to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know how I can improve the effectiveness of the course for you personally or for other students or student groups. For instance, please notify me if any of our class meetings conflict with your religious events so that accommodations can be made.

## Women's Earnings Relative to Men's Earnings

|                     | All Higher Ed Institutions | All 4-Year Private | Bradley |
|---------------------|----------------------------|--------------------|---------|
| All ranks           | -16%                       | -18%               | -18%    |
| Full Professor      | -14%                       | -14%               | -8%     |
| Associate Professor | -7%                        | -7%                | +1%     |
| Assistant Professor | -9%                        | -8%                | -11%    |
| Instructor          | -4%                        | -4%                | -12%    |
| Lecturer            | -7%                        | -7%                | -30%    |

### Equity in the News

- Yan, Muenks & Henderson. 2024. **I Forgot That You Existed: Role of Memory Accessibility in the Gender Citation Gap.** *American Psychologist*.
- Cervato, Bilén-Green, Cockrell, Johnson, Koretsky, and Minerick. 2024. **External Promotion and Tenure Review Letters at Research-Intensive Institutions: A Critical Communication Analysis of External Review Practices.** *ADVANCE Journal 4 (2)*.
- **Black Scholars Face Anonymous Accusations in Anti-DEI Crusade**



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