Report to Internal Advisory Board

April 2020

BGSU ALLIES

November 2019-April 2020

ALLIES

Building Inclusive Leadership Practices and Policies to Transform the Institution

NSF

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 November 2019 Internal Advisory Board meeting, the BGSU ALLIES team has:

1) Recruited and trained our second cohort of Faculty Allies

2) Continued training our Faculty Advocates and planned workshops within our targeted academic units

3) Conducted a workshop on "Expanding Your Network" for Chairs/Directors and other faculty administrators

4) Crafted a list of policy issues related to gender equity to pursue with BGSU's administration

5) Begun creating content for our online training modules

6) Collected and analyzed evaluation data for ALLIES programming and research

7) Engaged the BGSU community and beyond via our social media accounts and our website

8) Begun planning the May 2021 regional conference on faculty allyship and inclusive leadership

9) Revised activities in response to the ongoing COVID-19 crisis

Introduction

This report summarizes activities since November 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,

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[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). The team is divided into two key subcomponents, one focusing on Faculty Allies and the other on Inclusive Leadership and Institutional Change (Figure 1). 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) Recruit and train our second cohort of Faculty Allies
2) Continue training our Faculty Advocates and plan for Spring 2020 workshops within our target academic units
3) Conduct a workshop on "Expanding Your Network" for Chairs/Directors and other faculty administrators
4) Craft a list of policy issues related to gender equity to pursue with BGSU's administration
5) Begin creating content for our online training modules
6) Collect and analyze evaluation data for ALLIES programming and our research project
7) Engage the BGSU community and beyond via our social media accounts and our website
8) Begin planning May 2021 regional conference on faculty allyship and inclusive leadership
9) Plan for Internal and External Advisory Board meetings in Spring 2020

The ALLIES team has also made adjustments to our programming as a result of the unanticipated COVID-19 crisis. 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) – *on leave for 2019-2020* **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 Student Assistant	**Blaze Campbell Jacobs** (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)

University & College Leadership

Michael Ogawa, Co-PI and Vice President

Julia Matuga, Co-PI and former Vice Provost *(on leave)*

Sheila Roberts, Co-PI and Associate Dean

External Advisory Board

President Rodney Rogers;
Bjorkman, Bullerjahn, Burnett,
Rose, Singer

Internal Advisory Board

Provost Joe Whitehead;
Braun, Ciesla, Craig, Ferrell
Snyder, Gallimore, Jackson,
Lommel, McCary, Molnar, Shinew,
Stucker

BGSU ALLIES Project

Margaret Yacobucci, Lead PI &
Project Director

Leadership Team of Co-PIs
and Other Senior Personnel

**Inclusive Leadership &
Institutional Change**

Matuga, Ogawa, O'Neil, Peña,
Roberts, Zickar

Faculty Allies

Broido, Hanasono, Ro, Root,
Yacobucci

Communication Strategy

Broido, Hanasono, Matuga

Project Evaluation

Internal: Rychener, Zickar
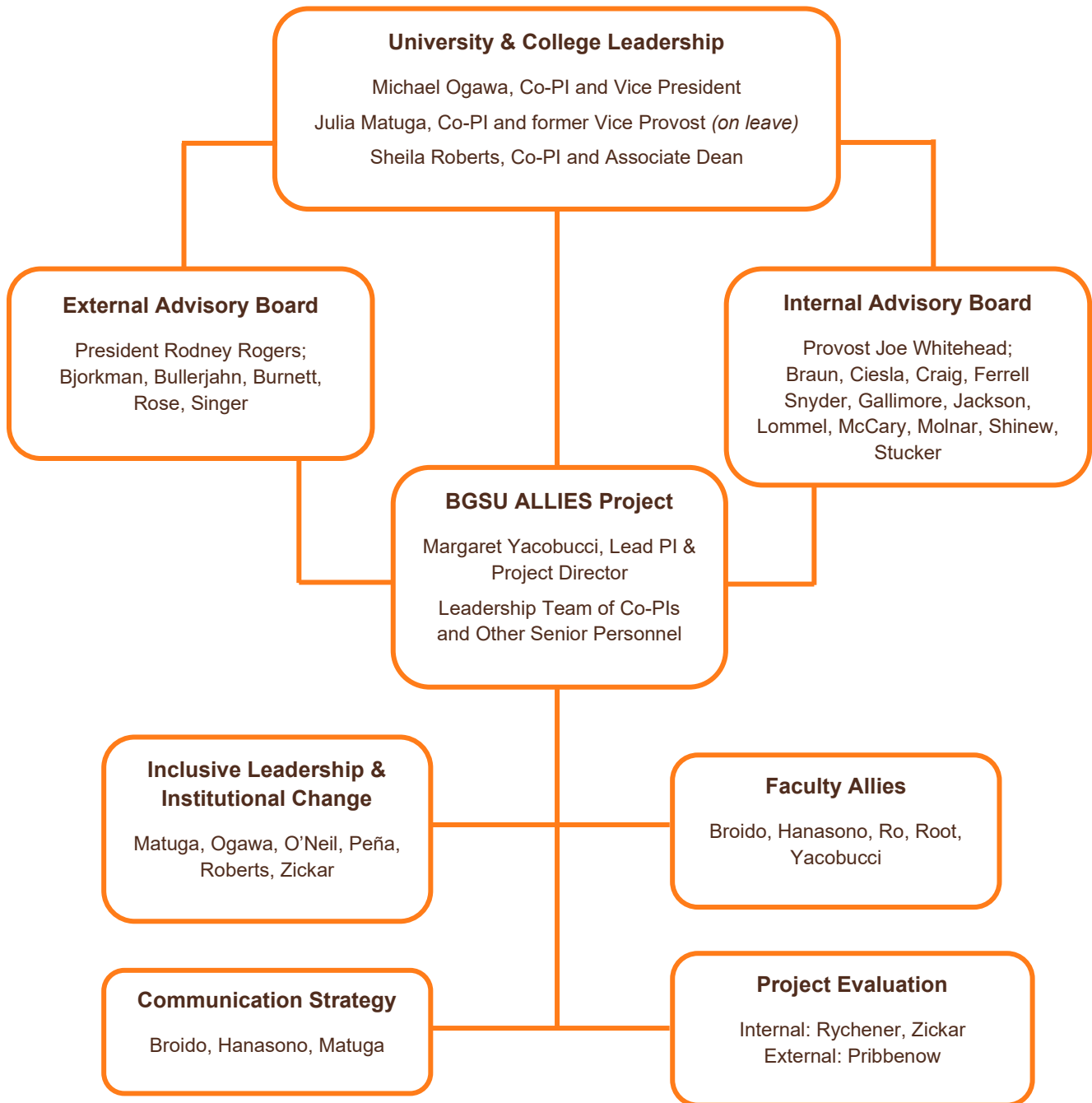External: Pribbenow

Fig 1. 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 (SBS) as well as more traditional natural science, technology, engineering, and mathematical fields (STEM). 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)

2020 Faculty Allies Cohort

The ALLIES program received 47 applications for the 2020 Faculty Allies workshop by the December 6, 2019 deadline. The workshop can accommodate up to 50 faculty, so this number of applications was reasonable. One application was incomplete and two faculty applicants were in non-target academic units and therefore were not eligible for professional development funds. Though invited to participate in the workshop anyway, both of these two faculty declined. The remaining 44 faculty were accepted into the Faculty Allies cohort for 2020. The accepted faculty included 61% men and 39% women with an equal number from STEM and SBS units. Tenured and tenure-track faculty made up 75% of the accepted faculty while qualified-rank faculty made up 25%. Faculty from all four targeted Colleges were represented: A&S (73%), Business (9%), EDHD (9%), and Technology (7%); one SBS faculty member

from Firelands was also accepted into the program. While 57% of accepted faculty were in their first six years at BGSU, 34% have worked at BGSU for 12 or more years. Due to last-minute scheduling conflicts, three accepted faculty ended up being unable to participate in the program this year.

A total of 41 full-time faculty from STEM and SBS units participated in the BGSU ALLIES annual workshop from 1:00 to 5:00 PM on Thursday, January 23, 2020 (see Appendix A for participant list). The date was selected as one of the two days before the Spring 2020 semester when faculty are contractually expected to be on campus. Faculty participants were assigned to sit at round tables staffed by at least one BGSU ALLIES facilitator. PI Yacobucci assigned participants to tables to ensure no QRF or pre-tenure faculty were placed at the same table as tenured faculty from the same unit, and multiple faculty from the same unit were separated as much as possible. In addition, the assignments ensured that there would be more equal representation of STEM and SBS faculty and men and women faculty at each table.

The goals of the workshop were:

1) To create a cohort of faculty allies within STEM and SBS units
2) To develop a critical mass of faculty empowered to act as change agents within their units
3) To build a supportive network of faculty across the university interested in shaping a more inclusive institution

Focusing on increasing participants' knowledge and skills, the workshop's objectives were:

1) To know:
    a. Concepts of privilege, intersectionality, allyship, bias, and inclusion
    b. Gender equity issues at BGSU and why they matter
    c. Characteristics of an inclusive workplace
    d. Interpersonal and structural barriers to bystander intervention
    e. Effective communication strategies for raising difficult issues
2) To be able to:
    a. Recognize privilege from an intersectional lens
    b. Recognize bias, know when and how to intervene, and effectively act to intervene when witnessing implicit and explicit biases at the individual, institutional, and cultural levels
    c. Communicate these concepts to faculty colleagues

BGSU's Chief Diversity and Belonging Officer Jennifer McCary presented opening remarks. BGSU ALLIES team members presented an overview of the ALLIES project, which was followed by an icebreaker activity and a short presentation about the evidence-based need to increase gender equity. Next, table facilitators guided participants through an activity on recognizing and reflecting on one's privilege. After a short break, the workshop educated participants about microaggressions and the fundamentals of bystander intervention. Participants were given opportunities to analyze and discuss case scenarios at their tables. The workshop concluded with a discussion of the benefits and costs of acting as an ally, a teaser for upcoming events, and the completion of a post-workshop evaluation form. The agenda and PowerPoint slides from the workshop are included here as Appendix B.

Five face-to-face follow-up events and two online discussions for Faculty Allies were planned for Spring 2020 (see schedule in Appendix C). Faculty Allies are required to attend at least two of these follow-up events to be eligible for the $1,000 in professional development funds provided by the grant. The in-person (N=6) and online (N=8) discussion of the workshop readings, discussion of everyday ally actions

(N=17), and networking event (N=16 from 2020 Cohort and 4 from 2019 Cohort) all took place as originally planned (with number of participants in parentheses). About one-third of the Faculty Allies had completed their two-event requirement before Spring Break. Due to the COVID-19 crisis, the ALLIES team has re-designed the remaining two face-to-face events as online activities and extended the timeframes to participate in the three post-Spring Break Faculty Allies events to accommodate our faculty members' disrupted schedules. Faculty Allies will have until the end of the grant period (August 31, 2021, or 2022 if we receive a one-year, no-cost extension from NSF) to spend these funds.

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 has trained 12 faculty members from STEM and SBS units to become ALLIES Faculty Advocates (Table 3). The Faculty Advocates are working with the ALLIES team 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 receive $250 in professional development funds per semester for Years 2 and 3 of the project, for a total of $1,000.

Table 3. Faculty Advocates

Faculty Advocate	Home Unit
Jadwiga Carlson	Computer Science; A&S Diversity Faculty 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

Groups of two to three Advocates have been assigned to create teams that have both a STEM member and an SBS member and are mixed gender. Each of the five teams is assigned to 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 project team to support their efforts.

In late Fall 2019, each Advocate team conducted needs assessments with their assigned departments/schools. Teams had the option to use an online survey for faculty designed by the ALLIES team and/or to speak with the Chair/Director and faculty within the unit to get information about what topics they thought would be most helpful to address. Offered topics included:

1) Faculty allyship overview: Learn more about privilege, intersectionality, microagggressions, implicit bias, and BGSU data on gender and racial inequity
2) Learn more about strategies to improve gender and racial equity at BGSU
3) Learn more about intersectionality and how it affects the faculty members' experiences
4) Learn more about privilege and how to identify your privilege to leverage it to help colleagues
5) Learn how to enact bystander intervention strategies to prevent, stop, or de-escalate discrimination at BGSU
6) Learn more about implicit bias and how it affects faculty hiring, promotion, and advancement.
7) Learn how to identify and reduce microaggressions in your unit through everyday allyship actions

The survey also asked faculty and Chairs/Directors to identify what their department or unit needs to be more effective in the area of gender equity and what the primary obstacles to creating an inclusive culture in their unit are. Response rates to the survey were relatively low, with 2-16 surveys returned per unit, representing 11-52% of faculty in each unit. These results were supplemented by conversations with Chairs/Directors and unit faculty. Overall, topic #2 (strategies to improve gender and racial equity at BGSU), #5 (enacting bystander intervention strategies), and #7 (identifying and reducing microaggressions) were the most popular choices.

In February 2020, we conducted two sessions of a two-hour training with Advocates. The goals of the training were to evaluate the results of the needs assessments for each unit, to identify the topic(s) for departmental workshops to be led by the Advocates, and begin developing the workshops. In the training sessions, each Advocate team received guidance on how to design effective training sessions and then worked in collaboration with their liaison to begin developing their workshops.

These workshops are intended to build more inclusive academic units by providing a focused 60-90 minute session with faculty in the unit centered on the topic(s) identified in the needs assessment. Most often, the Advocate teams will provide the workshops to individual departments/schools, but in some cases it was more practical to combine departments and offer the same workshop at multiple times. Advocates scheduled their unit-level workshops for March and April 2020 and three units (Computer Science, Psychology, and SEES) completed the workshops before the COVID-19 crisis began. The remaining workshops are being postponed to Fall 2020, assuming BGSU resumes face-to-face meetings by then. One department, Political Science, declined to participate in the Advocates' programming.

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 other faculty administrators will understand inclusive leadership principles and be empowered to put those principles into practice.

Chair/Director training has been 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. 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

As a follow-up to their inclusive leadership training session at the August 2019 Chair/Director retreat, the IL-C/D team designed and conducted a workshop for all faculty administrators during the November 13, 2019 Academic Leadership Council meeting. This "Expanding Your Network" event built on the August Inclusive Leadership Action Plan activity by:

- asking participants to examine their existing professional networks;
- discussing the value of creating more inclusive networks;
- identifying strategies for expanding and diversifying networks.

The intent of this workshop was to help faculty administrators create more inclusive and diverse networks. Appendix D contains the handout used for the network mapping activity.

In July 2019, the ALLIES team ran a well-received half-day Allyship workshop targeted to Chairs/Directors, Associate Deans and other faculty administrators. We had intended to offer another iteration of the "Allyship for Faculty Administrators" workshop in July 2020 for those who did not have the opportunity to participate last summer. Given the COVID-19 crisis, this workshop is now on hold. We are considering offering it as a virtual workshop, if there is sufficient demand.

Policies

Mike Zickar and Sheila Roberts developed a set of questions to evaluate chairs and directors on their inclusive leadership skills. These questions were submitted to A&S Dean Raymond Craig, who shared them with other Deans and the Provost. The Deans are working to incorporate these questions into a

larger set of questions that will be included in a university-wide chair and director evaluation tool. This work is still in progress. In the interim, the Deans have completed a draft document for the university-wide evaluation of Assistant and Associate Deans by the faculty in each respective College; a set of questions about inclusive leadership is included in this document (see Appendix E for draft document).

Other policy issues have been identified by the ALLIES team and participants in ALLIES programming that would help to reduce the systemic biases that women and other minoritized faculty face at BGSU. These policy issues include:

1) Permit faculty to use funds from grants, professional development funds, or some new, specially established University pool of money to cover childcare costs to enable parents to attend conferences and engage in other research-related activities required for tenure and promotion. Existing policy deems childcare costs as "personal expenses" and therefore un-reimbursable. We have heard from women faculty who have not been able to participate in research conferences because of this restriction, even though conference attendance is a component of their tenure and promotion requirements.

2) Require Chairs/Directors to provide a spreadsheet or other means of sharing faculty workloads (including specific teaching and service assignments) annually with all faculty in their units. A workload "dashboard" like this will make work assignments transparent, a critical first step to identifying and rectifying inequities rooted in gender and other biases. This workload dashboard approach has recently been shown in a randomized trial to promote workload equity.[2]

3) Create and annually disseminate a clear University-wide policy statement on what "counts" as service that Chairs/Directors and merit and RTP committees must use when assigning, recognizing, and rewarding service (e.g., that service to the profession counts, not just service to the department or university). The ALLIES team has heard from faculty that some Chairs/Directors and Merit Committees are not counting certain activities as service when they really should be. If a faculty member feels their service work is not be evaluated fairly, there should be a policy statement they can point to as they seek redress.

4) Implement a policy whereby student evaluations of teaching (SETs) are to be used by faculty to improve instruction but not used to evaluate faculty performance for merit, tenure, and promotion. Abundant peer-reviewed research shows SETs to be systematically biased against women faculty, faculty of color, and international faculty.

5) Mandate standardized exit interviews for all departing faculty, conducted by either the Office of the Provost or Human Resources, to understand some of the reasons BGSU is not retaining diverse faculty.

6) Offer formal employment services to assist the trailing partners of new faculty hires locate employment in the region.

7) Mandate regular evaluation of whether department/school committees are conducting business efficiently, inefficiently, or not at all. Such low-work and low-productivity committees should be eliminated so that service work can be streamlined and to ensure more equitable service assignments. This would combat the current situation where a) service on a committee that meets twice a year is allowed to count the same as a committee that meets once a week and b) a committee chair can call frequent meetings for no clear purpose, taking up valuable faculty time. The latter issue has also been raised about department/school faculty meetings – some chairs

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[2] O'Meara, K., Jaeger, A., MIsra, J., Lennartz, C., and Kuvaeva, A. 2018. Undoing disparities in faculty workloads: A randomized trial experiment. *PLoS ONE* 13(12): e0207316. doi: 10.1371/journal.pone.0207316

insist on a weekly or biweekly faculty meeting, whether or not there is any business to discuss. Guidelines from the senior administration on not wasting faculty time would be helpful.

The ALLIES team intends to advocate for these policy changes with senior administration and the BGSU Faculty Association. We do want to take care that our efforts do not compete or interfere with the ongoing work of College Deans and University-level administrators.

Our Faculty Allies and Advocates have been expressing interest in structural-level equity concerns, for example by shifting the focus of the discussion of allyship scenarios from individual interventions to addressing the larger institutional barriers involved. In response, the ALLIES team hopes to organize one or more panel discussions (tentatively for Fall 2020) that would bring together members of the Faculty Allies and Inclusive Leadership sub-teams, College Deans, and Faculty Allies and Advocates to talk about how faculty and faculty administrators can work together to address some of these institutional-level issues. Since the ALLIES project follows a combined top-down and bottom-up organizational change model, such an integrated discussion of every stakeholder's role in effecting institutional change represents a kind of capstone experience for project participants. It would also leverage the interest our Faculty Allies and Advocates have shown for addressing these larger structural issues and open a line of communication between faculty, the ALLIES team, and university administrators.

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. We hope to work with the new hires who are overseeing institutional data collection in order to move this portion of the project forward.

Online Training Modules

In order to make allyship and inclusive leadership training as accessible and sustainable as possible, the ALLIES team is 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 core skills:

1) Understanding Privilege, Power, and Intersecting Identities
2) Recognizing Biases, Discrimination, and Microaggressions
3) Assessing the Gravity of the Situation and Taking Responsibility
4) Enacting Intervention Strategies (Macro & Micro Strategies)

These modules will be designed to be useful for both faculty and faculty administrators. We recommend that these four core modules ultimately be required for all new faculty at BGSU.

The Faculty Allies and Inclusive Leadership teams are each developing four additional modules that form the "outer circle". The Faculty Allies' modules will target specific roles faculty may play:

1) Mentoring and Sponsoring Faculty

2) Evaluating Faculty (including work on faculty search, merit, reappointment, tenure, and promotion, and awards committees)

3) Everyday Allyship Actions

4) Promoting Inclusive and Equitable Group Interactions

The Inclusive Leadership "outer circle" modules will focus on the needs of Chairs/Directors. Topics include:

1) Six Traits of Inclusive Leadership

2) Shaping Department Culture

3) The Role of the Chair/Director in Faculty Searches

4) Evaluating Faculty as a Chair/Director

In December 2019, members of the ALLIES team met with Dr. Fei Gao, Associate Professor in Visual Communications and Technology Education, and Dr. Tracy Huziak-Clark, Assistant Dean in EDHD, both experts in learning design with emerging technologies, to learn more about best practices and pitfalls to avoid when developing online learning content. They had many great suggestions and we thank them for their time and ideas!

Our current timeline for the online module component of the ALLIES project is to develop one or two of the online modules through the spring and summer of 2020 and have test versions ready to pilot by some time in Fall 2020. At the moment, we are working on the assumption that the modules will be delivered via Canvas, but a different platform is an option if we can hire instructional designers to assist in building it.

The ALLIES grant has funds budgeted to hire two instructional designers at an hourly rate ($45/hour for 560 hours/designer over the three years of the grant, $50,400 total) to assist with the development of these online modules. In our NSF budget, these individuals were budgeted under "Consultant Services". Our original intention was to hire two recent graduates of BGSU's M.Ed. in Instructional Design and Technology for these positions, and Dr. Gao recommended some names to us. However, we were informed in December 2019 by the University's Controller that we cannot hire these recent graduates as they do not meet the legal requirements to be independent contractors. Some possible alternative options suggested to us are to 1) identify an existing third-party vendor, 2) identify individuals who do meet the requirements to be independent contractors, or 3) invite the instructional designers currently on staff in BGSU's Center for Faculty Excellence to work with us. At this stage, we are developing the concept and content for a sample module so we can create a work proposal to take to potential vendors and contractors for bids. What we really need is expertise in creating the digital delivery platform and encoding the various module components (text, video, interactive elements). The ALLIES team will develop the content. **Any suggestions the IAB has for how we should proceed with identifying and hiring instructional designers for the online modules would be most welcome.**

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. The internal evaluation approach is formative in that it will provide continuous evidence-based feedback of ALLIES programs. Dr. Rychener attends both Faculty Allies and Inclusive Leadership team meetings and works with both teams to develop evaluation instruments that align well with the project's objectives.

Inclusive Leadership Results

The Inclusive Leadership Team modified and conducted the BGSU Allies Training for Faculty Administrators in July 2019 based on the recommendation of the External Advisory Board. This "Allyship for Faculty Administrators" workshop was 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 Training was developed and delivered (August 19, 2020) 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. A combined six-month follow-up longitudinal survey was given for both trainings, but due to small sample sizes only descriptive statistics could be presented for those results.

Inclusive Leadership: Allies Training for Faculty Administrators
- 100% of the Faculty Administrators rated the Allies Training as Satisfied or Very Satisfied with the workshop.
- 70% of the faculty administrators said that they reviewed all of the pre-workshop materials before the workshop. 58% of faculty administrators felt they were effectively prepared by the pre-workshop module materials they obtained prior to the workshop. The highest ranked component of the workshop was that the facilitators created a safe space for learning and discussion. The most helpful or valuable aspects of the workshop were the case scenarios and the small table group discussions. They would like more discussion on the pre-workshop module. They felt the process of bystander interventions were the most popular take away from the workshop. They would like more training and practice on addressing problems in their unit.
- There were statistically significant gains in all Allies Concepts from the retrospective pretest to the workshop posttest. The most significant gains were in allyship and bystander intervention.
- Allies Recognition: Faculty perceived that their skills of recognizing privilege, bias, and microaggression in the workplace had significantly improved by the Workshop Posttest. They reported the highest gains in when and how to intervene in a bias incident at the Workshop posttest. It is interesting to note that, like Faculty Allies, Faculty Administrators rated their ability to recognize issues in the workplace as 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.[3]

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[3] Howard, G.S., and Dailey, P.R. 1979. Response-shift bias: A source of contamination of self-report measures. *Applied Psychology* 64(20: 144-150. doi: 10.1037/0021-9010.62.2.144

- Response Efficacy: Overall, the most significant gains in response efficacy were for the belief that both bystander intervention and serving as an ally is an effective way to stop discrimination.
- Ally Actions: It is interesting to note that for faculty administrators there was no response shift basis in this category, unlike the faculty allies. Further analyses comparing the two groups will be conducted in the summer. However, the faculty allies and administrators were similar for the most statistically significant findings: speaking up when a marginalized colleague is interrupted; 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.
- Self Efficacy: After the workshop, faculty reported significantly more self efficacy in their ability to prevent and stop acts of discrimination that target faculty members.

Overall Chairs and Directors Inclusive Leadership Workshop

- There were statistically significant gains in the understanding of Inclusive Leadership Principles from the retrospective pre (3.29=Basic) to post (3.97=Intermediate). These gains continued into the longitudinal post as well (Mean=4.41).
- 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.
- The faculty administrators sustained mean gains over a six month period in the following inclusive leadership actions: I work hard to understand my own biases or blind spots; I strive to make decisions that take into account diverse perspectives; I seek out opinions from people different from myself; I am not afraid to put myself in situations where I might feel out of place; I am reluctant to attend events where I may feel out of place; I make sure all faculty views are treated with respect in department meetings; I try to include diverse groups of faculty on departmental committees; I create committees of like-minded individuals in order to accomplish tasks quickly; I invest departmental resources to foster an inclusive environment in my academic unit; We spend time in our department to discuss diversity and inclusion; I am reluctant to tackle issues related to inclusion because I am afraid I will make mistakes; I challenge people in my academic unit to support diversity and inclusion; and I avoid conflict.
- The qualitative data revealed that the attendees of the Chairs and Directors Inclusive Leadership workshop named every component of the workshop as Effective or Very Effective, with the highest ranked component being that the facilitators created a safe space for learning and discussion. They were likely to share what they learned with their colleagues and they were overall satisfied with the workshop. The most helpful or valuable aspects of the workshop were the interactive group discussions and the conversations about the ideas and actions items provided. They stated they would like more time for discussion on specific scenarios as a change that they would see as being beneficial to them. Also, the ability for non-STEM/SBS faculty to be able to participate. Most of them say that collaboration is the Inclusive Leadership trait and action plan that they will focus on next semester. They also said they would focus on courage. They feel they need additional support or training on dealing with specific problems, conflict and different personalities within their unit.
- Inclusive Leadership longitudinal results revealed that faculty administrators on average made "Some Progress" on their Action Plan. Faculty Administrators also "Agreed" that "The Inclusive Leadership Training and Action Plan gave me strategies to become a more inclusive leader in my unit."

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Inclusive Leadership: Expanding Your Network Training
- Rated as Good to Very Good
- Faculty administrators reported that the session helped them recognize and reflect on their network and "make room for networking especially with a diverse cohort of thoughts and ideas."
- Some key ideas from the session were: the need to expand their networks and how to strategically expand their networks to increase diversity, avoid confirmation bias, or proximity networks.
- Suggestions to improve the training included: more recent citations, more information on the topic before the training, expanding the training, and more data on expanding networks.
- Inclusive Leadership longitudinal results revealed that faculty administrators on average sometimes agreed and sometimes disagreed with "I expanded my network after the November training"; and "My network has become more diverse since the November training."

Faculty Allies Results

Cohort 2 of Faculty Allies was trained in January of 2020. The faculty allies were asked to complete an online pretest followed by a retrospective pretest and workshop posttest after the workshop. BGSU Allies also hosted two supporting events (Beyond Bystander Intervention and Networking) that were evaluated in time for this report.

Cohort 2 Faculty Allies Training:
- Overall, 94.3% of the Faculty Allies read all or most of the pre-workshop materials. The majority of the Faculty Allies reported that the pre-workshop module effectively prepared them for the training. Faculty most frequently chose "Very Effectively" to statements of: The facilitators created a safe space for learning and discussion; The workshop provided relevant ideas and strategies that I can use; and The facilitators promoted discussions that were relevant to the workshop objectives. They were also "Likely and Very Likely" to share what they learned today and 100% were "Satisfied or Very Satisfied" with the workshop.
- The qualitative data revealed that the attendees of the Faculty Allies Workshop named the case scenarios and group discussion as the strength of the workshop followed by the information provided about bystander intervention strategies and the chance to network and share their views with a diverse faculty across campus and their own colleagues as well. Overall, the most frequent response was "no changes" were needed to the workshop and providing refreshments. They also believed a short report out from the groups on their strategies for the case scenarios would be helpful, more scenarios could be added and perhaps sent out prior to workshop, and discussion of the pre-workshop readings. The most frequent strategies that the Faculty Allies took away from the workshop were realizing they need to speak up and act immediately when witnessing bias or microaggressions, and using bystander intervention strategies.
- There were statistically significant gains in all Allies Concepts from the retrospective pretest to the workshop posttest. The most significant gains were in allyship and bystander intervention.
- Allies Recognition: Faculty perceived that their skills of recognizing privilege, bias, and microaggression in the workplace had significantly improved by the Workshop Posttest. They reported the highest gains in 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 they had previously thought, another example of response-shift bias.

- Response Efficacy: There were significant increases in all areas of response efficacy in both bystander intervention and serving as an ally from both Online and Retrospective Pretests to the after Workshop Posttest. Overall, the most significant gains in response efficacy were for the belief that both bystander intervention and serving as an ally is an effective way to stop discrimination.
- Ally Actions: All Repeated Measures ANOVAs were statistically significant from pretest, retrospective pre, to workshop posttest. Ally Actions is one significant area where response-shift bias has occurred. This was evidenced by comparing the Pre Workshop Online Survey and the Retrospective Pretest frequencies and means. Faculty lowered their perceptions of ally actions retrospectively based on their expanding knowledge of allyship and bystander interventions. The Online Pre Workshop Survey Frequency Results are much more similar to the Workshop Posttest Results than the Retrospective Pretest Results. The most statistically significant findings were for: I speak up when a marginalized colleague is interrupted; 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.
- 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. Overall, the most significant gains in the Self Efficacy Scale were to know how to detect biased behaviors, and to help faculty members coping with discrimination.

Beyond Bystander Intervention Event:
- Rated as Very Good
- Faculty reported that the session helped them become a more effective ally by practicing realistic scenarios and strategies. "It gave me concrete ideas for how to intervene in situations I see take place."
- Some key ideas from the session were: echo, attribute, and re-affirm strategies (microinterventions) and being a "croissant, not a bagel" (to encourage others to join in a group discussion).
- Suggestions to improve the training included: getting a larger space, and 1-2 more case scenarios with a little less group time.

Faculty Allies Networking Event:
- Rated as Very Good to Excellent
- Faculty reported that the session helped them become a more effective ally by learning about other departments' issues and strategies as well as listening, networking and sharing with faculty from other departments.
- Some key ideas from the session were: communication ground rules, how service is counted, ways of bringing these ideas into the classroom, mentoring, "Critical mass is key to making change," ideas for change in hiring and promotion.
- Suggestions to improve the training included: add in a case scenario, discussion on reducing red tape in hiring, and how to use allyship information in an inclusive classroom experience.

Faculty Advocates Results

The Faculty Allies team has trained 12 faculty members from STEM and SBS units to become ALLIES Faculty Advocates (see Advocates Training). The Faculty Advocates sent out an online Department/Unit Needs Assessment to each of their assigned departments and conducted informal departmental interviews to determine what topics each unit wanted training on (Department/Unit Needs

Assessment). So far Advocates have conducted two department/unit events. Both the Advocates and the unit Faculty evaluate the session (Department/Unit Events).

Advocates Trainings

- Overall, The Advocates rated their preparedness to conduct an ALLIES Department/School session as an 8 on a scale of from 1 to 10.
- Advocates reported that the consultation with their ALLIES team member liaison and the Canvas Materials, Tools, and Resources were the two areas that helped them feel the most prepared.

Advocates: Department/Unit Needs Assessments

- Based on the Department/Unit Needs Assessments, faculty were most interested in learning more about: how to identify and reduce microaggressions in your unit through everyday allyship actions; learn more about strategies to improve gender and racial equity at BGSU, and learn how to enact bystander intervention strategies to prevent, stop, or de-escalate discrimination at BGSU.

Advocates: Department/Unit Events

- Rated as Good to Very Good
- Faculty in the units trained reported that the session helped build a more inclusive academic unit by increasing awareness and understanding of microaggressions. "it makes everyone aware of microaggressions and reevaluate our own situations & actions."
- Some key ideas from the session were: how to recognize microaggressions and "Bystander response must be contextual. There is no 1 solution."
- Suggestions to improve the training included: example or case scenarios that are: more subtle, unintentional, academic only, and student-teacher related. Other suggestions included: reducing introduction material, more time for case scenarios, and faculty that attended full Allies training should be excused.

External Evaluation

Our external evaluator is Dr. Christine Pribbenow, Director of the LEAD Center and Senior Scientist a t the 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 had a conference call with Pribbenow in December 2019 to get her feedback on our internal evaluation report and annual report to the National Science Foundation and begin planning for her scheduled campus visit on April 20-21, 2020. We also discussed ways to use social media, project website, and Canvas sites for participants, and how we might use COACHE survey data to support the ALLIES project. Dr. Pribbenow expressed interest in reviewing the results of the 2019 COACHE survey. **Given the sensitivity of the COACHE survey and process for disseminating results, we are waiting to hear from Provost Whitehead if it is permissible to share the results with her.** Due to the COVID-19 crisis, we have also had to cancel Dr. Pribbenow's planned campus visit in April 2020. We will be working with her to determine the best course of action for external evaluation of the BGSU ALLIES project (e.g., collecting evaluation data via online interviews, planning a campus visit for Fall 2020).

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). Connie Molnar has recently retired from BGSU; we would like to replace her on the Internal Advisory Board with whomever is tasked with running the Center for Faculty Excellence.

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
John Lommel	Director of Institutional Effectiveness *(new member Spring 2020)*
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 *(retired in April 2020)*

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	Provost and Executive Vice President for Academic Affairs, 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 had planned to hold its second annual campus visit on Tuesday April 21, 2020. While here, they were to meet 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. Because of the COVID-19 crisis, the campus visit was cancelled. The ALLIES team will provide the External Advisory Board with a detailed written report of our project activities over the past year and solicit their feedback on our progress. We may try to arrange a campus visit for Fall 2020 if the COVID-19 crisis permits it.

Marketing and Communications

The BGSU ALLIES team has worked to build our "brand recognition" on campus via an expanded project website (http://www.bgsu.edu/allies) and social media accounts: Facebook (https://www.facebook.com/BGSUAlliesProject) and Twitter (@BGSUAllies). Blaze Campbell Jacobs, the BGSU ALLIES Graduate Assistant, has been posting allyship tips, articles, and other resources several times a week related to our topic areas. We also use our social media pages to showcase our programs and workshops we facilitate throughout the school year. Since launching our Facebook and Twitter accounts in September, we have gained 104 and 41 followers, respectively. Overall, we generate more engagement among our followers on the Facebook page than on the Twitter account.

The number of people who view our weekly Facebook content varies from week to week, ranging from around 40-60 people per week. However, posts that highlight our accomplishments have received the most attention overall. For example, a post highlighting the grant team members' presentation at the Equity in STEM Community Convening was viewed by over 450 people due to widespread post sharing. Similarly, a post about this year's Faculty Allies workshop was viewed by over 400 people, also due to widespread sharing. Thus, our Facebook page has been a useful platform to highlight our achievements.

Blaze has also recently completed the training required to make changes to the project's website page, so we can now make timely updates as needed.

The BGSU ALLIES team has begun planning the Spring 2021 regional conference that will serve to disseminate best practices for developing faculty allyship and inclusive leadership programs. We will hold the conference from Sunday May 23 to Monday May 24, 2021 on BGSU's campus in the Bowen-Thompson Student Union building. These dates have been confirmed with Conference and Event Services and several rooms in the Student Union have been reserved. Should the COVID-19 crisis necessitate it, we could move the conference back a year (to Spring 2022), assuming we receive a one-year no-cost extension of our grant period from the National Science Foundation.

The regional conference is intended to bring together faculty and faculty administrators who are interested in shaping sustainable institutional change through developing faculty allyship and inclusive leadership programs at their institutions. We hope to invite faculty, faculty administrators, graduate students, and postdoctoral fellows from universities in the Great Lakes region as well as members of other NSF-ADVANCE grant teams from across the country to participate. We are planning for 200-250 participants. The conference will include sessions in which participants will describe their own programs and research findings as well as model training sessions and workshopping sessions where participants can discuss how to modify existing programs to suit their own institutional contexts.

Budgeting for the conference is in its early stages. **The ALLIES team would like to ask the Provost and College Deans if they would be willing to underwrite the registration costs for our Faculty Allies and Advocates who will participate in the conference.**

Personnel, Infrastructure, and Budget

In terms of personnel, we are delighted that Blaze Campbell Jacobs (PhD student, Higher Education & Student Affairs) will be returning as our Graduate Assistant for the 2020-2021 academic year and we anticipate that Julie Matuga, former Vice Provost for Institutional Effectiveness, will be returning to the BGSU ALLIES team when she completes her 2019-2020 leave.

The project has settled into its office space in 340/341 Psychology Building. This space includes an outer office and a more private inner office, which allows 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. A multifunction printer / scanner / copier has been invaluable in preparing documents for our meetings, trainings, workshops, and other events.

We are grateful to Mike Ogawa for securing course releases for the 2020-2021 academic year for the nine-month faculty on our team (1 course release per semester for PI Yacobucci and 1 course release per year for Broido, Hanasono, O'Neil, Ro, and Root).

Faculty Allies and Advocates who have completed the requirements to receive their professional development funds 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. To date, 15 faculty in the 2019 Faculty Allies cohort (33%) have spent $10,210.80. Faculty will have until the end of the grant period (August 31, 2021, or 2022 if we receive a one-year no-cost extension from NSF) to spend these funds, which will be helpful in light of the conference cancellations and other disruptions caused by the COVID-19 crisis.

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.

The Division of Diversity and Belonging is one area that could house various aspects of the BGSU ALLIES programming and other resources 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. The ALLIES programming could also be expanded beyond the faculty-only focus mandated by the NSF ADVANCE program to include graduate students and postdocs and to cover faculty-student interactions.

Colleges might also house some of the ALLIES programming. For example, Colleges might offer the half-day Faculty Allyship workshop to new faculty arriving at BGSU each Fall semester. They might also host inclusive leadership sessions for Chairs/Directors in their Colleges and incorporate inclusive leadership guidance into new Chair/Director onboarding trainings and Chair/Director Handbooks.

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. The NSF ADVANCE program is well-regarded nationally and BGSU should take advantage of its status as an ADVANCE institution to pursue other funding opportunities. These additional funding sources would be important tools to keep the campus conversations about inclusion going long after the ALLIES grant is completed.

We look forward to working with the Division of Diversity and Belonging, the Colleges, and other offices on campus to ensure that the ALLIES project creates long-term, systemic change at BGSU. **We welcome suggestions from the IAB for 1) other ways the ALLIES programming might be integrated into the everyday operations of the university and 2) other funding sources BGSU might pursue to sustain our work.**

Challenges

The BGSU ALLIES project has experienced a few 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) We note the slight drop in participants in the second year of our Faculty Allies program (from 46 to 41 faculty, with space for 50 each year) and the ongoing frustration of faculty applicants from non-target academic units in not being eligible for the NSF-sourced professional development funds. While we are still on target to meet our goal of training 40% of STEM and SBS faculty by the end of the grant period (we've trained 30.3% so far and need to recruit 28 additional faculty for Cohort 3 to hit 40%), we would appreciate the IAB's help in recruiting our third and final cohort of Faculty Allies for Spring 2021. Also, we would like to ask the College Deans whether they might consider offering the $1,000 in professional development funds for interested faculty in non-target units to participate in the 2021 workshop, if there are available spaces.

2) We have not been able to recruit and hire the two instructional designers to assist with developing our online modules, as we had originally planned. The ALLIES team would appreciate guidance on what the best solution to bringing in experts to work with us might be. It is important that our online modules have a professional look and feel to build credibility with potential users.

3) The one component of the original 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. These efforts have stalled out, especially with Dr. Matuga being on leave this year. In the coming year, we hope to work with Institutional Effectiveness, Institutional Research, and Human Resources on the data collection problem, 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.

4) Finally, as detailed in the sections above, the COVID-19 crisis has affected our Spring and Summer 2020 programming and may also have negative impacts on our activities in Year 3 of the

BGSU ALLIES project, which begins September 1, 2020. It is hard to plan when the extent of the crisis is still unpredictable, but any advice the IAB can give would be welcomed.

Next Steps

The BGSU ALLIES team is planning a variety of activities through Fall 2020. These timing of these plans are necessarily tentative given the uncertainties caused by COVID-19.

1) Complete the Faculty Allies follow-up events for this year's cohort of Faculty Allies.

2) Continue working with Faculty Advocates to plan and reschedule their workshops within our target academic units.

3) Plan and conduct a (possibly virtual) second half-day "Allyship for Faculty Administrators" workshop for new Chairs/Directors and any current Chairs/Directors, Associate Deans, and other faculty administrators who did not attend the July 2019 workshop.

4) Work with senior administration and the BGSU Faculty Association to pursue policy changes that would improve gender equity at BGSU.

5) Work with Institutional Effectiveness, Institutional Research, and Human Resources to improve faculty data collection.

6) Continue developing pilot versions of the online training modules and seek out bids for instructional designers to assist in creating the modules.

7) Analyze data from workshop participants for research projects and project evaluation.

8) Plan and conduct either campus visits or remote meetings with the BGSU ALLIES project's External Evaluator and External Advisory Board.

9) Continue planning the May 2021 regional conference on faculty allyship and inclusive leadership.

10) Begin identifying other potential funding sources to continue our work on gender equity.

11) Prepare and submit the second annual project report to the National Science Foundation (due August 31, 2020).
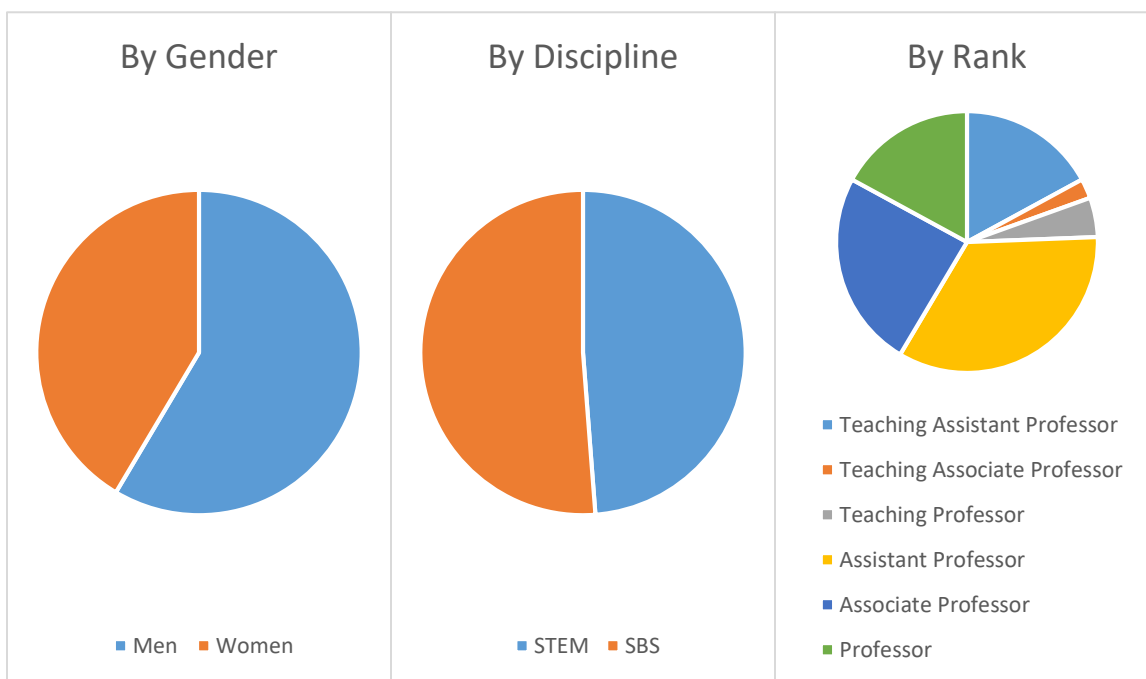
Appendices

A. 2020 Faculty Allies Cohort

B. 2020 Faculty Allies Workshop Agenda and Presentation Slides

C. Spring 2020 Faculty Allies Training Follow-Up Events Schedule

D. Expanding Your Network Activity for Faculty Administrators

E. Draft of Associate Dean Evaluation Form

APPENDIX A

2020 Faculty Allies Cohort

Name	Department or School	College
Jennifer Stuart	Applied Statistics & Operations Research	Business
Shannon Pelini	Biological Sciences	Arts & Sciences
Chris Ward	Biological Sciences	Arts & Sciences
Alexis Ostrowski	Chemistry	Arts & Sciences
Robert Green	Computer Science	Arts & Sciences
Ray Kresman	Computer Science	Arts & Sciences
Sankardas Roy	Computer Science	Arts & Sciences
Tianyi Song	Computer Science	Arts & Sciences
Andrea Schneider	Economics	Business
Rachel Shafer	Economics	Business
Qi Guo	Engineering Technologies	Technology, Architecture & Applied Engineering
Christopher Kluse	Engineering Technologies	Technology, Architecture & Applied Engineering
Mikhail Shilov	Engineering Technologies	Technology, Architecture & Applied Engineering
Raymond Schuck	Humanities	Firelands
Craig Zirbel	Mathematics & Statistics	Arts & Sciences
Farida Selim	Physics & Astronomy	Arts & Sciences
Liangfeng Sun	Physics & Astronomy	Arts & Sciences
Joshua Boston	Political Science	Arts & Sciences
Dryw Dworsky	Psychology	Arts & Sciences
Anne Gordon	Psychology	Arts & Sciences
Joshua Grubbs	Psychology	Arts & Sciences
Samuel McAbee	Psychology	Arts & Sciences
Jari Willing	Psychology	Arts & Sciences
Diana DePasquale	School of Cultural & Critical Studies - Ethnic Studies, WGSS	Arts & Sciences
Yuning Fu	School of Earth, Environment & Society	Arts & Sciences
Peter Gorsevski	School of Earth, Environment & Society	Arts & Sciences
Ganming Liu	School of Earth, Environment & Society	Arts & Sciences
Kurt Panter	School of Earth, Environment & Society	Arts & Sciences
Angelica Vazquez-Ortega	School of Earth, Environment & Society	Arts & Sciences
Yu Zhou	School of Earth, Environment & Society	Arts & Sciences

Stephanie Blessing	School of Family & Consumer Sciences - Human Devt & Family Studies	Education & Human Development
Vikki Krane	School of HMSLS / WGSS affiliate	Education & Human Development
Lori Liggett	School of Media & Communication	Arts & Sciences
Yanqin Lu	School of Media & Communication	Arts & Sciences
Jasmine Crighton	School of Media & Communication - Media	Arts & Sciences
Thomas Roberts	School of Teaching & Learning - STEM Education	Education & Human Development
Danielle Kuhl	Sociology	Arts & Sciences
Monica Longmore	Sociology	Arts & Sciences
Laura Sanchez	Sociology	Arts & Sciences
Ray Swisher	Sociology	Arts & Sciences
Jenjira Yahirun	Sociology	Arts & Sciences

By Gender — Men, Women

By Discipline — STEM, SBS

By Rank — Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor, Assistant Professor, Associate Professor, Professor

BGSU ALLIES
Faculty Allies Workshop
January 23, 2020

	INTRODUCTION
1:00-1:25 PM	Welcome Opening remarks Overview of BGSU ALLIES project Workshop goals and objectives (see reverse side) Agenda, logistics, and guidelines
1:25-1:30 PM	Icebreaker
1:30-1:35 PM	The problem
1:35-2:05 PM	Understanding and engaging in privilege
2:05-2:15 PM	*Break*
	BYSTANDER INTERVENTION
2:15-2:35 PM	What is bystander intervention?
2:35-3:00 PM	Principles of bystander intervention
3:00-4:25 PM	Small group practice in breakout groups
4:25-4:40 PM	Costs and benefits of acting as an ally
	NEXT STEPS
4:40-4:45 PM	Upcoming ALLIES activities
4:45-5:00 PM	Evaluation

Today's Facilitators:

Dr. Ellen Broido, Professor, Higher Education & Student Affairs

Dr. Jadwiga Carlson, Teaching Professor, Computer Science, A&S Diversity Faculty Fellow

Dr. Steve Demuth, Associate Professor, Sociology

Dr. Sandra Faulkner, Professor, School of Media & Communication; Director, Women's, Gender & Sexuality Studies

Dr. Radhika Gajjala, Professor, School of Media & Communication

Dr. Ellen Gorsevski, Associate Professor, School of Media & Communication

Dr. Lisa Hanasono, Associate Professor, School of Media & Communication

Dr. Deb O'Neil, Professor, Management

Dr. Hyunny Ro, Associate Professor, Higher Education & Student Affairs

Dr. Peg Yacobucci, Professor, School of Earth, Environment & Society

Dr. Mike Zickar, Chair and Professor, Psychology

BGSU. | ALLIES
BOWLING GREEN STATE UNIVERSITY

allies@bgsu.edu
https://www.bgsu.edu/allies

Workshop Goals

Why are we holding this workshop?

1. To create a cohort of faculty allies within STEM and SBS departments
2. To develop a critical mass of faculty empowered to act as change agents within their departments
3. To build a supportive network of faculty across the university interested in shaping a more inclusive institution

Workshop Objectives

What will participants know and be able to do after the workshop?

1. To know:
    a. Concepts of privilege, intersectionality, allyship, bias, inclusion
    b. Issues at BGSU and why they matter, responsibility to work for gender equity
    c. Characteristics of an inclusive workplace
    d. Interpersonal and structural barriers to bystander intervention
    e. Effective communication strategies for raising difficult issues

2. To be able to:
    a. Recognize privilege from an intersectional lens
    b. Recognize bias, know when and how to intervene, and effectively act to intervene when witnessing implicit and explicit biases at the individual, institutional, and cultural levels
    c. Communicate these concepts to faculty colleagues

Award No.
1760389

Slide 1

Faculty Allies Workshop

Building Inclusive Leadership Practices
and Policies to Transform the Institution

January 23, 2020
1:00-5:00 PM

BGSU. | ALLIES
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1

Slide 2

Welcome

Jennifer McCary

Chief Diversity and Belonging Officer

2

Slide 3

BGSU ALLIES: An Overview

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

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

NSF Award No.
1760389
9/2018-8/2021

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

3

BGSU ALLIES: An Overview

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

ALLIES

4

BGSU ALLIES: An Overview

The Three "I"s – Our Unifying Theme

1. **Inclusion** – essential to building BGSU's capacity for innovation

2. **Intersectionality** – critical to challenging the complex systems of (dis)advantage that faculty experience

3. **Interconnections** – important for breaking down barriers and building networks of support

ALLIES

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Faculty Allies Workshop

Workshop Goals:

Why are we holding this workshop?

1. To create a cohort of faculty allies within STEM and SBS departments

2. To develop a critical mass of faculty empowered to act as change agents within their departments

3. To build a supportive network of faculty across the university interested in shaping a more inclusive institution

ALLIES

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Faculty Allies Workshop

Workshop Objectives:
What will you know and be able to do after the workshop?

1. To know:
   - ✓ Concepts of privilege, intersectionality, allyship, bias, inclusion
   - ✓ Issues at BGSU, responsibility to work for gender equity
   - ✓ Characteristics of an inclusive workplace
   - ✓ Interpersonal & structural barriers to bystander intervention
   - ✓ Effective communication strategies for raising difficult issues

2. To be able to:
   - ✓ Recognize privilege from an intersectional lens
   - ✓ Recognize bias, know when & how to intervene, and effectively act...
   - ✓ Communicate these concepts to faculty colleagues

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Faculty Allies Workshop

Agenda

Workshop Facilitators

Title IX: Mandatory Reporting

Group Norms & Foundational Assumptions

(see documents in INTRODUCTION section of your binder)

ALLIES

8

Icebreaker

Please Introduce Yourself:

Name

Gender Pronouns (optional)

Home Unit

+

What are you looking forward to this Spring semester at BGSU?

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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

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Toward Allyship

Unearned privilege : "Exclusive advantages or benefits afforded to certain people, based on their group identity or status" (Hardiman, Jackson & Griffin, 2007, p. 38)

Allies : "Members of dominant social groups . . . who are working to end the system of oppression that gives them greater privilege and power based on their social-group membership" (Broido, 1997)

We use the term *Faculty Allies* at BGSU to describe faculty members who use their privilege to support the advancement of women and other minoritized faculty

Identifying your areas of privilege is the first step toward allyship

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Activity

Identifying and Reflecting on Our Own Privilege

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10-Minute Break

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Bystander Intervention

= When at least one witness actively strives to
1. prevent, de-escalate, or stop discrimination,
2. provide support to targets, and/or
3. marshal help from someone else to stop a biased incident

(Banyard, 2008; Latané & Darley, 1968)

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Bystander Intervention

So What?
Bystander intervention can:

✓ Prevent and stop discrimination
✓ Help targets
✓ Shift cultural norms & stop "false consensus effects"
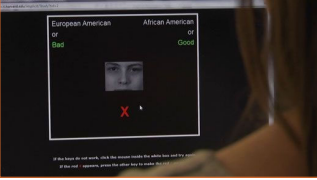✓ Empower colleagues and communities

(Nelson, Dunn & Paradies 2011)

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Bystander Intervention

Recognizing Bias

Overt ← → **Covert**

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Bystander Intervention

A Process:

1. Recognize bias.
2. Determine whether and how to act.
3. Act:
   A. Name the behavior you are observing.
   B. Provide your appraisal.
   C. Express what you'd like to happen.
   D. Call people "in" rather than "out."
   E. Save face.
   F. Reflect on the outcome.

(Adapted from FIU's Bystander Leadership Training)

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Bystander Intervention

Example Scenario

(1) Recognize bias (2) Act? (3) How?

A Process:

1. Recognize bias.
2. Determine whether and how to act.
3. Act:
   A. Name the behavior you are observing.
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Bystander Intervention

Table Discussion:
Scenarios #1-4

A Process:
1. Recognize bias.
2. Determine whether and how to act.
3. Act:
   A. Name the behavior you are observing.
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   D. Call people "in" rather than "out."
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Bystander Intervention

Final Scenario

Looking ahead, what are some instances in your unit where you can be an ally?

What might you do in those situations?

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Bystander Intervention

Final Thoughts:

Considering the Costs & Benefits of Acting as an Ally

Please see handouts:
- "Supporting Resources"
- "Directory of Faculty Allies & Advocates"
- "Mandatory Reporting and Title IX"

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Next Steps

- Professional development funds

- Spring 2020 Faculty Allies events

Post-Workshop Evaluation
Pseudonym: birthday MM/DD & last two
digits of primary phone number
(e.g., 10/13 & 42)

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Contact Information:

BGSU ALLIES:
allies@bgsu.edu, http://www.bgsu.edu/allies

ALLIES Project Director:
Dr. Peg Yacobucci, mmyacob@bgsu.edu

Research Project:
Dr. Lisa Hanasono, LisaKH@bgsu.edu

BGSU's IRB:
orc@bgsu.edu or (419) 372-7712

thank you!

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Spring 2020 Faculty Allies Events

Modifications in response to COVID-19 crisis in orange text

ALLIES
Building Inclusive Leadership Practices
and Policies to Transform the Institution

Category Listing

Discussion of Workshop Readings

In Person Discussion
Monday February 3, 1:30-3:00 PM
203 Hayes Hall

Online Discussion
Monday February 3 through Friday February 14

Discussions on Allyship: Bring your colleagues to these sessions!

Friday February 28, 12:00-1:30 PM, 203 Hayes Hall
    Beyond Bystander Intervention: Enacting Everyday Ally Actions

Thursday March 26, 1:00-2:30 PM, 410 Kuhlin Center
    "Secret Service": Addressing Inequities in Faculty Service
    Changed to online discussion March 30-April 17

Friday April 24, 9:30-11:00 AM, 203 Hayes Hall
    Complexities of Being an Ally
    Changed to online discussion May 11-29

Networking Event: Gathering of 2019 and 2020 workshop participants for allyship discussion and support

Tuesday March 3, 8:30-10:00 AM, 315 BTSU

Online Discussion of Additional Allyship Scenarios

Monday March 30 through Friday April 10
Modified duration: April 20-May 8

Spring 2020 Faculty Allies Events

Modifications in response to COVID-19 crisis in orange text

ALLIES

Building Inclusive Leadership Practices and Policies to Transform the Institution

Chronological Listing

Monday February 3, 1:30-3:00 PM
203 Hayes Hall
In-Person Discussion of Workshop Readings

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Online Discussion of Workshop Readings

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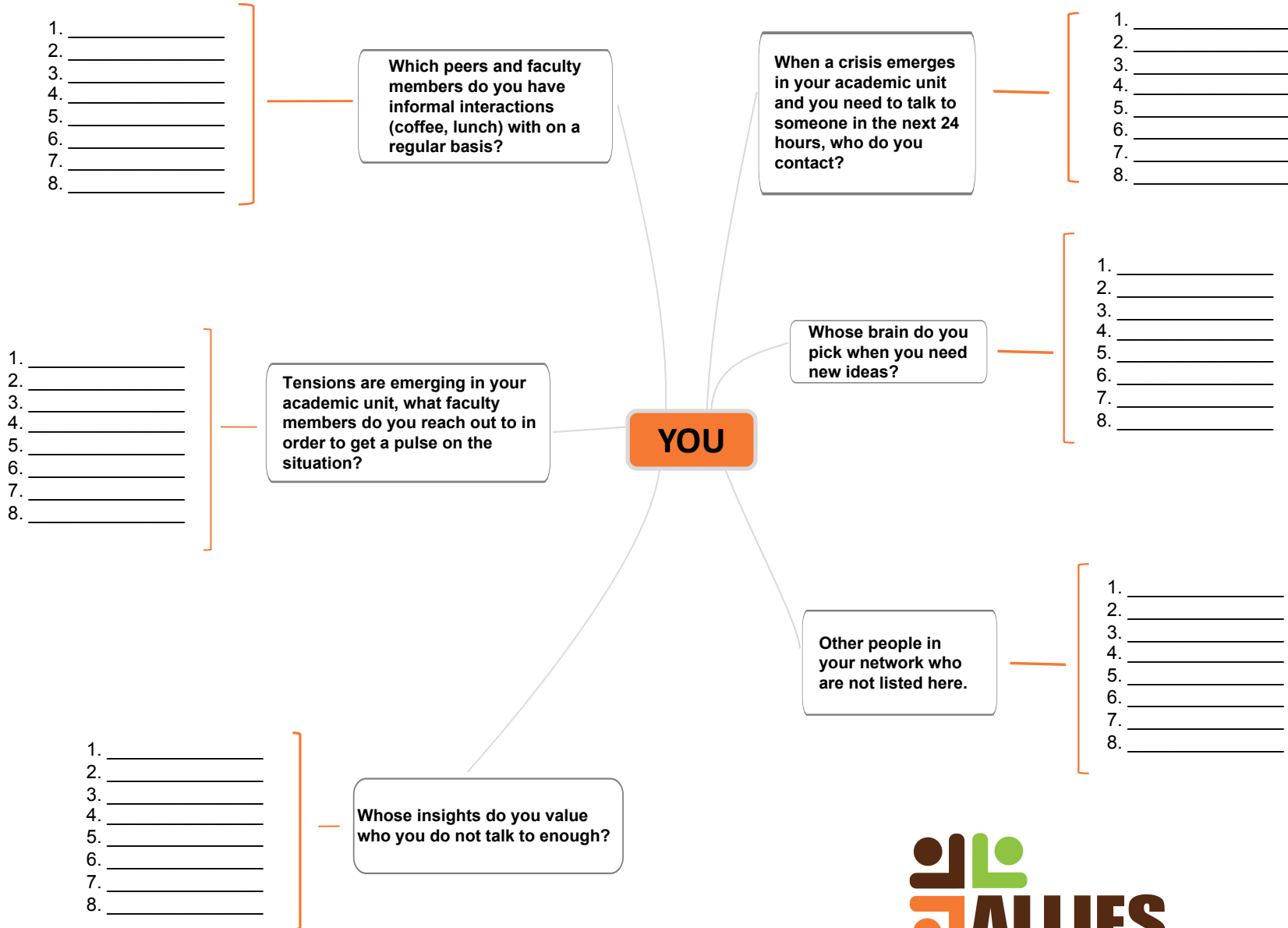*Modified duration: April 20-May 8*

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203 Hayes Hall
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Changed to online discussion May 11-29

BGSU ALLIES: Expanding Your Network

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Which peers and faculty members do you have informal interactions (coffee, lunch) with on a regular basis?

When a crisis emerges in your academic unit and you need to talk to someone in the next 24 hours, who do you contact?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Tensions are emerging in your academic unit, what faculty members do you reach out to in order to get a pulse on the situation?

YOU

Whose brain do you pick when you need new ideas?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Other people in your network who are not listed here.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Whose insights do you value who you do not talk to enough?

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Building Inclusive Leadership Practices and Policies to Transform the Institution

Inclusive leadership items are <mark>highlighted</mark>

Associate Dean Evaluation Form Options

Evaluation documents / Evaluators

1. Position description
2. Self-assessment – annual accomplishments – annual data outline
3. Dean review
4. College review
5. Chair review – should this be a separate review or within the college review
6. Direct reports – if applicable

Response options

1. Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Not enough information to evaluate
2. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, N/A
3. 4 - Excellent, 3 - Good, 2 - Fair, 1 - Weak, Comments

Contact/Interaction with the Associate Dean questions

1. Do you have enough contact with [name of Associate Dean] to evaluate their performance? [If no, skip to final question]
2. Please select the response that best describes the frequency with which you and the Associate Dean interact
   a. Often during each day
   b. Once or twice during each day
   c. Once per week
   d. Intermittently during each week
   e. Intermittently during each month
3. Please comment on the nature or level of your interaction with the Associate Dean

Performance questions

Leadership

1. The Associate Dean clearly articulates the vision, mission and strategic initiatives of the College as they relate to the BGSU Strategic Plan.
2. The Associate Dean communicates a clearly defined vision and goals for the College.
3. The Associate Dean leads staff and faculty in meeting the vision and goals of the College.
4. <mark>The Associate Dean is transparent about how decisions are made and what they are.</mark>
5. The Associate Dean make high-quality (e.g. informed, good for the college) decisions.
6. The Associate Dean is responsive to [unit, school, department] concerns.
7. The Associate Dean effectively acquires resources needed to fulfill the academic mission of the College.
8. <mark>The Associate Dean encourages participation from all members of the College.</mark>
9. <mark>The Associate Dean is open and transparent in their decision-making.</mark>
10. <mark>The Associate Dean seeks input from diverse sources when making decisions</mark>
11. The Associate Dean deals with problems in a proactive and fair manner.

Communication

1. The Associate Dean responds to requests/information in a timely fashion.

2. The Associate Dean is visible to the college and to staff/faculty.
3. The Associate Dean is willing to meet with College staff/faculty.
4. The Associate Dean keeps me appropriately informed of relevant information and decisions.
5. The Associate Dean prepares for and contributes effectively to meetings.

Culture

1. The Associate Dean makes decision ethically and fairly.
2. The Associate Dean creates a supportive culture for staff and faculty of the College.
3. I feel supported by [name of Associate Dean]
4. The Associate Dean creates a culture supportive of diversity and social justice within the College.
5. The Associate Dean actively promotes a culture of inclusion within the College.
6. The Associate Dean models and encourages positive working relationships within an open, collegial, and respectful work environment.

Open ended questions

1. Please comment on specific things the Associate Dean does especially well that have enhanced job performance or college effectiveness.
2. Please comment on specific skills or qualities which this Associate Dean could improve upon to enhance job performance – their own or college effectiveness.
3. Please provide your comments related to the Associate Dean's overall performance, including comments about what aspects/components of the Associate Dean's work should be noted/commended for.
4. What do you consider to be the Associate Dean's strengths?
5. What do you consider to be the Associate Dean's weaknesses?
6. Any other comments
7. Please provide your comments related to the Associate Dean's **leadership** over the last 12 months.
8. Please provide your comments related to the Associate Dean's **communication** over the last 12 months.
9. Please provide your comments related to the Associate Dean's **support of a positive culture in the College** over the last 12 months.