



ADVANCE BU

Advancing and Maintaining Equity

June 2024

Monthly Newsletter

Upcoming ADVANCE BU Events

Fall Forum | **Aug. 14**

Save the date to join workshops and networking opportunities designed specifically for past, present and near-future Bradley department chairs. More details coming soon!

“On the Line” Workshop | **Sept. 17, Noon–1:15 p.m.**

This virtual, live workshop uses evidence-based scripts performed by professional actors to explore issues of equity, fairness and transparency related to tenure and promotion. More details coming soon!

Faculty Award for Excellence in Diversity, Equity & Inclusion Applications Due | **Sept. 1**

The Provost’s Office, in partnership with the Division of Diversity, Equity, and Inclusion and ADVANCE BU, invites applications for this inaugural award highlighting Bradley University’s commitment to fostering inclusivity on campus. The successful nominee will receive a monetary award, and will be recognized at the University’s Founder’s Day celebration. Find full details on eligibility and the nomination process in the [award outline document](#).

Lessons in Leadership: Mentorship, Sponsorship, and Allyship | **June 27, 1–2 p.m.**

The American Council of Education is offering this webinar to explore the unique challenges faced by women leaders in higher education. They argue that mentorship, sponsorship and allyship are crucial to women’s career advancement in male-dominated domains. [Click here for your free registration](#).

DEI Efforts Lead to Gains in Student Recruitment, Retention and Learning

As Bradley prepares to welcome its incoming class for 2024-25, it’s an ideal time to reflect on the many ways that working toward greater diversity, equity and inclusion can lead to gains for students and faculty, and for the colleges and universities they call home. Research shows that faculty diversity has far-ranging positive impacts on student recruitment, retention and graduation rates. Likewise, a number of studies demonstrate that more diverse classrooms lead to better learning outcomes for all students, regardless of background, increasing their cultural competencies and workplace readiness. And there are well-documented benefits of faculty diversity on both research productivity and scientific advancement. With shifting demographics in the United States, and fewer traditional college-age students, [Mathews et. al \(2023\)](#) argued, “Adapting your [university] program offerings to meet the needs of diverse populations can be an effective strategy for long-term sustainability.” This month, we’ll highlight the ways many Bradley faculty bring diversity, equity and inclusion into their research and creative production. (Sources [Cross & Carman, 2021](#); [Miriti, 2020](#); [Fairlie & Oreopoulous, 2011](#)).

Spotlight: Advocacy in Action

Summer is the time many academics focus intensively on scholarship. For our first summer newsletter, we spotlight the work of just a few of the many Bradley faculty who integrate elements of DEI into their research. For instance, through his many books, book chapters, and journal articles, [Dr. Juan Rios Vega](#) from the Department of Education Counseling and Leadership, focuses on the educational experiences of Latinx students in the United States and on LGBTQ+ communities in Panama. We asked him to share what led him to this research topic.



“Being a self-identified queer person of color in the United States, I felt the need to voice my experience and the experiences of other Latinx individuals within this country,” he notes. “As a former high school teacher in North Carolina, I witnessed how some LGBTQ+ students experienced double and sometimes triple discrimination for being brown, immigrants, Spanish speakers, and gay/queer. It was not until I pursued my doctoral studies when I found the space to speak my own truth and to bring all of my LGBTQ+ students’ stories to be heard. It has been a painful, but necessary, journey. Writing, researching, documenting and sharing stories about LGBT communities in Panama is my way to advocate for social justice. There is a lack of scholarship about LGBT communities in Central America, especially written by somebody who belongs to that specific community.”

Coming from a long line of educators in his family, Dr. Rios Vega also takes his teaching beyond the classroom, working with local students, the community and professional groups, including the Society of Hispanic Engineers, among others. “There is a need for students and community members to see people who look and behave like them doing positive things. Individuals need to see in others a sense of hope and resiliency. For me helping others is a form of social justice and advocacy.” For this reason, he also actively participates in [AJAAS](#), an organization that helps empower queer Latinx, Chicana/o and Indigenous youth.

“My students have empowered me to continue my research and Bradley has given me the freedom to do what I do best, which is teaching others,” Rios Vega explained. He is a strong supporter of programs like ADVANCE BU that seek to make Bradley a diverse, welcoming and inclusive environment for all. “I feel that spaces like ADVANCE BU are crucial on campus. I always tell my students that diversity is more than skin color and gender. We are very complex, but our differences make us unique and bring us together as humans.”

Equity Quick Take: BU Faculty Engage with DEI in their Scholarship

Faculty from across the University integrate issues of diversity and equity into their scholarship and creative production, examining everything from representations of gender, race and sexuality in art, film, literature and sports coverage, to creating more inclusive and accessible classrooms, to mitigating food insecurity on campus, to empowering black entrepreneurs, to better understanding indigenous history, linguistic discrimination and sexual assault. As this range of topics suggests, considerations of diversity and equity are relevant not only to the arts and humanities but to disciplines in the sciences, business and the professions as well. Here are just a few recent works by Bradley faculty.

Tony E. Adams (Communication) “Queer

Chigozie Andy Ngwaba (Finance and

Theory: Troubling Interpersonal Expectations of Sex, Gender, and Sexuality”; and “#YouToo: Notes on Sexual Harassment and Assault in the Academy”

Jeffrey Bakken (Education Counseling and Leadership) *Special Education: Advancing Values; Using Technology to Enhance Special Education; and Traditional and Innovative Assessment Techniques for Students with Disabilities*

Priscilla Charrat Nelson (*World Languages and Cultures) “Who Gets to Be a National Hero? The Representation of North African Muslims in *Days of Glory* and *Free Men*”

Sitong Guo (Sports Communication). “Women, men, and five Olympic rings: An examination of CCTV’s broadcasting of the 2018 PyeongChang Winter Olympics” and “Digital Selves: A Cross-Cultural Examination of Athlete Social Media Self-presentation During the 2020 Tokyo Olympics”

Jackie Hogan (Sociology, Criminology & Social Work) “Anatomy of a Rape: Sexual Violence and Secondary Victimization Scripts in U.S. Film and Television, 1959-2019”

Melinda McBee Orzulak (English) Resisting Linguicism with Language Love;” “Listening to YAL Voices: Possibilities for Understanding and Addressing Linguistic Discrimination through Critical Language Lenses;” and “Teaching While Queer: Navigating the First Year of Teaching”

Claire McQuerry and Celine Bourhis (English) *Cutting the Stems*, translated from the works of Virginie Lalucq.

Cyle Metzger (Art & Design) “Envisioning Non-Binary Gender: The Art of Forrest Bess;” “New Work in Transgender Art and Visual Culture Studies;” “Forrest Bess: The Hermaphrodite;” “Greer Lankton: Candy Darling;” and “Jerome Caja: Ascension of the Drag Queen”

Economics) “Broad-Based Black Economic Empowerment Policy and Entrepreneurship in South Africa”

Juan A. Rios Vega (Education Counseling and Leadership) *High School Latinx Counternarratives: Experiences in School and Post-graduation; Counter Storytelling Narratives of Latino Teenage Boys: From “Vergüenza” to “Échale Ganas;” Testimonios LGBTQ+ de Panamá;* and “Dismantling Weaponizing Language in Teacher Preparation Programs”

Patricia Saleeby (Sociology, Criminology & Social Work) “20 Years of ICF-International Classification of Functioning, Disability and Health: Uses and Applications around the World;” and “Toward a Paradigm Shift in Healthcare: Using the International Classification of Functioning, Disability and Health (ICF) and the Capability Approach (CA) Jointly in Theory and Practice”

Libby Tronnes (Cullom-Davis Library) “We Have Buried Our Tomahawks Very Deep in the Ground and in the Sky: Rock River Ho-Chunk Peacekeeping in the 1832 ‘Black Hawk War’”

Anna Ullmann (English) “‘Too slight a thing’: Jane Shore and Ideological Conflict in Thomas Heywood’s *Edward IV*.”

Rachel Vollmer (Family and Consumer Sciences) “A Qualitative Analysis of Eating Behaviors Among Food Insecure College Students”

Sarah Whetstone (Sociology, Criminology & Social Work) “‘Addiction Doesn’t Discriminate’: Colorblind Racism in American Rehab.”

John Williams (History) *Conflict and Survival in Contemporary Western European Film;* and “The Kindness of Men: Compassion in *The Great Beauty* and *Weekend*”

**No longer at Bradley*

Higher Ed Equity in the News

- [A Primer for Prepping for Tenure Review](#)
- [The Benefits of Being a Selfish Teacher-Scholar](#)
- [How Deans Can Help End Service Slacking](#)
- [Women Make Global Gains as Researchers, but Gaps Persist](#)



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