



ADVANCE BU

Advancing and Maintaining Equity

May 2025

Monthly Newsletter

As ADVANCE BU marks the end of our second year, we want to thank the many people who have joined our efforts to strengthen Bradley's commitment to fairness, mutual respect, and non-discrimination. This academic year, 58 faculty, staff, and administrators from across the university served on one of our working teams or advisory groups, and 456 attendees participated in our campus programming (which included 175 different people, many of whom attended multiple events). We offered 21 campus-wide events this year with topics ranging from revising tenure and promotion guidelines, to changing the way we evaluate teaching and solicit external letters of recommendation, to improving work-life balance and campus culture. And we are continuing to work with groups across campus on these and related issues. Don't miss your opportunity to participate in important institutional changes. The more perspectives we have, the more helpful these initiatives will be for individuals and units across the university. Here are just a few of the ways you can get involved next year:

- Participate in a Fall 2025 pilot of a new Student Experience Questionnaire
- Apply for Bradley's inaugural Teaching Fellows program
- Invite an ADVANCE BU team member to your department to share their analysis of your TPR guidelines
- Join Bradley's Advocates and Allies as they work to promote a more equitable, fair and just workplace
- Nominate an academic unit for the Award for Excellence in Diversity, Equity and Inclusion

We look forward to working with even more folks across the institution next year to deliver on Bradley's commitment to creating a "welcoming, caring, diverse and inclusive" campus environment for all.

Spotlight: Bradley to Launch Teacher Fellows Initiative

As part of Bradley's commitment to superior teaching and engaged learning, the University is launching a Teaching Fellows program in Fall 2025. As ADVANCE BU has shown, currently most Bradley faculty only receive student feedback through standardized course surveys, which often capture a limited range of factors, and are administered at the end of the semester when it is too late for the instructor to make adjustments. While some departments also provide feedback through classroom observations, this can be time-consuming for chairs and relatively ineffective without a structure that includes clear objectives, opportunities for nuanced student feedback, and actionable recommendations. Bradley's Teaching Fellows program is designed to provide more meaningful, earlier, and less time-intensive feedback to instructors to allow them to strengthen their courses.

According to Tim Koeltzow, Director of the Center for Teaching Excellence and Learning, the Teaching Fellows program will train a cohort of faculty who will be available to visit classrooms mid-semester to observe instructional activities and conduct brief feedback sessions with students. He stresses that visits by trained Fellows will be purely voluntary and confidential (with only the instructor and the facilitator seeing the results). Participating faculty will go through four simple steps.

1. Instructor requests a visit from a Teaching Fellow.
2. Instructor and Fellow meet prior to the class session to discuss specific objectives for the observation.
3. Fellow observes class, then meets briefly with students to gather additional input on what is working well in the course and what aspects might be improved.
4. Fellow shares results and suggestions with the instructor, who may choose to integrate suggestions into the course for the remainder of the semester.

This structure (known as Small Group Instructional Diagnosis, or SGID) is a nationally recognized methodology for improving classroom instruction. The process has also been shown to improve student-instructor communication, create a more positive learning environment, and even increase end-of-semester course evaluation outcomes.



Dr. Tim Koeltzow, Associate Professor of Psychology and Executive Director of the Center for Teaching Excellence and Learning

Koeltzow highlights multiple tangible benefits for students and faculty. Specifically, students will benefit from more responsive and effective teaching, and faculty will see instructional improvements reflected in their end-of-semester evaluations. “And, importantly, the Teaching Fellows program will provide meaningful instructional supports to faculty without burdening chairs with more work,” Koeltzow says. He adds that, thanks to support from the Provost’s Office, Fellows will receive a stipend for their work, and both Fellows and instructors who invite them into their classes, will receive formal recognition on their Faculty Activity Reports. Above and beyond these benefits, Koeltzow notes that the program promises to strengthen a culture of teaching excellence at Bradley by bringing colleagues from different disciplines together to share best practices for enhancing student learning, increasing student retention, and improving career outcomes for Bradley faculty. For more information or to apply to become a Teaching Fellow, [click here](#).

Quick Takes: Expert Recommendations for an Equitable "Pay Ecosystem"

NSF ADVANCE scholars **Marchetti and Blackwell (2025)** report that making decisions about faculty and staff compensation “behind closed doors” may contribute to bias or the perception of bias. However, they note that institutions can take four steps to promote pay equity.

1. **Provide easily accessible information on the criteria and processes used to set faculty and staff pay.** This should include any sources of market data, detailed pay scales, position classifications, or other information used to calculate starting pay or pay increases, as well as information on who is involved in these decisions. “Clear documentation and communication of the rationale behind salary determinations can help build trust and transparency within the organization,” they note.
 2. **Provide easily accessible information on how faculty and staff can increase their compensation** , for instance, through promotion, merit, supplemental compensation, and other mechanisms (such as salary adjustment appeals). They add that, “Effective communication is vital for ensuring that faculty understand their pay and opportunities for advancement.
 3. **Conduct regular and transparent compensation audits and pay adjustments** . “Pay inequities thrive in darkness,” they observe. “When pay systems are not transparent, it increases the likelihood that the validity of those pay decisions will be thrown into question.”
 4. **Clearly articulate and regularly update the institution’s compensation policies** , and include accountability mechanisms to ensure that policies are consistently applied and keeping pace with internal or external changes. “Creating an equitable pay system is not a one-time effort,” they note, “but an ongoing commitment to fairness and inclusion. Institutions must continuously assess and refine their pay practices, ensuring that all faculty members feel valued and fairly compensated for their contributions.”
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Higher Ed Equity in the News

Uncredited: Women’s Overlooked, Misattributed, and Stolen Work

Upcoming ADVANCE BU Events

Save the Date! Watch for the ADVANCE BU sessions as part of Bradley’s Fall Forum,

[Can Universities Still Diversify Faculty Hiring?](#)

[Some DEI Programs are Vulnerable, Not Illegal](#)

[New Carnegie Classification Identifies “Opportunity Colleges and Universities”](#)

Bradley Bookshelf

ADVANCE BU wants to celebrate recent Bradley research and creative production that highlights issues of diversity, equity, inclusion, and belonging. Please send details of your new and recent scholarship to jlhogan@bradley.edu.



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