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

Annual Report to NSF – August 31, 2020

Cover

Federal Agency and Organization Element to Which Report is Submitted:	4900
Award Number:	1760389
Award Title:	BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution
PI/Co-PIs:	Margaret Yacobucci Lisa Hanasono Julia Matuga Michael Ogawa Sheila Roberts
Recipient Organization:	Bowling Green State University
Project/Grant Period:	09/01/2018 – 08/31/2021
Reporting Period:	09/01/2019 – 08/31/2020

Accomplishments

1. **What are the major goals of the project?**

   BGSU ALLIES is adapting components of the evidence-based ADVANCE-Institutional Transformation projects of North Dakota State University ("Advocates & Allies" program) and Florida International University ("Bystander Leadership" program) into an integrated model to build faculty allies within departments and inclusive leaders across the university. 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. To achieve this goal, the project is pursuing four key 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 2021 (likely to be postponed to 2022 due to the COVID-19 pandemic).

BGSU ALLIES is working with 17 academic units in STEM and Social & Behavioral Sciences (SBS) across four colleges: Arts & Sciences, Business, Education & Human Development, and Technology, Architecture & Applied Engineering. These units include approximately 271 full-time faculty and Chairs/Directors.

2. **What was accomplished under these goals? You must provide information for at least one of the 4 categories below.**

   a) **Major Activities**

   We pursued 11 objectives in Year 2:

   1) Recruit and train 2nd cohort of Faculty Allies

   The 2020 Faculty Allies cohort was recruited in Fall 2019 and participants completed an online pre-workshop module over winter break. The January 2020 Faculty Allies workshop included opening remarks by BGSU's Chief Diversity & Belonging Officer, a presentation on the need to increase gender equity at BGSU, an activity for participants to reflect on their intersecting privilege, and training and practice in bystander intervention.

   Seven face-to-face and online events for Faculty Allies were planned for Spring 2020. Faculty Allies needed to attend at least 2 events to be eligible for professional development funds. Three discussions and a networking event for the 2019 and 2020 Faculty Allies cohorts took place as planned. Due to the COVID-19 campus shutdown in March 2020, we re-designed the remaining events as online activities and extended the participatory timeframes to accommodate our Faculty Allies' disrupted schedules.

   In response to the May 2020 murder of George Floyd, we created online resources about allyship for racial justice and started a new online discussion thread for Faculty Allies & Advocates to share their thoughts, resources, and ideas for actions to promote racial justice.

   2) Train Faculty Advocates and conduct Advocates-led workshops within target academic units

   We recruited and trained 12 senior faculty from target units to be Faculty Advocates. The Faculty Advocates serve as facilitators for workshops and as liaisons to the target units (teams of 2-3 Advocates each assigned to 3-4 target units). We ran a 2-hour training in October 2019 on conducting needs assessments with their assigned units, active training techniques, and facilitating "critical" conversations in which conflict is anticipated. The Advocate teams then conducted needs assessments with their units via an online survey

and/or talking with unit members. In February 2020, we ran another 2-hour workshop for Advocates to review assessment results and design 90-minute unit workshops. Advocates scheduled unit workshops for March and April 2020, and three units completed the workshops before the COVID-19 campus shutdown. The remaining workshops have been postponed to the 2020-2021 academic year.

3) Conduct workshops on inclusive leadership for Chairs/Directors

As a follow-up to the August 2019 workshop on traits of inclusive leaders, we designed and ran a second workshop for all BGSU faculty administrators in November 2019 on "Expanding Your Network." Participants were asked to examine their existing professional networks, discuss the value of creating more inclusive networks, and identify strategies for expanding and diversifying their networks. The planned "Allyship for Faculty Administrators" half-day workshop in July 2020 has been postponed due to the COVID-19 campus shutdown.

4) Establish an agenda of policy issues related to gender equity to pursue with BGSU's administration

We shared a set of questions to evaluate Chairs/Directors on their inclusive leadership skills with the College Deans and Provost; the Deans are now working to incorporate these questions into a university-wide Chair/Director evaluation tool. The Deans also completed a draft evaluation document for Assistant and Associate Deans that incorporates inclusive leadership items.

Other policy ideas to reduce systemic biases that women and other minoritized faculty face at BGSU were shared with the Provost and Deans in April 2020; we await further discussion with them. Additional policy suggestions derived from the June 2020 ARC Network Virtual Town Hall on "Ensuring Equity in Institutional COVID-19 Responses" were also shared with senior administrators.

5) Develop an integrated design for 12 online training modules and begin creating module content

These modules are 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 four "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. Content development for one inner circle module, "Recognizing Biases, Discrimination, and Microaggressions," and one leadership module, "Student Evaluations of Faculty Teaching," will be completed by August 2020.

6) Collect and analyze evaluation data for ALLIES programming

Our internal evaluator, Dr. Rychener, worked closely with the rest of the ALLIES team to evaluate our programs. Rychener and Yacobucci also had a conference call with external evaluator Dr. Christine Pribbenow in December 2019 to get her feedback on our Year 1 evaluation results. In Year 2, ALLIES evaluation focused on formative evaluation of the

Faculty Allies Workshop and follow-up ALLIES events, Faculty Advocates training sessions, and Chair/Director trainings (see attached evaluation report). The team has discussed the evaluation findings and how to modify programming for Year 3 based on those results.

7) Engage the BGSU community and beyond via digital venues

The ALLIES team 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). A newsletter highlighting our work was emailed to all STEM and SBS faculty, Chairs/Directors, and College Deans in October 2019. Yacobucci and Campbell-Jacobs recorded a segment about the BGSU ALLIES project for the BiG Ideas podcast, produced by BGSU's Institute for the Study of Culture and Society. The podcast was distributed in April 2020; streaming audio and a transcript of the segment are available at: https://icsbgsu.podbean.com/e/dr-peg-yacobucci-and-blaze-campbell-bgsu-allies-women-in-stem/.

8) Participate in the October 2019 Equity in STEM Community Convening

Seven ALLIES team members attended the Convening to deliver their presentation titled "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program." Team members also participated in skill-building sessions on bystander intervention and the ADVANCE Program Officers' Q&A session.

9) Begin planning a regional conference on faculty allyship and inclusive leadership

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. The conference was originally planned for May 2021; due to the COVID-19 pandemic, we will postpone the conference to 2022, assuming we receive a one-year no-cost extension from NSF.

10) Continue work on research projects on allyship

Three research projects are underway. Study 1 uses survey data to better understand what factors make faculty more likely to engage in ally behaviors, including bystander intervention. We have two cohorts of data and will collect a third set by January 2021. Study 2 examines the ways that faculty define and discuss their intersecting forms of privilege and communicatively enact allyship. This study is now in the analysis and writing stage. Study 3 uses a multi-institution approach to explore how institutional policies, practices, and culture shape faculty perceptions and behaviors of allyship. A draft survey instrument has been created and we anticipate data collection will begin by Spring 2021.

11) Adjust our programming in response to the COVID-19 pandemic

BGSU moved to remote-only instruction in late March 2020, requiring us to modify some planned Year 2 activities. Details of these changes are provided elsewhere in this report.

b) **Specific Objectives**

In this section, we describe in more detail the objectives for some of our activities.

1) Faculty Allies Workshop (January 2020):

The goals of the workshop were:
  i.   To create a cohort of faculty allies within STEM and SBS units.
  ii. To develop a critical mass of faculty empowered to act as change agents within their units.
  iii. To build a supportive network of faculty across the university interested in shaping a more inclusive institution.

The workshop objectives were:
  i. To know:
   - Concepts of privilege, intersectionality, allyship, bias, inclusion
   - Gender equity issues at BGSU and why they matter
   - Characteristics of an inclusive workplace
   - Interpersonal and structural barriers to bystander intervention
   - Effective communication strategies for raising difficult issues.
  ii. To be able to:
   - Recognize privilege from an intersectional lens
   - 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
   - Communicate these concepts to faculty colleagues

2) Faculty Advocates Academic Unit Needs Assessment Survey (Fall 2019):

Suggested topics for target unit workshops provided in the needs assessment survey included:
  i.   Faculty allyship overview: Learn more about privilege, intersectionality, microaggressions, implicit bias, and BGSU data on gender and racial inequity
  ii.   Learn more about strategies to improve gender and racial equity at BGSU
  iii. Learn more about intersectionality and how it affects the faculty members' experiences
  iv.   Learn more about privilege and how to identify your privilege to leverage it to help colleagues
  v.   Learn how to enact bystander intervention strategies to prevent, stop, or de-escalate discrimination at BGSU
  vi.   Learn more about implicit bias and how it affects faculty hiring, promotion, and advancement.
  vii. Learn how to identify and reduce microaggressions in your unit through everyday allyship actions

3) "Expanding Your Network" workshop for Faculty Administrators (November 2019):

The workshop objectives were to:
    i.   Discuss the "what and why" of networks
    ii.   Create your network maps
    iii.   Examine your network patterns
    iv.   Brainstorm facilitators and barriers to expanding your networks
    v.   Understand gender and racial differences in network patterns
    vi.   Explore considerations for network expansion
    vii.   Identify next steps

4) Online Training Modules: Draft topics and learning outcomes

<u>Core Curriculum</u> (for faculty and faculty administrators' "Inner Circle")
Module 1. Understanding Privilege, Power, and Intersecting Identities
    a.   Describe the various forms of privilege you have and how that privilege informs your professional life.
    b.   Describe how the lack of privilege influences the professional experiences of STEM faculty colleagues.
    c.   Give an approximate definition of intersectionality.
    d.   Describe how women STEM faculty with other minoritized identities (based on race, ethnicity, biological sex, nationality, sexuality, class, age, ability and/or religion) differently experience sexism.
Module 2. Recognizing Biases, Discrimination, and Microaggressions
    a.   Define and distinguish between (a) prejudice, (b) bias, and (c) discrimination.
    b.   Differentiate between micro-level (e.g., microaggressions) and macro/systemic forms of gender discrimination.
    c.   Recognize incidents of bias, discrimination, and microaggressions.
Module 3. Assessing the Gravity of the Situation and Taking Responsibility
    a.   Evaluate the seriousness of the situation that you encounter.
    b.   Explain the potential positive consequences when you act as an ally or intervene in a situation that involves biases, discrimination, or microaggressions.
    c.   Identify at least three different responsibilities based on your social identities and position about how you act as an ally or intervene in a situation that involves biases, discrimination, or microaggressions.
Module 4. Enacting Intervention Strategies (Macro & Micro Strategies)
    a.   Design at least three strategies to enact intervention by individual-level interactions (micro) in your home academic unit.
    b.   Design at least three strategies to enact intervention by systemic and structural level actions (macro), including policies, practices, and culture in our home academic unit.
          c.   Describe at least three methods of addressing bias incidents as an ally.

        d.   Know where and how to report incidents of bias and discrimination.

<u>Faculty Advanced Modules</u> (Faculty "Outer Circle")

Module 1. Mentoring and Sponsoring Faculty
   a. Define mentoring and sponsoring and explain how they differ.
   b. Explain how mentoring and sponsoring can serve as a form of allyship.
   c. Identify at least three common errors that mentors and sponsors make that impede gender equity.
   d. Create a mentor or sponsor action plan.

Module 2. Evaluating Faculty as a Colleague and Committee Member
   a. Explain why full, fair, and transparent evaluation of faculty is important for creating an equitable and inclusive workplace.
   b. Outline at least five different ways in which implicit biases can negatively impact the evaluation of faculty colleagues based on their group identity.
   c. Describe at least five different strategies for reducing the impact of implicit biases in the faculty evaluation process as it pertains to: (a) faculty searches, (b) annual merit review, (c) peer teaching observations, (d) reappointment, tenure, and promotion review, and (e) review for internal grants, awards, and honors.

Module 3. Everyday Allyship Actions
   a. Define everyday allyship.
   b. Identify at least five everyday allyship actions.
   c. Practice using at least three everyday allyship actions.

Module 4. Promoting Inclusive and Equitable Group Interactions
   a. Identify principles of equity and inclusion in the context of group settings, such as lab groups, unit faculty meetings, committee meetings, and research collaborations.
   b. Develop techniques to increase the participation of all members of a group.
   c. Outline steps to increase the effectiveness of collaborative decision making.

<u>Chairs/Directors Advanced Modules</u> (Chair/Director "Outer Circle")

Module 1. Six Traits of Inclusive Leadership (module to be based on face-to-face workshop conducted in August 2019)

Module 2. Shaping an Inclusive Department Culture (including attention to microaggressions, intervening in problematic behavior, transparency, and workload)

Module 3. Student Evaluations of Teaching
   a. Describe how gender and race bias impact student evaluations of teaching.
   b. Identify race and gender bias in student evaluations of teaching.
   c. Effectively communicate with faculty about student evaluations of teaching.
   d. Compose balanced faculty review letter for reappointment, tenure, and promotion that addresses teaching evaluations in a fair manner.

Module 4. The Role of the Chair/Director in Faculty Searches

5) 2019 Equity in STEM Community Convening Presentation

Session goals for "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program":

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

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

c) **Significant Results**

Below we outline some of our key findings and lessons learned so far.

1) **Faculty Allies Program**

We received 44 complete applications for the 2020 Faculty Allies program from faculty in our target units. These 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 and qualified-rank faculty made up 25%. 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 were unable to participate in the program this year, so the final 2020 Faculty Allies cohort comprised 41 faculty. Compared with the 2019 cohort, this year's group included relatively more men (59% vs. 43%), more SBS faculty (51% vs. 37%), more Assistant Professors (34% vs. 16%), and fewer tenured faculty (42% vs. 58%). The number of non-tenure-track was similar (24% vs. 22%).

Even with the disruptions caused by the COVID-19 pandemic, 71% of our 2020 Faculty Allies participated in two follow-up events and 17% participated in more than the required two events in Spring 2020.

Overall, 81 faculty have now completed the Faculty Allies training, representing 28% of all full-time faculty in STEM and SBS units. We are on track to meet our ultimate goal of training 40% of faculty by the end of the ALLIES project. All faculty participating in the 2020 Faculty Allies workshop were satisfied or very satisfied with the training, up from 87% for the 2019 workshop. Both the 2019 and 2020 cohorts reported significant gains in their ability to recognize privilege, bias, and microaggressions and in their self-efficacy to prevent and stop acts of discrimination.

2) **Faculty Advocates Program**

The Faculty Advocates all rated the Fall 2019 training as very good or excellent, and they now feel well-prepared to conduct workshops within academic units. As with all our other

trainings, faculty in two pilot workshops conducted in their units noted the peer discussions of real-world scenarios as particularly valuable.

3) **Chair/Director Workshops**

Nearly all BGSU's 41 department chairs and school directors attended our August and November 2019 workshops, as they were built into existing leadership events required by the Provost. This strategy required us to first cultivate buy-in with the Provost and Deans but was the most effective way of reaching Chairs/Directors. Evaluation data show that participants' gains in specific self-reported inclusive leadership actions were sustained through the Fall 2019 semester.

4) **Policy Recommendations**

The ALLIES team and faculty participants in our workshops identified several key areas on which to focus institutional policy revisions. Proposed policies to reduce systemic biases that women and other minoritized faculty face include:
1. Identify funding to cover childcare costs to enable parents to attend conferences and engage in other research-related activities required for tenure and promotion.
2. Require Chairs/Directors to provide a spreadsheet or other means of sharing faculty workloads annually with all faculty in their units (modeled on the workload "dashboard" developed by K. O'Meara and colleagues: O'Meara et al. 2018. PLoS ONE 13(12): e0207316).
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.
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.
5. Mandate standardized exit interviews for all departing faculty to understand some of the reasons BGSU is not retaining minoritized 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 committees are conducting business efficiently, inefficiently, or not at all.

Policies derived from the June 2020 ARC Network town hall on "Ensuring Equity in Institutional COVID-19 Responses" specifically on the differential impact of the COVID-19 pandemic and institutional response for women and faculty with other marginalized identities:
1. Prepare "equity impact statements" for each major COVID-19 decision taken by the university.
2. Ensure individuals with diversity, equity, and inclusion knowledge and experience (including ADVANCE project team members) are involved in all major decisions and are at the table during discussions on BGSU's response to the COVID-19 pandemic.
3. Create mechanisms to collect information on the experiences of women faculty during the COVID-19 crisis; and then share data on differential impacts transparently across campus, not just among senior administrators.

4. Issue and broadly disseminate clear guidance about how faculty work will be evaluated in the context of the COVID-19 crisis.
5. Offer opportunities for chairs to discuss case study scenarios plus provide training for merit and RTP committees on the differential impact of the crisis on marginalized faculty and best practices for evaluating research productivity and teaching.
6. Require or encourage faculty to include their own crisis impact statement in their annual merit and tenure/promotion documents.
7. Compile and disseminate information about childcare options.
8. Organize dialogue across BGSU faculty affinity groups (e.g., women, faculty of color, LGBTQ, disabled faculty) to learn about each other's COVID-19 experiences in the context of intersectionality, including the differential medical impact and risk of COVID-19 for faculty of color and faculty with disabilities.
9. Create and disseminate best practices for ensuring virtual classroom and meeting spaces remain inclusive and safe.

5) Program Evaluation

Detailed findings of the evaluation of BGSU ALLIES program are described in the attached internal evaluation report and elsewhere in this report. Overall, evaluation data demonstrate the effectiveness of ALLIES trainings and participants' satisfaction with our approach. Among the most interesting findings is that faculty administrators (Chairs/Directors, Associate Deans, and Deans) self-reported the frequency of their ally actions consistently before and after training, while faculty overestimated the frequency of their ally actions before participating in the Allyship workshop. This difference may reflect more prior training and/or more self-reflection for administrators relative to faculty. In contrast, both faculty and faculty administrators overestimated their self-reported ability to recognize workplace equity issues and their knowledge of effective intervention strategies before they received training, indicating the value the allyship training brings to both groups of participants.

6) Social Media

Since launching our Facebook and Twitter accounts in September 2019, we have gained 109 and 54 followers, respectively (as of August 2020). 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.

7) Presentation for 2019 Equity in STEM Community Convening

Over 30 attendees participated in our session on "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program." Participants told us our presentation design, which interwove short presentations with an interactive, small-group discussion of carefully defined questions, was particularly helpful.

d) Key outcomes or other achievements

Here we highlight outcomes of our allyship trainings by comparing results for the Spring 2020 Faculty Allies and 2019 Faculty Administrators cohorts. Data were collected before each workshop (pretest), immediately after the workshop (retrospective pre- and posttest), and several months after the workshop (longitudinal posttest).

1) Spring 2020 Faculty Allies Workshop (STEM & SBS faculty)

Faculty noted small group discussions of specific scenarios and practice in bystander intervention strategies as most helpful. Almost all participants were likely or very likely to share what they learned in the workshop with their colleagues, demonstrating the larger impact of the Faculty Allies training within the targeted academic units.

Understanding of Allies Concepts
Participants gained significant knowledge in the 7 allies concepts during the training (allyship, gender equity, intersectionality, bystander intervention, privilege, implicit bias, and microaggressions). Their reported knowledge level declined slightly at the longitudinal post survey but the sample size was small.

Allies Recognition Skills
In the pre- and retrospective pretests, faculty rated their skills in recognizing privilege and bias in workplace higher compared with recognizing and knowing when and how to intervene in a bias incident. Their reported skills of recognizing privilege, bias, and microaggression in the workplace significantly improved in the posttest; gains in recognizing when and how to intervene in a bias incident were even larger. This result shows the impact of the workshop on faculty skill development. These gains were sustained through the longitudinal posttest. Interestingly, faculty rated their ability to recognize issues in the workplace as significantly higher before they had any training; in the retrospective pretest, they reported lower levels of skill.

Response Efficacy
Means significantly increased in all response efficacy items from the pre- and retrospective pretest to the posttest. The most significant gains were that bystander intervention and serving as an ally are effective ways to stop discrimination. This result aligns with the qualitative data in which faculty identify the most impactful topics. Bystander intervention deters future acts of discrimination had the smallest pre-post gains and post means in general for faculty. Overall, faculty belief in response efficacy when dealing with discrimination and bias was significantly greater after the workshop. Faculty belief in the impact of response efficacy is the foundation for allyship action and transforming BGSU's culture.

Self-Efficacy
Means significantly increased in all self-efficacy items from the pre- and retrospective pretest to the posttest. The highest means in the posttest were believing they can help faculty members who are coping with discrimination and that they know how to detect if a

behavior is biased. There was a significant decrease in the pretest vs. retrospective pretest means for their belief that they can help members who are coping with discrimination. Faculty might have overestimated their ability on the pretest vs. after they were trained on the complexity of "helping" in situations of discrimination.

Of note, the belief in <u>response</u> efficacy of allyship and bystander intervention is higher than actual <u>self</u>-efficacy in stopping and preventing discrimination. Faculty also feel more comfortable in their ability to help other faculty members cope with discrimination rather than stopping or preventing discrimination. These results align with the qualitative data in which faculty discussed needing confidence to speak up and intervene, especially if they were not in a position of power. Barriers to faculty action are important to acknowledge and address in allyship training.

<u>Ally Actions</u>
All 10 ally actions showed significant gains, showing that the workshop had a positive impact on faculty intentions to engage in ally actions in the future. However, the longitudinal posttest showed that, in hindsight, faculty did not engage in ally actions during the spring 2020 semester as much as they had intended to. This may be due to the Covid-19 disruptions, though faculty expressed a high intention to engage in allyship actions in the 2020-2021 academic year. Overall, the item with the lowest means across time was asking women and other marginalized faculty about their experience of climate within their department, indicating a need to develop mechanisms to encourage these discussions among faculty colleagues.

2) **Summer 2019 Allyship for Faculty Administrators Workshop** (chairs/directors, deans)

A lower percent of faculty administrators (FAs) than faculty read all or most of the pre-workshop materials, likely due to the competing demands for FAs' time and the shorter time between posting the pre-workshop module and the workshop itself. A lower percentage of FAs also indicated that the materials effectively or very effectively prepared them for the workshop. As with faculty, FAs noted the small group discussions of specific scenarios and practicing of bystander intervention strategies as most valuable. All but one FA said they were likely or very likely to share what they learned in the workshop with their colleagues, demonstrating the larger impact of the BGSU ALLIES training across BGSU's campus.

<u>Understanding of Allies Concepts</u>
Results were similar to those for faculty. However, FAs' retrospective pre- and posttest means were higher than faculty. Both groups had the most significant gains in allyship and bystander intervention and the highest pretest mean for gender equity.

<u>Allies Recognition Skills</u>
FAs' skills in recognizing privilege, bias, and microaggression in the workplace significantly improved from both pretests to posttest. FAs were also significantly more likely to recognize when and how to intervene in a bias incident at the posttest. These mean gains maintained or decreased slightly to the longitudinal posttest. Of note, no significant differences exist between pretest and retrospective pretest means, whereas faculty overestimated their skills in the pretest vs. the retrospective pretest.

Response Efficacy
Most items significantly increased from pretest and/or retrospective pretest to posttest responses. The most significant gains were for the belief that both bystander intervention and serving as an ally is an effective way to stop discrimination, mirroring the results for the faculty. Of note, there is no significant time effect on the item "bystander intervention helps victims of discrimination," which is uniformly high. In contrast, this item showed a significant increase in mean from the pretests to the posttest for faculty.

Self-Efficacy
After the workshop, FAs reported higher self-efficacy in their ability to prevent and stop acts of discrimination, know how to detect biased behaviors, and help faculty members coping with discrimination. Means for response efficacy vs. self-efficacy items for FAs are similar, unlike for faculty, who reported a higher belief in response efficacy of allyship and bystander intervention than actual self-efficacy in stopping and preventing discrimination. These results support the idea that faculty feel they have less institutional power to speak up and intervene than FAs.

Ally Actions
As for faculty, all 10 ally actions showed significant gains, showing that the workshop had a positive impact on FAs' intentions to engage in ally actions in the future. The most significant increase was for "I ask women and other marginalized colleagues about their experiences of the climate within their department," in contrast to faculty, who had the lowest means for this item across time. FAs appear more likely to talk with their marginalized colleagues that faculty are, perhaps because it is a more routine part of their work activities or because they are more comfortable when there is a power differential in the FA's favor.

3. **What opportunities for training and professional development has the project provided?**

BGSU ALLIES provided training on allyship and bystander intervention for STEM and SBS faculty in our target units through our Faculty Allies program (described in detail above). Training on developing and facilitating workshops on gender equity was provided to our Faculty Advocates. Workshops on inclusive leadership have been offered for Chairs/Directors, Associate Deans, and Deans. In addition, the 2019 Equity in STEM Community Convening provided an opportunity for us to share our approach with colleagues from other institutions as well as learn from them in a variety of research and skill-building sessions.

4. **How have the results been disseminated to communities of interest?**

On-campus, we distributed a newsletter summarizing our activities and plans for Year 2 to all faculty and Chairs/Directors in our target units in October 2019. In addition, the BGSU ALLIES website was extensively expanded with news and resources and we have posted allyship tips, articles, and other resources on our Facebook and Twitter accounts. We held a meeting with our Internal Advisory Board (IAB, which includes the Provost, five Deans, and several other key campus stakeholders) in November 2019; a second IAB meeting scheduled for March 2020 was canceled due to the COVID-

19 crisis. Beyond BGSU, we disseminated information about ALLIES programming via a session in the Early-Stage Innovations track of the October 2019 Equity in STEM Community Convening. This session described the carefully sequenced set of learning opportunities we have designed for our Faculty Allies and facilitated small group discussion on how participants might modify our approach to suit their own institutional context. Finally, we shared a detailed report on ALLIES activities with our External Advisory Board (EAB) and External Evaluator in June 2020; a planned campus visit of the EAB in April 2020 had to be canceled.

5. What do you plan to do during the next reporting period to accomplish the goals?

In Year 3, we will continue our work to make allyship and inclusive leadership the norm and expectation at BGSU. We plan to:
1) Recruit and train our third cohort of Faculty Allies.
2) Continue working with Faculty Advocates to plan and schedule two workshops for each target academic unit.
3) Plan and conduct panel discussions bringing together our Faculty Allies & Advocates, Chairs/Directors, and College Deans to talk about how faculty and faculty administrators can work together to address some of the institutional-level issues we have identified as barriers to gender equity at BGSU, including differential impacts of the COVID-19 crisis.
4) 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.
5) Work with senior administration and the BGSU Faculty Association (faculty union) to pursue policy changes that would improve gender equity at BGSU.
6) Work with Institutional Effectiveness, Institutional Research, and Human Resources to improve faculty data collection.
7) Continue developing pilot versions of the online training modules and seek out bids for instructional designers to assist in creating the final modules.
8) Analyze data from workshop participants for research projects and project evaluation.
9) Prepare project results for conference presentations and publications.
10) Plan and conduct remote meetings with the BGSU ALLIES project's Internal Advisory Board, External Advisory Board, and External Evaluator.
11) Implement a plan for external evaluation data collection during Year 3.
12) Continue planning the regional conference on faculty allyship and inclusive leadership.
13) Identify other potential funding sources to continue our work on gender equity.
14) Work with other stakeholders on campus to develop a detailed sustainability plan for our programming.

Year 3 will be critical for shaping a sustainable future for our work. The BGSU ALLIES grant period will end on August 31, 2021. We intend to 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.

BGSU's Colleges are already incorporating some of the ALLIES programming and policy recommendations. We have cultivated strong buy-in from our College Deans, most of whom have attended at least one of our ALLIES workshops themselves and have recommended our program to their

Chairs/Directors and faculty. The Deans are currently using our recommended inclusive leadership items in their campus-wide revision of evaluation instruments for Chairs/Directors and Assistant/Associate Deans. Several Deans have agreed to incorporate inclusive leadership guidance into new Chair/Director onboarding trainings and Chair/Director Handbooks. Colleges might also require the half-day Faculty Allyship workshop and/or our set of "inner circle" online modules for new faculty arriving at BGSU each Fall semester, and host inclusive leadership sessions for Chairs/Directors in their Colleges.

BGSU's new Division of Diversity and Belonging is another area that could house various aspects of the BGSU ALLIES programming and other resources once the grant is completed. In Fall 2019, we had a productive initial meeting with Jennifer McCary, head of the Division of Diversity and Belonging (and member of the ALLIES Internal Advisory Board), who strongly supports the ALLIES project and is interested in working with us to integrate our programming with her division's activities. Specifically, we discussed how 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 ultimately become integral to faculty professional development efforts at the university. The ALLIES programming could also be expanded beyond its current faculty-only focus to include graduate students and postdocs and to cover faculty-student interactions and classroom practices.

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 we hope to take advantage of our status as an ADVANCE institution to pursue other funding opportunities. These additional funding sources will be important tools to keep the campus conversations about inclusion going long after the ALLIES grant is completed.

It has been suggested that the ALLIES team consider developing versions of our allyship and inclusive leadership trainings for external groups (e.g., local governments, non-profits, and corporations) who would pay a fee for each training session. Funds generated by these activities could then be used to support ongoing ALLIES programming at BGSU. We will need to explore the legal issues surrounding this idea (e.g., whether we can charge external groups for access to materials and trainings developed with NSF funds).

Accomplishments - Supporting Files:

Supporting File: Learning Materials for Faculty Allies
Description: Materials for 2020 Faculty Allies Program, including workshop agenda and presentation, schedule of Spring 2020 follow-up events, and materials for those events.

Supporting File: Learning Materials for Faculty Advocates
Description: Materials for October 2019 Faculty Advocates Training, including presentation and handouts

Supporting File: Learning Materials for Chairs/Directors
Description: Materials for Fall 2019 Inclusive Leadership Workshops for Chairs/Directors and other faculty administrators, including presentations and handouts

Products

Website description
BGSU ALLIES.
https://www.bgsu.edu/allies
BGSU ALLIES project website. Includes overview of project, directory of ALLIES team members, goals and objectives, project programs, web and downloadable resources, events calendar, and project news.

Uploaded files:

1. Project evaluation report (internal)

   Description: BGSU ALLIES Internal Evaluation report

2. Project participant and impact data
   a. STEM & SBS faculty and chair/director demographics
   b. Impact data-number & demographics of Faculty Allies and Advocates trained

   Description: Target STEM and SBS academic units; demographic data for BGSU Chairs/Directors, STEM and SBS faculty, Faculty Allies participants, and Faculty Advocates participants

3. 2019 Equity in STEM Community Convening Presentation [pdf of slides]

   Description: Presentation and participant handout for BGSU ALLIES project's presentation at 2019 Equity in STEM Community Convening

Participants/Organizations

1. **What individuals have worked on the project?**

PI/Co-PI Contributions to the Project

Yacobucci:
Responsible for overall project management, participant in Faculty Allies subteam

Hanasono:
Leader of Faculty Allies subteam

Matuga:
Member of Inclusive Leadership subteam

Ogawa:
Member of Inclusive Leadership subteam, liaison to BGSU's senior administration

Roberts:
Leader of Inclusive Leadership subteam, responsible for policy review with respect to chair/director expectations and evaluation

Broido, Ro, Root:
Member of Faculty Allies subteam

O'Neil, Peña, Zickar:
Member of Inclusive Leadership subteam

Campbell-Jacobs:
Project graduate assistant, member of Faculty Allies subteam
Funding support: Partial internal university funding for graduate assistantship

Rychener:
Internal evaluator

Current:
Internal evaluation staff

Other Project Participants

Faculty Advocates:
Faculty Advocate, liaison to target departments

Internal Advisory Board:
Internal Advisory Board member

External Advisory Board:
External Advisory Board member

Pribbenow:
External Evaluator

Faculty Allies and Inclusive Leadership Workshop participants:
Workshop participant

2. **What other organizations have been involved as partners?**

    Nothing to report

3. **What other collaborators or contacts have been involved?** List any other people or organizations involved in the project that were not separately reported as participants or partner organizations.

    Nothing to report

Impact

1. **What is the impact on the <u>development of the principal discipline(s)</u> of the project?**

    The BGSU ALLIES team developed and tested an evidence-based program that empowers faculty members and university leaders to actively advance gender equity, diversity, and inclusion by enacting allyship and inclusive leadership behaviors. Our program has helped influential faculty and leaders from our principal disciplines learn how to proactively communicate to prevent and respond to biases and discrimination. The individuals who completed our training can, in turn, apply their knowledge and skills in the classroom (i.e., serve as more effective, equitable, and inclusive teachers), their labs and research spaces (e.g., promoting allyship and inclusive leadership in their research teams), and day-to-day activities at the workplace.

    In Year 2, we collected and analyzed data for two studies on faculty allyship. The findings from this study have the potential to expand the body of social scientific scholarship on the antecedents and outcomes of faculty allyship and the different types of communicative responses that allies can use to respond to macro- and microaggressions.

2. **What is the impact on <u>other disciplines</u>?**

    The techniques found to be effective with STEM faculty—understanding privilege, intersectionality, practicing ally behaviors, and being part of a supportive community of faculty allies—are hypothesized to be effective in related disciplines.

3. **What is the impact on the <u>development of human resources</u>?**

    By equipping faculty and administrators with the knowledge and skills needed to enact allyship and inclusive leadership—and by changing or creating more equitable policies and practices— we anticipate that our program will improve the organizational climate of STEM units and lead to improved rates of retention and career advancement, especially among those who are women faculty and/or faculty of color in STEM and SBS disciplines. In addition, our training programs complement and extend the current collection of human resource training for those in science, engineering, and technology.

    A PhD student in Higher Education & Student Affairs, Blaze Campbell-Jacobs, served as Graduate Assistant for the BGSU ALLIES project in Year 2 and will continue in Year 3. Through her participation in ALLIES, she is gaining experiences in developing allyship and inclusive leadership training for STEM faculty, skills she will bring with her when she completes her doctoral dissertation and moves into an academic faculty and/or administrative position.

4. **What is the impact on <u>physical resources that form infrastructure</u>?**

    Nothing to report

5. **What is the impact on <u>institutional resources that form infrastructure</u>?**

    Nothing to report

6. **What is the impact on <u>information resources that form infrastructure</u>?**

    Nothing to report

7. **What is the impact on <u>technology transfer</u>?**

    Nothing to report

8. **What is the impact on <u>society beyond science and technology</u>?**

    Many faculty participants have discussed the transferability of ally concepts to their teaching and the potential impact that creating classrooms with greater respect for gender equity and other minoritized groups would have as their students graduate and influence society at large.

Changes/Problems

1. **Changes in approach and reasons for change**

   In response to the COVID-19 pandemic, BGSU shifted on March 23, 2020 to remote instruction and faculty/staff work for the Spring and Summer 2020 semesters. Several BGSU ALLIES events were impacted by this change.
   - Two face-to-face activities for the Spring 2020 Faculty Allies cohort were shifted to an online format and faculty were given an extended timeframe to complete their required two activities.
   - Several workshops that Faculty Advocates had scheduled to present to target academic units in late Spring 2020 were cancelled, with the intention of rescheduling them for Fall 2020.
   - The Spring 2020 Internal Advisory Board meeting was cancelled, with the IAB asked to review a report of ALLIES activities and provide feedback via email.
   - The annual campus visit of the External Advisory Board and External Evaluator, scheduled for April 2020, was cancelled. The EAB and EE received a report on our Year 2 activities and we will meet virtually in September 2020 to discuss their recommendations and develop a plan for virtual collection of external evaluation data in Year 3.
   - The half-day workshop on "Allyship for Faculty Administrators", which was to be held in July 2020, was cancelled. We are considering offering the workshop as a virtual workshop in Year 3 for new Chairs/Directors and others who did not have the opportunity to participate in the July 2019 workshop.
   - Our regional conference on allyship and inclusive leadership was initially scheduled for May 2021. We intend to postpone the conference to 2022, assuming we receive a one-year no-cost extension from NSF, which will extend our project end date to August 31, 2022. We are also considering the possibility of holding the conference virtually rather than on BGSU's campus.

   While originally intending to return to partial on-campus instruction for Fall 2020, BGSU announced on August 6, 2020 that it was revising its reopening plan and strongly encouraging students to complete their coursework remotely and not return to living on campus (our Fall 2020 semester starts on August 26). We will therefore need to modify our Year 3 activities and continue the shift to primarily virtual programming.

2. **Actual or Anticipated problems or delays and actions or plans to resolve them**

   1) As detailed in the sections above, the COVID-19 crisis has required us to modify, postpone, or cancel some of our Spring and Summer 2020 programming. The BGSU ALLIES project team, our Faculty Allies and Advocates, Chairs/Directors, and other faculty administrators all continue to face a panoply of challenges and disruptions to our professional and personal lives. We strive to be attentive to the new stresses and demands on faculty time as we develop modified versions of our programming.

2) One project goal that has not moved forward as we had hoped is our intent to improve the way that institutional data on faculty demographics, recruitment, retention, and career advancement are collected, accessed, and integrated. Co-PI Matuga, leader of these efforts, was on leave for 2019-2020 and there was turnover in the administrative positions overseeing institutional data. In the coming year, we hope to work with BGSU's offices of 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.

3) The ALLIES project has budgeted funds (under "Consultant Services") to hire two instructional designers to assist with developing the online training modules. The ALLIES team is developing the content for the modules but needs instructional designers with expertise in creating the digital delivery platform and encoding the various module components (text, video, interactive elements). We had intended to hire two recent graduates of BGSU's M.Ed. program in Instructional Design and Technology. However, we were informed in December 2019 by BGSU's Controller that we cannot hire these recent graduates as they do not meet the legal requirements to be independent contractors. It was suggested to us that we either identify individuals who do meet the requirements to be independent contractors or solicit bids to identify an existing third-party vendor. The ALLIES team has developed the overall concept for the modules and content for two sample modules so we can write a work proposal to take to potential vendors and contractors for bids early in Year 3 of the project. In the meantime, we will use BGSU's learning management system, Canvas, to create pilot versions of the two sample modules. We already use Canvas for our Faculty Allies and Advocates programming and BGSU faculty are familiar with its structure and features.

4) In summer 2019, the ALLIES team received several requests from non-STEM units, including from two College Deans who participated in our July 2019 "Allyship for Faculty Administrators" workshop, asking if we could provide our allyship workshop for all of their faculty. These requests go beyond the scope of the NSF grant and our ability, as volunteers, to provide the training, so we had to turn the requests down. These requests speak to the perceived quality of our training and reinforce the need to identify ways to institutionalize this programming so it can be sustained at BGSU and ultimately impact the entire university.

3. Changes that have significant impact on expenditures

Nothing to report

4. Significant changes in use or care of human subjects

Nothing to report

5. Significant changes in use or care of vertebrate animals

Nothing to report

6. Significant changes in use or care of biohazards

Nothing to report

Special Requirements

Nothing to report