



ADVANCE BU

Advancing and Maintaining Equity

January 2025

Monthly Newsletter

Spring 2025 Brings New Initiatives to Bradley

As the Spring 2025 semester gets underway, ADVANCE BU is pleased to announce a range of opportunities for the campus to get involved in advancing equity at Bradley. Join us at this week's Spring Forum (Wednesday, January 15), featuring three breakout sessions. "**Should Bradley Establish an Academic Chair's Council?**" invites past, present and future academic chairs to join us to discuss the possibility of establishing a Bradley Chairs Council or Forum. "**Update on Activities of the BU Advance Advocates Program**" welcomes all to learn about the purpose and activities of the newly formed BU Advocates program. And "**Discussion of ADVANCE BU Recommendations for Revising Bradley's Evaluation of Teaching**" presents recommendations for a revised evaluation of teaching process. We are also pleased to welcome **Dr. Nicole Barta**, Associate Professor at Gonzaga University's School of Education and Director of their Center for Teaching and Advising, for a Spring Forum luncheon keynote address, **Reimagining Evaluations of Teaching**. [Register here](#). ADVANCE BU will also be hosting a series of campus-wide forums this semester to present the results of our Spring 2024 Faculty Climate Survey, and to seek feedback on our recommendations for revising tenure, promotion and retention guidelines and the teaching evaluation process. Finally, please join us for our Spring ADVANCE BU book group, where we will be discussing Berg and Seeber's (2016) ***The Slow Professor: Challenging the Culture of Speed in the Academy***, which critically examines the corporatization of higher education and advocates for a more deliberate (and less frantic) approach to research, teaching, and collegial interactions. At just 90 pages, it's a short but compelling read. Email jlhogan@bradley.edu to sign up. Good luck with the start of the semester!

Spotlight: Bradley Professor Focuses on Marginalized Identities

Mentioning "art history" may conjure up images from the Old Masters of European art, but for Bradley Assistant Professor of Art History Cyle Metzger it is so much more. Metzger's scholarship explores how people with marginalized identities, especially LGBTQ and disabled people, have been made to appear (or disappear) in art. "Visual arts not only reflect the way artists see the world," he says, "but they both reflect and shape the way we see and understand ourselves and others." So, examining a broad range of representations is crucial to understanding the fuller scope of human experiences, identities, cultures, ideologies, and relationships of power. Thus, his courses go well beyond European and American traditions to explore art from around the globe and from artists outside the typical canon. He recently revised Bradley's Art History major to reflect changes in the field, which now approaches European art as just one part of a broader, more global, more diverse curriculum. Students now take courses that address key issues such as gender, race, ethnicity, nationalism, disability, and class, to deepen their understanding of the world and the ways artists represent it.



*Cyle Metzger,
Assistant Professor of
Art History*

As a former Fellow at the Smithsonian American Art Museum and former Director of Bradley University Galleries, Metzger is also the driving force behind Bradley’s newly proposed interdisciplinary minor in Museum Studies. With courses from Art History, Sociology, and History the new minor will “show students that museums are places where attitudes about global cultures emerge and coalesce on a daily basis, for good and for ill,” he explains. Students will not only learn the specific skills and perspectives they will need as museum professionals, but they will gain a keen understanding of whose stories are told (and not told). “Museums are histories of choices over what to include and exclude,” he says. “And those choices matter” because they convey messages about who and how we are supposed to be.

With an impressive and ever-growing list of publications focused on the history of LGBTQ and disabled people in art, Metzger has also been involved with Bradley’s Kaleidoscope LGBTQ+ Center, the Women’s and Gender Studies program, and ADVANCE BU, and in Fall of 2024 he organized a campus-wide event featuring 2024 Paralympic wheelchair rugby team captain Chuck Aoki. He is also currently seeking collaborators to join him in developing an interdisciplinary Disability Studies minor. According to the CDC, more than 1 in 4 Americans have some form of disability, and most of us over the course of our lives will experience at least some changes in our mobility or daily functioning. So, it is crucial to critically examine the ways our social and physical environments can either include or exclude people of all abilities. Faculty interested in contributing new or existing courses to the minor are encouraged to reach out to Dr. Metzger at cmetzger@bradley.edu.

Equity Quick Takes

With more than 1000 extant studies of Student Evaluations of Teaching (SETs), they are one of the most widely studied aspects of higher education (Berk 2018). Scholars point to problems with the validity and reliability of the instruments, and with the interpretation and use of the results they generate.

Four Key Limitations:

<p>Student Expertise</p> <p>Student feedback is crucial; however, most students are not experts in pedagogy or the subject matter of the course. Nonetheless, many SETs ask students to judge aspects of the course that are beyond the scope of their expertise.</p>	<p>Biased Results</p> <p>A wealth of studies demonstrate that SETs reflect systemic bias against women, faculty of color, and other marginalized groups. Marginalized groups are also more likely to receive abusive or discriminatory qualitative comments, leading some universities to limit their use.</p>
<p>Technical Inadequacy</p> <p>(1) Many studies find no positive correlation between SET scores and student learning, and most universities use home-grown instruments that have not been validated and tested for reliability. (2) Many institutions do not administer instruments in standardized ways that glean high enough response rates for validity. (3) Some universities do not use a common set of questions, making comparisons across departments problematic.</p>	<p>Misinterpretation of Data</p> <p>Although SET numbers provide a semblance of objectivity and comparability, variations between courses (e.g., small or large classes, introductory or advanced classes, popular or unpopular subjects) mean that comparing the SET numbers for different faculty or different courses is seldom comparing “apples with apples.” While SETs can be a valuable source of formative feedback, they should not be used as the sole evidence for summative evaluation.</p>

Sources: Arend, B. (2018) Towards a Comprehensive Teaching Evaluation Framework, University of Denver. Retrieved from <https://otl.du.edu/wp-content/uploads/2021/10/Towards-a-Comprehensive-Teaching-Evaluation-Framework.pdf>; Berk, R. A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. *Journal of Faculty Development*, 32(1), 73-81; Boring, A. (2017). Gender biases in student evaluations of teaching. *Journal of Public Economics*, 145, 27–41; Braga, M., Paccagnella, M., and Pellizzari, M. (2014). Evaluating students’ evaluations of professors. *Economics of Education Review*, 41(C), 71–88; Chávez, K., and Mitchell, K. M. W. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. *PS: Political Science & Politics*, 53(2), 270–274; Wines, W. A., and Lau, T. J. (2006). Observations on the folly of using student evaluations of college teaching for faculty evaluation, pay, and retention decision and its implications for academic freedom. *William & Mary Journal of Women and Law*, 13(1), 167-202.

Higher Ed Equity in the News

[Effectiveness of a Bystander Intervention Training Program to Interrupt Gender and Race Bias Among U.S and Foreign Faculty](#)

[Biden's Title IX Rule Is Now Blocked Nationwide. Here's What That Means](#)

[Medical School Enrollment Shows Mixed Trends as Diversity Numbers Decline](#)

Upcoming ADVANCE BU Events

Activities of the BU Advance Advocates Program (Update) :
Wednesday | January 15, 10:35–11:20 a.m. | BR 091

Reimagining Evaluations of Teaching

Wednesday | January 15, 12–12:50 p.m. | Peplow Pavilion
All are invited to join for a presentation by Dr. Nicole Barta, Associate Professor at Gonzaga University's School of Education and Director of their Center for Teaching and Advising. There will also be a complimentary lunch starting at 11:30 a.m.

Discussion of ADVANCE BU Recommendations for Revising Bradley's Evaluation of Teaching

Wednesday | January 15, 1–1:45 p.m. | BR 091

Should Bradley Establish an Academic Chair's Council?

Wednesday | January 15, 1:55–2:35 p.m. | BR 091

ADVANCE BU Spring 2025 Book Group discussing Berg and Seeber's (2016) ***The Slow Professor: Challenging the Culture of Speed in the Academy***. Email jlhogan@bradley.edu to sign up.

Bradley Bookshelf

Starting in 2025, ADVANCE BU will update the campus on research and creative production by Bradley faculty and staff that focuses on issues of diversity, equity and inclusion. Please send details of your new and recent scholarship to jlhogan@bradley.edu.



Adams, Tony. 2025 "Craving Bigger Bodies: Size, Sexuality, and Becoming Larger," in Hogan and Whetstone (eds) *Consuming Bodies: Body Commodification and Embodiment in Late Capitalist Societies*. New York: Routledge.

Bakken, Jeffrey. Forthcoming. *Handbook for educating students with disabilities: Implications and strategies*. Cham, Switzerland: Springer.

Bakken, Jeffrey. 2024. *Teaching students with disabilities: Best practices for student success*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Hogan, Jackie and Sarah Whetstone (eds) 2025. *Consuming Bodies: Body Commodification and Embodiment in Late Capitalist Societies*. New York: Routledge.

Lillge, D., **McBee Orzulak, M.**, Dungey, D., Morrow, M. & Sewell J. 2024. Finding our place as ELA teachers: Creating opportunities to "show up for students" by seeking "small wins". *English Journal*, 114(2), 107-110.

Metzger, Cyle. Forthcoming. Trans Femininity, Temporality, and Kinship in Greer Lankton's It's All About ME Not You," *Feminist Studies*.

Metzger, Cyle. 2024. Cut and Sew: Gender Expansion through Greer Lankton's Dolls. *American Art* 38, no. 3.

Ríos Vega, Juan A. 2025. Voicing Vulnerable Bodies Living on the Edges: The Autoethnography of a Transnational Mariposa. Brill Queer Studies in Education, Volume 3.



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