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

Annual Report to NSF – August 31, 2021

Cover

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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 (postponed to 2022 due to the COVID-19 pandemic).

BGSU ALLIES is working with 16 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 287 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 10 objectives in Year 3:

1) Recruit and train 3rd cohort of Faculty Allies

The 2021 Faculty Allies cohort was recruited in Fall 2020, and participants completed an online pre-workshop module over winter break. The ALLIES team re-designed the in-person allyship workshop into a synchronous online format, with engagement strategies to encourage active participation. The January 2021 Faculty Allies workshop was held virtually via Zoom and included 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.

Six follow-up activities were conducted for Faculty Allies in Spring 2021. Faculty Allies needed to attend at least 2 events to be eligible for professional development funds. Four synchronous remote discussions were held, including a special Town Hall and Networking Event on "Allyship during COVID-19" that was open to all three cohorts of Allies. Two asynchronous online discussions were also offered, to accommodate our Faculty Allies' schedules. In total, we have now trained 37% of all full-time faculty in our target units in allyship strategies.

2) Work with Faculty Advocates to conduct workshops within target academic units

Based on needs assessment data collected in Year 2 of the project, our Faculty Advocates designed and conducted synchronous virtual workshops within target academic units in Year 3. Presentations primarily focused on recognizing and responding to microaggressions. A total of 139 faculty and Chairs/Directors participated in these unit-level workshops, including faculty from all target STEM and SBS units except the Departments of Political Science and Applied Statistics & Operations Research.

3) Conduct workshop on allyship for Chairs/Directors and other faculty administrators

A virtual half-day workshop, "Allyship for Faculty Administrators," was held in July 2021. BGSU Chairs/Directors, College, and Provost-level faculty administrators were invited; 14 participants attended. This workshop mirrored the content and structure of the Faculty Allyship event, but with examples and small-group discussion tailored to Chairs/Directors, Deans, and other faculty administrators within senior administration. One focus topic was pandemic impact statements and how Chairs/Directors could educate their faculty on fair and equitable use of these statements when evaluating faculty performance and productivity.

4) Work with senior administration to pursue policy issues related to gender equity

Working with BGSU's Diversity & Belonging Council and General Counsel, we developed draft policy language and a policy equity impact assessment rubric that was then presented to the BGSU President's Cabinet. The rubric is currently being piloted by Cabinet members; we will then work with Cabinet to establish a requirement that all new and revised University policies must undergo an equity impact assessment before approval.

In November 2020, ALLIES PI Yacobucci participated in a virtual meeting of regional university diversity officers to discuss the potential impact of the Trump administration's Executive Order 13950 (now rescinded) on diversity and inclusion activities, including trainings and workshops.

The ALLIES team discussed and disseminated strategies for making faculty workloads more transparent and equitable with multiple stakeholders, including Chairs/Directors and College Deans.

In March 2021, we shared a set of policy recommendations with members of our Internal Advisory Board (including the Provost, five College Deans, and the Chief Diversity & Belonging Officer), including specific policies related to the inequitable impact of the COVID-19 pandemic. These pandemic-related recommendations were derived from participants of our "Allyship during COVID-19" event for Faculty Allies and Advocates and included both individual/interpersonal and institutional/structural strategies.

5) Create content and pilot versions for 12 online training modules

In Year 3, we continued developing online training modules, which 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 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. We consulted with instructional designers at BGSU, reviewed various software environments for the modules, and completed pilot versions of the 5 "inner circle" modules and one Chair/Director module in Year 3.

6) 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 presented preliminary results at the June 2021 Gender, Work & Organization conference. Study 2 examines the ways that faculty define and discuss their intersecting forms of privilege and communicatively enact allyship. This study was submitted for publication and is currently in revision. 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 reviewed by content experts, and we anticipate data collection will begin in Fall 2021.

7) Continue planning a regional conference on faculty allyship and inclusive leadership

In Year 3, we continued planning a conference on allyship and inclusive leadership, including defining its scope and format, setting its schedule, developing a call for proposals, and inviting potential keynote speakers. 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 will be held at BGSU on May 19-20, 2022.

8) 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 (see attached evaluation report). The team has discussed the evaluation findings and how to modify programming based on those results. We also worked with our external evaluator, Dr. Pribbenow, to develop and execute a year-long schedule of interviews with the project's participants, team members, and campus stakeholders for formative and summative evaluation of project activities.

9) Conduct meetings with our Internal Advisory Board and External Advisory Board

We held virtual meetings with our External Advisory Board in September 2020 and Internal Advisory Board in March 2021 to discuss project activities, including modifications due to the ongoing COVID-19 pandemic and strategies to institutionalize and sustain activities after the grant period ends.

10) Work on sustainability and dissemination activities

The team continued discussing sustainability strategies with key campus stakeholders. We submitted a no-cost one-year extension request, changing our project end date to August 31, 2022, and developed a budget for the added Year 4 of the project. ALLIES PI Yacobucci conducted a webinar on "How to Be a Strong Sponsor and Advocate for Faculty" for the National Center for Faculty Development and Diversity in June 2021. We also worked with Case Western Reserve University (CWRU) on plans to bring our Faculty Allies training program to CWRU in Fall 2021, during which a group of CWRU faculty will experience our training and then learn how to facilitate it themselves.

b) Specific Objectives

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

1) Faculty Allies Workshop (January 2021):

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) Allyship for Faculty Administrators Workshop (July 2021):

The goals of the workshop were:
  i.   To introduce strategies for faculty administrators to promote inclusion within their departments and colleges
  ii. To build a supportive network of faculty administrators across the university dedicated to creating a more inclusive institution

The workshop objectives were:
  i.   To know:
       - Concepts of privilege, intersectionality, allyship, bias, inclusion
       - Issues at BGSU and why they matter, responsibility to work for gender equity
       - Characteristics of an inclusive workplace
       - Interpersonal and structural barriers to bystander intervention & intervening as a leader
       - 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 and administrator colleagues

3) Online Training Modules: Topics and Learning Outcomes

Core Curriculum (for faculty and faculty administrators, "Inner Circle")

Module 1. Understanding Social Identities and Privilege
a. Define social identities.
b. Identify your social identities.
c. Define unearned privilege and majoritized identities.
d. Identity areas in which you hold unearned privilege and majoritized identities.
e. Define marginalized/minoritized identities.
f. Identity areas in which you experience marginalization.
g. Define oppression and equity.

Module 2. Exploring Key Terms: Bias, Prejudice, Stereotypes, and Discrimination
a. Define and distinguish between bias, prejudice, stereotypes, and discrimination.
b. Differentiate between micro-level (e.g., microaggressions) and macro-level (e.g., discriminatory policies and practices) systemic forms of gender discrimination.

Module 3. Recognizing the Impact of Gender Equity Issues in Academia
a. Define and distinguish between covert and overt discrimination.
b. Identify and explain the negative impact of gender-based discrimination in academia.

Module 4. Enacting Strategies: Bystander Intervention
a. Define bystander intervention.
b. Identify statements/comments you can make to intervene in the event you witness discrimination.
c. Describe how to report incidents of discrimination at Bowling Green State University.

Module 5. Enacting Strategies: Everyday Allyship
a. Define everyday allyship.
b. Define faculty allyship.
c. Identify allyship actions to enact within academic workplace scenarios.

Faculty Advanced Modules (Faculty "Outer Circle")

Module 6. 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 using proven strategies.

Module 7. 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 and systemic 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 and systemic biases in the faculty evaluation process (e.g., faculty searches, annual merit review, peer teaching observations, reappointment, tenure, and promotion review, and review for internal grants, awards, and honors.)

Module 8. Promoting Inclusive and Equitable Group Interactions
a. Describe 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 participation of all members of a group.
c. Increase the effectiveness of collaborative decision making.

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

Module 9. Six Traits of Inclusive Leadership (module to be based on in-person workshop conducted in August 2019)
a. Describe the six traits of inclusive leadership.
b. Evaluate your personal strengths and growth needs in these six areas.
c. Develop action items to build strength in each of these six areas.
d. Develop an action plan to become a more inclusive leader.

Module 10. Shaping an Inclusive Department Culture
a. Learning outcomes to be determined

Module 11. Bias in Student Evaluations of Faculty Teaching
a. Describe how gender and race/ethnic bias impact student evaluations of teaching.
b. Identify gender and race/ethnic bias in student evaluations of teaching.
c. Effectively communicate with faculty about student evaluations.
d. Compose balanced faculty review letters for performance reviews, tenure and promotion that address student evaluations of teaching in a fair manner.

Module 12. The Role of the Chair/Director in Faculty Searches
a. Learning outcomes to be determined

c) **Significant Results**

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

1) **Faculty Advocates Program**

Faculty Advocates led 10 virtual workshops on identifying and responding to microaggressions in target units, reaching 139 faculty and Chairs/Directors. Evaluation data showed that 61% of participants rated the event as very good or excellent and 24% rated it as good. In written comments, participants reported that the small group discussions within the workshop were particularly helpful for learning how to recognize and address acts of bias, and they appreciated the specific intervention strategies shared.

Some faculty resisted the training, claiming that they "have never witnessed microaggressions" in their department, that aggression toward "Christians and political conservatives" is still condoned, or that they were "disappointed that this agenda [of political correctness] is being pushed so hard." Others were troubled by the lack of focus on non-tenure-track faculty (NTTF), arguing that the subordinate position of NTTF is a "primary reason for sanctioned and reinforced microaggressive behaviors," or by the absence from the workshop of the faculty colleagues most likely to engage in microaggressions.

Recommended improvements included providing more scenarios for discussion and adding more scenarios involving NTTF and biases beyond gender, providing more time to talk in small groups, and providing additional resources to explore after the workshop.

2) **COVID-19 Mitigation Recommendations**

In February 2021, we brought together all three cohorts of Faculty Allies and Advocates for a virtual town hall on "Allyship During the COVID-19 Pandemic." Most of the event involved small-group brainstorming of individual- and institutional-level strategies to mitigate the impacts of the pandemic, which has disproportionately affected women faculty and faculty of color. Institutional/structural strategies include:
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, considering the 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.

Individual/interpersonal strategies to mitigate COVID-19 impacts include:
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.

These policy and practice recommendations were presented to the ALLIES project's Internal Advisory Board (including the Provost and 5 College Deans) in March 2021.

3) **Research Projects**

Two research projects investigate faculty knowledge and beliefs about allyship and their ability to engage in ally actions based on data collected from our Faculty Allies program. Our manuscript on "Communicating Privilege and Faculty Allyship" is currently in revision. Key findings include discursive tensions in the degree to which faculty perceived privilege to be un/earned and rooted in structural power and a focus on interpersonal allyship actions rather than ally actions that dismantle power structures and challenge biased policies and cultures.

Our 2021 Gender, Work & Organization conference presentation showed further data on faculty allyship. Women and non-tenured faculty in our Faculty Allies program reported a lower level of self-efficacy in allyship behaviors than men and tenured faculty, highlighting the need to mitigate the risks of acting as an ally. Faculty also struggled to identify specific, concrete institutional-level change strategies, focusing instead on interpersonal interactions.

Taken together, these results show the importance of directly addressing the risks of allyship--especially in the context of academic rank--and incorporating institutional/structural level strategies in allyship training.

d) Key outcomes or other achievements

1) Faculty Allies Program

Our 2021 Faculty Allies cohort comprised 21 faculty, including one faculty member who had previously participated in the 2019 training. These faculty included 52% men and 48% women, with 67% of participants from STEM units and 33% from SBS units. Tenured and tenure-track faculty made up 71% of the participants and qualified-rank faculty made up 29%. While 29% of faculty were in their first six years at BGSU, 52% have worked at BGSU for 12 or more years. Compared with the 2019 and 2020 cohorts, the 2021 group included fewer SBS faculty (33% vs. 51% and 37%, respectively) and slightly more non-tenure-track faculty (29% vs. 22% and 24%). All the 2021 Faculty Allies participated in at least two follow-up events in Spring 2021.

All but one faculty participant in the 2021 Faculty Allies workshop indicated they were satisfied or very satisfied with the training. As with previous cohorts, the 2021 cohort reported significant gains in their ability to recognize privilege, bias, and microaggressions and in their self-efficacy to prevent and stop acts of discrimination.

Overall, 101 faculty have now completed the Faculty Allies training, representing 37% of all full-time faculty in STEM and SBS units (as of November 2020). We are on track to meet our ultimate goal of training 40% of faculty in our target units by the end of the ALLIES project in August 2022.

2) Academic Unit Workshops with Faculty Advocates

Through virtual workshops on microaggressions led by teams of Faculty Advocates, the ALLIES project reached 139 faculty and Chairs/Directors in our target STEM and SBS academic units, representing about 51% of all full-time faculty in those units.

3) Allyship for Faculty Administrators Workshop

Of the 14 participants in the July 2021 "Allyship for Faculty Administrators" workshop, 11 were department chairs or school directors, with the others being faculty administrators at the College- or Provost-level. Slightly more women (57%) than men (43%) participated. The small-group discussion of COVID-19 pandemic impact statements and how they should be used when evaluating faculty was well-received, with a clear call for more guidance from the University in what should be included in these statements and how they should be used by merit and reappointment, tenure, and promotion committees.

There were statistically significant pre-post gains in allies concepts, recognition skills, self-efficacy, response efficacy, and allies actions. Faculty Administrators also had a higher overall satisfaction rate (95.2%). When comparing Faculty Administrator (Cohort 2) to Faculty Results (Cohort 3), Faculty Administrators tended to have fewer statistically significant results (this might be due to the smaller sample size), less response-shift bias, and somewhat higher knowledge score at the pretest. This difference will be explored further in the final report when we combine all Cohorts for both Faculty and Faculty Administrators.

In total, 53% of all current BGSU department chairs and school directors have now participated in an Allyship for Faculty Administrators workshop (2019 and/or 2021 trainings).

4) **Policy Equity Impact Assessments**

The concept of a required equity impact statement for all new and revised university policies was supported by the President's Cabinet. The draft policy equity impact assessment rubric, co-developed by the ALLIES team with BGSU's Diversity & Belonging Council and the university's General Counsel, is current being piloted by Cabinet members. Once the rubric is finalized, the ALLIES team will present language to revise the university's Policy on Policy Development to require an equity impact statement for approval by Cabinet. BGSU's Office of General Counsel is currently developing a policy revision schedule that will result in all university-level policies undergoing a revision and equity impact assessment within the next 5-7 years, with the potential to produce long-term changes to BGSU's institutional practices.

5) **COVID-19 Pandemic Policy Recommendations**

Members of the ALLIES team attended the ARC Network's Town Halls on the COVID-19 pandemic in September and November 2020 and June 2021 and organized a virtual town hall for all our Faculty Allies and Advocates in February 2021. The result of these efforts was a detailed list of specific, concrete policies and practices at both the individual and institutional levels to mitigate the impacts of the pandemic, which has disproportionately affected women faculty and faculty of color. These recommendations (detailed in the previous section) have been shared with BGSU's Provost and most College Deans as well as other key stakeholders (e.g., President of the faculty union).

6) **Online Modules**

Pilot versions of the core set of 5 online modules on privilege, bias, and allyship strategies for faculty and faculty administrators have been created in the Canvas learning management system. These modules have been reviewed by the ALLIES team and several Faculty Allies and Advocates and are currently being tested by administrators and staff in BGSU's Honors College. After additional piloting in Fall 2021, these modules will be offered to all BGSU faculty.

7) **Research Products**

Research on faculty allyship resulted in one manuscript submitted to *Communication Quarterly* in January 2021; this manuscript is currently in revision prior to resubmission. The project was also competitively selected through a peer-review process for presentation at the National Communication Association conference in November 2021.

Additionally, the ALLIES team presented research results at the 2021 Gender, Work & Organization virtual conference and are developing a multi-institutional study on faculty allyship, both in collaboration with faculty at the University of North Texas. As part of the

latter project, we have submitted a proposal to the 2022 American Educational Research Association Conference that describes the development of our "Faculty Allyship Behaviors Scale" instrument.

8) **Program Evaluation**

Detailed findings of the internal and external evaluation of the BGSU ALLIES project are described in the attached evaluation report and elsewhere in this report. Overall, quantitative evaluation data demonstrate the effectiveness of ALLIES trainings in improving participants' allyship knowledge and skills, their sense of self-efficacy in enacting allyship, and their self-reported frequency of taking allyship actions.

Interviews and focus groups conducted for external evaluation show that most ALLIES participants could articulate the goals of the grant and felt that the ALLIES activities had led to discussions of gender and equity on campus that would not otherwise have occurred. Participants thought the content of the various workshops and events was of high quality (better than most trainings at BGSU). Many noted that the shared vocabulary, cross-campus collaboration, and sense of community and social support built by the ALLIES programs were especially valuable. Faculty administrators also appreciated the practical tips provided in the inclusive leadership trainings. Many participants indicated that they are now more comfortable identifying and speaking up on gender issues in faculty meetings and other venues, and have translated their ally training into their teaching and mentoring work with undergraduate and graduate students.

A small number of those interviewed indicated that they did not think there were gender problems in their academic unit, that they did not need training, or that they did not have time to participate in ALLIES programs, all indicating the need for better communication with faculty about the ALLIES project's purpose and for more flexible participation options. Others noted the need for "more visible and engaged participation" by upper administration in ALLIES events, with a clear commitment to sustain the project's programs beyond the life of the grant.

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, who then conducted workshops on microaggressions for faculty and Chairs/Directors in our target units. A workshop on allyship for faculty administrators was offered for Chairs/Directors, Associate Deans, and Deans. In addition, we shared our allyship training approach with colleagues from around the world at the 2021 Gender, Work & Organization virtual conference. During this presentation, we discussed key implications of our findings for effective faculty training design.

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

We used the BGSU ALLIES website to disseminate news and resources and we have posted allyship tips, articles, and other resources on our Facebook and Twitter accounts. The BGSU ALLIES Facebook page has 110 followers and the 50 posts made in Year 3 reached up to 75 people per post. The BGSU ALLIES Twitter account has 65 followers and posted 42 tweets in Year 3. Social media posts and tweets included information about ALLIES programs, highlights about our Faculty Advocates and some Faculty Allies (e.g., noting a new paper being published, for example), and links to various news stories, articles, and tips about justice, equity, diversity, and inclusion (JEDI) issues in STEM.

We held virtual meetings with our External Advisory Board in September 2020 and with our Internal Advisory Board (which includes the Provost, five Deans, and several other key campus stakeholders) in March 2021 to review activities and discuss strategies for adapting to pandemic-related constraints and sustaining our work beyond the grant period. Beyond BGSU, we disseminated information about the BGSU ALLIES allyship training programming via a session in the "Critical Approaches to Equity, Diversity, and Inclusion in the International Sciences" stream of the 2021 Gender, Work & Organization virtual conference.

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

We have added an additional year to the BGSU ALLIES project via a no-cost extension of the project end date to August 31, 2022. In Year 4, we will continue our work to make allyship and inclusive leadership the norm and expectation at BGSU. We plan to continue pursuing these original project objectives in the added Year 4:

1) Faculty Allies Program
Our ultimate goal is to have at least 40% of all full-time faculty in our target STEM and SBS units complete our allyship training. As of May 2021, eight of our sixteen units have already met the 40% benchmark, and six more units are just one to two faculty members short of meeting that goal. We plan to conduct our Faculty Allies program in Spring 2022 with a final, fourth cohort of faculty, which should allow us to meet the 40% target in at least 14 of our 16 target units by May 2022.

2) Online Training Modules

The ALLIES team is developing a set of 12 online training modules 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. We have already developed content for the five inner circle modules and four of the seven outer circle modules. Content development for the remaining modules should be completed by October 2021, and we intend to conduct pilot trials of the modules in Fall 2021 before sharing them widely across BGSU. We will also pursue opportunities for disseminating these modules to other academic institutions as well as local businesses, non-profits, and government agencies.

3) **Policy Revisions**
The ALLIES team has worked on multiple university- and college-level policy issues throughout Years 1-3 and will continue pursuing these in the added Year 4. As an example, we have been working with the University's Cabinet to create a new University policy requiring an equity impact assessment be conducted for any new University policy or revision to an existing policy. Cabinet members are currently piloting a draft equity impact assessment rubric developed by the ALLIES team in partnership with BGSU's Diversity & Belonging Council; we hope to review the results of this pilot in Fall 2021. We are also pursuing the use of faculty workload dashboards (as developed by ADVANCE grantees KerryAnn O'Meara and colleagues) within academic departments. In response to the COVID-19 pandemic, the ALLIES team created a slate of institutional and individual / interpersonal strategies that can help mitigate the inequitable impact of the pandemic on women faculty and faculty of color. These strategies were shared with BGSU's Provost, College Deans, Faculty Association (faculty union), and other key stakeholders in Spring 2021; we intend to pursue these recommendations further in Year 4. Finally, we will continue to work with College Deans in developing a common evaluation instrument for faculty administrators (e.g., Chairs/Directors, Associate Deans) that includes inclusive leadership items aligned to ALLIES trainings and with the BGSU Faculty Association on including equity, diversity, and inclusion in the next collective bargaining agreement.

4) **Conference on Allyship and Inclusive Leadership**
We had planned to hold this conference, as described in our project proposal, in May 2021. Because of the COVID-19 pandemic, we had to postpone this event; we now intend to run this conference at BGSU on May 19-20, 2022.

The purpose of this conference is to disseminate best practices for higher education administrators and faculty to reduce biases and transform institutional policies and practices so that allyship and inclusive leadership is the expectation and norm at their institutions. This conference will serve academics interested in shaping sustainable institutional change by developing faculty allyship and inclusive leadership programs at their institutions. We intend to 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 two-day conference will include a variety of session formations, including panels, roundtable discussions, lightning rounds, training workshops and demonstrations, and research posters. Keynote speakers will present central principles and proven strategies for developing faculty allies and inclusive leaders. The conference schedule will also include numerous informal

and semi-structured networking opportunities, allowing participants to connect with each other and build their own networks of collaboration and support.

Participants will leave the conference with proven allyship and inclusive leadership strategies to take back to their own universities, as well as new skills and a network of colleagues who can support them as they work to transform their own institutions.

In short, this conference represents a "capstone" event for the BGSU ALLIES project.

We have already sent initial conference "save the date" emails to 145 people at 105 universities in the Great Lakes region, including 64 universities that have received ADVANCE grants. We look forward to inviting additional members of the ADVANCE community to participate.

5) **Research Projects on Faculty Allyship**
In their March 2021 ADVANCE webinar "Building Gender Equity in the Academy: Institutional Strategies for Change," Drs. Sandra Laursen and Ann Austin highlighted ally work as one area where more research is needed, asking "who are allies," "how do allies work," and "how does that work contribute to systemic change." Aligning with this objective, the ALLIES team has developed three research projects related to faculty allyship. Study 1 uses survey data to better understand what factors make faculty more likely to engage in ally behaviors, including bystander intervention. We have three cohorts of data and will collect a final fourth set in January 2022. Study 2 examines the ways that faculty define and discuss their intersecting forms of privilege and communicatively enact allyship. This study has been submitted for publication and is currently in revision. 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 was reviewed by content experts in Summer 2021. We anticipate data collection will begin in early Fall 2021 and hope to have preliminary results to report at our ALLIES conference in May 2022.

6) **Dissemination of Results at Conferences and in Publications**
We are identifying a variety of conference presentation and publication opportunities during Year 4 through which we can disseminate our research results and professional development strategies.

7) **Project Evaluation**
Our internal and external evaluators and members of our External Advisory Board have agreed to continue working with the ALLIES team in the added Year 4 to conduct project evaluation and provide feedback and advice.

8) **Project Sustainability**
In the added Year 4 of the project, we will continue to work with stakeholders on campus to develop and implement a detailed sustainability plan for our programming, including transferring our programming to other areas on campus to ensure they are institutionalized and can effectively support long-term systemic change at BGSU. We also intend to pursue additional funding sources to continue our work on gender equity.

Accomplishments - Supporting Files:

Supporting File: Learning Materials for Faculty Allies

Description: Materials for 2021 Faculty Allies Program, including pre-workshop module and allyship workshop materials, schedule of Spring 2021 follow-up events, and materials for those events

Supporting File: Learning Materials for Faculty Administrators

Description: Materials for July 2021 Faculty Administrators Workshop, including pre-workshop module and workshop materials

Supporting File: Draft Policy Equity Impact Assessment Rubric

Description: Draft rubric for assessing equity impacts of university policies

Supporting File: Allyship and Inclusive Leadership Conference Flyer

Description: Save the date flyer for May 19-20, 2022, conference at Bowling Green State University: "Allyship and Inclusive Leadership in the Academy: A Conference on Institutional Change Strategies"

Products

Website description
Title: BGSU ALLIES: Advancing the role of women in academic STEM careers
URL: https://www.bgsu.edu/allies
Description:
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. Internal and External Project Evaluation Reports
   Description: Reports from internal and external evaluators of the BGSU ALLIES project

2. BGSU ALLIES Project Data
   Description: Target STEM and SBS academic units; demographic data for BGSU Chairs/Directors, STEM and SBS faculty, and participants in Faculty Allies program

3. 2021 Gender, Work & Organization Presentation
   Description: BGSU ALLIES project team's presentation at 2021 Gender, Work & Organization virtual conference

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, 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, Faculty Administrators, and Unit Workshop participants:
Workshop participant

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

> Case Western Reserve University
> Cleveland, Ohio
> Other Contribution to the Project: Planning for Faculty Allies at CWRU
>> The BGSU ALLIES team has met with staff at Case Western Reserve University's (CWRU) Flora Stone Mather Center for Women to plan training in Fall 2021 for CWRU faculty on our Faculty Allyship program. These CWRU faculty will then conduct faculty allyship training at CWRU in the future.

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.

> Dr. Hyun Kyoung Ro, University of North Texas, hyunkyoung.ro@unt.edu
> Former BGSU ALLIES team member Dr. Hyun Kyoung Ro left BGSU to take a faculty position at the University of North Texas in August 2020. We continue to collaborate with Dr. Ro on ALLIES research projects.

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 3, we collected and analyzed data for two studies on faculty allyship and developed a third multi-institution study. The findings from these investigations 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 3. Through her participation in ALLIES, she has gained experiences in developing allyship and inclusive leadership training for STEM faculty as well as in social science research, skills she will bring with her when she completes her doctoral dissertation and moves into an academic faculty and/or administrative position.

4. **What was the impact on teaching and educational experiences?**

Many of our Faculty Allies report that they have translated their ally training into their teaching and mentoring work with undergraduate and graduate students, creating more inclusive climates and pedagogies.

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

   Nothing to report

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

   Nothing to report

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

   Nothing to report

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

   Nothing to report

9. **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 marginalized groups would have as their students graduate and influence society at large.

   Our research results may inform other organizations (e.g., government agencies, non-profit organizations, for-profit companies) seeking to implement allyship and inclusive leadership training for their employees.

10. **What percentage of the award's budget was <u>spent in a foreign country</u>?**

    Nothing to report

Changes/Problems

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

   In response to the ongoing COVID-19 pandemic and BGSU's shift to mostly remote teaching and learning for the 2020-2021 academic year, all of our programming was redesigned to be conducted via remote synchronous (Faculty Allies workshop and most follow-up events, Faculty Advocates-led unit workshops, Faculty Administrators workshop, Internal and External Advisory Board meetings, ALLIES team meetings) or online asynchronous (some Faculty Allies follow-up events) formats rather than in-person events on campus. We also postponed our conference on allyship and inclusive leadership, which was initially scheduled for May 2021, to May 2022.

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

   As noted above, the ongoing COVID-19 pandemic has required us to modify or postpone our 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 their professional and personal lives. We strive to be attentive to these extra stresses and demands on faculty time while also making the case to senior administration that the pandemic-related disruptions to university practices offer opportunities to make lasting changes to promote equity and inclusion at BGSU.

   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, has been on leave and there was turnover in the administrative positions overseeing institutional data. Given the continuing pandemic, which has reduced staff and redefined institutional priorities, we are unsure on whether we will be able to pursue this goal in Year 4 of the ALLIES project.

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

7. Has there been a change in your primary performance site location from the originally proposed? If so, please provide the location of your new primary performance site and reason for the change in location.

Nothing to report

Special Requirements

Nothing to report