Report to Internal Advisory Board

April 2019

BGSU ALLIES

September 2018-April 2019

ALLIES

Building Inclusive Leadership Practices and Policies to Transform the Institution

NSF

Executive Summary

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

In this first year of the BGSU ALLIES project, our achievements include:
1) Establishing the project's infrastructure
    a. Office space, materials, equipment, and project email address acquired
    b. Budget established in BGSU's Financial Management System
2) Initiating a marketing and communication plan
    a. Initial press release and local media coverage
    b. Logotype, graphic element, and project website created
    c. Presentations given to constituent groups across campus, including Kickoff Event for faculty and Chairs/Directors in targeted departments
3) Creating half-day faculty workshop on allyship and bystander intervention
    a. Application process and pre-workshop Canvas module developed
    b. Workshop successfully run in January 2019
    c. Follow-up activities for workshop participants created and deployed
    d. Research project related to faculty allyship initiated and IRB approval granted
4) Selecting Faculty Advocates for Years 2 and 3 of the project
    a. Application process developed (applications due Friday April 12)
5) Developing Chair/Director training materials on inclusive leadership principles and practices
    a. Training materials on inclusive leadership developed for August 2019 Chair/Director retreat
    b. Follow-up event on networking and online training modules under development for Fall 2019 and Spring 2020
6) Reviewing relevant institutional policies and practices
    a. Initial review of onboarding and evaluation procedures for Chairs/Directors across the University completed
    b. Language on inclusive leadership developed for College of Arts & Sciences Chairs/Directors handbook and suggested questions on inclusive leadership for possible university-wide evaluation tool
7) Developing evaluation plan and instruments for ALLIES activities
    a. Formative evaluation instruments created for Faculty Allies workshop and follow-up events

Introduction

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

NSF ADVANCE - Adaptation Track

BGSU ALLIES is funded through NSF's ADVANCE program, which is part of the Human Resource Development (HRD) Division, within the Education and Human Resources (EHR) Directorate.

The ADVANCE program "seeks to develop systemic approaches to increase the participation and advancement of women in academic STEM careers".[1] The Adaptation track is a new component that provides funding support for institutions to adapt to their own campuses the organizational change strategies that previous ADVANCE awardees have proven effective. BGSU was one of eight institutions across the United States selected in 2018 for funding on the Adaptation track (Table 1).

Table 1. NSF ADVANCE-Adaptation Institutions.

Institution	Project Title	Project Website
Bowling Green State University	BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution	https://www.bgsu.edu/allies
American Society for Engineering Education	ASEE Engineering Deans Gender Equity (EDGE) Initiative	https://edge.asee.org/
California State University, San Bernardino	Diversity and Equity in Promotion, Tenure, and Hiring (DEPTH) for STEM Faculty	https://www.csusb.edu/DEPTH
Michigan Technological University	AMP-UP Continuous Improvement Process to Transform Institutional Practices and Cultures	https://www.mtu.edu/advance/
University of North Carolina at Chapel Hill	Targeting Equity in Access to Mentoring (TEAM)	https://cfe.unc.edu/team-advance/
University of Tennessee Knoxville	ASCEND: Adaptations for a Sustainable Climate of Excellence and Diversity	https://ascend.utk.edu/
Worcester Polytechnic Institute	Advancing toward Equity for STEM Faculty	https://wp.wpi.edu/advance/
Xavier University of Louisiana	Supporting Transformations: Intersectional Directions to Engender Success	https://www.xula.edu/advance

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[1] http://www.nsf.gov/advance

BGSU ALLIES

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

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

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

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

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

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

In this first year of the BGSU ALLIES project, our primary objectives were to:
1) Establish the project's infrastructure
2) Initiate a marketing and communication plan
3) Develop and run a half-day pilot faculty workshop on allyship and bystander intervention
4) Select Faculty Advocates for Years 2 and 3 of the project
5) Develop Chair/Director training materials on inclusive leadership principles and practices
6) Review relevant institutional policies and practices
7) Develop evaluation plan and instruments for ALLIES activities

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

Table 2. BGSU ALLIES Team Members.

Lead PI and Project Director	Margaret (Peg) M. Yacobucci (Professor, SEES/Geology)
PIs and Other Senior Personnel	Ellen Broido (Professor, HESA) Lisa K. Hanasono (Associate Professor, SMC/Communication) Julie M. Matuga (Vice Provost for Institutional Effectiveness) Michael Ogawa (Vice President for Research & Economic Development) Deborah O'Neil (Associate Professor, Management) Susana Peña (Director, School of Cultural & Critical Studies) Hyun Kyoung Ro (Assistant Professor, HESA) Sheila J. Roberts (Associate Dean, College of Arts & Sciences) Karen V. Root (Associate Professor, Biological Sciences) Michael Zickar (Chair, Psychology)
Graduate Students	Jody Kunk-Czaplicki (PhD candidate, HESA; 2018-19) Blaze Campbell (PhD candidate, HESA; starting Fall 2019)
Internal Evaluator	Stacey Rychener (Center of Assessment and Evaluation Services)
External Evaluator	Christine Pribbenow, Director, LEAD Center, Wisconsin Center for Education Research

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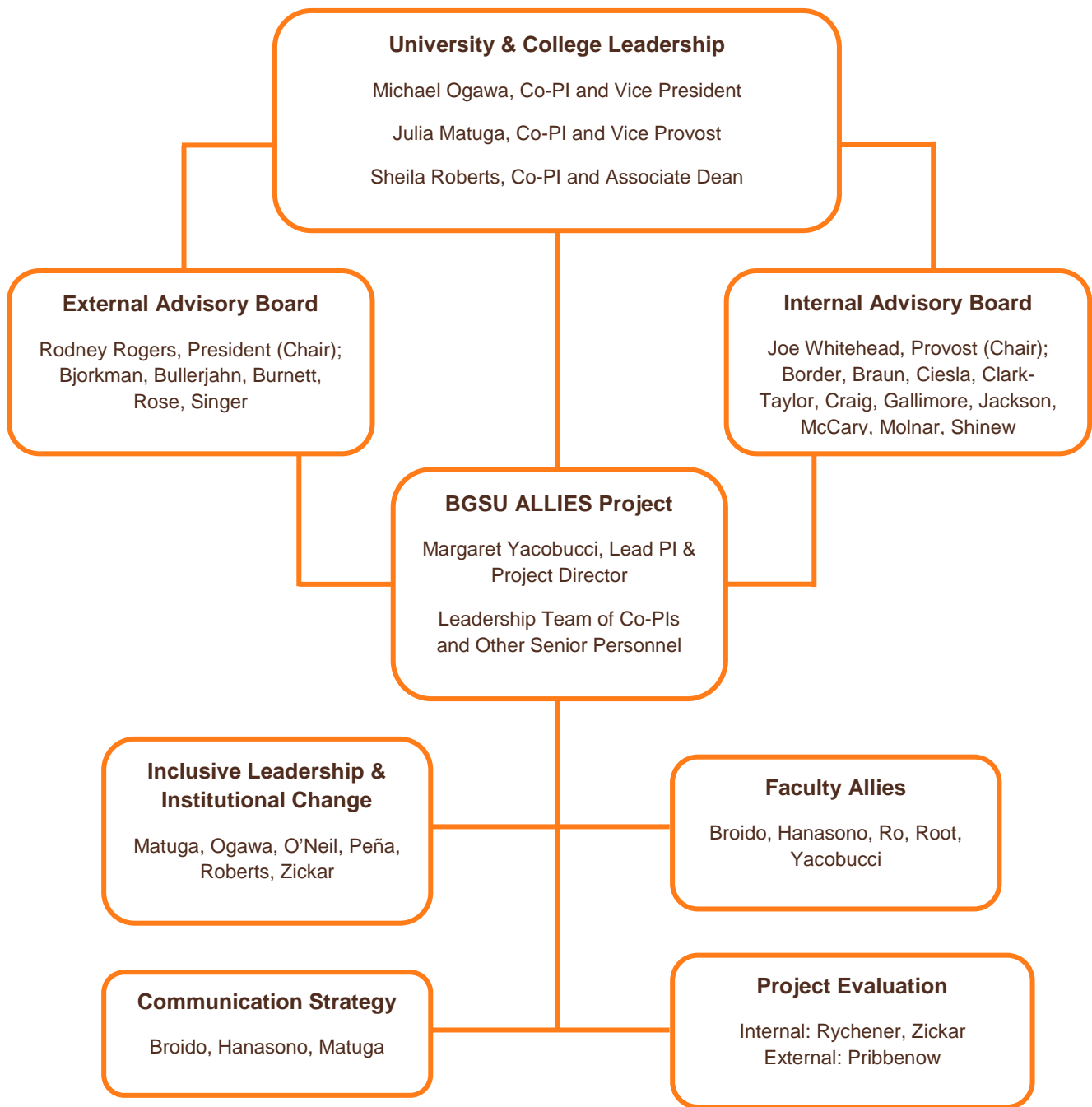
University & College Leadership

Michael Ogawa, Co-PI and Vice President

Julia Matuga, Co-PI and Vice Provost

Sheila Roberts, Co-PI and Associate Dean

External Advisory Board

Rodney Rogers, President (Chair); Bjorkman, Bullerjahn, Burnett, Rose, Singer

Internal Advisory Board

Joe Whitehead, Provost (Chair); Border, Braun, Ciesla, Clark-Taylor, Craig, Gallimore, Jackson, McCary, Molnar, Shinew

BGSU ALLIES Project

Margaret Yacobucci, Lead PI & Project Director

Leadership Team of Co-PIs and Other Senior Personnel

Inclusive Leadership & Institutional Change

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

Faculty Allies

Broido, Hanasono, Ro, Root, Yacobucci

Communication Strategy

Broido, Hanasono, Matuga

Project Evaluation

Internal: Rychener, Zickar
External: Pribbenow

Fig 2. BGSU ALLIES Organizational Chart.

Faculty Allies

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

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

BGSU ALLIES is working with the academic units listed in Table 3, which include faculty from four colleges: Arts & Sciences (A&S), Business (CoB), Education & Human Development (EDHD), and Technology, Architecture & Applied Engineering (Tech).

Table 3. Target STEM and SBS Units (College in parentheses).

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

Faculty Allies Workshop

The most time-consuming component of the ALLIES project team's work this year has been the development and implementation of our first half-day workshop for faculty on allyship and bystander intervention. The Faculty Allies team reviewed the literature and consulted with both of our model ADVANCE programs, Florida International University (FIU) and North Dakota State University (NDSU). The team used the NDSU "Advocates and Allies" program and FIU's "Bystander Leadership" program as models to create an effective training approach for our faculty participants.

An application procedure was created to identify faculty who were both interested in participating in the workshop and could describe specific reasons why they felt they would benefit from the training. Two written questions were included on the application form, with a 300-word limit for each:

1) Identify specific reasons why you would like to be a faculty ally and explain why you might be effective doing ally work.
2) What do you think the benefit of this training will be to you and your department, program, or school?

As an incentive to participate, faculty were offered $1,000 in professional development funds assuming they completed all the required activities associated with the workshop.[2]

The call for applications was emailed directly to all full-time faculty (tenure-track and non-tenure track) in our target academic units, to Chairs/Directors of those units, and to the appropriate College Deans. Applications were submitted online through a Qualtrics survey, with a deadline of Dec. 7, 2018 (a few submissions came in a day late, which we accepted).

A total of 52 complete applications were submitted for 50 available workshop seats. Four applications were from faculty in Architecture, Construction Management, and Visual Communication & Technology Education, units not eligible for NSF funding. These faculty were invited to participate in the workshop but without the professional development funds provided to faculty in our target units; all declined to attend (see Challenges section). All 48 remaining faculty members were accepted into the workshop and 46 ultimately attended; these faculty represented a broad mixture of disciplines and ranks (Figure 3).
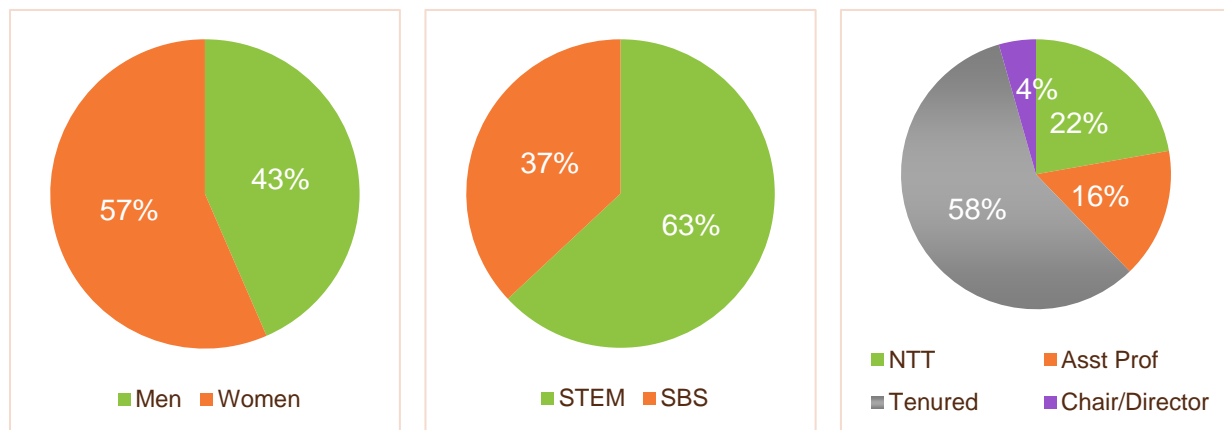

Fig 3. Participants in January 2019 Faculty Allies Workshop.

To ensure that our workshop materials and practices were consistent with Title IX requirements, Yacobucci and Ogawa met with BGSU's Title IX Coordinator, Jennifer McCary, in November 2018. Of particular concern was being clear with participants about mandatory reporting requirements, as both workshop facilitators and participants are considered mandatory reporters at BGSU.

The Faculty Allies team developed a pre-workshop module on Canvas for participants to complete. The module included a survey, links to Harvard University's Implicit Association Tests (IATs), and a set of readings (Table 4). Participants were required to complete the survey, the IAT on gender and a second IAT of their choice, and the readings before the January 2019 workshop. The ALLIES team ensured that Canvas module materials met accessibility standards.

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[2] These promised professional development funds were later changed to supplemental pay; see Challenges section.

Table 4. Readings for Faculty Allies Workshop

BGSU Faculty Data and Trends (ALLIES team-created)
Johnson, Allan G. (2018) Chapters 2 and 9 from *Privilege, Power, and Difference*, third edition. New York: McGraw-Hill Education.
Gender Microaggressions (University of New Hampshire ADVANCE project)
Title IX and Mandatory Reporting (ALLIES team-created)
Title IX Resource Card (Title IX office)
Discussion Guidelines (ALLIES team-created)

Eight members of the ALLIES team, including three members of the Inclusive Leadership sub-team, served as presenters and table facilitators at the workshop. Facilitators were trained during a two-hour session in the week before the workshop.

The workshop itself was held on Thursday Jan. 24, 2019 from 1:00-5:00 PM. This date was selected as one of the two days before Spring semester when faculty are expected to be on campus. Faculty were assigned to tables so as to evenly mix STEM and SBS faculty and men and women faculty. No non-tenure track or pre-tenure faculty were placed at the same table as tenured faculty from the same unit, and multiple faculty from the same unit were separated as much as was practicable. Two faculty applicants were unable to attend the workshop, so the final number of participants was 46.

The goals of the workshop were:
1) To create an initial cohort of faculty allies within STEM and SBS departments.
2) To begin developing a critical mass of faculty empowered to act as change agents within their departments.
3) To build a supportive network of faculty across the university interested in shaping a more inclusive institution.

The workshop objectives were defined in the context of what participants would know and be able to do after the workshop:
1) To know:
   a. Concepts of privilege, intersectionality, allyship, bias, inclusion.
   b. Issues at BGSU and why they matter, responsibility to work for gender equity.
   c. Characteristics of an inclusive workplace.
   d. Barriers to bystander intervention.
   e. Effective communication strategies for raising difficult issues.
2) To be able to:
   a. Recognize privilege from an intersectional lens.
   b. Recognize bias, know when and how to intervene, and effectively act to intervene when witnessing implicit and explicit biases at the individual, institutional, and cultural levels.
   c. Communicate these concepts to their faculty colleagues.

The workshop included opening remarks by BGSU's new Provost, Dr. Joe Whitehead, and an overview of the ALLIES project, followed by an icebreaker activity, a presentation on the "so what?", and a hands-on activity to help participants engage with the concept of privilege. Following a break, the workshop focused on introducing the concept and principles of bystander intervention; participants then discussed specific example scenarios at their tables, guided by a facilitator (Figure 4). The workshop concluded with a discussion of the costs of acting as an ally, a teaser for upcoming events, and completion of the workshop evaluation form. The agenda and PowerPoint slides for the workshop are available in the Appendix.

The following week, the team held a debriefing meeting to discuss what worked well and what should be modified for next year's workshops.

As was made clear by our review of the literature and the NDSU and FIU models, ally training cannot be a one-time event. Faculty need time and space to think about and practice ally behaviors. Hence, the Faculty Allies team developed a series of follow-up events running throughout the Spring 2019 semester, including three brown bag discussions, four networking events, a face-to-face discussion of the workshop readings, and an online discussion of additional allyship scenarios. The Women Faculty's Leadership Breakfast, jointly run by several groups on campus, also counted as a follow-up event for faculty allies. Participants are required to attend two events from the list to be eligible for their $1,000 stipend. These events are intended to develop a community of support for faculty allies on campus. A schedule and summary of attendance at events held so far is available in the Appendix.

Fig 4. Faculty Allies Workshop, January 2019

Research Project

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

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

> H1: Increased (a) knowledge, (b) self-efficacy, (c) response efficacy, (d) communication skills, and (e) motivation will increase faculty members' likelihood to engage in ally behaviors (including bystander intervention).
>
> H2: The BGSU Allies Workshop should increase participants' (a) knowledge, (b) self-efficacy, (c) response efficacy, (d) communication skills, and (e) motivation to engage in ally behaviors.
>
> RQ1: How will participants' ally behaviors differ by (a) rank, (b) gender, (c) race/ethnicity, (d) sexual orientation, and (e) discipline area (STEM vs. Social/Behavioral Sciences)?

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

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

Faculty Advocates

Following NDSU's "Allies and Advocates" model, in addition to creating a critical mass of 40% of STEM and SBS full-time faculty allies, the Faculty Allies team will also be training 12 faculty members (6 from STEM and 6 from SBS units) to become ALLIES Faculty Advocates. The Faculty Advocates will work with the ALLIES team to develop workshop materials and learn effective facilitation practices. They will then serve as facilitators for faculty workshops and as liaisons to the ALLIES departments. They will also participate in the BGSU ALLIES regional conference to be held in Spring 2021. Faculty Advocates will receive $250 per semester for Years 2 and 3 of the project, for a total of $1,000.

To be eligible to serve as a Faculty Advocate, applicants must 1) hold a faculty appointment in a target STEM or SBS unit, 2) be tenured or if non-tenure track, have worked at BGSU for at least six year, 3) have attended the January 2019 Faculty Allies workshop, 4) be able to commit to the project for two years, and 5) be able to show a demonstrated commitment to supporting gender equity and inclusion through allyship, service, teaching, research, or informal actions within their own academic unit, college, university, or professional organization. Applications are due Friday April 12, 2019.

The call for applications asks potential Advocates to answer these three questions:
1. Describe some examples of how you have taken action to promote gender equity and inclusion. If you have done this work with faculty, please highlight that work.
2. How have you used and/or shared what you learned in the January workshop?
3. Describe some previous experiences you have had in training and/or influencing your peers.

Inclusive Leadership and Institutional Change

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

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

Defining Inclusive Leadership

The first challenge for the IL team was defining inclusive leadership in a way that would be clear to faculty and administrators while also being measurable, such that one would be able to identify when someone is being an inclusive leader. After consultation with the literature on inclusive leadership and extensive discussion, the team formulated this definition:

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

Chair/Director Training

Consistent with much prior research, our survey and interview data make clear that transforming departmental cultures is key to promoting long lasting, systemic change at BGSU. Department chairs and school directors have tremendous influence on what their unit's workplace climate is like. However, most chairs/directors have little to no formal leadership training. In surveys, BGSU's chairs/directors consistently ask for more professional development opportunities, especially in areas like managing conflict and enacting equitable policies and practices.

To address this need, the IL-C/D team is developing training materials focused on inclusive leadership that will be shared with all chairs/directors on campus during the August 2019 Chair/Director retreat. Because the Chairs/Directors are a "captive audience", the team is being careful to ensure the training is clearly relevant, direct, and useful. We wish to acknowledge that the job of Chair/Director is a difficult one and convey the sense that the ALLIES team wants to work with Chairs/Directors to develop their skills as inclusive leaders.

The 90-minute training session will include a brief overview of the BGSU ALLIES project and a discussion of why diversity, equity, and inclusion matter. Chairs/Directors will then explore six signature traits of inclusive leaders[3]:

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

Tables will be assigned one of the six traits and participants asked to brainstorm how their past and/or future actions as Chair/Director might reflect that trait. Tables will then be asked to report out to the larger group. Finally, each participant will develop an individualized action plan describing specific steps they will take to incorporate inclusive leadership practices into their work.

The IL-C/D team is also planning a follow-up event to take place during the Fall 2019 semester. This event will focus on the concept of broadening one's personal network to become more inclusive. At this session, Chairs/Directors will be asked a series of questions about who is currently part of their network, such as:

1) If you had a professional question, who would you consult at BGSU? Outside of BGSU?
2) If you had an emerging personnel issue, who would you consult at BGSU?
3) What other Chairs/Directors do you ask to serve as Acting Chair/Director when you are out of town?
4) With which BGSU faculty members do you usually discuss teaching issues? Research issues?

Chairs/Directors will then be asked to provide information on the gender and race/ethnicity/nationality of the people in the network. This network map exercise will show campus leaders the value of being more intentional in developing an inclusive sphere of influence. It will also serve as preliminary data so the IL-C/D team can track networks over time to see if they do, indeed, become more inclusive over the duration of the BGSU ALLIES project.

In addition to these two face-to-face events, the IL-C/D team is also developing online training modules for Chairs/Directors. While online training is likely less effective than face-to-face activities, given the full workload of BGSU's Chairs/Directors, trainings that they can complete on their own schedule are desirable. Topics for these online training modules include: microaggressions, intersectionality, bystander intervention, search committee training, faculty evaluations (merit, tenure and promotion), expanding one's inner circle, and leadership assessment. The goal is to have these online modules ready to be piloted in Spring 2020. Once developed, these online modules could be deployed across campus.

Policies

The BGSU ALLIES project seeks to set the expectation of inclusive leadership practices for university administrators, from Chair/Directors on up, by revising university policies where appropriate. Roberts has begun reviewing university and college policies. College-level handbooks for chairs and directors are either nonexistent or outdated; none of those reviewed include anything about inclusive leadership. While faculty, College Deans, and the Provost have formal evaluation mechanisms, there is no university-wide statement of expectations or evaluation procedure for Chairs/Directors, Associate Deans, or Vice

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

Provosts. ALLIES wishes to ensure that all campus leaders are formally evaluated on their achievements in inclusive leadership. Such evaluation metrics can be a powerful incentive for administrators to confront bias, advocate for their faculty, and ensure an equitable workplace. As a first step, Roberts is working within the College of Arts & Sciences to include inclusive leadership as an expectation in the College's Chair/Director handbook. The inclusive leadership team is also developing suggested questions regarding inclusive leadership to submit to the College Deans as they develop a proposal for a university-wide tool to evaluate Deans, Chairs, Directors, Vice Provosts, and Associate Deans.

Data

BGSU does not currently track faculty data that could reveal how intersecting identities impact faculty representation and advancement. These types of data are vital information for administrators seeking to implement inclusive leadership practices. In particular, the ALLIES project seeks to improve the way BGSU collects data on non-binary gender, race, ethnicity, national origin, sexuality, and dis/ability status wherever possible, and track these categories in faculty applicant pools and hires and in faculty and administrator demographics. Unfortunately, there are many challenges to this effort, including concerns about protecting privacy and data collection processes that vary across campus. Matuga, who oversees institutional data collection and reporting, is working to address these issues.

Connections to NDSU and FIU

As an ADVANCE-Adaptation project, BGSU ALLIES is adapting the findings of two previously-funded ADVANCE-Institutional Transformation projects, North Dakota State University's "Advocates & Allies" program, and Florida International University's "Deep Change" program.

NDSU's program to develop men STEM faculty to serve as allies and advocates for gender equity has proven so successful that it has been endorsed by the American Society for Engineering Education and is expanding with ADVANCE support to multiple other universities. Our Faculty Allies program is using NDSU's model with a few modifications, most significantly, the inclusion of both men and women as allies and advocates. The ALLIES team believes that, because we all have multiple intersecting identities, everyone has the potential to serve as an effective ally to colleagues and advocate for gender equity.

In addition to email exchanges and the sharing of training resources, Ogawa traveled to NDSU in Fall 2018 to participate in their training and meet with the NDSU team, bringing back lots of useful feedback for the BGSU ALLIES adaptation of their program. Also of great help to the Faculty Allies team was a meeting with Dr. Jayaraman Sivaguru, who moved in 2017 from NDSU to BGSU as Associate Director of our Center for Photochemical Sciences. Siva had served as a Faculty Advocate at NDSU, and graciously shared some of his experiences with the Faculty Allies team. He emphasized the importance of using realistic case studies and real world examples in our training, and to be sure to consider how areas of concern may differ by department (e.g., biases in hiring in one department vs. mid-career workload inequities in another).

FIU's "Deep Change" program focuses on training for STEM faculty that increases awareness of bias and discrimination and, most importantly, moves beyond mere awareness to provide concrete tools participants can use to take action when faced with acts of bias. Our Faculty Allies training was designed with this model in mind, so that our workshop participants learned specific bystander intervention techniques and had opportunities to practice how they would respond and take action in specific

scenarios. The inclusive leadership training for Chairs/Directors similarly emphasizes action over mere awareness.

FIU graciously shared their "Bystander Leadership Program" training workbook with us and we also had a very productive conference call with FIU's co-PI Suzanna Rose and ADVANCE Faculty Fellow Kirsten Wood in February 2019. They described how important it is to focus in workshops on practicing intervention strategies versus passive learning. Also, Peña was able to visit FIU in March 2019 to participate in their training session and meet with the FIU team.

Project Evaluation

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

During the past year, the ALLIES evaluation has focused on formative evaluation of the Faculty Allies Workshop as well as follow-up ALLIES events. The Faculty ALLIES Workshop Survey utilized retrospective pre- and post- questions on the quantitative portion of the survey that assessed: allies concepts, awareness, actions, behaviors, response efficacy, self-efficacy, and perceptions of the workshop content, materials, space, and discussion. The qualitative questions focused on: faculty perceptions of the most beneficial components of the workshop, suggested modifications to the workshop, allyship strategies faculty learned and would utilize, and additional support needed (see Appendix for survey instrument). Data from the survey were utilized to modify the Faculty Allies Workshop. The ALLIES Event Survey is a brief formative survey that examines overall rating of the event, key takeaways, any modifications to the event needed, and other topics faculty would like to see addressed. Faculty complete the survey after each ALLIES event and the data are utilized to improve service delivery as well as suggest other topic areas for the support of ALLIES faculty.

Our external evaluator is Dr. Christine Pribbenow, Director, the LEAD Center, and Senior Scientist, Wisconsin Center for Education Research. Pribbenow has served as the Evaluation Director for the University of Wisconsin-Madison's ADVANCE-funded WISELI program since 2003; she also served as the external evaluator for Lehigh University's ADVANCE-IT project. Both these projects included ally building and inclusive leadership training among their activities. Rychener and Yacobucci have had two substantive conference calls with Pribbenow, and she will be visiting BGSU on April 23-24, at the same time as our External Advisory Board (see below).

Advisory Boards

The BGSU ALLIES project has both Internal and External Advisory Boards. The Internal Advisory Board is chaired by Provost Joe Whitehead and includes College Deans, faculty leaders, and other campus stakeholders (Table 5). The Internal Advisory Board will meet on April 5, 2019 to review progress and offer feedback on BGSU ALLIES activities; a second meeting for board members who cannot attend on April 5 will be held on April 19.

Table 5. BGSU ALLIES Internal Advisory Board

Joe Whitehead	Provost and Senior Vice President for Academic Affairs
Raymond Craig	Dean, College of Arts and Sciences
Raymond Braun	Dean, College of Business Administration
Dawn Shinew	Dean, College of Education and Human Development
James Ciesla	Dean, College of Health and Human Services
Jennie Gallimore	Dean, College of Technology, Architecture, and Applied Engineering
David Border	Chair, Faculty Senate
David Jackson	President, BGSU Faculty Association
Angela Clark-Taylor	Director, Center for Women and Gender Equity
Jennifer McCary	Assistant Vice President of Student Affairs, Title IX Coordinator, and Advisor to the President for Diversity and Inclusion
Connie Molnar	Associate Director of the Center for Faculty Excellence

The External Advisory Board is chaired by BGSU President Rodney Rogers and includes co-Directors of the ADVANCE projects at NDSU and FIU, two university leaders who have worked with BGSU on the ADVANCE-funded IDEAL and IDEAL-N projects, and a faculty member who has partnered with BGSU on other NSF-funded projects (Table 6). The External Advisory Board will participate in a two-day campus visit on April 23-24, 2019, during which they will meet with the BGSU ALLIES team, internal and external evaluators, campus leaders, and participants in ALLIES activities.

Table 6. BGSU ALLIES External Advisory Board

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

Marketing and Communications

The project team acknowledges the importance of building "brand recognition" for the BGSU ALLIES project. Shortly after receiving the grant award, we produced an initial press release with BGSU's Marketing and Communication team, which resulted in news coverage in two local newspapers, the Sentinel-Tribune and BG Independent Media. Marketing and Communication also helped us with taking group and individual photos of the ALLIES team, creating a logotype for the project (Figure 5), and establishing the project's website: https://www.bgsu.edu/allies. We also commissioned Lisa Addis, Creative Manager for the Northwest Ohio Center for Excellence in STEM Education, to create a graphic element for the project (Figure 5). Information Technology Services assisted us in creating a shared email account for the project: allies@bgsu.edu.

Fig. 5 BGSU ALLIES Logotype (left) and Graphic Element (right).

The ALLIES team has given multiple presentations about the project to various constituent groups on campus:
1) Dean's Council (Sept. 27, 2018)
2) Faculty Senate (Oct. 2, 2018)
3) Provost's Chairs and Directors meeting (Oct. 10, 2018)
4) Arts & Sciences Council (Oct. 19, 2018)
5) Undergraduate Student Government (Nov. 26, 2018)
6) Arts & Sciences Diversity Committee (April 1, 2019)

ALLIES held a Kickoff Event in October 2018, to which STEM and SBS faculty, Chairs/Directors, Deans and Associate Deans were invited. Over 50 people attended this event, during which the team shared information about the project and its planned activities for the 2018-19 academic year. This overview was followed by small-group structured discussions, separately for faculty and administrators (Figure 6). All participants were asked to discuss how we might define allyship and inclusive leadership, and how prepared they felt to take action to prevent or challenge instances of bias. Faculty were then asked to share ways they have demonstrated allyship on a colleague's behalf and to discuss some of the factors that influence their decision to act when witnessing an act of bias or discrimination. Administrators were asked to share examples of their own or others' inclusive leadership, and what policies, initiatives, or programs their unit has to promote allyship and inclusive leadership.

At the table discussions, participants talked about how to weigh the costs and benefits of intervening, especially for pre-tenure and non-tenure track faculty whose position in the academic hierarchy makes them more vulnerable to retaliation. Faculty also suggested that the ALLIES project could provide guidance on knowing when and how to intervene. Some faculty raised the issue of why administrators would want to be allies when there is no incentive for them to change the status quo, while others suggested that it is the chair/director's job to intervene in cases of bias, not faculty's. This feedback was tremendously helpful to the ALLIES team as it informs how we structure our trainings and what aspects of allyship and inclusive leadership we need to emphasize.

In an effort to collect authentic scenarios that could be used in future ALLIES training, Kickoff Event participants were also invited to anonymously share (on index cards) examples of biased, discriminatory, or inappropriate behavior toward women or non-binary faculty or faculty of color that they had observed in their unit. The 13 cards submitted were shared with the Title IX office to confirm that no follow-up with that office was needed.

Fig 6. Kickoff Event, October 2018

Personnel, Infrastructure, and Budget

A few changes were made to the project personnel in Fall 2018. Mike Ogawa had been listed as Lead PI and Peg Yacobucci as the Project Director and co-PI on the NSF proposal, however BGSU's Grants Accounting office requires that the person responsible for day-to-day fiduciary responsibilities be the Lead PI. We therefore, after discussing it with the NSF-ADVANCE program officer, switched Ogawa to co-PI and Yacobucci to Lead PI. Also, Rachel Vannatta, who was to lead the internal evaluation team, had to step away from the project; Stacey Rychener, who was also on the original team, took Vannatta's place as leader of the internal evaluation team.

The ALLIES grant includes stipend support for a PhD student in Higher Education and Student Affairs. Jody Kunk-Czaplicki has worked for the ALLIES team this year; Blaze Campbell will join the team for 2019-20.

The Faculty Allies and Inclusive Leadership teams have been meeting separately all year, but we have also held three all-team meetings, on August 31, 2018, December 11, 2018, and April 2, 2019. These meetings have allowed the two sub-teams to share ideas and the ALLIES team to plan project-wide activities.

The grant budget was established in BGSU's Financial Management System on Oct. 15, 2018. Yacobucci went through various trainings in order to gain access to the FMS as the grant's Lead PI.

The team worked with staff in Capital Planning to identify office space for the ALLIES project. We were first assigned in October 2018 to 246 Math-Science. In late December, Yacobucci was informed by a third party that this space was being reassigned to another group. Yacobucci and Ogawa met with Bob Waddle, Assistant Vice President for Capital Planning, who offered 325 Math-Science (located within the old Science Library space) as the ALLIES office. This space currently houses ALLIES materials, but is not ideal (see Challenges below).

A gently used laptop was acquired from Information Technology Services and general office supplies purchased for the BGSU ALLIES project's use.

Challenges

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

1) Because NSF-ADVANCE grants require a strong institutional commitment, support for course release time for project personnel was not allowed by NSF to be written into the budget of the proposal. Rather, the university committed in the proposal to providing to faculty on the team "course releases each academic year to enable an appropriate level of time commitment to the success of the project." Unfortunately, there was no clear mechanism to fund these releases. Ogawa was able to fund one course release in Spring 2019 for Yacobucci from his budget as Vice President for Research and Economic Development; other project personnel have received no release time. It is unclear how course releases will be funded in Years 2 and 3 of the project.

   The course release issue is a pressing one given the time commitment this project has required of its team. Between August 31, 2018 and April 2, 2019, BGSU ALLIES has engaged in 73.5 hours of meetings, presentations, workshops, and other events. This does not, of course, include all the work that has taken place to prepare for these events. The ALLIES project does not fit well in the context of the usual faculty workload. It is not a research grant per se, and so would not count as research in merit or tenure & promotion review. Nor does it take the place of the usual faculty service activities, which ALLIES team members are still performing. It is truly work above and beyond a normal faculty workload. While the ALLIES team is excited about all we have accomplished to date, we have to acknowledge the toll this time commitment has taken.

2) The current site for the BGSU ALLIES office is unsuitable. The room, 325 Math-Science, is an unlockable office within the larger space of the now-defunct science library. This space is currently otherwise unoccupied and locked 24/7, with access only via an electronic PED (personal entry device). The ALLIES office is therefore invisible to the BGSU community and only accessible by Yacobucci, Hanasono, or Roberts, who have PED access. In December, we were told that other offices would be moving into the old library space this semester, at which point the front doors to the space could be left open during business hours. However, this has not yet happened. We have therefore not been able to hold our planned drop-in office hours for our Faculty Allies workshop participants or conduct sub-team meetings in our office space. A priority in the near future must be finding a more visible and accessible space for the BGSU ALLIES project.

3) In the ALLIES proposal, we described an incentive system whereby Faculty Allies and Advocates would receive professional development funds for their participation in the project. These funds were to be transferred from the grant into each faculty member's departmental professional development account. We developed this structure in consultation with the NSF-ADVANCE program officer, who told us that direct payments to individual faculty were frowned upon. Instead, previous ADVANCE awardees used NSF funds to support faculty activities via professional development funds, research grants, recognition awards, etc. In our proposal, we described how most BGSU faculty are familiar with the use of professional development funds as an incentive for participation based on how BGSU's Center for Faculty Excellence disburses funds for participants in CFE Faculty Learning Communities. Here is how the professional development funds were described in the Budget Justification section of the ALLIES proposal:

> "These funds are not awarded directly to individual faculty, but are provided to academic departments; the faculty member can then use the funds to be reimbursed for approved professional expenses (e.g., conference travel, minor research-related expenses)."

However, Grants Accounting has informed us that we cannot distribute professional development funds as described in our funded proposal. Rather, the promised dollars can only be treated as supplemental pay, processed through Payroll and treated as compensation for faculty members' time and effort committed to the project. The explanation for this rule is that funds moved to a professional development account would be used for expenses not directly related to the grant project, which is not allowed.

This policy does not line up with what we were told by the NSF-ADVANCE program officer or with what other ADVANCE-funded universities have done in the past. We have already received one complaint from a workshop participant, who noted that the tax that will be withheld from the supplemental pay reduces the amount they were promised. The ALLIES team is not sure how to address this disconnect between what BGSU's Grants Accounting will allow and what NSF approved.

4) One final challenge we have had is with NSF's definition of STEM. NSF will only allow funds to be spent to support faculty in the disciplines it funds. Left out of this group are clinical disciplines (such as Communication Disorders) and professional programs (such as Architecture, Construction Management, and Visual Communications Technology) that many would still consider part of STEM. We have received complaints from faculty members in several of these programs, questioning why they are not eligible for the funds the BGSU ALLIES project is offering to their colleagues in other departments. NSF's rules are clear, so our hands are tied here. However, the ALLIES team acknowledges the frustration of faculty being told they are not "STEM" enough to be included in the project.

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Next Steps

The BGSU ALLIES team is now planning for a variety of activities to take place through the remainder of this academic year, during the summer, and in Fall 2019.

1) The call for applications to become Faculty Advocates is currently out; applications are due April 12. Once selected, we will have an initial meeting with the Advocates in late April or May.

2) The Faculty Allies team will be deploying a "post-post-workshop" survey in May to determine how our faculty workshop participants have retained and used the materials from the workshop.

3) The Faculty Allies team will use the existing Allies Canvas shell as a continuing online forum to build and retain our growing community of faculty allies.

4) With feedback from the January pilot workshop and the input of our Faculty Advocates, we will revise our Faculty Allies workshop before running it again next year.

5) The Inclusive Leadership team will continue developing materials for Chair/Director training to be deployed at the August 2019 Chair/Director retreat and during the Fall 2019 semester.

6) The Inclusive Leadership team will continue reviewing university and college policies and recommend changes that will ensure inclusive leadership practices are part of the expectations conveyed to Chairs/Directors and other administrators as well as part of their evaluation process.

7) In addition to working on better data tracking practices, we should receive access to this spring's COACHE survey data sometime over the summer. We will be reviewing these data and using them as we plan our next set of programming.

8) Both the Faculty Allies and Inclusive Leadership teams will begin developing a set of online training modules. To assist with development of these modules, we will be recruiting two instructional designers, who will be hired as consultants at an hourly rate. We hope to have the first modules ready to pilot in Spring 2020.

9) The ALLIES team will share our faculty allies training with the College of Arts & Sciences' Diversity Committee, which has expressed interest in incorporating some of our materials into their mentoring work with newly hired faculty in the College.

10) With the assistant of our graduate student and possibly also undergraduate students in the School of Media and Communication, we will develop and roll out a more extensive marketing campaign for the project. We will establish BGSU ALLIES social media accounts and greatly develop the project's website. The team also has several more specific ideas to ensure everyone on campus knows about BGSU ALLIES, including creating door signs for Faculty Allies and Advocates and running targeted action campaigns (such as one encouraging faculty to nominate a woman colleague for an award).

11) We hope to have a more visible and welcoming office space for the BGSU ALLIES project by the beginning of the Fall 2019 semester.

12) The ALLIES team is currently working on conference proposals for the Equity in STEM Community Convening, to be held October 6-8, 2019 in Cleveland, Ohio, and the Association for the Study of Higher Education (ASHE) conference, to be held November 14-16, 2019 in Portland, Oregon. We look forward to disseminating preliminary results of our ALLIES research project as well as connecting with other ADVANCE institutions and researchers focused on equity and diversity issues in higher education.

Appendix

A. Faculty Allies Workshop agenda

B. Faculty Allies PowerPoint slides

C. Spring 2019 Faculty Allies event schedule

D. Summary of attendance at ALLIES events

E. Evaluation instruments

A

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BGSU ALLIES
Faculty Allies Workshop
January 24, 2019

</div>

INTRODUCTION	
1:00-1:35 PM	Welcome
	Provost's remarks
	Overview of BGSU ALLIES project
	Workshop goals and objectives (see reverse side)
	Agenda, logistics, and guidelines
1:35-1:45 PM	Icebreaker
1:45-1:50 PM	So what?
1:50-2:10 PM	Understanding and engaging in privilege
2:10-2:20 PM	*Break*
BYSTANDER INTERVENTION	
2:20-2:40 PM	What is bystander intervention?
2:40-3:10 PM	Principles of bystander intervention
3:10-4:25 PM	Small group practice in breakout groups
4:25-4:40 PM	Costs and benefits of acting as an ally
NEXT STEPS	
4:40-4:45 PM	Upcoming ALLIES activities
4:45-5:00 PM	Evaluation

Today's Facilitators:
Dr. Ellen Broido, Professor, Higher Education & Student Affairs
Dr. Lisa Hanasono, Associate Professor, School of Media & Communication
Dr. Susana Peña, Director, School of Cultural & Critical Studies and Associate Professor, Ethnic Studies
Dr. Hyunny Ro, Assistant Professor, Higher Education & Student Affairs
Dr. Sheila Roberts, Associate Dean, College of Arts & Sciences and Associate Professor, Geology
Dr. Karen Root, Associate Professor, Biological Sciences
Dr. Peg Yacobucci, Professor, Geology
Dr. Mike Zickar, Chair, Psychology

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

Workshop Goals

Why are we holding this workshop?

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

Workshop Objectives

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

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

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

B

ALLIES
Building Inclusive Leadership Practices and Policies to Transform the Institution

BGSU Faculty Allies Workshop

January 24, 2019
1:00-5:00 PM

BGSU. ALLIES

Welcome

Joe B. Whitehead, Jr.

Provost and Senior Vice President for Academic Affairs

ALLIES

BGSU ALLIES: An Overview

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

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

NSF

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

ALLIES

BGSU ALLIES: An Overview

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

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

ALLIES

BGSU ALLIES: An Overview

The Three "I"s – Our Unifying Theme

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

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

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

ALLIES

Faculty Allies Workshop

Workshop Goals:
Why are we holding this workshop?

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

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

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

ALLIES

Faculty Allies Workshop

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

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

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

Faculty Allies Workshop

- Agenda
- Workshop Facilitators
- Title IX: Mandatory Reporting
- Group Norms & Foundational Assumptions

(see handouts)

Icebreaker

Please Introduce Yourself:

Name

Gender Pronouns

Home Unit

+

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

So What?
Why Diversity, Equity & Inclusion Matters

- Faculty Demographics

- Evidence of Bias and Discrimination
  - COACHE Survey
  - BGSU Climate Survey

- Need for Allyship and Inclusive Leadership Development

So What?
Why Diversity, Equity & Inclusion Matters

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

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

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

Toward Allyship

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

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

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

Activity

Identifying and Reflecting on Our Own Privilege

10-Minute Break

Bystander Intervention

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

(Banyard, 2008; Latané & Darley, 1968)

Bystander Intervention

So What?
Bystander intervention can:

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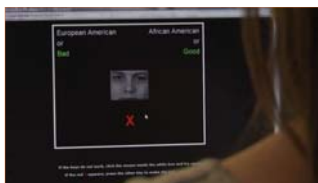✓ Empower colleagues and communities

(Nelson, Dunn & Paradies 2011)

Bystander Intervention

Recognizing Bias

Overt ←————————————→ **Covert**

Bystander Intervention

Video on Microaggressions:

Bystander Intervention

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

(Adapted from FIU's Bystander Leadership Training)

Bystander Intervention

Example Scenario

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

Bystander Intervention

Table Discussion:
Scenarios #1-4

Bystander Intervention

Final Scenario

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

What might you do in those situations?

Bystander Intervention

Final Thoughts:

Considering the Costs & Benefits of Acting as an Ally

Please see handouts:
- "Supporting Resources"
- "Mandatory Reporting and Title IX"

Next Steps

- Professional development funds
- Upcoming ALLIES activities
- Post-Workshop Evaluation
  - Pseudonym: MM/DD & ##
    (e.g., 01/24 & 99)

Thank You!

Contact Information:

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

                    325 Math-Sciences Bldg

Allies Project Director: Peg Yacobucci (mmyacob@bgsu.edu)

Research Project: Lisa Hanasono (LisaKH@bgsu.edu)

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

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C

Spring 2019 Faculty Allies Events

Building Inclusive Leadership Practices and Policies to Transform the Institution

Discussion of Workshop Readings and Action Strategies

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

Women's Leadership Breakfast

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

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

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

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

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

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

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

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

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

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

Online Discussion of Additional Allyship Scenarios

Monday April 8 through Friday April 19

Chronological Listing

Tuesday February 19, 11:00-12:30 PM
410 Kuhlin Center
Discussion of Workshop Readings and Action Strategies

Thursday February 28, 8:00-11:00 AM
308 BTSU
Women's Leadership Breakfast

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

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316 BTSU
Brown Bag Discussion, Complexities of Being an Ally

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

Wednesday May 15, 2:00-3:30 PM
31<u>5</u> BTSU
Networking Event

D

Summary of Attendance at BGSU ALLIES Events

	Kickoff Event 10/16/18	Faculty Allies Workshop 1/24/19	Allies Reading Discussion 2/19/19	Allies Brown Bag on "Secret Service" 3/7/19	Allies Networking Event 3/12/19
Total Attendance	56	46	19	18	4
STEM	35 (63%)	29 (63%)	10 (53%)	9 (50%)	2 (50%)
SBS	17 (30%)	17 (37%)	9 (47%)	9 (50%)	2 (50%)
Other	4 (7%)	n/a	n/a	n/a	n/a
Women	33 (59%)	26 (57%)	9 (47%)	11 (61%)	2 (50%)
Men	23 (41%)	20 (43%)	10 (53%)	7 (39%)	2 (50%)
Instructor	5 (9%)	5 (11%)	0 (0%)	1 (6%)	0 (0%)
Lecturer	2 (4%)	2 (4%)	1 (5%)	1 (6%)	0 (0%)
Senior Lecturer	3 (5%)	3 (7%)	0 (0%)	1 (6%)	0 (0%)
Assistant Professor	8 (14%)	7 (15%)	1 (5%)	4 (22%)	2 (50%)
Associate Professor	15 (27%)	13 (28%)	7 (37%)	4 (22%)	0 (0%)
Professor	10 (18%)	14 (30%)	9 (47%)	6 (33%)	2 (50%)
Chairs/Directors	7 (13%)	2 (4%)	1 (5%)	1 (6%)	0 (0%)
Deans/Associate Deans	6 (11%)	n/a	n/a	n/a	n/a
NTTF	10 (18%)	10 (22%)	1 (5%)	3 (17%)	0 (0%)
TTF	33 (59%)	33 (72%)	17 (89%)	14 (78%)	4 (100%)
Administrators	13 (23%)	3 (7%)	1 (5%)	1 (6%)	0 (0%)

E

Faculty Workshop Evaluation Survey

ALLIES — Building Inclusive Leadership Practices and Policies to Transform the Institution

Thank you for attending the ALLIES Workshop. Please complete the following questions about your thoughts and experiences based on the workshop as well as prior to the workshop.

Please place an **X** in the box that best represents your understanding of the ALLIES concepts *both* **PRIOR TO** the workshop and **AFTER** the workshop.

1=Very Limited 2=Limited 3=Basic 4=Intermediate 5=Advanced									
ALLIES CONCEPTS	**PRIOR TO THE WORKSHOP**					**AFTER THE WORKSHOP**			
	1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
Allyship									
Gender equity									
Intersectionality									
Bystander intervention									
Privilege									
Implicit bias									
Microaggressions									

Please place an **X** in the box that best represents your recognition and knowledge *both* **PRIOR TO** the workshop and **AFTER** the workshop.

1=Never 2=Rarely 3=Occasionally 4=Regularly								
ALLIES RECOGNITION	**PRIOR TO THE WORKSHOP**				**AFTER THE WORKSHOP**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
I am able to……								
Recognize privilege in the workplace								
Recognize bias in the workplace								
Recognize microaggressions in the workplace								
Recognize when to intervene in a bias incident								
Know effective intervention strategies when I witness a bias incident								

Faculty Workshop Evaluation Survey

ALLIES
Building Inclusive Leadership Practices and Policies to Transform the Institution

Please place an **X** in the box that best represents your behaviors *both* **PRIOR TO** the workshop and **AFTER** the workshop.

1=Never 2=Rarely 3=Occasionally 4=Regularly								
ALLIES **ACTIONS AND BEHAVIORS**	**PRIOR TO THE WORKSHOP**				**AFTER THE WORKSHOP**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
I am personally committed to addressing issues of bias and discrimination against women and other marginalized faculty.								
I share with my colleagues my commitment to creating a more equitable climate for women and other marginalized faculty.								
I have read about bias and discrimination against women and other marginalized faculty in academia.								
I have spoken up when I notice a woman and other marginalized colleague being interrupted.								
I ask women and other marginalized colleagues about their experiences of the climate within their department.								
I invite women and other marginalized colleagues to informal gatherings where work-related discussions are likely to occur.								
I talk to women and other marginalized colleagues about their research.								
I nominate women and other marginalized colleagues for university awards.								
I volunteer to serve on departmental and college committees with the specific purpose of being an ally for faculty equity.								
I intervene if I witness a bias incident.								

2

Faculty Workshop Evaluation Survey

ALLIES
Building Inclusive Leadership Practices and Policies to Transform the Institution

Please place an **X** in the box that best represents your beliefs about bystander intervention and ally behaviors **both** PRIOR TO the workshop and **AFTER** the workshop.

1=Strongly Disagree 2=Disagree 3=Sometimes Agree, Sometimes Disagree 4=Agree 5=Strongly Agree 6=Not Sure												
RESPONSE EFFICACY	**PRIOR TO THE WORKSHOP**						**AFTER THE WORKSHOP**					
	1	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**
Bystander Intervention												
Bystander intervention is an effective way to stop discrimination.												
Bystander intervention deters future acts of discrimination.												
Bystander intervention helps victims of discrimination.												
Ally Behaviors												
Serving as an ally is an effective way to stop discrimination.												
Serving as an ally deters future acts of discrimination.												
Serving as an ally helps victims of discrimination.												

**Adapted from Smith et al., 2008

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Please place an **X** in the box that best represents your current beliefs about allyship self-efficacy **both** **PRIOR TO** the workshop and **AFTER** the workshop.

| 1=Strongly Disagree 2=Disagree 3=Sometimes Agree, Sometimes Disagree 4=Agree 5=Strongly Agree 6=Not Sure												
SELF EFFICACY	**PRIOR TO THE WORKSHOP**						**AFTER THE WORKSHOP**					
	1	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**
I can stop acts of discrimination that target faculty members.												
I can prevent acts of discrimination that target faculty members.												
I can help faculty members who are coping with discrimination.												
I know how to detect if a behavior is biased.												
I have not had any opportunities to serve as an ally.												
I have not had to intervene, because I have not witnessed acts of discrimination.												

**Adapted from Smith et al., 2008

What do you think were the most helpful or valuable aspects of the workshop you attended today?
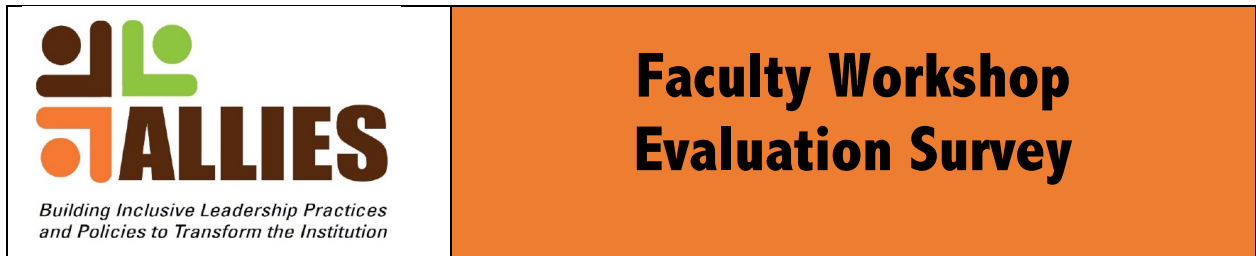
What if anything would you change about the pre-workshop module or the workshop itself to be more beneficial to you? Please provide suggestions.

What are the top allyship strategies you will take with you to implement in the future to promote a more equitable campus climate for women and other minoritized faculty?

What questions do you still have about being an ally for faculty equity after attending this workshop? What additional support or training do you think you need to enact these allyship strategies?

ALLIES

*Building Inclusive Leadership Practices
and Policies to Transform the Institution*
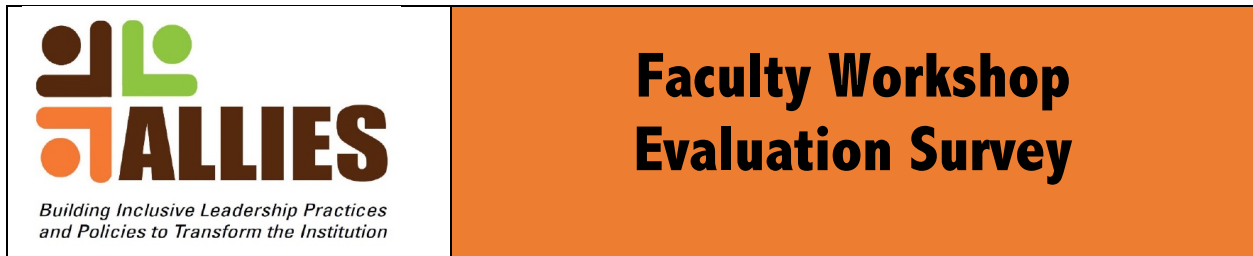
Please circle the answer that best describes your workshop experience.

1. **How much of the pre-workshop materials did you review before the workshop?**

    A little   Some   Most   All

2. **How effectively did the pre-workshop module materials (readings, materials, etc.) prepare you for the workshop?**

    Not at All Effectively   Somewhat Effectively   Effectively   Very Effectively

3. **The facilitators created a safe space for learning and discussion.**

    Not at All Effectively   Somewhat Effectively   Effectively   Very Effectively

4. **The workshop provided relevant ideas and strategies that I can use.**

    Not at All Effectively   Somewhat Effectively   Effectively   Very Effectively

5. **The facilitators promoted discussions that were relevant to the workshop objectives.**

    Not at All Effectively   Somewhat Effectively   Effectively   Very Effectively

6. **How likely are you to share what you have learned today with your colleagues?**

    Not Likely   Somewhat Likely   Likely   Very Likely

7. **How satisfied are you overall with the workshop?**

    Not Satisfied   Somewhat Satisfied   Satisfied   Very Satisfied

Thank you for attending this ALLIES Event. Please complete the following questions about your thoughts and experiences of this ALLIES Event.

1. Overall rating of this event:

1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent

2. Did your participation in this event help you to become a more effective faculty ally? If so, in what way(s)?

3. Please describe one key idea that you will take away from today's discussions.

4. Please describe any improvements you would suggest or topics you would like to see addressed in future BGSU ALLIES events.