



Report to Internal Advisory Board

November 2019

BGSU ALLIES

April-November 2019



*Building Inclusive Leadership Practices
and Policies to Transform the Institution*



Executive Summary

"BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution" is an NSF-funded, three-year project that aims to catalyze a campus-wide effort to better support the careers of women and underrepresented minority faculty in the natural and social sciences. ALLIES is pursuing an integrated model of institutional transformation that will build faculty allies within departments and inclusive leaders across the university. Our ultimate goal is to make allyship and inclusive leadership the expectation and norm at BGSU.

Since the April 2019 Internal Advisory Board meeting, the BGSU ALLIES project has:

- 1) Completed training for the first cohort of Faculty Allies and launched the application process for the second cohort
- 2) Selected and trained Faculty Advocates
- 3) Trained Chairs/Directors on inclusive leadership principles and practices
- 4) Developed inclusive leadership items for evaluation of faculty administrators
- 5) Outlined the design concept for 12 online training modules
- 6) Collected and analyzed formative evaluation data for ALLIES programming
- 7) Hosted a campus visit in April 2019 by the External Advisory Board
- 8) Expanded our communications plan
 - a. Established a social media presence on Facebook and Twitter
 - b. Disseminated a Fall 2019 newsletter to faculty in target academic units
 - c. Developed an expanded project website
- 9) Moved into new office space in 340/341 Psychology Building
- 10) Presented at the October 2019 Equity in STEM Community Convening
- 11) Submitted our first annual report to the National Science Foundation

Introduction

This report summarizes activities since April 2019 for the project "BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution." The National Science Foundation (NSF) awarded \$984,484 to BGSU for this project, which will run for three years (Sept. 1, 2018 - August 31, 2021; [Award No. 1760389](#)).

NSF ADVANCE - Adaptation Track

BGSU ALLIES is funded through NSF's [ADVANCE](#) program, which is part of the Human Resource Development (HRD) Division, within the Education and Human Resources (EHR) Directorate. The ADVANCE program "seeks to develop systemic approaches to increase the participation and advancement of women in academic STEM careers".¹ The focus of the ADVANCE program has shifted in the past few years to focus on supporting the broader use of evidence-based systemic change strategies that address gender equity through an intersectional lens.

BGSU ALLIES

The BGSU ALLIES project focuses on how administrators and faculty allies can work collaboratively to reduce biases and transform institutional policies and practices. **The project goal is to make allyship and inclusive leadership the expectation and norm at BGSU.**

BGSU ALLIES is adapting components of the evidence-based ADVANCE-Institutional Transformation projects of [North Dakota State University](#) and [Florida International University](#) into an integrated model to build faculty allies within departments and inclusive leaders across the university.

The ALLIES project has four objectives:

- 1) Revise institutional policies and processes to make allyship and inclusive leadership the expectation for faculty and administrators,
- 2) Design training materials, workshops, and online modules to develop departmental allies and inclusive leaders knowledgeable about inclusion and intersectionality and empowered to actively combat bias
- 3) Deploy new data collection processes allowing better tracking of faculty advancement in the context of intersecting identities (including non-binary gender, race, ethnicity, national origin, sexuality, dis/ability status)
- 4) Disseminate training materials and best practices to other institutions through a strategic communication plan and a regional conference to be held at BGSU in Spring 2021.

Inclusion, intersectionality, and interconnections—the 3 I's—serve as the unifying theme of all BGSU ALLIES programming.

The BGSU ALLIES model is innovative because it integrates the concepts of allyship—rooted in the activities of faculty colleagues within departmental cultures—and inclusive leadership—the domain of department chairs, deans and other senior administrators—into a single unified program of institutional transformation. This approach is directed both top-down and bottom-up, as neither is likely to be effective alone. The project will also produce significant new resources in the form of online training modules,

¹ <http://www.nsf.gov/advance>

which can be easily adapted by other institutions. The aim is for BGSU ALLIES to become a national model for how institutions can use allyship and inclusive leadership practices to promote gender equity.

The BGSU ALLIES team includes faculty and administrators from across the university (Table 1, Figure 1). The team is divided into two key subcomponents, one focusing on Faculty Allies and the other on Inclusive Leadership and Institutional Change (Figure 2). The team also includes internal and external evaluators, and both Internal and External Advisory Boards (see relevant sections below).

Since the last Internal Advisory Board meeting, our primary objectives were to:

- 1) Complete the training opportunities for the first cohort of Faculty Allies and plan for the Year 2 Allies training
- 2) Select Faculty Advocates and develop a plan for their training and work in 2019-2020
- 3) Develop and deliver training on inclusive leadership for Chairs/Directors
- 4) Begin development of online training modules
- 5) Continue reviewing university and college policies and practices to ensure they convey the expectation of allyship and inclusive leadership to faculty, Chairs/Directors, and other faculty administrators
- 6) Participate in the Equity in STEM Community Convening (the NSF ADVANCE PI meeting and conference) to disseminate our training model and receive feedback from other ADVANCE institutions
- 7) Expand the BGSU ALLIES website, build the project's social media presence, and create a newsletter
- 8) Move into a suitable office space for the project

Activities related to these objectives are detailed in subsequent sections of this report.

Table 1. BGSU ALLIES Team Members.

Lead PI and Project Director	Margaret (Peg) M. Yacobucci (Professor, School of Earth, Environment & Society)
PIs and Other Senior Personnel	Ellen Broido (Professor, Higher Education & Student Affairs) Lisa K. Hanasono (Associate Professor, School of Media & Communication) Julie M. Matuga (Professor, School of Educational Policy, Leadership, and Policy Studies; former Vice Provost for Institutional Effectiveness) Michael Ogawa (Vice President for Research & Economic Development) Deborah O'Neil (Professor, Management) Susana Peña (Director, School of Cultural & Critical Studies) Hyun Kyoung Ro (Associate Professor, Higher Education & Student Affairs) Sheila J. Roberts (Associate Dean, College of Arts & Sciences) Karen V. Root (Professor, Biological Sciences) Michael Zickar (Chair, Psychology)
Graduate Students	Blaze Campbell (PhD student, Higher Education & Student Affairs) Jody Kunk-Czaplicki (PhD student, Higher Education & Student Affairs)
Internal Evaluator	Stacey Rychener (Center of Assessment and Evaluation Services)
External Evaluator	Christine Pribbenow (Director, LEAD Center, Wisconsin Center for Education Research)



Fig 1. BGSU ALLIES Team. Standing (L to R): Deb O'Neal, Hyunny Ro, Mike Zickar, Susana Peña, Ellen Broido, Stacey Rychener. Sitting (L to R): Lisa Hanasono, Karen Root, Peg Yacobucci, Sheila Roberts, Rachel Vannatta, Mike Ogawa.

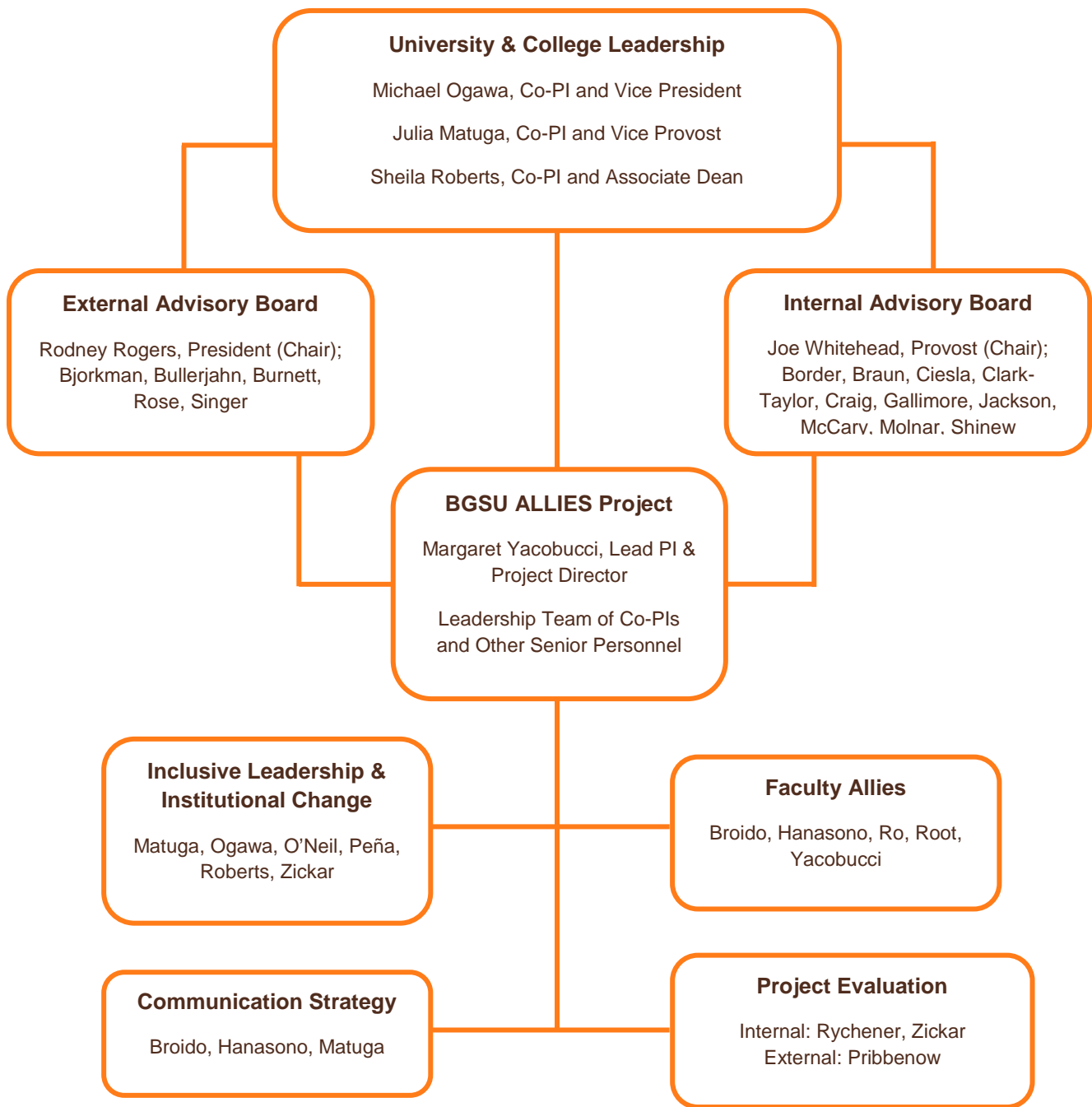


Fig 2. BGSU ALLIES Organizational Chart.

Faculty Allies

The Faculty Allies team is responsible for the development and implementation of face-to-face workshops, online training modules, and other programming on faculty allyship and bystander intervention. The ALLIES project's ultimate goal is to have at least 40% of all full-time faculty in our targeted academic units trained in these areas.

NSF requires that its funding only be used to support faculty in STEM disciplines. NSF defines STEM as any research area that they fund, including several social and behavioral sciences as well as more traditional natural science, technology, engineering, and mathematical fields. NSF does not consider professional or clinical programs (such as journalism, architecture, construction management, visual communication and technology education, criminal justice, or communication disorders) as STEM disciplines, since they do not provide funding support in those areas.

BGSU ALLIES is working with the academic units listed in Table 2, which include faculty from four colleges: Arts & Sciences (A&S), Business (CoB), Education & Human Development (EDHD), and Technology, Architecture & Applied Engineering (Tech).

Table 2. Target STEM and SBS Units (College in parentheses).

STEM Units	SBS Units
Applied Statistics & Operations Research (CoB)	Economics (CoB)
Biological Sciences (A&S)	Human Development & Family Studies (EDHD)
Chemistry (A&S)	Political Science (A&S)
Computer Science (A&S)	Psychology (A&S)
Engineering Technologies (Tech)	SCCS (A&S)
Mathematics & Statistics (A&S)	SCCS/Ethnic Studies
Physics & Astronomy (A&S)	SCCS/Women's, Gender & Sexuality Studies
SEES (A&S)	SEES (A&S)
SEES/Environment and Sustainability	SEES/Geography
SEES/Geology	SMC (A&S)
STEM Education (EDHD)	SMC/Communication
	SMC/Media Production & Studies
	Sociology (A&S)

2019 Faculty Allies Cohort

The first cohort of Faculty Allies were recruited in Fall 2018 and participated in a series of training events in Spring 2019. A total of 46 faculty members, representing a range of disciplines and ranks, comprised our first cohort (see Appendix for list of participants). They completed a pre-workshop module in Canvas, attended a half-day workshop on allyship on January 23, 2019, and then attended at least two additional follow-up events during the Spring 2019 semester (see Appendix). Turnout for the Spring semester events was good, with 57% of Faculty Allies attending more than the required two events. At the end of the semester, each Faculty Ally was provided with signs to place on their office and/or lab door, indicating that they were trained allies (Figure 3). Once completing the required training, Faculty Allies were eligible for \$1,000; challenges we faced in providing these funds to participants are discussed below.



Fig 3. Door Sign for Faculty Allies.

2020 Faculty Allies Workshop

Building on the momentum from Y1, we plan to offer the Faculty Allies workshop to a new cohort of STEM and SBS faculty at BGSU from 1:00 to 5:00pm on January 23, 2020. Using an online application system, we aim to recruit approximately 50 full-time tenure-track and qualified rank faculty from our project's targeted units. The application period will be from October 28th to November 15th. Applicants will be notified in December, and those accepted into the Y2 cohort will complete an online pre-workshop module which will consist of an online survey, two implicit association tests, and some readings. The 2020 workshop itself will be similar to our initial 2019 workshop.

Faculty Advocates

Following NDSU's "Allies and Advocates" model, in addition to creating a critical mass of 40% of STEM and SBS full-time faculty allies, the Faculty Allies team is also training 12 faculty members from STEM and SBS units to become ALLIES Faculty Advocates. The Faculty Advocates will work with the ALLIES team to develop workshop materials and learn effective facilitation practices. They will then serve as facilitators for faculty workshops and as liaisons to the ALLIES departments. They will also participate in the BGSU ALLIES regional conference to be held in Spring 2021. Faculty Advocates will receive \$250 per semester for Years 2 and 3 of the project, for a total of \$1,000.

Faculty Advocates must 1) hold a faculty appointment in a target STEM or SBS unit, 2) be tenured or if non-tenure track, have worked at BGSU for at least six year, 3) have attended the January 2019 Faculty Allies workshop, 4) be able to commit to the project for two years, and 5) be able to show a demonstrated commitment to supporting gender equity and inclusion through allyship, service, teaching, research, or informal actions within their own academic unit, college, university, or professional organization.

We received 12 Faculty Advocate applications in April 2019 and accepted them all. One faculty member subsequently had to rescind their application, and two faculty are sharing one position due to scheduled faculty leaves (Table 3).

Table 3. Faculty Advocates

Faculty Advocate	Home Unit
Jadwiga Carlson	Computer Science; A&S Diversity Fellow
John Chen (2019-20)	Mathematics & Statistics
Venu Dasigi (2020-21)	Computer Science
Stephen Demuth	Sociology
Sandra Faulkner	School of Media & Communication; Women's, Gender & Sexuality Studies
Radhika Gajjala	School of Media & Communication
Sherona Garrett-Ruffin	Psychology
Ellen Gorsevski	School of Media & Communication
Louisa Ha	School of Media & Communication
Ray Larsen	Biological Sciences
Jayaraman Sivaguru	Chemistry; Center for Photochemical Sciences
Rick Worch	School of Teaching & Learning / STEM Education

Advocates are paired with one or two other Advocates to create teams that have both a STEM member and an SBS member and are mixed gender. Each of the five teams is assigned three to four departments/schools, keeping the total number of faculty in the units roughly equal and each team working with both STEM and SBS units. Based on the request of individual Advocates, we purposely did or did not assign them responsibility for their home departments/schools. Each Advocate team was also assigned a liaison from the ALLIES team to support their efforts.

In October 2019, we conducted two two-hour trainings with all Advocates; nine of the advocates attended one session, two advocates the other. The goals of the training were to teach Advocates how to conduct a needs assessment with their assigned units, understand active training techniques, and learn to facilitate “critical” conversations in which conflict is anticipated.

This fall we expect each Advocate team to conduct a needs assessment with their assigned departments/schools. The goal of the needs assessment is to understand the dynamics around gender equity and other aspect of social equity (e.g., racism, ableism, etc.) within each unit and which might be addressed by training that the Advocates have the skills to provide. We have provided a Qualtrics-based assessment instrument that teams can choose to use, but they are encouraged to use whatever means they feel most appropriate to determine the needs of their assigned units, including email conversations, one-on-one meetings, conversations at faculty meetings, and by attending department events. Data are to be collected in November and Advocate teams are to meet with their ALLIES liaisons in early December to review the collected data and develop a training plan for the spring.

Based on the training needs identified by the Advocate teams, we will conduct additional content-specific training with Advocates in the spring. Advocates are expected to conduct training events with each of their assigned units in the spring of 2020.

Equity in STEM Community Convening

The Equity in STEM Community Convening is a new conference that includes and expands on the previous NSF ADVANCE PI meetings. The inaugural convening was held October 6-8, 2019, in Cleveland, Ohio. For more information about this event, see: <https://www.equityinstem.org/community-convening/>.

BGSU ALLIES team members Yacobucci, Broido, Campbell, Kunk-Czaplicki, Hanasono, Ro, and Roberts attended the Convening to deliver information about the grant project's design and implementation in their presentation titled "Building a Sustainable Faculty Allyship Program" (see Appendix for PowerPoint). In addition to sharing key highlights and best practices pertaining to the BGSU ALLIES project, the team members attended research presentations, networked with NSF ADVANCE scholars, and participated in skill-building sessions on bystander intervention, including a workshop led by Stephanie Goodwin (Wright State University) and David Kaye (PowerPlay Interactive Development). Members also attended an interactive session on bystander intervention led by Florida International University's (FIU) ADVANCE team members Suzanna M. Rose, Kirsten E. Wood, and Pete E. C. Markowitz and Kirsten Dellinger (University of Mississippi).

Research Project

A formal research project is not required by NSF for ADVANCE-Adaptation track grants, but the ALLIES team believed that the Faculty Allies training represented an excellent opportunity to help fill in the gap in the research literature about faculty attitudes, beliefs, skills, and behaviors related to allyship.

Led by co-PI Hanasono, the team developed a project to better understand what factors make faculty members more likely to engage in ally behaviors, including bystander intervention. Drawing from the literature, we propose:

H1: Increased (a) knowledge, (b) self-efficacy, (c) response efficacy, (d) communication skills, and (e) motivation will increase faculty members' likelihood to engage in ally behaviors (including bystander intervention).

H2: The BGSU Allies Workshop should increase participants' (a) knowledge, (b) self-efficacy, (c) response efficacy, (d) communication skills, and (e) motivation to engage in ally behaviors.

RQ1: How will participants' ally behaviors differ by (a) rank, (b) gender, (c) race/ethnicity, (d) sexual orientation, and (e) discipline area (STEM vs. Social/Behavioral Sciences)?

Findings from this project will help us identify ways to more effectively train faculty how to enact ally behaviors.

The team applied for and received initial Institutional Review Board (IRB) approval to use data from the pre-workshop survey, immediate post-workshop survey, and a follow-up survey distributed in May 2019 for this research project (Project 1364145-2). We plan to analyze the data, write research reports, and disseminate our findings by delivering presentations at academic conferences and publishing peer-reviewed journal articles.

Inclusive Leadership and Institutional Change

The Inclusive Leadership and Institutional Change (IL) team is responsible for reviewing and revising policies, improving data collection processes, and developing a variety of supports to train current and future campus leaders in inclusive leadership. The purpose of these activities is to create the expectation that chairs/directors and upper administration will understand inclusive leadership principles and be empowered to put those principles into practice.

Chair/Director training is being developed by Deb O'Neil, Susana Peña, and Mike Zickar; this IL-C/D sub-team includes a Chair, a Director, and an expert in leadership training. Sheila Roberts is heading the review and revision of university policies, and Julie Matuga is heading the improvement of data collection processes. Mike Ogawa is leading efforts to ensure the long-term sustainability of these trainings and revisions to policies and practices.

The IL team has defined inclusive leaders as those who:

- 1) proactively advocate for all the faculty they lead;
- 2) cultivate a climate in which each faculty member feels valued and included;
- 3) enact equitable workplace policies, procedures, and practices; and
- 4) work to identify and break down barriers and biases that hinder the career success of women and faculty of color.

Chair/Director Training

The BGSU ALLIES External Advisory Board, who met with several Chairs/Directors from our target units in April, recommended that we offer faculty administrators a modified version of our half-day Faculty Allyship workshop to provide a foundation on inclusion issues before launching our inclusive leadership training. The “Allyship for Faculty Administrators” workshop was held July 31, 2019. A total of 41 Chairs/Directors, Associate Deans, and Deans from across BGSU participated in this workshop.

Inclusive leadership training was initiated at the August 2019 Chairs/Directors retreat, during which participants explored six signature traits of inclusive leaders²:

- 1) Cognizance
- 2) Curiosity
- 3) Courage
- 4) Cultural Intelligence
- 5) Commitment
- 6) Collaboration

See the Appendix for the PowerPoint associated with this training session. Tables were assigned one of the six traits and participants asked to brainstorm how their past and/or future actions as Chair/Director might reflect that trait. Tables then reported out to the larger group. Finally, each participant developed an

² Dillon & Bourke (2016) The six signature traits of inclusive leadership: Thriving in a diverse new world. Deloitte University Press.

individualized action plan describing specific steps they will take to incorporate inclusive leadership practices into their work.

The IL-C/D team is also planning a follow-up event to take place during the November 13 Academic Leadership Council meeting. This event will build on the Inclusive Leadership Action Plan activity and:

- ask participants to examine their existing professional networks;
- discuss the value of creating more inclusive networks;
- identify strategies for expanding and diversifying networks.

The intent of this workshop is to help faculty administrators create more inclusive and diverse networks.

In January, all faculty administrators will receive an online survey to collect information about the effectiveness of all three trainings. The primary goal of this survey is to evaluate to what extent faculty administrators were able to translate knowledge into action.

Policies

The BGSU ALLIES project seeks to set the expectation of inclusive leadership practices for university administrators, from Chair/Directors on up, by revising university policies where appropriate. The Inclusive Leadership team reviewed existing university and college policies and handbooks and found no university-wide statement of expectations or evaluation processes and little language reflecting inclusive leadership. The Team has been working with the College of Arts & Sciences to add inclusive leadership as an explicit expectation in the A&S Chair/Director handbook and has developed items on inclusive leadership to submit to the College Deans as they develop a proposal for a university-wide tool to evaluate Chairs/Directors, Associate Deans, Deans, and Vice Provost. These items include:

- 1) Encourages participation from all members of Department/School.
- 2) Open and transparent in their decision-making.
- 3) Seeks input from diverse sources when making decisions.
- 4) Effectively supports faculty development.
- 5) Allocates service activities in a fair and unbiased manner.
- 6) Deals with problems in a proactive and fair manner.
- 7) Actively promotes a culture of inclusion within the department/unit.
- 8) When necessary, oversees changes in policies, procedures, and practices to ensure that an inclusive culture is maintained.

Data

BGSU does not currently track faculty data that could reveal how intersecting identities impact faculty representation and advancement. These types of data are vital information for administrators seeking to implement inclusive leadership practices. In particular, the ALLIES project seeks to improve the way BGSU collects data on non-binary gender, race, ethnicity, national origin, sexuality, and dis/ability status wherever possible, and track these categories in faculty applicant pools and hires and in faculty and administrator demographics. Unfortunately, there are many challenges to this effort, including concerns about protecting privacy and data collection processes that vary across campus. Matuga had been assigned to work on this component of the project, however, she is on leave for 2019-20. We hope to work with the person or persons who will be hired to oversee institutional data collection in order to move this portion of the project forward.

The BGSU ALLIES team has also requested access to the results of the Spring 2019 COACHE survey, although we have not yet received them. These data will inform our project work as well as be used in our training sessions.

Online Training Modules

In order to make allyship and inclusive leadership training as accessible and sustainable as possible, the ALLIES team will be developing a series of online training modules. We are carefully planning the design and curriculum for these modules so they integrate together and meet the needs of faculty and faculty administrators. The overall goal of these modules is to support faculty as they develop skills at recognizing and combatting biases that result in inequities based on gender, race/ethnicity, and other minoritized identities.

The design includes a set of four “inner circle” modules covering the core skills of 1) understanding privilege, power, and intersectionality, 2) recognizing biases, microaggressions, and discrimination, 3) assessing the gravity of a difficult situation and taking responsibility for acting, and 4) enacting intervention strategies. These modules will be designed to be useful for both faculty and faculty administrators. We tentatively suggest that these four core modules might ultimately be required for all new faculty at BGSU.

The Faculty Allies and Inclusive Leadership teams will then each develop four additional modules to form the “outer circle”. The Faculty Allies’ modules will target specific roles faculty may play, such as 1) mentoring and sponsoring faculty, 2) evaluating faculty, 3) performing everyday allyship actions, and 4) promoting inclusive and equitable meetings and collaborations. The Inclusive Leadership “outer circle” modules will focus on the needs of Chairs/Directors. Topics might include 1) inclusive leadership self-assessment, 2) expanding your networks, 3) conducting inclusive faculty searches, and 4) evaluating faculty as a Chair/Director.

The ALLIES grant has funds budgeted to hire two instructional designers at an hourly rate to assist with the development of these online modules. Dr. Fei Gao, Associate Professor in Visual Communications and Technology Education and an expert in learning design with emerging technologies, has expressed interest in assisting us with the online modules as well. Our current timeline is to develop the modules through the spring and summer of 2020 and have test versions of at least some of the modules ready to pilot by Fall 2020.

Project Evaluation

Internal Evaluation

Internal evaluation of the BGSU ALLIES project is being conducted by BGSU’s Center of Assessment and Evaluation Services, led by Dr. Stacey Rychener, a specialist in grant project evaluation. The internal evaluation approach is formative in that it will provide continuous evidence-based feedback of ALLIES programs. Rychener has been deeply involved in all components of BGSU ALLIES, attending Faculty Allies and Inclusive Leadership team meetings and working with the team to develop well-focused activities and evaluation instruments that align well with the project’s objectives.

The ALLIES team has focused on formative evaluation of the ALLIES Workshop for Faculty and Faculty Administrators as well as follow-up ALLIES events. The ALLIES Workshop Survey utilized retrospective pre- and post- questions on the quantitative portion of the survey that assessed: allies concepts, awareness, actions, behaviors, response efficacy, self-efficacy, and perceptions of the workshop content, materials, space, and discussion.

Faculty Allies Workshop Conclusions:

Overall Quantitative Evaluation Data: Faculty Allies were: well prepared for the training; found the workshop as effective in providing relevant ideas and strategies that they could use; were satisfied with the overall workshop; and were “Likely” to share what they learned with their colleagues.

Overall Faculty Allies Workshop Qualitative Evaluation Data: The qualitative data revealed that the attendees of the Faculty Allies Workshop believed the case scenarios and group discussion were viewed as the strength of the workshop followed by the chance to network and share their views with a diverse faculty across campus. Overall, they believe that the workshop and/or the discussion portions could have been longer. The most frequent strategies that the Faculty Allies took away from the workshop were identifying microaggressions, and issues of bias and discrimination and then speaking up.

Overall Impact Data: Overall, the Faculty Allies showed significant gains in knowledge of Allies Concepts, Recognition of incidents in the workplace, Response Efficacy, Self Efficacy, and Ally Actions. The gains were also sustained over the semester in areas that were measured with a longitudinal survey. Allies Concepts: Repeated Measures ANOVAs indicated that Faculty Allies had significant knowledge gains in all Allies Concepts. Knowledge about Bystander Intervention was reported as the most significant increase. Allies Recognition: Faculty perceived that their skills of recognizing privilege, bias, and microaggression in the workplace had significantly improved by the Workshop Posttest. In addition, they also were significantly more likely to recognize when and how to intervene in a bias incident at the Workshop posttest. It is interesting to note that Faculty Allies rated their ability to recognize issues in the workplace as significantly higher before they had any training. However, when taking the Retrospective Pretest, they reported lower levels of knowledge about these issues than previously thought, which is known as a response-shift bias (Howard et al., 1979). Response Efficacy: There were significant increases in all areas of response efficacy in both bystander intervention and serving as an ally. Serving as an Ally questions had higher Workshop Posttest Means than the Bystander Intervention questions. Overall, the most significant gains were for the belief that both bystander intervention and serving as an ally will deter future acts of discrimination. Self Efficacy: After the Faculty Allies Workshop, faculty reported significantly more self efficacy in their ability to prevent and stop acts of discrimination that target faculty members, know how to detect biased behaviors, and help faculty members coping with discrimination. Ally Actions: An interesting finding is that speaking up when a marginalized colleague is interrupted was the highest mean for Ally Actions for the future academic year even though it had the lowest Pre Workshop and Retrospective Pre Means. The most significant pre-post workshop gains were for: I intervene if I witness a bias incident and I ask my women and other marginalized colleagues about their experiences of the climate within their department.

Faculty Allies Support Event Conclusions:

Professional development in isolation usually does not produce lasting change. Therefore, the Faculty Allies Support Events were critical in supporting the workshop attendees, enhancing their knowledge on ally strategies and interventions and increasing ally behaviors. Overall, the Faculty Allies Support Events were rated as “Very Good.” The Pre-Workshop Reading Discussion had the highest attendance for a single session and overall rating. The Faculty Allies also enjoyed Online Canvas Case Scenarios

Discussions with 92 posts and requests to keep the discussion board open longer. Complexities of Being an Ally had the highest rating of helping participants become a more effective ally. However, the Faculty Allies rated Beyond Bystander Intervention as the highest rated Brown Bag Discussion. They reported that they preferred the format of content presentation with hands on activity and discussion. The Networking sessions were the lowest per session attendance, but participants enjoyed the focused discussion and support.

Inclusive Leadership Conclusions:

The administration of the COACHE Survey was in Spring of 2019, but we are still awaiting the results. The Allyship for Faculty Administrators Workshop (July 2019) was developed based on the recommendation of the External Advisory Board and modified from the Faculty Allies Workshop with similar content, but including different case scenarios with a more administrative-focused discussion. The Inclusive Leadership Principles and Practices was developed and delivered (August 19) in two sessions for Chairs/Directors. This event explored six signature traits of inclusive leaders (cognizance, curiosity, courage, cultural intelligence, commitment, and collaboration). Each participant developed an individualized action plan describing specific steps they will take to incorporate inclusive leadership practices into their work. These action plans will be revisited in December 2019 to assess progress. Overall, the Faculty Administrators showed significant gains in knowledge of Inclusive Leadership Knowledge. The largest changes from pre to post were: I actively work to develop policies to counteract biases; I try to understand departmental issues from the points of view of faculty with whom I disagree; I am willing to take personal and professional risks to promote a culture of inclusion in my academic unit; We spend time in our department to discuss diversity and inclusion; I challenge people in my academic unit to support diversity and inclusion; and I can help faculty members who are coping with discrimination.

External Evaluation and NSF Guidance

Our external evaluator is Dr. Christine Pribbenow, Director, the LEAD Center, and Senior Scientist, Wisconsin Center for Education Research. Pribbenow has served as the Evaluation Director for the University of Wisconsin-Madison's ADVANCE-funded WISELI program since 2003; she also served as the external evaluator for Lehigh University's ADVANCE-IT project. Both these projects included ally building and inclusive leadership training among their activities. Rychener and Yacobucci have had two substantive conference calls with Pribbenow, and she visited BGSU on April 23-24, at the same time as our External Advisory Board (see below). Pribbenow made several useful recommendations based on her campus visit, including clearly defining the desired measurable outcomes from our inclusive leadership training, and linking COACHE survey results to our project outcomes.

At the Equity in STEM Community Convening in October 2019, we asked NSF ADVANCE program officer Jessie DeAro what metrics of success NSF would like to see used for ADVANCE projects. She articulated NSF's desire to see metrics that capture **systemic change**, including institutionalization of trainings, changes to university policies and practices, and improved data collection processes. The BGSU ALLIES team will be mindful of these recommendations as we track our progress through Years 2 and 3 of the project, and especially as we develop a sustainability plan to institutionalize our programs beyond the lifespan of the grant.

Advisory Boards

The BGSU ALLIES project has both Internal and External Advisory Boards. The Internal Advisory Board is chaired by Provost Joe Whitehead and includes College Deans, faculty leaders, and other campus stakeholders (Table 4).

Table 4. BGSU ALLIES Internal Advisory Board

Joe Whitehead	Provost and Senior Vice President for Academic Affairs
Raymond Braun	Dean, College of Business Administration
James Ciesla	Dean, College of Health and Human Services
Raymond Craig	Dean, College of Arts and Sciences
Jennie Gallimore	Dean, College of Technology, Architecture, and Applied Engineering
Dawn Shinew	Dean, College of Education and Human Development
Jenn Stucker	Chair, Faculty Senate
David Jackson	President, BGSU Faculty Association
Jennifer McCary	Vice President for Diversity and Belonging
Kacee Ferrell Snyder	Director, Center for Women and Gender Equity
Connie Molnar	Associate Director of the Center for Faculty Excellence

The External Advisory Board (EAB) is chaired by BGSU President Rodney Rogers and includes co-Directors of the ADVANCE projects at NDSU and FIU, two university leaders who have worked with BGSU on the ADVANCE-funded IDEAL and IDEAL-N projects, and a faculty member who has partnered with BGSU on other NSF-funded projects (Table 5).

Table 5. BGSU ALLIES External Advisory Board

Rodney Rogers	President, BGSU
Karen Bjorkman	Interim Provost and Executive Vice President for Academic Affairs (formerly Dean, College of Natural Sciences & Mathematics), University of Toledo; participant in IDEAL and IDEAL-N projects
Anne Bullerjahn	Professor of Science, Owens Community College
Ann Burnett	Professor and Director of Women & Gender Studies; co-Director of North Dakota State University's ADVANCE project
Suzanna Rose	Associate Provost and Professor of Psychology & Women's Studies; co-Director of Florida International University's ADVANCE project
Lynn Singer	Former Deputy Provost and Vice President for Academic Affairs; Lead PI of Case Western Reserve University's ADVANCE projects, including IDEAL and IDEAL-N

The External Advisory Board visited campus on April 23-24, 2019. While here, they met with the BGSU ALLIES team, internal and external evaluators, campus leaders, participants in ALLIES activities, and a sampling of faculty in our target academic units.

In their report to President Rogers and Provost Whitehead, the EAB noted that they were impressed with all that the BGSU ALLIES project had accomplished in its first seven months, highlighting the positive responses of participants in the Faculty Allies program. Among the EAB's recommendations were to communicate clearly with Chairs/Directors about ALLIES programs and who within each unit has been trained, to carefully define inclusive leadership in such a way that progress will be measurable, to work with deans on creating more equitable policies impacting faculty, and to work with Marketing & Communication to create a logo that includes "BGSU".

The EAB did raise some concerns about institutional support, including return of indirect costs to PIs and their units, the lack of course releases for ALLIES team members, and the lack of a dedicated office space for the project. Some of these concerns have since been addressed (see below).

Marketing and Communications

The BGSU ALLIES team has implemented several strategies for building our "brand recognition" on campus. Door signs were created for the first cohort of Faculty Allies, both to mark them as having been trained in allyship practices and to advertise the BGSU ALLIES project within their home units. We have established Facebook (<https://www.facebook.com/BGSUAlliesProject>) and Twitter accounts (@BGSUAllies) and our graduate assistant is posting allyship tips, news articles, and other resources several times a week. We prepared a newsletter and FAQ sheet (included in the Appendix) that was distributed in October to all faculty in our target units as well as to Chairs/Directors and College administrators. With the assistance of Marketing & Communication, we are also in the process of greatly expanding the project website (<https://www.bgsu.edu/allies>) to include a variety of resources and information about the project. The revised site should go live in November 2019.

Personnel, Infrastructure, and Budget

We have had a few changes to our project personnel this year. Co-PI Julie Matuga stepped down as Vice Provost in July 2019 and is on leave for the 2019-2020 academic year. She has indicated her willingness to re-join the project in its final, third year (2020-2021). Blaze Campbell, a PhD student in Higher Education & Student Affairs, has been hired as the graduate assistant for BGSU ALLIES, while fellow HESA student Jody Kunk-Czaplicki will continue working on the project as research assistant for ALLIES team member Ellen Broido. As recommended by the ALLIES External Advisory Board, Campbell is being paid 10 hours/week from the grant budget and an additional 10 hours/week from Ogawa's budget.

In October 2019, the project moved into office space in 340/341 Psychology Building. This space includes an outer office and a more private inner office, which will allow us to hold office hours, small group meetings, and one-on-one consultations. Its location is within the science corridor, making it convenient for faculty in many of our target units.

BGSU ALLIES team members with 9-month faculty appointments were supposed to receive course releases from the university to provide time to work on the project. When we received the grant in September 2019, the university did not have a funding source in place for these course releases and the Fall 2019 semester's teaching schedule was already set. Lead PI Yacobucci was provided with one course release in Spring 2019 but the rest of the team put in many hours in Year 1 with no release time. Happily, Ogawa has been able to locate university funds to cover replacement costs for course releases for the team's six 9-month faculty in 2019-2020.

A final budget-related challenge the ALLIES project faced last year was the payment of professional development funds for Faculty Allies. In the NSF proposal, we described an incentive system whereby Faculty Allies and Advocates would receive professional development funds for their participation in the project. These funds were to be transferred from the grant into each faculty member's departmental professional development account. The faculty member could then use the funds to be reimbursed for approved professional expenses (e.g., conference travel, minor research-related expenses). However, BGSU's Office of Grants Accounting took the position that transferring grant funds to departmental accounts would violate federal rules and therefore was not allowable. Initially, they suggested the funds instead be disbursed as supplemental pay, processed through Payroll and treated as compensation for faculty members' time and effort committed to the project. Subsequently, Grants Accounting disallowed this option as well. The ALLIES team asked NSF's post-award staff and Office of Policy for advice about the situation; NSF's position was that it is a matter of institutional policy and therefore not something on which they can comment.

Over the summer, Yacobucci and Ogawa worked with Grants Accounting to arrive at a solution, whereby Faculty Allies can submit requests for reimbursement for professional development activities directly to the grant account. The caveat is that reimbursed expenses must include a justification that ties back to the ALLIES project objectives. As an example, to use the professional development funds for conference travel, the justification might read "To reimburse expenses to attend a conference, at which I gained experience in employing allyship and bystander intervention practices". Lead PI Yacobucci is responsible for assigning individual program codes to each Faculty Ally, tracking each faculty member's spending, and reviewing their justification to ensure the funds are spent on activities that support the larger goal of making allyship the norm and expectation at BGSU.

Sustainability

The BGSU ALLIES grant period will end on August 31, 2021. We will likely apply for a no-cost extension for one year, permitting us to continue work on the project through August 31, 2022. Ultimately, though, the programs developed by BGSU ALLIES will need to be transferred to other areas on campus to ensure they are institutionalized and can effectively support long-term systemic change at BGSU.

Because the ALLIES project has laid the necessary groundwork, our efforts can also be leveraged to attract additional funding from federal, state, and private grant programs focused on issues of inclusion in STEM and in academia more broadly. Ultimately, we want to keep the campus conversations about inclusion going long after the ALLIES grant is completed.

As a step in planning for the sustainability of the project, members of the ALLIES team met with Jennifer McCary, Chief Diversity and Belonging Officer in the new [Division of Diversity and Belonging](#), in October 2019 to discuss how aspects of our programming and other resources could be included within that Division once the grant is completed. In particular, with additional resources, the Division could train

personnel to deliver the face-to-face workshops that the ALLIES project has developed, so these opportunities can be made available to all BGSU faculty and, ideally, become integral to faculty professional development efforts at the university. We also discussed other ways that we can partner, including developing policies on faculty job ad language and data collection efforts, creating guidance documents on inclusive language for those writing policy, and expanding the ALLIES programming to include graduate students and postdocs and to cover faculty-student interactions. We look forward to working with Ms. McCary and other offices on campus to ensure that the ALLIES project creates long-term, systemic change at BGSU.

Challenges

The BGSU ALLIES project has encountered several challenges in pursuing its work since the last Internal Advisory Board meeting. The team would appreciate any feedback and suggestions the Internal Advisory Board might have to work through these challenges.

- 1) The ALLIES team has received requests from non-STEM units, including from two College Deans, asking if we could provide our half-day allyship workshop for all their faculty. These requests go beyond the scope of the NSF grant and our ability, as volunteers, to provide the training. They also speak to the quality of our training and the need to identify ways to institutionalize this programming so it can be sustained at BGSU.
- 2) We had hoped to gain access to the Spring 2019 COACHE survey results by August, but have not yet received them. We have been in communication with Brigitte Gibson, Associate Director for Institutional Effectiveness, who has indicated that the results have not yet been approved for release. We would like to incorporate relevant findings into our trainings this year.
- 3) More broadly, the aspect of the ALLIES project that we have found most challenging is in improving the way that institutional data on faculty demographics, recruitment, retention, and career advancement are collected, accessed, and integrated. Dr. Matuga had been tasked with leading this aspect of the project, but expressed little confidence that substantive changes could be made within the three years of the ALLIES grant. Our External Advisory Board and other ADVANCE grant PIs have also expressed the view that “the data piece” is a particularly challenging aspect of this type of work. We hope to work with whomever replaces Dr. Matuga in overseeing Institutional Research as well as with Human Resources in the next two years, as we think improving faculty data processes could be a key innovation for the larger ADVANCE community and an important aspect of fostering systemic change at BGSU.

Next Steps

The BGSU ALLIES team is planning a variety of activities for the rest of Academic Year 2019-2020.

- 1) Work with Faculty Advocates on needs assessment, meeting with C/D, and developing programming for Spring 2020
- 2) Plan and conduct Faculty Allies workshop
- 3) Analyze data from workshop participants for research project
- 4) Ask C/D to revisit their action plans in December
- 5) Meet with digital learning experts and develop content for online training modules
- 6) Begin planning Spring 2021 regional conference on faculty allyship and inclusive leadership
- 7) Plan for Internal Advisory Board and External Advisory Board meetings in April 2020.

Appendix

- A. 2019 Faculty Allies Cohort
- B. Spring 2019 Faculty Allies Training Events
- C. 2019 Equity in STEM Community Convening Presentation PowerPoint
- D. Inclusive Leadership Workshop for Chairs/Directors PowerPoint
- E. Fall 2019 BGSU ALLIES Newsletter

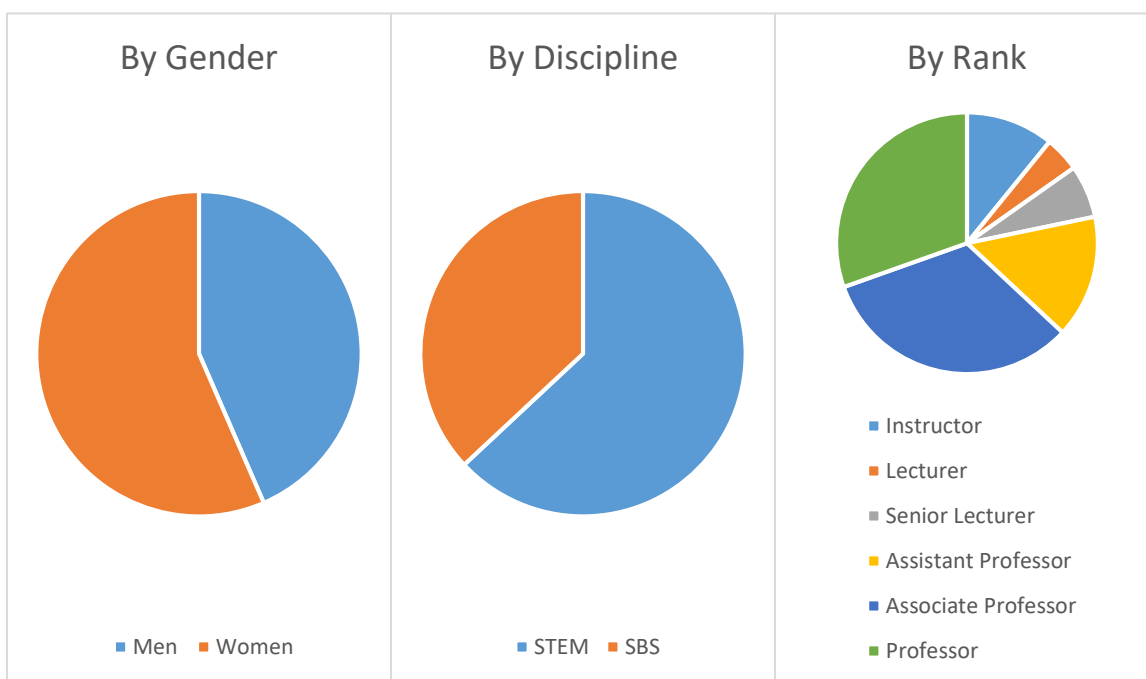
Appendix A

2019 Faculty Allies Cohort

* Indicates a Faculty Advocate

Name	Department or School	College
Leigh Devine	Applied Statistics and Operations Research	Business
Kyle Moninger	Applied Statistics and Operations Research	Business
Christopher Rump	Applied Statistics and Operations Research	Business
Robert Huber	Biological Sciences	Arts & Sciences
Raymond Larsen*	Biological Sciences	Arts & Sciences
Kevin McCluney	Biological Sciences	Arts & Sciences
Helen Michaels	Biological Sciences	Arts & Sciences
Paul Morris	Biological Sciences	Arts & Sciences
Karen Sirum	Biological Sciences	Arts & Sciences
Louise Stevenson	Biological Sciences	Arts & Sciences
Moira van Staaden	Biological Sciences	Arts & Sciences
Jill Zeilstra-Ryalls	Biological Sciences	Arts & Sciences
John Cable	Chemistry	Arts & Sciences
Dave Erickson	Chemistry	Arts & Sciences
Joseph Furgal	Chemistry	Arts & Sciences
Neocles Leontis	Chemistry	Arts & Sciences
Ekaterina Mejiritski	Chemistry	Arts & Sciences
Siobhan Shay	Chemistry	Arts & Sciences
Jayaraman Sivaguru*	Chemistry & Center for Photochemical Sciences	Arts & Sciences
Jadwiga Carlson*	Computer Science	Arts & Sciences
Venu Dasigi*	Computer Science	Arts & Sciences
Jake Lee	Computer Science	Arts & Sciences
Yan Wu	Computer Science	Arts & Sciences
Jessica Birch	Cultural & Critical Studies / Ethnic Studies	Arts & Sciences
Sandra Faulkner*	Cultural & Critical Studies / Women's, Gender & Sexuality Studies, Media & Communication	Arts & Sciences
Opportune Zongo	Critical & Cultural Studies / Women's, Gender & Sexuality Studies	Arts & Sciences
Enrique Gomezdelcampo	Earth, Environment and Society	Arts & Sciences
Karen Johnson-Webb	Earth, Environment & Society	Arts & Sciences
Andrew Kear	Earth, Environment and Society, Political Science	Arts & Sciences

Art Samel	Earth, Environment & Society	Arts & Sciences
Resmi Krishnankuttyrema	Engineering Technologies	Technology, Architecture & Applied Engineering
Elizabeth Holman	Human Development & Family Studies	Education & Human Development
John Chen*	Mathematics and Statistics	Arts & Sciences
Daria Filippova	Mathematics and Statistics	Arts & Sciences
Ellen Gorsevski*	Media and Communication	Arts & Sciences
Louisa Ha*	Media and Communication	Arts & Sciences
Lara Lengel	Media and Communication	Arts & Sciences
Radhika Gajjala*	Media and Communication	Arts & Sciences
Andrew Layden	Physics & Astronomy	Arts & Sciences
Nicole Kalaf-Hughes	Political Science	Arts & Sciences
Clare Barratt	Psychology	Arts & Sciences
Sherona Garrett-Ruffin*	Psychology	Arts & Sciences
Dara Musher-Eizenman	Psychology	Arts & Sciences
Carolyn Tompsett	Psychology	Arts & Sciences
Stephen Demuth*	Sociology	Arts & Sciences
Rick Worch*	Teaching and Learning (STEM Education)	Education & Human Development



Appendix B



Spring 2019 Faculty Allies Events

Discussion of Workshop Readings and Action Strategies

Tuesday February 19, 11:00-12:30 PM
410 Kuhlin Center

Women's Leadership Breakfast

Thursday February 28, 8:00-11:00 AM
308 BTSU

Brown Bag Discussions: Bring your lunch and your colleagues to these sessions

Thursday March 7, 12:00-1:30 PM, 316 BTSU
"Secret Service": Addressing Inequities in Faculty Service

Friday April 5, 12:00-1:30 PM, 227 BTSU
Beyond Bystander Intervention: Enacting Everyday Ally Actions

Monday May 6, 12:00-1:30 PM, 316 BTSU
Complexities of Being an Ally

Networking Events: Gatherings of workshop participants for allyship discussion and support

Tuesday March 12, 10:00-11:30 AM, 316 BTSU

Friday April 26, 12:00-1:30 PM, 316 BTSU

Tuesday May 14, 2:00-3:30 PM, 316 BTSU

Wednesday May 15, 2:00-3:30 PM, 315 BTSU

Online Discussion of Additional Allyship Scenarios

Monday April 8 through Friday April 19

Chronological Listing

Tuesday February 19, 11:00-12:30 PM

410 Kuhlin Center

Discussion of Workshop Readings and Action Strategies

Thursday February 28, 8:00-11:00 AM

308 BTSU

Women's Leadership Breakfast

Thursday March 7, 12:00-1:30 PM

316 BTSU

Brown Bag Discussion, "Secret Service": Addressing Inequities in Faculty Service

Tuesday March 12, 10:00-11:30 AM

316 BTSU

Networking Event

Friday April 5, 12:00-1:30 PM

227 BTSU

Brown Bag Discussion, Beyond Bystander Intervention: Enacting Everyday Ally Actions

Monday April 8 through Friday April 19

Online Discussion of Additional Allyship Scenarios

Friday April 26, 12:00-1:30 PM

316 BTSU

Networking Event

Monday May 6, 12:00-1:30 PM

316 BTSU

Brown Bag Discussion, Complexities of Being an Ally

Tuesday May 14, 2:00-3:30 PM

316 BTSU

Networking Event

Wednesday May 15, 2:00-3:30 PM

315 BTSU

Networking Event

Appendix C

Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program

BGSU ALLIES Team Members:
Ellen M. Broido
Blaze Campbell
Lisa K. Hanasono
Jody A. Kunk-Czaplicki

Hyun Kyoung Ro
Sheila J. Roberts
Margaret M. Yacobucci



NSF ADVANCE-Adaptation Track
(Award No. 1760389)



BGSU BELONG. STAND OUT. GO FAR.
CHANGING LIVES FOR THE WORLD




Agenda

Panel Presentation

- Context of the Faculty Allies training
- Pedagogical design and sequencing
- Extending training to Chairs/Directors

Discussion with the Audience



Session Goals

1. **Share strategies** for engaging STEM faculty in ongoing Faculty Allies training
2. Explain **sequencing** of activities to form a scaffold of support as faculty develop allyship and bystander skills
3. Discuss with audience how strategies could be **applied at your institutions**



BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution

3-year, \$984,484 ADVANCE-Adaptation Track project
September 2018 – August 2021



Project goal:
To make **allyship** and **inclusive leadership** the expectation and norm at BGSU

Co-PIs and Senior Personnel:
Peg Yacobucci, Mike Ogawa, Lisa Hanasono, Julie Matuga, Sheila Roberts, Ellen Broido, Deb O’Neil, Susana Peña, Hyun Kyoung Ro, Karen Root, Stacey Rychener, Rachel Vannatta, Mike Zickar

Doctoral Student Team Members:
Blaze Caprice-Amore Campbell & Jody Kunk-Czaplicki



Award No. 1760389



Two Approaches


Faculty Allies

Goal:
40% of full-time faculty in target units will complete our allyship and bystander intervention training

Inclusive Leadership & Institutional Change

Three Components:

1. Inclusive leadership training for Chairs/Directors
2. Policy revisions
3. Data improvements



Contexts of BGSU Why Diversity, Equity & Inclusion Matters?

- Faculty Demographics
- Evidence of Bias and Discrimination
 - COACHE Survey
 - BGSU Climate Survey
- Need for Allyship and Inclusive Leadership Development



Contexts of BGSU
Why Diversity, Equity & Inclusion Matters?

"... diverse ideas, perspectives, and interests are a benefit to any institution and especially to science."

"... have a responsibility to leverage my role as a teacher, mentor, lab director, and faculty community member so that I can help support gender diversity and equity on our campus and in our community."

"...training as a faculty ally will help me to work at the forefront of change, providing support and information both within my department and across the community."



The Three "I"s – Our Unifying Theme

Inclusion:
Essential to building BGSU's capacity for innovation

Intersectionality:
Critical to challenging the complex systems of (dis)advantage that faculty experience

Interconnections:
Important for breaking down barriers and building networks of support



Discussion Question

How can we address intersectionality more explicitly?



Scaffolding Faculty to Success

- We equip faculty with the **building blocks** to catalyze institutional change
- Through a series of scaffolding activities and ongoing training activities, we empower faculty to act **as allies and advocates for gender equity**



Pedagogical Design & Sequencing

- STEM faculty need continuing support and practices – a single training session is not enough!
- Programs that we have offered:
 - ✓ Pre-workshop materials on online module
 - ✓ Half-day workshop on allyship & bystander intervention
 - ✓ Follow-up events throughout semester and beyond
 - ✓ Selection and development of Faculty Advocates



Pre-workshop Online Modules

- What We Did**
- Pre-Workshop Survey
 - Implicit Association Tests
 - Readings & Resources
- What Worked**
- IRB Approval & Opt In/Out
 - Baseline Data to Inform Training
 - Online Repository
- What Did Not Work**
- Pseudonyms



Half-Day Workshop on Allyship & Bystander Intervention

- Provost's Remarks
 - Overview of the ALLIES Project
 - Workshop Goals & Icebreaker
 - Ground Rules & So What?
 - Understanding & Engaging in Privilege
- Identifying Microaggressions
 - Principles of Bystander Intervention
 - Small Group Practice
 - Costs & Benefits of Allyship
 - Upcoming Events
 - Evaluation



Half-Day Workshop on Allyship & Bystander Intervention

What Worked

- Socially Engineered Small Groups
- Clear Ground Rules, Objectives, and Time Markers
- Microaggressions Skit, Case Scenarios, and Group Discussions
- Increased Knowledge & Efficacy Related to Bystander Intervention*

What Did Not Work

- Participants expressed a desire for more time/additional training
- Lacking time to fully dive into the pre-module readings
- Concerns lingered over the risks of intervening



Discussion Question

How can we help faculty participants overcome the resistance and fear of "speaking up"?



Faculty Allies Follow-Up Events
(Spring 2019)

- | | |
|------------|--|
| Jan 24 | Faculty Allies workshop |
| Feb 19 | Discussion of Workshop Readings |
| Feb 28 | Women Faculty's Leadership Breakfast |
| Mar 7 | Brown Bag on "Secret Service" |
| Mar 12 | Networking Event |
| April 5 | Brown Bag on Everyday Ally Actions |
| April 8-19 | Online Discussion of Allyship Scenarios |
| April 26 | Networking Event |
| May 6 | Brown Bag on Complexities of Being an Ally |
| May 14 | Networking Event |
| May 15 | Networking Event |



Faculty Allies Follow-Up Events
(Spring 2019)

What Worked

- Formal presentations (brown bags) well attended and resulted in effective discussion
- Skills practice
- Focus on practical strategies more effective than theory

What Did Not Work

- Networking events (no agenda) had less participation
- Some voices heard more than others
- Too little attention to issues in addition to and in intersection with gender
- Pronouns



Online Modules

Core Skills

1. Recognize biases & microaggressions
2. Understand privilege, power, & intersectionality
3. Assess the gravity of the situation & take responsibility
4. Enact intervention strategies

Contexts and Applications

- Mentoring & Sponsoring Faculty
- Evaluating Faculty
- Promoting Inclusive & Equitable Meetings
- Everyday Allyship

Allies

Discussion Questions

- How can we empower faculty to apply their skills and knowledge from the training to real-life situations?
- How can we develop effective online modules to extend the Faculty Allies training?



Extending Training to Chairs/Directors

- | What We Did | What We Learned |
|--|---|
| <ul style="list-style-type: none">Modified ALLIES Workshop<ul style="list-style-type: none">Added targeted case studiesInclusive Leadership Workshop<ul style="list-style-type: none">Participants learned about principles of inclusive leadershipDeveloped and implemented an Inclusive Leadership Action PlanPlanning an "Expanding Your Network" Workshop | <ul style="list-style-type: none">Faculty Administrators generally rated their knowledge of issues higher than facultyWorkshops were effectiveWanted More<ul style="list-style-type: none">Readings, case studies, discussions, with other faculty administratorsInclude all departments/facultyConcerns About Institutional Commitment |



Discussion Question

- How can we translate this scaffolding approach to Chairs/Directors?



Round-table Discussion

- How can we address intersectionality more explicitly?
- How can we help faculty participants overcome the resistance and fear of "speaking up"?
- How can we empower faculty to apply their skills and knowledge from the training to real-life situations?
- How can we develop effective online modules to extend the Faculty Allies training?
- How can we translate this scaffolding approach to Chairs/Directors?



Thank you!

Email: allies@bgsu.edu
Web: <http://www.bgsu.edu/allies>
Facebook: @BGSUAlliesProject
Twitter: @BGSUAllies



BGSU ALLIES

Building Inclusive Leadership Practices and Policies to Transform the Institution

3-year, \$984,484 National Science Foundation grant

Co-PIs and Senior Personnel:
Peg Yacobucci, Mike Ogawa, Lisa Hanasono, Julie Matuga, Sheila Roberts, Ellen Broido, Deb O'Neil, Susana Peña, Hyun Kyoung Ro, Karen Root, Stacey Rychener, Mike Zickar








BGSU ALLIES - Goal

Project Goal

To make allyship and inclusive leadership the expectation and norm at BGSU

How?

Help faculty and administrators work together to reduce biases and transform institutional structures that prevent the advancement of women and underrepresented faculty




The Problem

Data reveal **three key equity problems**:

- Women and faculty of color are underrepresented in STEM applicant pools and hires relative to available pool of doctoral degree holders
- Women and faculty of color are not promoted to full professor or leadership positions at an equitable rate
- Women and faculty of color experience implicit and explicit gender and racial biases, both individually and in their intersection

To address these biases, BGSU needs allyship and inclusive leadership training for faculty and administrators



Faculty Allies

Applied Statistics & Operations Research

- Leigh Devine
- Kyle Moninger
- Christopher Rump

Biological Sciences


- Robert Huber
- Raymond Larsen
- Kevin McCluney
- Helen Michaels
- Paul Morris
- Karen Sirum
- Louise Stevenson
- Moira van Staaden
- Jill Zeilstra-Ryalls

Chemistry/Photochemical Sciences

- Dave Erickson
- Joseph Furgal
- Neodes Leontis
- Ekaterina Mejiritski
- Siobhan Shay
- Jayaraman Sivaguru

Computer Science

- Jadwiga Carlson
- Venu Dasigi
- Jake Lee
- Yan Wu



Faculty Allies

Critical & Cultural Studies

- Jessica Birch
- Sandra Faulkner
- Opportune Zongo

Earth, Environment & Society

- Enrique Gomezdelcampo
- Karen Johnson-Webb
- Andrew Kear
- Art Samel

Engineering Technologies

- Resmi Krishnankuttyrema

Human Development & Family Studies

- Elizabeth Holman

Mathematics & Statistics

- John Chen
- Daria Filippova

Media & Communication


- Sandra Faulkner
- Ellen Gorsevski
- Louisa Ha
- Lara Lengel
- Radhika Gajjala

Physics & Astronomy

- Andrew Layden

Political Science

- Nicole Kalaf-Hughes
- Andrew Kear



Faculty Allies

Psychology


- Clare Barrett
- Sherona Garrett-Ruffin
- Dara Musher-Eizenman
- Carolyn Tompsett


Sociology

- Stephen Demuth

Teaching & Learning

- Rick Worch



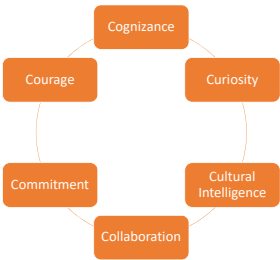


Faculty Advocates

Name	Unit
Jadwiga Carlson	Computer Science
John Chen	Mathematics & Statistics
Venu Dasigi	Computer Science
Stephen Demuth	Sociology
Sandra Faulkner	Media & Communication / WGSS
Radhika Gajjala	Media & Communication
Sherona Garrett-Ruffin	Psychology
Ellen Gorsevski	Media & Communication
Louisa Ha	Media & Communication
Raymond Larsen	Biological Sciences
Jayaraman Sivaguru	Chemistry/Photochemical Sciences
Rick Worch	Teaching & Learning



Six Signature Traits of Inclusive Leaders



Dillon & Bourke (2016)



1. Cognizance of Bias

Because bias is a leader's Achilles' Heel

- Exhibit self-awareness; acknowledge individual and organizational biases
- Enact policies to diminish the impact of these biases on organizational members
- Promote environments of fairness; focus on:
 - Outcomes
 - Processes
 - Communications
- Strive for objective decision-making



2. Curiosity

Because different ideas and experiences enable growth

- Be open-minded
- Seek to understand how others view and experience the world
- Embrace ambiguity
- Visibly demonstrate a desire for continued learning
- Listen attentively when another person is voicing a point of view
- Cope effectively with change



3. Cultural Intelligence

Because not everyone sees the world through the same cultural frame

- Lead cross-cultural teams with confidence
- Take an active interest in learning about other cultures
- Seek to understand cross-cultural issues and differences
- Strategize and make sense of culturally diverse experiences



4. Collaboration

Because a diverse-thinking team is greater than the sum of its parts

- Foster collaboration by empowering individuals and creating diverse groups
 - First step: Empower and engage your faculty & staff
 - Second step: Think about process & group composition



5. Courage & Humility

Because talking about imperfections involves risk-taking

- Take risks
- Be humble

- Challenge your faculty & staff
- Challenge the system and the status quo
- Challenge yourself



6. Commitment

Because staying the course is hard

- Demonstrate *commitment* to diversity and inclusion
- Align personal values and organizational values
- Align time, energy, and resources to address inclusion
- Treat everyone with fairness and respect
- Allocate resources toward improving diversity and inclusion within your department



Brainstorm Action Items

Each table is assigned one inclusive leadership trait.

First, discuss:

- **What specific action have you taken as a Faculty Administrator to help develop this trait?**
- **What specific actions can you take in the next semester to develop this trait?**

Second, choose the **top five action items** discussed at your table and post on the white boards.

Third, **share one action item** with group.



Creating Effective Action Items

- Ensure they are linked to specific goals
- Determine how they will be measured
- Establish a timeframe within which you would like to focus on these action items
- Ensure your action items will complement your current priorities

Examples:

Seek feedback from a trusted colleague about a decision you made that you may be second guessing

Critically examine policies/practices that may be in place because 'that is the way things have always been done' but may not be the best way moving forward



Brainstorm NOW

Each table is assigned one inclusive leadership trait.

First, discuss:

- **What specific action have you taken as a Faculty Administrator to help develop this trait?**
- **What specific actions can you take in the next semester to develop this trait?**



Prioritize Action Items

Second, choose the **top five action items** discussed at your table and post on the white boards.

Third, **share one action item** with group.



Create Your Own Inclusive Leadership Action Plan

- Which **2 traits** do you want to focus on now? Why are they important to you?
 - Cognizance of Bias
 - Curiosity
 - Cultural Intelligence
 - Collaboration
 - Commitment
 - Courage and Humility
- Review white boards about your top 2 traits.
- Pick **2 action steps per trait** that you can commit to this semester to develop that trait.



Next Steps

- Enact your **Inclusive Leadership Action Plan**
- Attend Dr. KerryAnn O'Meara's workshop on "**Equity-Minded Reform in Teaching and Service Workloads**" on Sept. 26th (details TBD)
- Engage in the **EXPANDING YOUR NETWORK** Workshop at upcoming Provost's Chairs & Directors Meeting
- Work with Faculty **Allies and Advocates** in your department
- Encourage more faculty to sign up for Faculty Allies workshop to be held in January 2020
- Complete post-workshop survey



ALLIES Facilitators

- **Stacey Rychener**
Grant Specialist, Ctr. Of Assessment and Evaluation Services
Internal Evaluator for ALLIES grant
StaceyR@hgsu.edu 419-372-7303
- **Deb O'Neill**
Professor, Management & Director Master of Organization Development program
College of Business
oneild@hgsu.edu
- **Susana Peña**
Director & Associate Professor, School of Cultural and Critical Studies
College of Arts & Sciences
susana.p@hgsu.edu
- **Mike Zickar**
Chair & Professor, Psychology
College of Arts & Sciences
mzickar@hgsu.edu





BGSU ALLIES

Fall 2019 Newsletter | Issue 1

*Building Inclusive Leadership Practices
and Policies to Transform the Institution*

HIGHLIGHTS

Building a Network of Faculty Allies

Thank you for staying up to date with the BGSU ALLIES project by reading our first newsletter!

The ALLIES project is developing a supportive network of Science, Technology, Engineering Mathematics (STEM) faculty and Social and Behavioral Sciences (SBS) faculty trained in:

- (1) Allyship,
- (2) Bystander Intervention, and
- (3) Empowered to shape an inclusive institution.

Supporting Inclusive Leaders

Our data show that Chairs/Directors are critical to creating supportive, inclusive climates within their academic units. As such, the ALLIES team is also developing programs on inclusive leadership for Chairs/Directors and other faculty administrators.

Useful Definitions

Faculty Allies are faculty members in STEM and SBS disciplines who use their privilege to support the advancement of women and other minoritized faculty.

Faculty Advocates are senior faculty in STEM and SBS disciplines who help facilitate Faculty Allies' training events, serve as liaisons to the ALLIES academic units, and advise the ALLIES project team.



First cohort of Faculty Allies at the January 2019 workshop.

Interested? The ALLIES project will be recruiting our second cohort of up to 50 STEM and SBS faculty this fall. **Look for the applications call in October 2019!**

The 3 "T"s

Inclusion: Essential to building BGSU's capacity for innovation.

Intersectionality: Critical to challenging the complex systems of (dis)advantage that faculty experience.

Interconnections: Important for breaking down barriers and building networks of support.

The ALLIES project hosted its External Advisory Board and External Evaluator for a campus visit on April 23-24, 2019. While on campus, the Board met with the ALLIES project team, senior administrators, faculty and Chairs/Directors of our target academic units, and Faculty Allies. Thanks to all who took time to talk with the Board! The External Advisory Board was impressed with the BGSU ALLIES work so far and provided a variety of useful suggestions as the project moves forward. We look forward to their next visit in Spring 2020.

Additionally, during the 2018-19 academic year, the ALLIES Team:

- Recruited 46 Faculty Allies and selected 12 Faculty Advocates
- Designed and implemented a series of learning experiences for the cohort including: a pre-workshop Canvas module and a half-day workshop about privilege, intersectionality, and how to recognize bias and effectively intervene.
- Facilitated follow-up events for Faculty Allies to discuss real world scenarios, inequities in faculty service and workloads, everyday ally actions, and brainstorm ways to overcome challenges associated with allyship.
- Offered a half-day allyship workshop to administrators.
- Facilitated a session on inclusive leadership at the annual Chairs/Directors retreat.
- Established a partnership with College Deans to continue adding language about inclusive leadership to the Chair/Director recruitment, onboarding, and evaluation processes and documents.

Building Community

The first cohort of Faculty Allies received the Allies placard pictured below to place on their office or lab door. It states, "Building a more inclusive BGSU. Ask me about allyship!" Look for them and stop by to learn more about allyship and the ALLIES project!



Fall Semester Allyship Tip: Speak Up

You don't need to have the perfect response in order to speak up when you witness an act of bias or microaggression – *any* comment serves to pause the action and challenge “complicity by silence.” You might simply say “Hang on, could you repeat that? I’m not sure I understood what you really meant.” You could also name the problem behavior you are observing to make explicit what your concern is and to make it visible to others.

Strategies for Inclusive Leadership

In the newsletters to follow we will provide strategies for practicing inclusive leadership. Since this is our first newsletter, we’ve outlined some information about what exactly we mean by inclusive leadership. Inclusive leaders are individuals who:

Proactively advocate for all faculty they lead,

Cultivate a climate in which faculty members feel valued and included;

Enact equitable workplace policies, procedures, and practices; and

Work to identify and **break down** barriers and biases that hinder the career success of women and faculty of color.

Members of the ALLIES team with our External Advisory Board and External Evaluator



Standing (L to R): Susana Peña, Karen Root, Peg Yacobucci, Karen Bjorkman (University of Toledo), Lynn Singer (Case Western Reserve University), Anne Bullerjahn (Owens Community College), Christine Pribbenow (University of Wisconsin-Madison)
Sitting (L to R): Stacey Rychener, Sheila Roberts, Ann Burnett (North Dakota State University), Ellen Broido, Suzanna Rose (Florida International University)

Equity in STEM Community Convening

The ARC Network is an NSF ADVANCE-funded resource and coordination network that brings together people working to achieve gender equity in STEM:
<https://www.equityinstem.org/>.

On October 6-8, 2019, the ARC Network will hold its first Equity in STEM Community Convening in Cleveland, Ohio. This conference provides a venue for academic and industry change leaders to share new findings, exchange resources, and build collaborations to create inclusive environments.

The BGSU ALLIES team will present on “Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program” in an Early-Stage Innovations session at the meeting. The presentation focuses on our scaffolding approach to training our Faculty Allies. For more information about the conference, see the ARC Network website:
<https://www.equityinstem.org/community-convening/>

Congrats to our Faculty Advocates!

In Spring 2019, the ALLIES team selected 12 senior faculty members from our target academic units to serve as Faculty Advocates. Faculty Advocates have shown a commitment to supporting gender equity and inclusion through allyship, service, teaching, research, or informal actions within their own academic unit, university, or professional organization. Starting this Fall semester, Faculty Advocates will work with the ALLIES team to learn effective facilitation practices, develop workshop materials, help facilitate faculty workshops, and serve as liaisons to the ALLIES target units.

Contact Us!

Email: allies@bgsu.edu

Web: <https://www.bgsu.edu/allies>

Facebook: <https://www.facebook.com/BGSUAlliesProject>

Twitter: @BGSUAllies

Office: 340 Psychology Building

NSF Award No.
1760389
(2018-2021)



BGSU ALLIES Faculty Advocates

Jadwiga Carlson (Computer Science)

John Chen (Math & Statistics)

Venu Dasigi (Computer Science)

Stephen Demuth (Sociology)

Sandra Faulkner (Media & Communication/WGSS)

Radhika Gajjala (Media & Communication)

Sherona Garrett-Ruffin (Psychology)

Ellen Gorsevski (Media & Communication)

Louisa Ha (Media & Communication)

Ray Larsen (Biological Sciences)

Jayaraman Sivaguru (Chemistry)

Rick Worch (Teaching & Learning/STEM Education)



ALLIES Project FAQ Sheet

What is the BGSU ALLIES project?

BGSU ALLIES is a three-year, \$984,484 project funded by the National Science Foundation's ADVANCE program, which seeks to develop systemic approaches to increase the participation and advancement of women in academic STEM careers. The BGSU ALLIES project goal is **to make allyship and inclusive leadership the expectation and norm at BGSU**. To achieve this aim, BGSU ALLIES is creating an integrated model to train faculty allies within departments and inclusive leaders across the university, empowering them to act together to reduce biases that hinder the career advancement of women and other minoritized faculty.

How can BGSU faculty members and administrators get involved?

Faculty can become Faculty Allies and Advocates. Faculty Allies are faculty members in STEM and SBS disciplines who use their privilege to support the advancement of women and other minoritized faculty. Faculty Advocates are senior faculty in STEM and SBS disciplines who help facilitate Faculty Allies training events, serve as liaisons to the ALLIES academic units, and advise the ALLIES project team. Administrators can participate in programs to develop their ability to enact inclusive leadership principles and practices within their academic units.

What disciplines are included?

If NSF funds your discipline, you are included! BGSU ALLIES is working with numerous STEM and Social & Behavioral Sciences (SBS) units, including:

- Applied Statistics & Operations Research
- Biological Sciences
- Chemistry
- Computer Science
- Engineering Technologies
- Environment & Sustainability
- Geology
- Mathematics & Statistics
- Physics & Astronomy
- SEES
- STEM Education
- Communication
- Economics
- Ethnic Studies
- Geography
- Human Development & Family Studies
- Media Production & Studies
- Political Science
- Psychology
- Sociology
- Women's, Gender & Sexuality Studies

Who makes up the ALLIES project team, including Co-PIs and Senior Personnel?

The ALLIES team is made up of faculty members from different disciplines across campus:

- Peg Yacobucci (SEES)
- Lisa Hanasono (SMC)
- Julie Matuga (EFLP)
- Michael Ogawa (VPREE)
- Sheila Roberts (A&S)
- Ellen Broido (HESA)
- Deborah O'Neil (MGMT)
- Susana Peña (SCCS)
- Hyun Kyoung Ro (HESA)
- Karen Root (BIOL)
- Michael Zickar (PSYC)
- Stacey Rychener (CAES)
- Blaze Campbell (Graduate Assistant)
- Jody Kunk-Czaplicki (Graduate Assistant)

The ALLIES team also has an Internal Advisory Board and External Advisory board:

ALLIES Internal Advisory Board

- Provost Joe Whitehead
- Dean Raymond Braun
- Dean James Ciesla
- Dean Raymond Craig
- Dean Jennie Gallimore
- Dean Dawn Shinew
- Dr. Jenn Stucker (2019-20)
- Dr. David Jackson
- Ms. Jennifer McCary
- Ms. Connie Molnar
- Dr. Kacee Ferrell Snyder

BGSU ALLIES External Advisory Board

- Dr. Karen Bjorkman (University of Toledo)
- Dr. Anne Bullerjahn (Owens Community College)
- Dr. Ann Burnett (North Dakota State University)
- Dr. Suzanna Rose (Florida International University)
- Dr. Lynn Singer (Case Western Reserve University)
- Dr. Christine Pribbenow (University of Wisconsin-Madison; External Evaluator)

How can I learn more and contact the BGSU ALLIES project?

Website: <http://www.bgsu.edu/allies>

Email: allies@bgsu.edu

Facebook: <http://www.facebook.com/BGSUAlliesProject>

Twitter: @BGSUAllies

Office: 340 Psychology Building

NSF ADVANCE: <https://www.nsf.gov/advance>



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