

Spring 2021 | BGSU ALLIES Report



Report to the Internal Advisory Board

March 2021



Award No.
1760389

April 2020-March 2021

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 2020 Internal Advisory Board report, the BGSU ALLIES team has:

- 1) Reviewed evaluation data and revised our activities in response to the COVID-19 pandemic
- 2) Recruited and trained our third cohort of Faculty Allies, including a new event on "Allyship During the COVID-19 Pandemic". In total, we have now trained 108 STEM and SBS faculty, representing 38% of all full-time faculty in our target units, in allyship strategies.
- 3) Worked with our Faculty Advocates to run workshops within all of our targeted academic units
- 4) Pursued policy issues related to gender equity, including COVID-19-related impacts
- 5) Created content and pilot versions for many of our online training modules
- 6) Engaged the BGSU community and beyond via our social media accounts and our website
- 7) Submitted one journal article and two conference presentation proposals (all currently under review)
- 8) Wrote annual reports for NSF and our External Advisory Board
- 9) Began the project's external evaluation process

Introduction

This report summarizes activities since April 2020 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 was originally set to run for three years (Sept. 1, 2018 - August 31, 2021; [Award No. 1760389](#)). We currently anticipate a one-year no-cost extension from NSF so that we will continue our work through August 31, 2022.

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 broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession."¹ The focus of the ADVANCE program has shifted in the past few years to 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). 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).

Table 1. BGSU ALLIES Team Members.

Lead PI and Project Director	Dr. Margaret (Peg) M. Yacobucci (Professor, School of Earth, Environment & Society)
PIs and Other Senior Personnel	Dr. Ellen Broido (Professor, Higher Education & Student Affairs) Dr. Lisa K. Hanasono (Associate Professor, School of Media & Communication) Dr. Julie M. Matuga (Professor, School of Educational Policy, Leadership, and Policy Studies; former Vice Provost for Institutional Effectiveness) Dr. Michael Ogawa (Vice President for Research & Economic Development) Dr. Deborah O'Neil (Professor, Management) Dr. Susana Peña (Director, School of Cultural & Critical Studies) Dr. Sheila J. Roberts (Associate Dean, College of Arts & Sciences) Dr. Karen V. Root (Professor, Biological Sciences) Dr. Michael Zickar (Chair, Psychology) Dr. Hyun Kyoung Ro (Associate Professor, Higher Education & Student Affairs) – Dr. Ro left BGSU for the University of North Texas in 2020 but is still collaborating with the ALLIES team on research projects
Graduate Student Assistant	Blaze Campbell Jacobs (doctoral candidate, Higher Education Administration)
Internal Evaluator	Dr. Stacey Rychener (Center of Assessment and Evaluation Services)
External Evaluator	Dr. Christine Pribbenow (Director, LEAD Center, Wisconsin Center for Education Research)

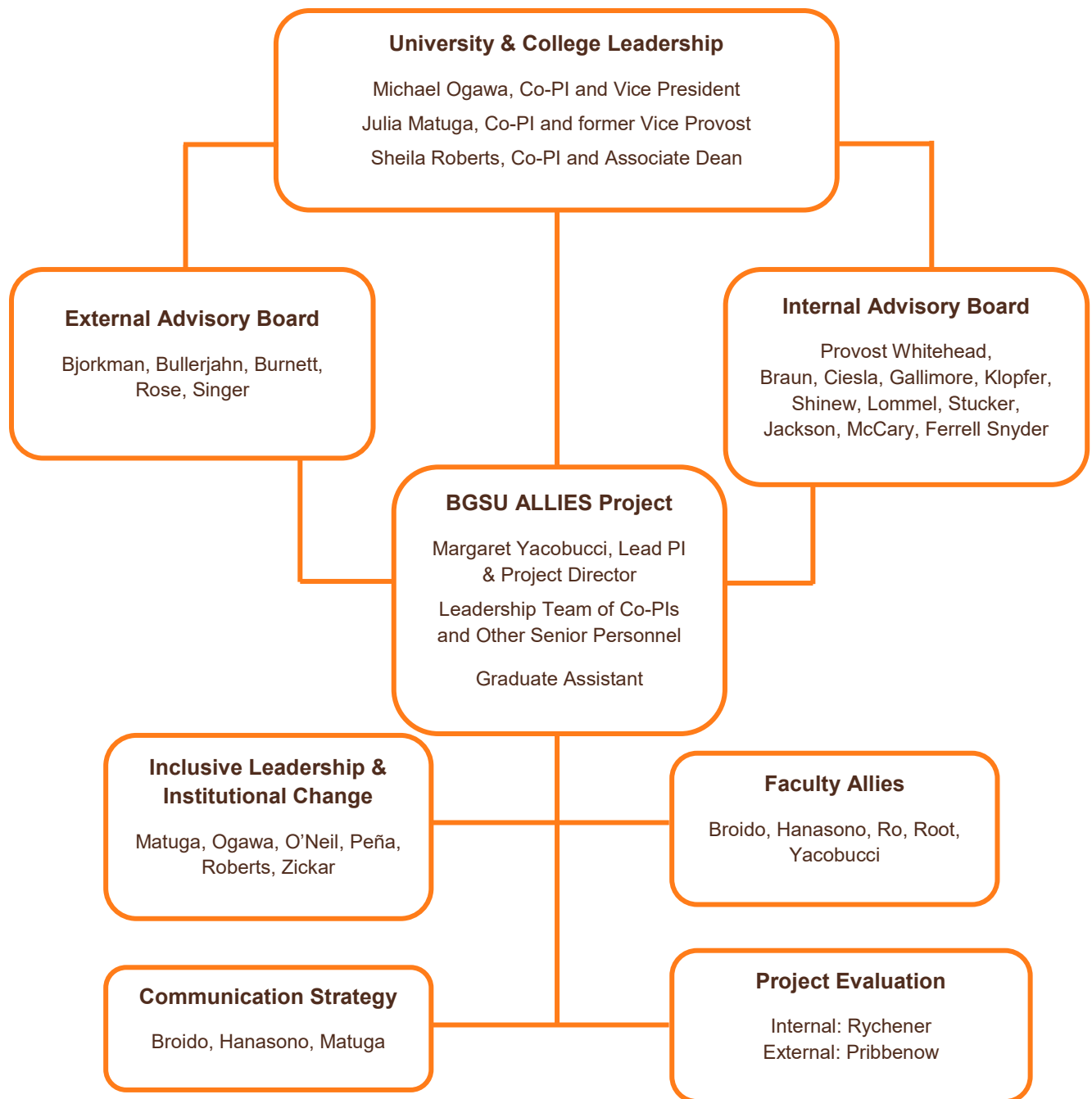


Fig 1. BGSU ALLIES Organizational Chart.

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 2).

Table 2. BGSU ALLIES Internal Advisory Board

Joe Whitehead	Provost and Senior Vice President for Academic Affairs
Raymond Braun	Dean, Allen W. and Carol M. Schmidthorst College of Business
James Ciesla	Dean, College of Health and Human Services
Jennie Gallimore	Dean, College of Technology, Architecture, and Applied Engineering
Dale Klopfer	Interim Dean, College of Arts and Sciences
Dawn Shinew	Dean, College of Education and Human Development
John Lommel	Director of Institutional Effectiveness
Jenn Stucker	Past Chair, Faculty Senate
David Jackson	President, BGSU Faculty Association
Jennifer McCary	Chief Diversity and Belonging Officer
Kacee Ferrell Snyder	Director, Center for Women and Gender Equity

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 previously 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 3).

Table 3. 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; Co-PI of NSF-funded STEP / SETGO project in partnership with BGSU
Ann Burnett	Professor and Director of Women & Gender Studies; co-Director of North Dakota State University's ADVANCE project
Suzanna Rose	Associate Provost for the Office to Advance Women, Equity & Diversity; 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; Distinguished Professor; Lead PI of Case Western Reserve University's ADVANCE projects, including IDEAL and IDEAL-N

NSF requires that its funding only be used to support faculty in STEM (Science, Technology, Engineering and Mathematics) 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 include 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 4, which include faculty from four colleges: Arts & Sciences (A&S), the Allen W. and Carol M. Schmidthorst College of Business (CoB), Education & Human Development (EDHD), and Technology, Architecture & Applied Engineering (Tech).

Table 4. 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)	Sociology (A&S)

Since the last Internal Advisory Board meeting, the BGSU ALLIES team's primary objectives were to:

- 1) Review evaluation data and revise our activities in response to the COVID-19 pandemic
- 2) Recruit and train our third cohort of Faculty Allies, including designing new synchronous remote events and a new event on "Allyship During the COVID-19 Pandemic"
- 3) Work with our Faculty Advocates to run workshops within all of our targeted academic units
- 4) Pursue policy issues related to gender equity, including COVID-19-related impacts
- 5) Create content and pilot versions for many of our online training modules
- 6) Engage the BGSU community and beyond via our social media accounts and our website
- 7) Conduct research and submit conference presentations and journal articles
- 8) Write annual reports for NSF and our External Advisory Board
- 9) Begin the project's external evaluation process

Accomplishments in the Past Year

Faculty Allies and Advocates

The Faculty Allies subteam is responsible for the development and implementation of live workshops, online training modules, and other programming on faculty allyship and bystander intervention for full-time faculty in our target academic units.

The Faculty Allies training involves an application process, pre-workshop Canvas module, and a half-day workshop in January followed by a series of follow-up events through the Spring semester.

We completed training the second cohort of Faculty Allies in May 2020, including the pivot to all-virtual events for the second half of the Spring 2020 semester.

Through Fall 2020, the Faculty Allies worked to re-design the half-day workshop for synchronous virtual delivery, including the creation of two pre-workshop introductory videos incorporated into the pre-workshop Canvas module. We also re-designed our follow-up events to involve synchronous (rather than asynchronous) virtual delivery and created a new networking event for all three Faculty Allies cohorts on “Allyship During the COVID-19 Pandemic,” held on February 5, 2021 (see below).

We recruited 21 participants for our third cohort of Faculty Allies, who participated in the half-day Faculty Allies workshop on January 7, 2021. This group is now participating in our Spring follow-up events.

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. Table 5 summarizes our participation to date. Seven of our sixteen units have already met the 40% benchmark, and we anticipate being able to meet the 40% benchmark in at least six more of our units by the end of the ALLIES project.

A full directory of all our Faculty Allies and Advocates is provided in the Appendix.

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 6). 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 early Summer 2022.

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. Each Advocate team was also assigned a liaison from the ALLIES project team to support their efforts.

The Faculty Allies subteam conducted a 90-minute session with Faculty Advocates in September 2020 to debrief their Spring 2020 unit workshops and, because of the need to pivot to virtual programming, to discuss best practices for conducting workshops in a synchronous virtual format. The Faculty Advocates have continued to develop and deliver workshops to our target units throughout the 2020-2021 academic year.

Table 5. Faculty Allies by Academic Unit. Number trained assumes all members of 2021 cohort complete the Spring 2021 programming. Four ALLIES team members from these units are not included in the counts.

Academic Unit	Number of Faculty Allies Trained	% of All Full-Time Faculty	Number Still to Train to Reach 40%
Computer Science	8	57.1%	0
School of Cultural & Critical Studies (Ethnic Studies and Women's, Gender, & Sexuality Studies)	6	54.5%	0
Biological Sciences	17	53.1%	0
Chemistry	9	47.4%	0
School of Earth, Environment & Society	9	45.0%	0
School of Teaching & Learning (STEM Education)	3	42.9%	0
Psychology	11	42.3%	0
Applied Statistics & Operations Research	6	37.5%	1
Sociology	7	36.8%	1
School of Media & Communication	9	36.0%	1
Physics & Astronomy	4	33.3%	1
Human Development & Family Studies	3	27.3%	2
Engineering Technologies	4	26.7%	2
Political Science	4	25.0%	3
Mathematics & Statistics	6	18.8%	7
Economics	2	16.7%	3
TOTAL	108	38%	7

Table 6. 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

Online Modules

The ALLIES team is developing a set of 13 online learning modules designed to help learners recognize and combat biases that result in inequities based on gender, race/ethnicity, and other minoritized identities. The design includes a set of five “inner circle” modules covering core skills that will be useful for both faculty and Chairs/Directors and two sets of “outer circle” modules, one set targeting specific roles faculty may play and one set focusing on the needs of Chairs/Directors. Each module is being designed to take a learner about 60 minutes to complete. The topics and current development stages for these modules are provided in Table 7.

Table 7. Online Learning Modules

Inner Circle for Faculty and Chairs/Directors	
Understanding Privilege and Intersecting Identities	Learning outcomes identified and content partly developed
Recognizing Biases, Discrimination, and Microaggressions	Complete draft in Canvas being piloted in Spring 2021
Assessing the Gravity of the Situation and Taking Responsibility	Learning outcomes identified and content largely developed
Enacting Intervention Strategies	Learning outcomes identified and content largely developed
Everyday Allyship	Learning outcomes identified and content largely developed
Outer Circle for Faculty	
Mentoring and Sponsoring Faculty	Learning outcomes identified and content largely developed
Evaluating Faculty as a Colleague	Learning outcomes identified and content partly developed
Promoting Inclusive and Equitable Group Interactions	Learning outcomes identified and content partly developed
Outer Circle for Chairs/Directors	
Student Evaluations of Faculty Teaching	Nearly complete draft
Six Traits of Inclusive Leadership	Learning outcomes identified and content partly developed
Shaping an Inclusive Departmental Culture	Notes on content
Chair/Director's Role in Faculty Searches	No content developed yet

The Faculty Allies subteam has finished initial development of the inner circle module “Recognizing Biases, Discrimination, and Microaggressions,” which is configured for delivery in Canvas. This module is being tested by members of the ALLIES team and by some of our Faculty Advocates this Spring semester. The Faculty Allies subteam is also working on content for the other inner circle and faculty-targeted modules.

Over the past year, the Inclusive Leadership subteam has put extensive research and discussion into the design of the Chair/Director module “Student Evaluations of Faculty Teaching,” which is nearing completion. The team has been trying to obtain student evaluation of teaching (SET) data from BGSU in order to integrate them into the module. Of particular interest is the opportunity to assess potential bias in the relatively new university-wide evaluation instrument, which has only been in use for a few years. The Inclusive Leadership subteam may need assistance from the Provost's office to acquire these data for analysis.

The software platform in which the modules will ultimately reside has been the topic of extensive discussion. For our initial testing, we have decided to use the Canvas platform, since it is familiar and free for faculty to access, but we have also considered other software tools. BGSU has a license for the Bridge enterprise training system, but inquiries have indicated that any content delivered in Bridge could only be used within BGSU, preventing dissemination elsewhere.

In September 2020, members of the ALLIES team met with Holly Barber from the Center for Faculty Excellence to discuss best practices for online training and ideas for software platforms (e.g., Canvas, Bridge, Mursion). We also met with Tracy Huziak-Clark in December 2020 to learn more about the Mursion platform. Any additional suggestions for online learning software platforms would be most welcome.

Because of the COVID-19 pandemic, we have not been able to shoot any video for our online modules, in particular to provide acted out scenes for learners to consider. Instead, we provide some written scripts that learners read through. Should the situation permit it, we may film some scenes next year, working with faculty and/or students from Media & Communication, Theatre & Film, and/or Visual Communication Technology, staff from Marketing & Communication, or even hiring a local marketing firm.

Finally, due to a variety of obstacles (described in last spring's IAB report) we have not hired professional instructional designers, as originally described in our project proposal. Our Graduate Assistant, Blaze Campbell-Jacobs, has taken on the role of instructional designer to create our pilot modules in Canvas.

University Policies

In our last report to the IAB, we outlined numerous policy issues 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. Several of these issues relate to faculty workloads and faculty evaluation criteria:

- 1) 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
- 2) 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.
- 3) 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.

The COVID-19 pandemic has further exacerbated the existing inequities in faculty workloads and evaluation, and we would like to discuss strategies for mitigating this differential impact (described in more detail below) during our March 8, 2021, meeting with the IAB.

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;

O'Meara, K., Culpepper, D., Misra, J., and Jaeger, A. 2021. Equity-minded faculty workloads: What we can and should do now. American Council on Education. <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

One policy idea that came out of a COVID-19 town hall sponsored by the NSF-ADVANCE program in June 2020 was the need to evaluate University policies for their potential adverse equity impacts. Members of the ALLIES team (Yacobucci and Ogawa) have been working with the Office of General Counsel, Chief Diversity and Belonging Officer McCary, and the Diversity and Belonging Council to draft a rubric for making equity impact assessments on University policies, as well as potential revised language for BGSU's Policy on Policy Development that would require such an assessment for any new or newly revised University policy. The draft rubric (included in the Appendix) was presented to Cabinet on February 9, 2021, and Cabinet members have agreed to pilot the rubric through Spring 2021.

Finally, the ALLIES team continues to advocate for 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.

Racial Justice

In response to the murders of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery and the national outcry for justice, the ALLIES team distributed a statement to our Faculty Allies and Advocates in early June 2020 and initiated an online discussion via Canvas. We also compiled resources on allyship for racial justice, shared via Canvas and the ALLIES project website:

<https://www.bgsu.edu/allies/resources.html>

COVID-19 Pandemic

The COVID-19 pandemic has exacerbated existing barriers to faculty success, exposing the cracks in the higher education system and inequitable policies and practices that previously might have been invisible. As a project focused on gender equity, ALLIES is well-positioned to advocate for faculty experiencing the differential negative impacts of the pandemic on research productivity, teaching and service loads, and work-life issues. The ALLIES team has compiled a variety of resources documenting these differential impacts and offering mitigation strategies, all of which are available on the ALLIES website:

<https://www.bgsu.edu/allies/resources.html>

Members of the ALLIES team participated in the virtual COVID-19 Town Hall series on "Ensuring Equity in Institutional COVID-19 Responses" (June, September, and November 2020). This series was organized by the ADVANCE Resource and Coordination (ARC) Network (<https://equityinstem.org/>) and brought together NSF ADVANCE awardees and members of the Association for Women in Science (AWIS) to discuss strategies to pursue within our institutions.

In December 2020, Yacobucci was invited to join an MS Teams group, "Women and COVID", organized by the Association of Public and Land-grant Universities. The purpose of this group is to provide a space for "conversations and resources related to the disproportionate impact COVID is having on women faculty."

In February 2021, the Faculty Allies subteam organized a special networking event to bring together all three cohorts of Faculty Allies and Advocates for a virtual town hall on "Allyship During the COVID-19 Pandemic." This event began with opening remarks by Ogawa, who encouraged participants to identify specific faculty needs that the ALLIES team could bring to the University administration. Hanasono then provided a quick overview of some of the ways the pandemic has disproportionately impacted women faculty and faculty of color. Most of the event involved work in small breakout groups to brainstorm both individual-level and institutional-level strategies to mitigate these impacts.

The results of these brainstorming sessions are summarized in Table 8. Ideas are ordered with top priorities listed first. We also refer the Internal Advisory Board to the COVID-19 resources on the ALLIES

website (link above), an excellent set of resources provided by the University of Massachusetts-Amherst's ADVANCE team, and a recent special issue of the ADVANCE journal:

<https://www.insidehighered.com/views/2021/02/10/without-intentional-interventions-pandemic-will-make-higher-education-less-diverse>

<https://www.advancejournal.org/section/2102-volume-2-issue-2>

The ALLIES team would like to discuss with the IAB which of the strategies in Table 8 (and the other pandemic resources provided above) can be pursued over the next 6-12 months.

Table 8. Strategies to Mitigate COVID-19 Impacts on Faculty

Institutional/Structural Strategies Administration Should Enact	
1)	Develop an explicit five-year plan for how to adjust reappointment, tenure, and promotion (RPT) policies to ensure that pandemic-related variations in workload don't impact evaluation in future years. Create University-wide language, policies to include in revised RPT documents that address pandemic impacts. Shift the benchmarks for RPT given the circumstances of the review period.
2)	Offer tenure clock extensions but also find ways to mitigate the negative financial impact of taking an extension.
3)	Provide (ideally mandatory) training for merit and RPT committee members on how to interpret and apply faculty members' COVID-19 impact statements.
4)	Make workloads (especially teaching loads and service work) transparent within academic units so everyone knows what everyone else is being asked to do.
5)	Define teaching load flexibly, taking into account type of course (e.g., lecture vs. lecture-lab), enrollments, new courses, and extra time and effort to shift to new modalities (e.g., remote and online instruction).
6)	Provide a standard institutionalized method to document informal / "secret" service, such as additional mentoring and emotional labor, for merit and RPT reviews.
7)	Lessen role of student evaluations of teaching in merit and RPT reviews, given known gender, race/ethnicity, and other bias.
8)	Give faculty bankable credit for extra teaching they are doing now that they can use for course releases later.
9)	Offer course releases to help faculty experiencing differential adverse impacts of pandemic.
10)	Modify expectations for Faculty Improvement Leave (FIL) research during pandemic and shorten the time to eligibility for next FIL for faculty whose FIL was disrupted by pandemic.
11)	Following the lifting of research restrictions, increase Building Strength funding to help more faculty catch up on paused data collection.
12)	Provide small internal grants (that may not lead to external funding), for research in underfunded fields.
13)	Use pandemic-related government funding to hire more faculty (QRF and TT) to recover those lost and bring total numbers back where they were pre-pandemic.
14)	Approve new faculty lines as early as possible to be competitive in attracting strong, diverse candidates.
15)	Approve cluster hires, including to focus on diversity, equity, and inclusion (DEI) topics.
16)	Use pandemic-related government funding to hire more staff to ease workloads of faculty.
17)	Increase clear and impactful communications with faculty (and reduce unclear and confusing messaging), make sure all faculty feel connected.
18)	University leadership should issue a strong statement of support for tenure and job protections and ensure principles of shared governance are valued and practiced in all decision making.
19)	Share COVID-19 resources with everyone.
20)	Extend maximum time to completion requirement for graduate students and increase and extend funding for graduate students.

Table 8, continued. Strategies to Mitigate COVID-19 Impacts on Faculty

Individual/Interpersonal Strategies Faculty Can Enact	
1)	Show empathy and understanding, seek to understand the challenges others are facing and work to increase the sense of community and foster collaborations.
2)	Create opportunities for all voices to be heard. Establish a communication pathway (e.g., regular Zoom coffee hours) to share experiences and pandemic impacts with other faculty as well as strategies to address challenges (like online teaching tips). Help organize affinity groups (e.g., pre-tenure faculty, faculty with school-age children, BGP instructors).
3)	Proactively reach out to new faculty, faculty with kids, and to graduate students (especially international students) to see how they are doing and to provide mentoring and support.
4)	Share existing data and research strategies with colleagues who can't collect new data because of the pandemic.
5)	Invite faculty colleagues to collaborate as co-authors on papers and proposals and help connect them with potential collaborators within and beyond BGSU.
6)	Speak up to educate committee members on differential negative impacts of pandemic and to advocate for affected colleagues when serving on merit, reappointment, tenure & promotion (RPT) committees.
7)	Suggest modifications to department/school level merit and RPT documents to explicitly address pandemic-related inequities.
8)	Don't compare productivity levels of different faculty – evaluate each faculty member based on their own unique pandemic experiences.
9)	Initiate conversations about how we informally and inaccurately tend to assess people's productivity based on how "visible" they are in the workplace.
10)	Remind administrators how overwhelmed faculty are right now.

Research Products

The ALLIES team is currently working on several research projects rooted in our project activities.

In January 2021, we submitted the manuscript "Communicating Privilege and Faculty Allyship" to *Communication Quarterly*. This paper examines competing and contradicting discourses embedded in faculty members' conceptualizations of privilege and allyship. Using qualitative data from our project participants, we explore how faculty conceptualize the idea of "privilege" and how they enacted allyship in the workplace. This paper has also been submitted for presentation at the November 2021 National Communication Association meeting.

We have also submitted a conference paper proposal for the international Gender, Work, and Organization conference (summer 2021): "Design and Assessment of an NSF-funded ADVANCE Faculty Allyship Training at a Predominately White Institution in the United States".

Finally, we are developing a multi-institutional quantitative study focused on what factors influence whether faculty engage in allyship behaviors. This project is being led by Dr. Hyun Kyoung Ro, now at the University of North Texas, but previously a BGSU ALLIES team member.

Internal and External Evaluation

In partnership with our internal evaluator, Dr. Stacey Rychener, we have engaged in ongoing internal evaluation of our programming to improve our participants' experience. This work included a detailed review of evaluation data in early Summer 2020 in order to adjust the ALLIES programming for the 2020-21 academic year.

Our external evaluator, Dr. Christine Pribbenow, has been conducting data collection for her evaluation process through this academic year. Yacobucci, Rychener, and Campbell-Jacobs met with Pribbenow in September 2020 and February 2021 to plan this work, including which groups to interview, evaluation questions, and the timing of interviews.

Formative and summative external evaluation has been ongoing this academic year. Pribbenow has conducted 6 individual interviews and 7 focus groups (with 33 participants) to date, including the first cohort of Faculty Allies, the Faculty Advocates, the Inclusive Leadership subteam, and faculty from our lowest-participating target unit, Mathematics & Statistics. In Spring 2021, she will continue data collection, meeting with our second cohort of Faculty Allies, Chairs/Directors in our target units, the Faculty Allies subteam, and members of the Internal Advisory Board.

We also worked with General Counsel in Fall 2020 to develop and have signed a data sharing agreement to allow Dr. Pribbenow to review the Spring 2019 COACHE survey results. The purpose of this review is to identify areas for which women faculty are less satisfied than men faculty and that fall within the scope of the ALLIES project. This review will highlight particular areas of concern that the ALLIES team can integrate into their trainings and seek to address in their advocacy.

Dr. Pribbenow will submit her initial external evaluation report by early May 2021.

Project Communications, Collaborations, and Sustainability

Over the summer of 2020, Campbell-Jacobs made extensive updates to the ALLIES website, which now provides numerous resources on gender equity, allyship, and inclusive leadership, as well as a library of ALLIES reports, presentations, publications, and programming materials. We encourage the IAB members to make use of the resources and refer others to them.

We also continue to post relevant content to the BGSU ALLIES Facebook and Twitter accounts:

<https://www.facebook.com/BGSUAlliesProject/>
<https://twitter.com/BGSUAllies>

We prepared and submitted our Year 2 annual report to NSF in August 2020. The NSF ADVANCE program itself is currently undergoing an extensive external evaluation process (ADVANCE's 20th anniversary is this year). We were asked to complete a lengthy survey as part of this process, reporting on formal policies and procedures, infrastructure mechanisms, and accountability structures focused on faculty equity (with gender as one or the only focus) at BGSU (both before the ALLIES project started and during the project period), factors that may impact the sustainability of our efforts after the ALLIES grant period ends, and ALLIES project products produced and disseminated. This survey was submitted to the external evaluators, Windrose Vision, in January 2021.

The institutional information compiled for this ADVANCE evaluation survey offered the ALLIES team more insight into the current strengths and weaknesses of BGSU's policies, procedures, infrastructure, and accountability structures for equity and inclusion. Of particular note are the lack of existing accountability structures at BGSU, which complicates our efforts to institutionalize our programming to sustain our efforts beyond the grant period. We would be happy to review these issues with the IAB.

Our External Advisory Board (EAB) was originally scheduled to visit BGSU in April 2020, but that campus visit had to be cancelled because of the COVID-19 pandemic. We distributed a detailed report on ALLIES activities to our EAB in June 2020 and then met virtually with them for 2 hours on September 8, 2020. In particular, we had a stimulating discussion about how much to pivot toward a focus on COVID-19 impacts vs. stick with our original programming, and shared ideas for sustaining our work beyond the life of the NSF grant.

In November 2020, Yacobucci participated in a Zoom meeting arranged by Jennifer McCary with diversity officers from other Ohio and MAC Conference universities to discuss how to deal with the Trump administration's Executive Order 13950 "Combating Race and Sex Stereotyping," which attempted to limit diversity and equity training approaches. This conversation was informative in itself, but the group that McCary assembled might also represent an ongoing resource and networking opportunity for the ALLIES project. For example, we might be able to disseminate some of our programming and learning materials (like our online modules), through this group.

The BGSU ALLIES project grew in part out of previous collaborations with Case Western Reserve University's ADVANCE-funded projects (IDEAL and IDEAL-N). PI Yacobucci and Dr. Angela Clark-Taylor, Director of CWRU's Flora Stone Mather Center for Women, have recently discussed possible new collaborations between CWRU and BGSU's ALLIES team. In particular, there is interest at CWRU in having ALLIES team members conduct Faculty Allies training for a group of CWRU faculty, who would then be trained to deliver that programming to their colleagues. This potential partnership represents one model for sustaining our work beyond the grant period, as CWRU would compensate the ALLIES team for their time.

In a similar vein, PI Yacobucci will be recording a guest expert webinar on mentoring and sponsoring faculty in May 2021 for the National Center for Faculty Development and Diversity (NCFDD), which will reach faculty, administrators, graduate students, and postdocs across the nation at over 200 institutions of higher education. Drawing on the expertise of the ALLIES team, activities like these will increase the visibility of equity and inclusion efforts at BGSU and raise the university's national profile.

Summer and Year 4 Plans

No-Cost Extension for Additional Year 4

We will be submitting a request to NSF for a one-year no-cost extension that will enable us to continue working through August 31, 2022. Yacobucci and Ogawa met with OSPR and Grants Accounting staff in January 2021 to discuss how to re-budget for this additional year, and Yacobucci then met with both ADVANCE program officers in February 2021 to review the process and our plans for the additional year.

Given the shutdown of travel and lack of face-to-face events due to the COVID-19 pandemic, we have considerable funds in our original travel (e.g., for conference travel, EAB and External Evaluator travel) and materials & supplies budget lines that we will shift to support a fourth year of programming, fund one 20-hour and one 8-hour Graduate Assistant in Year 4, and provide replacement costs for ALLIES team members on 9-month contracts to receive course releases in Year 4.

Summer 2021

In July 2019, we held a modified version of our half-day Faculty Allies workshop for faculty administrators. A total of 40 Chairs, Directors, Assistant and Associate Deans, and College Deans from across BGSU participated; evaluation data for this event were very positive. Since 2019, there has been significant turnover in Chairs/Directors, so we hope to conduct a second iteration of this "Allyship for Faculty Administrators" workshop in mid- to late July 2021. The workshop will be held via Zoom, which worked surprisingly well for our January 2021 Faculty Allies workshop. We would like to ask the Provost and College Deans to help us recruit Chairs/Directors to participate in this July workshop.

Also this summer, the ALLIES team will seek to re-boot efforts to improve institutional data collection. One of our original project goals was to improve the way that institutional data on faculty demographics, recruitment, retention, and career advancement are collected, accessed, and integrated. This effort had

stalled out for several reasons, but we would like to meet with staff in Institutional Effectiveness, Institutional Research, and Human Resources this summer to make progress on this data collection problem. We all need better data on faculty demographics, hiring, and career advancement to be able to identify and address barriers to equity and inclusion. The ALLIES team would like help to identify what data BGSU is already collecting, so we can then clearly identify what additional data need to be collected and collaborate in developing ways to collect those data. 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. It is also absolutely essential to have improved institutional data if BGSU hopes to be competitive in pursuing additional external funding for equity and inclusion work in the future.

Year 4 (Sept. 1, 2021 – Aug. 31, 2022)

The primary activities the ALLIES team will pursue in the added Year 4 of the project include:

- 1) Complete online module development, potentially including the recording of professional-grade video footage and hiring instructional designers to improve their look and feel.
- 2) Train a fourth cohort of Faculty Allies in Spring 2022. This final cohort should get us to our goal of training 40% of all full-time faculty in (most of) our target units.
- 3) Work with University partners to improve faculty data collection, integration, and analysis processes.
- 4) Present at the virtual Equity in STEM Community Convening in October 2021. This meeting brings NSF ADVANCE-funded institutions and other partners together to share their work.
- 5) Present at the National Communication Association meeting in November 2021.
- 6) Continue our research work, especially the multi-institutional quantitative study on allyship.
- 7) Plan and host a regional conference on allyship and inclusive leadership in higher education, tentatively scheduled as an in-person meeting at BGSU in early summer 2022. This conference will serve academics interested in shaping sustainable institutional change by developing faculty allyship and inclusive leadership programs at their institutions. We will invite faculty, administrators, graduate students, and postdoctoral fellows from universities in the Great Lakes region and members of NSF-ADVANCE grant teams from across the country to participate. We would like to ask the IAB for their help in supporting this conference, including recruiting efforts through your networks and your own participation in the event.
- 8) Engage in sustainability efforts, including collaborations with the Office of the Provost, Division of Diversity & Belonging, and individual Colleges to transfer our activities to existing institutional structures. We will also seek new funding opportunities, including providing our allyship and inclusive leadership training for a fee to other universities as well as to regional corporations, non-profits, and government agencies. Yacobucci discussed the latter idea with the NSF ADVANCE program officers in February 2021, who were enthusiastic. They noted that, while many previous ADVANCE awardees had monetized their programming to deliver to other universities, they were unaware of any efforts to disseminate gender equity programming outside of the higher education sector. ADVANCE program officer Dr. Jessie DeAro suggested we consider working with NSF's Innovation Corps (I-Corps™) program, which helps train researchers in entrepreneurship. We might, for instance, offer our training in allyship and inclusive leadership for a fee to I-Corps participants. The University of Toledo is part of the nearest I-Corps Hub:
<https://www.midwesticorps.org/>

Items for Discussion at the March 8, 2021 IAB Meeting

Given the brief time we will have together, the BGSU ALLIES team has identified three specific topics we wish to discuss with the Internal Advisory Board at our March 8 meeting.

1) Equity Impacts of the COVID-19 Pandemic

As summarized above and in Table 8, BGSU faculty and the ALLIES team are concerned about inequitable negative impacts of the pandemic on women faculty and faculty of color. Which of the strategies outlined in Table 8 fall within the scope of the ALLIES project? Which strategies require action by the senior administration and/or BGSU-FA? Which of these are the administration and BGSU-FA willing to pursue?

The ALLIES team has developed some expertise on COVID-19 impacts and mitigation strategies; how can we be included on any taskforce or committee organized by the administration to assess and mitigate these impacts? Can the ALLIES team help to organize additional town hall events, perhaps within Colleges, where faculty can talk about their concerns and experiences while senior administrators listen? In what other ways can we collaborate to address pandemic-related inequities?

2) Making Faculty Workloads Transparent and Equitable

At this point, workload policies have been discussed at BGSU for many years, but no substantive progress has been made in making faculty workloads more transparent and equitable. Meanwhile, workload inequities (especially in teaching and service) are consistently one of the most common concerns faculty have raised at ALLIES events, and they are central to faculty concerns about pandemic-related impacts. Equity in faculty workloads has been the subject of extensive recent research, including by ADVANCE-funded institutions (e.g., O'Meara et al.'s work cited above). Does the administration plan to move forward in the near future with improvements to assigning, documenting, recognizing, and rendering visible faculty workloads? How can the ALLIES team help to implement proven strategies, like those of O'Meara et al., to make faculty workloads transparent? For example, can we partner to train Chairs/Directors in best practices for making workloads equitable? In what other ways can we collaborate?

3) Sustaining the BGSU ALLIES Project

The goal of the ALLIES project is to make allyship and inclusive leadership the expectation and norm at BGSU. We believe that we have made great progress toward this goal. To sustain the momentum that the ALLIES project has created, we will need to identify existing or new institutional structures that can house our allyship and inclusive leadership programming after August 2022.

Where will our training programs and online modules be housed? How can we extend our training opportunities beyond our targeted STEM and SBS units so our work is accessible to everyone at BGSU? Can our programs become part of the standard training for new faculty and new Chairs/Directors? How can the ALLIES team partner with BGSU's Colleges to incorporate some of the ALLIES materials and activities into their College Diversity and Belonging Action Plans?

Can we integrate our model of faculty training faculty with the work of the Division of Diversity and Belonging, for example through a Faculty Fellows program that would provide release time or professional development funds for faculty to provide our training to their peers? Can we work with the Division to integrate some of our allyship and inclusive leadership training with existing programs for undergraduate and graduate students?

Are IAB members aware of additional external funding opportunities we might pursue to continue our work, for example, from NSF, the National Institutes of Health (NIH), private foundations, or corporate sponsorship? Is there interest among the senior administration in supporting the marketing of our allyship and inclusive leadership training to other institutions, corporations, and non-profits? How can additional trainers, beyond the core ALLIES team, be brought on board to support this effort?

We look forward to discussing these questions with you at our March 8 meeting!

Appendices

Faculty Allies and Advocates Directory

Policy Equity Impact Assessment Rubric

Directory of Faculty Allies & Advocates

The faculty listed below have completed the BGSU ALLIES training for Faculty Allies (Spring 2021 cohort training is still in progress). Those flagged with an asterisk (*) have been selected as Faculty Advocates. Faculty Allies are trained in allyship and bystander intervention strategies. Faculty Advocates have received additional training and are available to consult with faculty and Chairs/Directors within the BGSU ALLIES academic units.

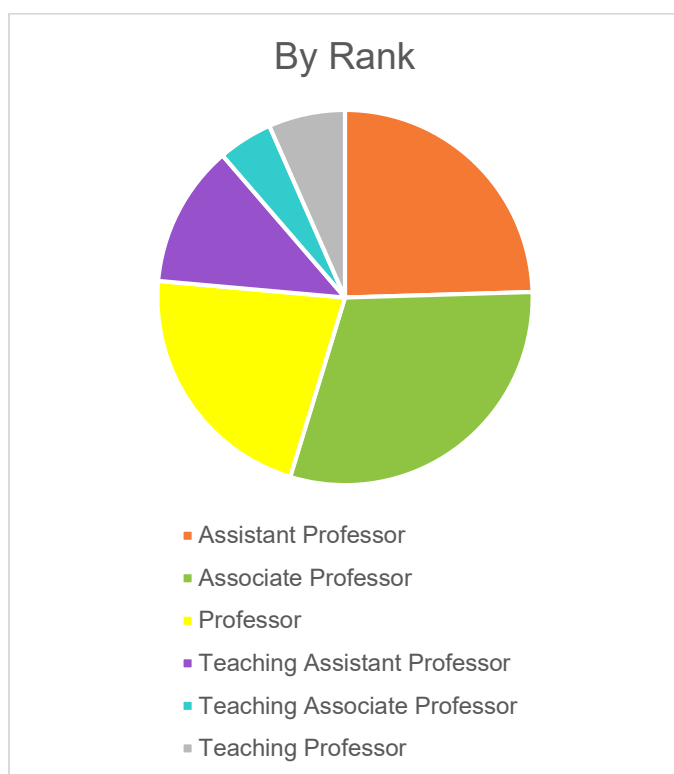
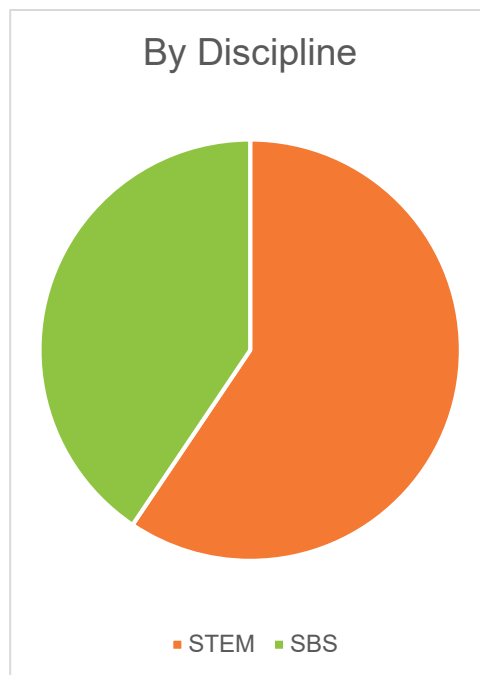
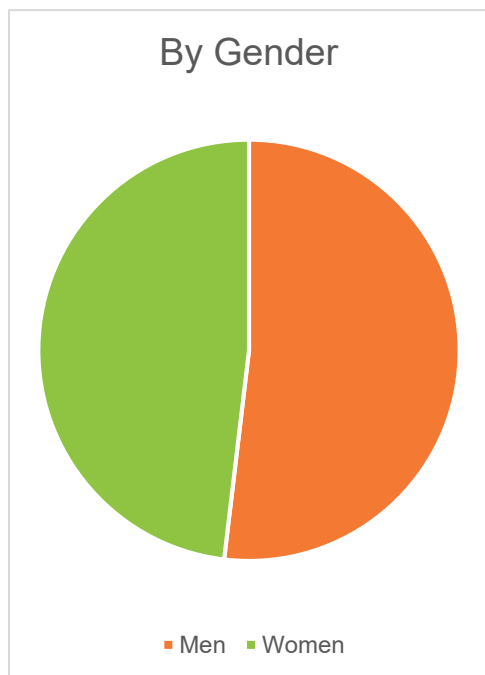
Name	College	Department or School	Cohort
Mike Geusz	Arts & Sciences	Biological Sciences	2021
Carol Heckman	Arts & Sciences	Biological Sciences	2021
Robert Huber	Arts & Sciences	Biological Sciences	2019
Raymond Larsen*	Arts & Sciences	Biological Sciences	2019
Kevin McCluney	Arts & Sciences	Biological Sciences	2019
Helen Michaels	Arts & Sciences	Biological Sciences	2021
Helen Michaels	Arts & Sciences	Biological Sciences	2019
Jeffrey Miner	Arts & Sciences	Biological Sciences	2021
Paul Morris	Arts & Sciences	Biological Sciences	2019
Kevin Neves	Arts & Sciences	Biological Sciences	2021
Shannon Pelini	Arts & Sciences	Biological Sciences	2020
Vipa Phuntumart	Arts & Sciences	Biological Sciences	2021
Karen Sirum	Arts & Sciences	Biological Sciences	2019
Louise Stevenson	Arts & Sciences	Biological Sciences	2019
Moir van Staaden	Arts & Sciences	Biological Sciences	2019
Chris Ward	Arts & Sciences	Biological Sciences	2020
Jill Zeilstra-Ryalls	Arts & Sciences	Biological Sciences	2019
John Cable	Arts & Sciences	Chemistry	2019
Steven Chung	Arts & Sciences	Chemistry	2021
Dave Erickson	Arts & Sciences	Chemistry	2019
Joseph Furgal	Arts & Sciences	Chemistry	2019
Neocles Leontis	Arts & Sciences	Chemistry	2019
Ekaterina Mejiritski	Arts & Sciences	Chemistry	2019
Alexis Ostrowski	Arts & Sciences	Chemistry	2020
Siobhan Shay	Arts & Sciences	Chemistry	2019

Jayaraman Sivaguru*	Arts & Sciences	Chemistry	2019
Jadwiga Carlson*	Arts & Sciences	Computer Science	2019
Venu Dasigi*	Arts & Sciences	Computer Science	2019
Robert Green	Arts & Sciences	Computer Science	2020
Ray Kresman	Arts & Sciences	Computer Science	2020
Jake Lee	Arts & Sciences	Computer Science	2019
Sankardas Roy	Arts & Sciences	Computer Science	2020
Tianyi Song	Arts & Sciences	Computer Science	2020
Yan Wu	Arts & Sciences	Computer Science	2019
Kit Chan	Arts & Sciences	Mathematics & Statistics	2021
John Chen*	Arts & Sciences	Mathematics & Statistics	2019
Daria Filippova	Arts & Sciences	Mathematics & Statistics	2019
Konra Holman	Arts & Sciences	Mathematics & Statistics	2021
Mihai Staic	Arts & Sciences	Mathematics & Statistics	2021
Craig Zirbel	Arts & Sciences	Mathematics & Statistics	2020
Andrew Layden	Arts & Sciences	Physics & Astronomy	2019
Allen Rogel	Arts & Sciences	Physics & Astronomy	2021
Farida Selim	Arts & Sciences	Physics & Astronomy	2020
Liangfeng Sun	Arts & Sciences	Physics & Astronomy	2020
Joshua Boston	Arts & Sciences	Political Science	2020
Nicole Kalaf-Hughes	Arts & Sciences	Political Science	2019
Andrew Kear	Arts & Sciences	Political Science + School of Earth, Environment & Society	2019
Justin Rex	Arts & Sciences	Political Science	2021
Clare Barratt	Arts & Sciences	Psychology	2019
Meagan Docherty	Arts & Sciences	Psychology	2021
Dryw Dworsky	Arts & Sciences	Psychology	2020
Sherona Garrett-Ruffin*	Arts & Sciences	Psychology	2019
Anne Gordon	Arts & Sciences	Psychology	2020
Joshua Grubbs	Arts & Sciences	Psychology	2020
Melissa Keith	Arts & Sciences	Psychology	2021
Samuel McAbee	Arts & Sciences	Psychology	2020

Dara Musher-Eizenman	Arts & Sciences	Psychology	2019
Carolyn Tompsett	Arts & Sciences	Psychology	2019
Jari Willing	Arts & Sciences	Psychology	2020
Jessica Birch	Arts & Sciences	School of Critical & Cultural Studies - Ethnic Studies	2019
Thomas Edge	Arts & Sciences	School of Critical & Cultural Studies - Ethnic Studies	2021
Sarah Rainey	Arts & Sciences	School of Critical & Cultural Studies - WGSS	2021
Opportune Zongo	Arts & Sciences	School of Critical & Cultural Studies - WGSS	2019
Yuning Fu	Arts & Sciences	School of Earth, Environment & Society	2020
Enrique Gomezdelcampo	Arts & Sciences	School of Earth, Environment & Society	2019
Peter Gorsevski	Arts & Sciences	School of Earth, Environment & Society	2020
Karen Johnson-Webb	Arts & Sciences	School of Earth, Environment & Society	2019
Ganming Liu	Arts & Sciences	School of Earth, Environment & Society	2020
Kurt Panter	Arts & Sciences	School of Earth, Environment & Society	2020
Art Samel	Arts & Sciences	School of Earth, Environment & Society	2019
Angélica Vázquez-Ortega	Arts & Sciences	School of Earth, Environment & Society	2020
Yu Zhou	Arts & Sciences	School of Earth, Environment & Society	2020
Jasmine Crighton	Arts & Sciences	School of Media & Communication	2020
Sandra Faulkner*	Arts & Sciences	School of Media & Communication	2019
Radhika Gajjala*	Arts & Sciences	School of Media & Communication	2019
Ellen Gorsevski*	Arts & Sciences	School of Media & Communication	2019
Louisa Ha*	Arts & Sciences	School of Media & Communication	2019
Lara Lengel	Arts & Sciences	School of Media & Communication	2019
Lori Liggett	Arts & Sciences	School of Media & Communication	2020
Yanqin Lu	Arts & Sciences	School of Media & Communication	2020
Stephen Demuth*	Arts & Sciences	Sociology	2019
Meredith Gilbertson	Arts & Sciences	Sociology	2021
Danielle Kuhl	Arts & Sciences	Sociology	2020
Laura Sanchez	Arts & Sciences	Sociology	2020
Ray Swisher	Arts & Sciences	Sociology	2020

Jenjira Yahirun	Arts & Sciences	Sociology	2020
Ibrahim Capar	Business	Applied Statistics & Operations Research	2021
Leigh Devine	Business	Applied Statistics & Operations Research	2019
Kyle Moninger	Business	Applied Statistics & Operations Research	2019
Christopher Rump	Business	Applied Statistics & Operations Research	2019
Shuchismita Sarkar	Business	Applied Statistics & Operations Research	2021
Jennifer Stuart	Business	Applied Statistics & Operations Research	2020
Andrea Schneider	Business	Economics	2020
Rachel Shafer	Business	Economics	2020
Stephanie Blessing	Education & Human Development	School of Family & Consumer Sciences - Human Development & Family Studies	2020
Elizabeth Holman	Education & Human Development	School of Family & Consumer Sciences - Human Development & Family Studies	2019
Laura Landry Meyer	Education & Human Development	School of Family & Consumer Sciences - Human Development & Family Studies	2021
Vikki Krane	Education & Human Development	School of HMSLS / WGSS affiliate	2020
Jonathan Bostic	Education & Human Development	School of Teaching & Learning - STEM Education	2021
Thomas Roberts	Education & Human Development	School of Teaching & Learning - STEM Education	2020
Rick Worch*	Education & Human Development	School of Teaching & Learning - STEM Education	2019
Raymond Schuck	Firelands	Humanities (Communication)	2020
Qi Guo	Technology, Architecture & Applied Engineering	Engineering Technologies	2020
Christopher Kluse	Technology, Architecture & Applied Engineering	Engineering Technologies	2020
Resmi Krishnankuttyrema	Technology, Architecture & Applied Engineering	Engineering Technologies	2019
Mikhail Shilov	Technology, Architecture & Applied Engineering	Engineering Technologies	2020

Faculty Allies and Advocates – Demographics



Equity Impact Statements

Equity impact statements are a tool by which University policies can be assessed to 1) ensure they do not have unintended, differential negative impacts on protected groups, and 2) identify, make visible, and incentivize best practices for equity and inclusion.

The process involves assessing a policy to consider potential negative or positive impacts on equity and inclusion, adjusting the policy as needed, and providing an equity impact statement with the revised policy. For new policies where information about impacts is absent or limited, additional monitoring of impacts after the policy is implemented is included in the process.

The person or University unit responsible for drafting, administering, and revising a policy is also responsible for conducting the equity impact assessment, using this standardized rubric.

The intent of this process is to ensure due consideration of potential adverse impacts of University policies, in keeping with the mission of the University to build a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

This process is not intended to prohibit policies that are aligned with the University's mission (e.g., minimum English language proficiency requirements, access to a lactation/wellness room, safety-based prohibition of candles for religious use in residence hall rooms).

Definitions

Equity and inclusion

BGSU's [Diversity and Belonging Comprehensive Strategy and Plan](#) (page 12) defines these terms:

Equity is the practice of ensuring that personal or social circumstances, such as protected class or intersecting identities, are not obstacles to achieving one's potential. Equity is reflected in policies and processes which acknowledge that we live in a world where not all people are afforded the same resources, treatment, and opportunity, and works to remedy this fact.

Inclusion is an active process that engages the community to cultivate an environment that sustains and affirms all members, particularly those from historically marginalized or minoritized groups. It is a commitment to distribute privilege and influence across differences and a willingness to act on this commitment.

Protected groups

BGSU's [Non-Discrimination in Employment and Education Policy \(No. 3341-5-41\)](#) identifies these protected classes:

- Age (40 years of age or older)
- Ancestry
- Color
- Disability

- Gender identity or expression
- Genetic information
- Marital status
- Military status
- National origin
- Pregnancy
- Race
- Religion
- Sex
- Sexual orientation
- Special disabled or protected veteran status
- Any other legally protected characteristic (including status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, and status as a foster parent as those terms are defined in Ohio law)

University policies

The Office of General Counsel keeps a searchable register of all University policies:

<https://www.bgsu.edu/general-counsel/university-policies.html>

The equity impact statement requirement will only apply to formal University policies.

Rubric for Equity Impact Assessment of University Policies

1. Policy Number and Name (e.g., 3341-1-5 Policy on Policy Development):

Click or tap here to enter text.

2. Responsible Unit

Click or tap here to enter text.

3. Policy Administrator

Click or tap here to enter text.

4. Please provide the purpose and scope of the policy as described in the policy document.

Click or tap here to enter text.

5. Who does the policy impact?

- ☐ Students
- ☐ Undergraduate students

- ☐ Graduate students
- ☐ International students
- ☐ Faculty
 - ☐ Qualified-rank faculty
 - ☐ Tenure-track and tenured faculty
 - ☐ Adjunct faculty
- ☐ Staff
 - ☐ Classified staff
 - ☐ Administrative staff
- ☐ Alumni
- ☐ Parents and families of students
- ☐ Volunteers
- ☐ Visitors
- ☐ Others who provide services or act under the name of the university, including contractors, vendors and consultants
- ☐ Other (please specify): [Click or tap here to enter text.](#)

6. Which stakeholders have been consulted to help identify potential impacts?

[Click or tap here to enter text.](#)

7. Have you considered whether this policy as written could lead to bias or unfavorable treatment, or have other adverse impact on a particular protected group? Please explain.

[Click or tap here to enter text.](#)

8. Have you considered whether this policy as written could create a barrier experienced differentially by members of certain protected groups? Please explain.

[Click or tap here to enter text.](#)

9. Have you considered whether this policy as written could exclude certain protected groups? Please explain.

[Click or tap here to enter text.](#)

10. Have you considered whether this policy as written could promote improved access and inclusion and/or contribute to advancing equity? Please explain.

Click or tap here to enter text.

11. Based on the assessment described in this rubric, is there a potential adverse differential or unique equity impact of this policy?

- ☐ No – go to 12
- ☐ Yes – go to 13
- ☐ Uncertain / more information is needed – go to 14

12. If the answer to Question 11 is No, please add the following statement to the policy document.

Equity Impact Statement: The policy has been assessed for adverse differential impact on members of one or more protected groups.

13. If the answer to Question 11 is Yes, please modify the policy in order to address any potential adverse equity impacts.

14. If the answer to Question 11 is Uncertain / more information is needed, please describe your plan to identify and access the needed information to make your assessment. Indicate whether the policy needs to be implemented first before an accurate assessment can be made.

Click or tap here to enter text.

Note

BGSU is just beginning the process of establishing equity impact statements as a requirement for new and revised University policies. This initial draft rubric is being piloted in Spring 2021. Your feedback will be used to revise the rubric to make it more effective and straightforward to apply.

We ask that you pilot this rubric by applying it to new and revised policies that are being developed in Spring 2021 by you or your designee as the Policy Administrator. In making your assessment, please consider any information, including qualitative and/or quantitative data, on how groups have been impacted by the policy (or similar existing policies) in prior years. We encourage you to consider the types of information that would be most helpful in making your assessment and how you might collect them. Suggestions for data collection tools and processes may be included in your rubric responses.

Thank you for your efforts!

Draft: February 3, 2021

Rubric developed by: BGSU ALLIES project team and Diversity & Belonging Council