Report to External Advisory Board

June 2020

BGSU ALLIES

May 2019-June 2020

ALLIES

Building Inclusive Leadership Practices and Policies to Transform the Institution

NSF

Executive Summary

"BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution" is an NSF-funded, three-year project that aims to catalyze a campus-wide effort to better support the careers of women and underrepresented minority faculty in the natural and social sciences. BGSU 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.

During the past year, the BGSU ALLIES team accomplished the following goals:

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

2) Selected and trained our Faculty Advocates and planned Advocate-led workshops within our targeted academic units. The Faculty Advocates all rated the Fall 2019 training as very good or excellent, and they now feel well-prepared to conduct workshops within academic units. As with all our other trainings, faculty in our two pilot unit workshops noted the peer discussions of real-world scenarios as particularly valuable.

3) Conducted workshops on "Allyship for Faculty Administrators," "Inclusive Leadership," and "Expanding Your Network" for Chairs/Directors and other faculty administrators. Nearly half of BGSU's Chairs/Directors and 8 of 10 College Deans participated in the first workshop and reported significant improvement in their ability to recognize privilege, bias, and microaggressions and enhanced self-efficacy in their ability to prevent and stop acts of discrimination. Almost all Chairs/Directors participated in the Inclusive Leadership workshop, which was also well-rated. Gains in specific self-reported inclusive leadership actions were sustained through the Fall 2019 semester.

4) Established an agenda of policy issues related to gender equity to discuss with BGSU's administration and developed inclusive leadership items for evaluation of faculty administrators, which is currently being discussed by the College Deans.

5) Outlined the design concept for 12 online training modules for faculty and Chairs/Directors and created module content for two online modules. These pilot modules include one for faculty on recognizing biases, discrimination, and microaggressions and one for Chairs/Directors on student evaluations of teaching.

6) Collected and analyzed evaluation data for ALLIES programming and research. Overall, these data demonstrate the effectiveness of ALLIES trainings and participants' satisfaction with our approach. Among the most interesting findings is that faculty administrators self-reported the frequency of their ally actions consistently before and after training, while faculty overestimated the frequency of their ally actions before participating in the workshop. This difference may reflect more prior training and/or more self-reflection for administrators relative to faculty. In contrast, both faculty and faculty administrators overestimated their self-reported ability to recognize workplace equity issues and their knowledge of effective intervention strategies before they received training, indicating the value the allyship training brings to both groups of participants.

7) Engaged the BGSU community and beyond via new social media accounts, an expanded ALLIES website, a campus podcast episode, and a newsletter that was distributed to all STEM and SBS faculty and Chairs/Directors.

8) Presented at the October 2019 Equity in STEM Community Convening in Cleveland, Ohio. Over 30 attendees participated in our session on "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program". Participants told us our presentation design, which interwove short presentations with interactive, small-group discussion of carefully defined questions, was particularly helpful.

9) Began planning a regional conference on faculty allyship and inclusive leadership. This conference will help participants to create sustainable institutional change by developing faculty allyship and inclusive leadership programs at their institutions. Participants will include faculty, faculty administrators, graduate students, and postdoctoral fellows from universities in the Great Lakes region as well as members of other NSF-ADVANCE grant teams from across the country.

10) Moved into a new office space in the Psychology Building. The new BGSU ALLIES office, located within BGSU's "science corridor," includes private space for small-group meetings and one-on-one consultations.

11) Revised activities in response to the ongoing COVID-19 crisis and identified policy issues related to the inequitable impact of the pandemic on women and other minoritized faculty. We have presented several concrete actions to mitigate the impact of the crisis on women faculty to BGSU President Rodney Rogers.

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Introduction

This report summarizes activities since May 2019 for the project "BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution." The National Science Foundation (NSF) awarded $984,484 to BGSU for this project, which will run for three years (Sept. 1, 2018 - August 31, 2021; Award No. 1760389).

NSF ADVANCE - Adaptation Track

BGSU ALLIES is funded through NSF's ADVANCE program, which is part of the Human Resource Development (HRD) Division, within the Education and Human Resources (EHR) Directorate. The ADVANCE program "seeks to develop systemic approaches to increase the participation and advancement of women in academic STEM careers".[1] The focus of the ADVANCE program has shifted in the past few years to focus on supporting the broader use of evidence-based systemic change strategies that address gender equity through an intersectional lens.

BGSU's Context

BGSU is a public doctorate-granting university located in northwest Ohio. BGSU's Carnegie classification is high research activity with strong community engagement. BGSU is also recognized nationally for its first-year-experience programs and undergraduate learning communities.

Dr. Rodney Rogers has served as BGSU's President since January 2018; he was previously Provost and Senior Vice President for Academic Affairs from 2012-2018, and Dean of the College of Business from 2006-2012. Dr. Joe Whitehead joined BGSU as Provost in January 2019; a physicist, Dr. Whitehead has previously served as Provost at North Carolina Agricultural and Technical State University.

In Fall 2019, a total of 17,733 students (57% women; 85% undergraduate) were enrolled on BGSU's main campus and 2,171 students at its branch campus, Firelands College in Huron, Ohio. In 2019-2020, BGSU employed about 804 full-time faculty (50% women, 7% underrepresented minorities, 35% non-tenure track). The number of full-time faculty will be reduced for 2020-2021 due to a hiring freeze and non-renewals of non-tenure-track faculty. These cuts are in response to budget shortfalls caused by the COVID-19 pandemic. Women are overrepresented among non-tenure track faculty (59%) and underrepresented among tenured faculty (45%). BGSU has extensive bachelor's and master's degree programs, and a smaller number (19) of doctoral programs. The institution does not have professional programs in law or medicine. External grant awards for FY2019 included $4.0 million in STEM, $1.2 million in social and behavioral sciences (SBS), and $1.9 million in STEM education.

BGSU faculty in the natural and social sciences, technology, and mathematics are dispersed across several colleges: Arts & Sciences, Business, Education & Human Development, and Technology, Architecture & Applied Engineering. Arts & Sciences contains 72% (13/18) of STEM and SBS units. Within colleges, faculty members' home units can be traditional departments (overseen by a department chair) or schools, which are groups of related programs or departments overseen by a school director. In many ways, BGSU is a representative non-flagship state-supported institution, similar to those at which many STEM faculty across the nation work.

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

In our ADVANCE-Adaptation proposal we identified three key equity problems. First, women and faculty of color (FOC) are **underrepresented in STEM applicant pools and hires** relative to the available pool of women with doctorates in those fields. Second, women and FOC are **not promoted to full professor or leadership positions** at an equitable rate. These issues are rooted in the third problem: **implicit and explicit gender and racial biases, both individually and in their intersection**. Our data show BGSU women and FOC are more likely to experience discrimination than men and white faculty.

We contend that the institutional barriers women faculty at BGSU face are rooted in these implicit and explicit gender biases, complicated further by biases affecting intersecting identities. These biases explain the underrepresentation of women in our applicant pools and new hires as well as the inequitable rate at which women faculty are promoted to full professor and leadership positions. Hence, our ADVANCE-Adaptation project centers on efforts to reduce these biases.

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 1, 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).

ALLIES Objectives for 2019-2020

Since the External Advisory Board's campus visit in April 2019, our primary objectives were to:

1) Complete the training for our first cohort of Faculty Allies and recruit and train our second cohort of Faculty Allies

2) Select and train our Faculty Advocates and plan for Spring 2020 Advocates-led workshops within our target academic units

3) Conduct several workshops on allyship and inclusive leadership for Chairs/Directors and other faculty administrators

4) Craft a list of policy issues related to gender equity to pursue with BGSU's administration, including items related to inclusive leadership to be incorporated into revised evaluation instruments for Chairs/Directors and other faculty administrators

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

6) Collect and analyze evaluation data for ALLIES programming and our research project

7) Engage the BGSU community and beyond via new social media accounts, an expanded ALLIES website, and a newsletter for faculty in our target academic units

8) Participate in the Equity in STEM Community Convening to disseminate our training model and receive feedback from other ADVANCE institutions and the ADVANCE program officers

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

10) Move into a suitable office space for the project

11) Make adjustments to our programming as a result of the unanticipated Spring 2020 COVID-19 pandemic

Activities related to these objectives are detailed in subsequent sections of this report. **Requests for specific feedback from the EAB are indicated in orange boldface.**
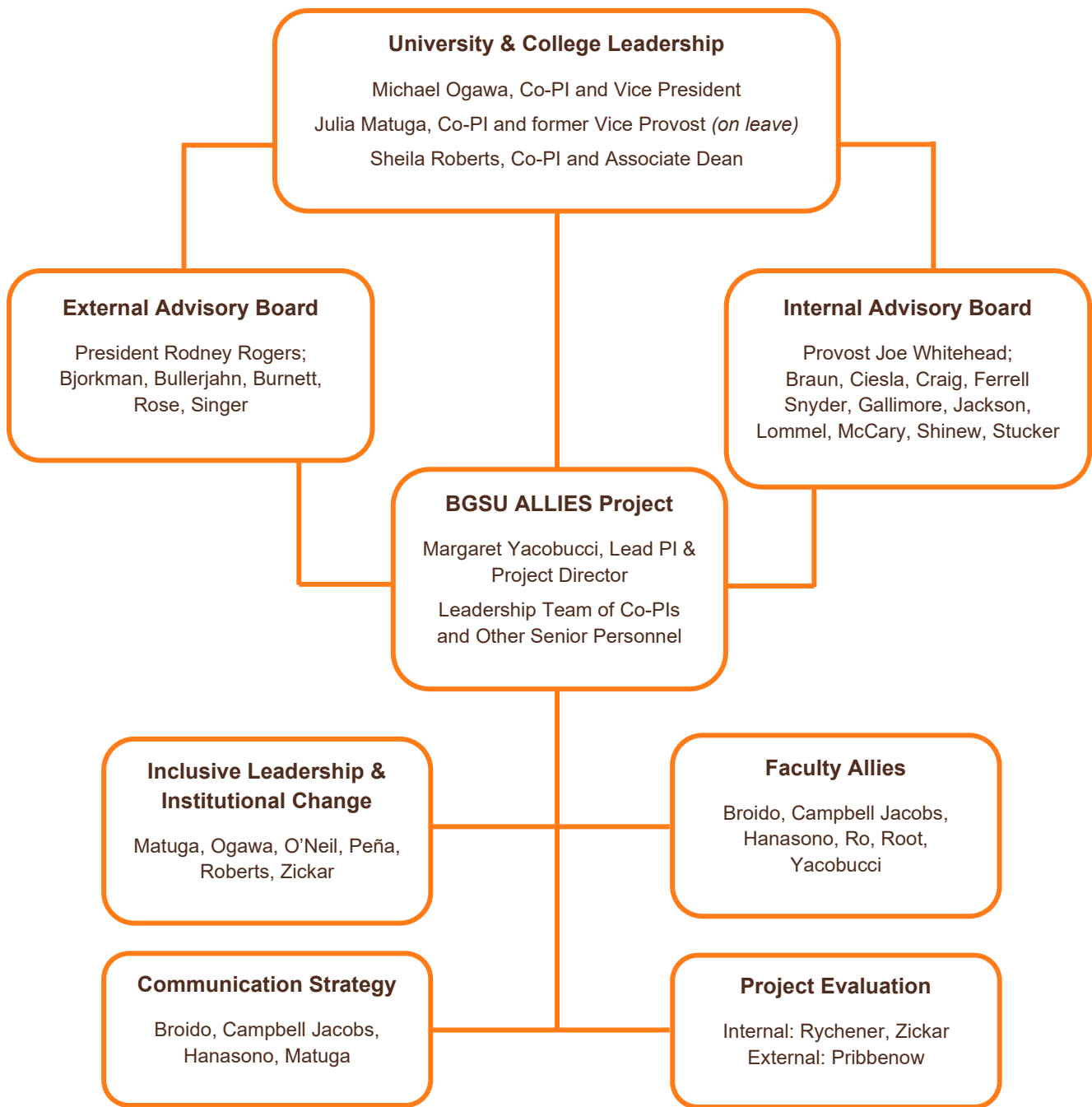
Table 1. BGSU ALLIES Team Members.

Lead PI and Project Director	**Margaret (Peg) M. Yacobucci** (Professor, School of Earth, Environment & Society)
PIs and Other Senior Personnel	**Ellen Broido** (Professor, Dept. of Higher Education & Student Affairs) **Lisa K. Hanasono** (Associate Professor, School of Media & Communication) **Julie M. Matuga** (Professor, School of Educational Policy, Leadership & Policy Studies; former Vice Provost for Institutional Effectiveness) – *on leave for 2019-2020* **Michael Ogawa** (Vice President for Research & Economic Development) **Deborah O'Neil** (Professor, Dept. of Management) **Susana Peña** (Director, School of Cultural & Critical Studies) **Hyun Kyoung Ro** (Associate Professor, Dept. of Higher Education & Student Affairs) **Sheila J. Roberts** (Associate Dean, College of Arts & Sciences) **Karen V. Root** (Professor, Dept. of Biological Sciences) **Michael Zickar** (Chair, Dept. of Psychology)
Graduate Student Assistant	**Blaze Campbell Jacobs** (PhD student, Higher Education & Student Affairs)
Internal Evaluator	**Stacey Rychener** (Center of Assessment and Evaluation Services)
External Evaluator	**Christine Pribbenow** (Director, LEAD Center, Wisconsin Center for Education Research)

Figure 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 *(no longer with project)*, Mike Ogawa.

University & College Leadership

Michael Ogawa, Co-PI and Vice President

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

Sheila Roberts, Co-PI and Associate Dean

External Advisory Board

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

Internal Advisory Board

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

BGSU ALLIES Project

Margaret Yacobucci, Lead PI &
Project Director

Leadership Team of Co-PIs
and Other Senior Personnel

**Inclusive Leadership &
Institutional Change**

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

Faculty Allies

Broido, Campbell Jacobs,
Hanasono, Ro, Root,
Yacobucci

Communication Strategy

Broido, Campbell Jacobs,
Hanasono, Matuga

Project Evaluation

Internal: Rychener, Zickar
External: Pribbenow

Figure 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. To date, we have trained about 28% of targeted faculty.

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

BGSU ALLIES is working with full-time tenure-track faculty (TTF) and qualified-rank faculty (QRF[2]) in the academic units listed in **Table 2**, which include faculty from four colleges: Arts & Sciences (A&S), Business (CoB), Education & Human Development (EDHD), and Technology, Architecture & Applied Engineering (Tech). Note that the Schools of Earth, Environment & Society and Media & Communication have eliminated their separate constituent departments since the beginning of the ALLIES project.

Table 2. Target STEM and SBS Units (College in parentheses).

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

2019 Faculty Allies Cohort

The first cohort of Faculty Allies were recruited in Fall 2018 and participated in a series of training events in Spring 2019. A total of 46 faculty members, representing a range of disciplines and ranks, comprised our first cohort. They completed a pre-workshop module in BGSU's online course management application, Canvas, attended a half-day workshop on allyship on January 23, 2019, and then attended at least two additional follow-up events during the Spring 2019 semester (see **Appendix A**). Turnout for the Spring 2019 semester events was good, with 39% attending two follow-up events and 57% of Faculty

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[2] BGSU faculty previously designated as non-tenure-track (NTT) are now referred to as qualified-rank faculty (QRF) as per the current Collective Bargaining Agreement that went into effect on July 1, 2019. Instructors are now Assistant Teaching Professors, Lecturers are now Associate Teaching Professors, and Senior Lecturers are now Teaching Professors.

Allies attending more than the required two events. At the end of the semester, each Faculty Ally was provided with signs to place on their office and/or lab door, indicating that they were trained allies (**Figure 3**). Once completing the required training, Faculty Allies were eligible for $1,000 in professional development funds; challenges we faced in providing these funds to participants and our solution are discussed below, in the "Personnel, Infrastructure, and Budget" section.

Figure 3. Door Sign for Faculty Allies.

2020 Faculty Allies Cohort

Building on the momentum of our success with our first cohort of Faculty Allies, in Fall 2019, the ALLIES program issued a call for applications for our second cohort. The call for applications was emailed directly to all full-time faculty in our target academic units, to Chairs/Directors of those units, and to the appropriate College Deans. 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?

We received 47 applications for the 2020 Faculty Allies workshop by the December 6, 2019 deadline. The workshop can accommodate up to 50 faculty, so this number of applications was reasonable. One application was incomplete and two faculty applicants were in non-target academic units and therefore were not eligible for professional development funds. Though invited to participate in the workshop anyway, both faculty declined. The remaining 44 faculty were accepted into the Faculty Allies cohort for 2020. The accepted faculty included 61% men and 39% women with an equal number from STEM and SBS units. Tenured and tenure-track faculty made up 75% of the accepted faculty while qualified-rank faculty made up 25%. Faculty from all four targeted Colleges were represented: A&S (73%), Business (9%), EDHD (9%), and Technology (7%); one SBS faculty member from BGSU's branch campus, Firelands, was also accepted into the program. While 57% of accepted faculty were in their first six years

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at BGSU, 34% have worked at BGSU for 12 or more years. Due to last-minute scheduling conflicts, three accepted faculty ended up being unable to participate in the program this year.

Participants were asked to complete the pre-workshop module in Canvas over the winter break. The module included a survey, links to Harvard University's Implicit Association Tests (IATs), and a set of readings on privilege, gender microaggressions, and Title IX reporting.

A total of 41 full-time faculty from STEM and SBS units then participated in the BGSU ALLIES annual workshop from 1:00 to 5:00 PM on Thursday, January 23, 2020 (**Figures 4-6**). The date was selected as one of the two days before the Spring 2020 semester when faculty are contractually expected to be on campus. Compared with the 2019 cohort, this year's group included relatively more men (59% vs. 43%), more SBS faculty (51% vs. 37%), more Assistant Professors (34% vs. 16%), and fewer tenured faculty (42% vs. 58%). The number of non-tenure-track / qualified-rank faculty was similar (24% vs. 22%).
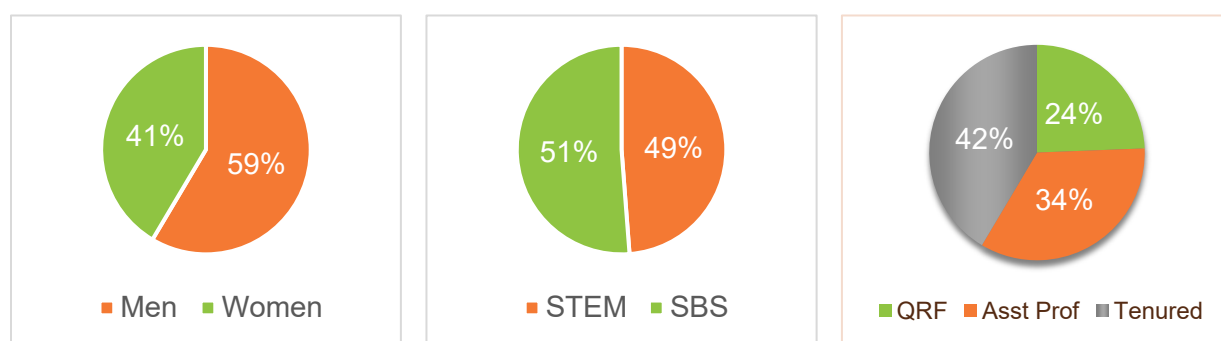
Figure 4. Participants in January 2020 Faculty Allies Workshop.

Faculty participants were assigned to sit at round tables staffed by at least one BGSU ALLIES facilitator. PI Yacobucci assigned participants to tables to ensure no qualified-rank faculty (QRF) or pre-tenure faculty were placed at the same table as tenured faculty from the same unit, and multiple faculty from the same unit were separated as much as possible. In addition, the seating assignments ensured that there would be roughly equal representation of STEM and SBS faculty and men and women faculty at each table.

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

Focusing on increasing participants' knowledge and skills, the workshop's objectives were:
1) To know:
   a. Concepts of privilege, intersectionality, allyship, bias, and inclusion
   b. Gender equity issues at BGSU and why they matter
   c. Characteristics of an inclusive workplace
   d. Interpersonal and structural barriers to bystander intervention
   e. Effective communication strategies for raising difficult issues

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

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

Figure 5. January 2020 Faculty Allies Workshop.

Top) BGSU's Chief Diversity and Belonging Officer Jennifer McCary delivers opening remarks.

Bottom) BGSU ALLIES project team and Faculty Advocates who served as presenters and table facilitators. L to R: Hyunny Ro, Mike Zickar, Ellen Broido, Radhika Gajjala, Sandra Faulkner, Jadwiga Carlson, Peg Yacobucci, Ellen Gorsevski, Blaze Campbell Jacobs, Steve Demuth, Ray Larsen, Lisa Hanasono.

Figure 6. January 2020 Faculty Allies Workshop. Participants in action.

Five face-to-face follow-up events and two online discussions for Faculty Allies were originally planned for Spring 2020 (see schedule in **Appendix C**). Faculty Allies are required to attend at least two of these follow-up events to be eligible for the $1,000 in professional development funds provided by the grant. The in-person and online discussion of the workshop readings, in-person discussion of everyday ally actions, and networking event for both the 2019 and 2020 Faculty Allies cohorts all took place as originally planned. About one-third of the Faculty Allies had completed their two-event requirement before BGSU's Spring Break in mid-March (see attendance figures in **Appendix A**). Due to the COVID-19 pandemic, the ALLIES team re-designed the remaining two face-to-face events as online activities (joining an additional event already designed to be online) and extended the timeframes to participate in the three post-Spring Break Faculty Allies events to accommodate our faculty members' disrupted schedules. We were pleased that the Faculty Allies continued to participate in the online activities, even in the midst of the COVID-19 crisis and related increased demands on their time.

Overall, 71% Faculty Allies participated in two follow-up events and 17% participated in more than the required two events this spring. While this figure represents a substantial drop from the 57% of Allies who attended more than the required two events in Spring 2019, given the time constraints of faculty dealing with the COVID-19 crisis, we are impressed than even 17% of our Faculty Allies were willing to commit additional time to the program beyond the minimum requirement.

Four faculty who attended the workshop participated in none of the follow-up events while one faculty member participated in only one follow-up event. These five faculty fell into two categories. Three were senior tenured faculty (2 SBS women and 1 STEM man), for whom the professional development funds may have been an insufficient incentive to commit further time to ALLIES during the semester, especially in light of the disruptions caused by COVID-19. The other two faculty were junior qualified-rank faculty (1 SBS women and 1 STEM man). This category of faculty was targeted for contract non-renewals due to COVID-19-related budget cuts. Given their uncertain future, these two faculty may therefore have decided not to continue with the Faculty Allies training program. Because of privacy concerns, we do not know, however, whether these two faculty did indeed have their contracts non-renewed for the 2020-2021 academic year.

After the end of the Spring semester, the second cohort of Faculty Allies was thanked for their participation and provided with instructions for accessing their professional development funds. Given the many conference cancellations and other disruptions due to the COVID-19 crisis, Faculty Allies have been reassured that they will have until the end of the grant period (August 31, 2021, or 2022 if we receive an anticipated one-year, no-cost extension from NSF) to spend these funds. An acknowledgement letter describing each Faculty Ally's participation and time commitment to the ALLIES project was also shared with their Chair/Director and faculty were encouraged to upload this letter to Faculty180 as evidence of their ALLIES work for the purposes of annual merit review, reappointment, tenure, and promotion. Once faculty are allowed back on campus, we will be sending door signs to all of our Faculty Allies as well.

Faculty Advocates

Following NDSU's "Allies and Advocates" model, in addition to creating a critical mass of 40% of STEM and SBS full-time Faculty Allies, the Faculty Allies team has trained 12 senior faculty members from STEM and SBS units to become ALLIES Faculty Advocates (**Table 3**). We note that one of our Advocates, Dr. Sivaguru (Chemistry), had served as an Advocate at NDSU before accepting a senior faculty position at BGSU; we have found his experience with NDSU's Advocates program to be very helpful. The Faculty Advocates are working with the ALLIES team as facilitators for faculty workshops and as liaisons to the ALLIES departments. They will also participate in the BGSU ALLIES regional conference. Faculty Advocates receive $250 in professional development funds per semester for Years 2 and 3 of the project, for a total of $1,000.

Table 3. Faculty Advocates

Faculty Advocate	Home Academic Unit
Jadwiga Carlson	Computer Science; College of A&S Diversity Faculty Fellow
John Chen (2019-20)	Mathematics & Statistics
Venu Dasigi (2020-21)	Computer Science
Stephen Demuth	Sociology
Sandra Faulkner	School of Media & Communication; Women's, Gender & Sexuality Studies
Radhika Gajjala	School of Media & Communication
Sherona Garrett-Ruffin	Psychology
Ellen Gorsevski	School of Media & Communication
Louisa Ha	School of Media & Communication
Ray Larsen	Biological Sciences
Jayaraman Sivaguru	Chemistry; Center for Photochemical Sciences
Rick Worch	School of Teaching & Learning / STEM Education

Groups of two to three Advocates have been assigned to create teams that have both a STEM member and an SBS member and are mixed gender. Each of the five teams is assigned to three to four of ALLIES' targeted departments/schools, keeping the total number of faculty in the units roughly equal and each team working with both STEM and SBS units. Based on the request of individual Advocates, we purposely did or did not assign them responsibility for their home departments/schools. Each Advocate team was also assigned a liaison from the ALLIES project team to support their efforts.

In October 2019, we conducted two sessions of a two-hour training with all Advocates; nine of the Advocates attended one session, two Advocates the other. The goals of the training were to teach Advocates how to conduct a needs assessment with their assigned units, understand active training techniques, and learn to facilitate "critical" conversations in which conflict is anticipated. Materials from this training are provided in **Appendix D**.

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

1) Faculty allyship overview: Learn more about privilege, intersectionality, microagggressions, implicit bias, and BGSU data on gender and racial inequity

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2) Learn more about strategies to improve gender and racial equity at BGSU

3) Learn more about intersectionality and how it affects the faculty members' experiences

4) Learn more about privilege and how to identify your privilege to leverage it to help colleagues

5) Learn how to enact bystander intervention strategies to prevent, stop, or de-escalate discrimination at BGSU

6) Learn more about implicit bias and how it affects faculty hiring, promotion, and advancement.

7) Learn how to identify and reduce microaggressions in your unit through everyday allyship actions

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

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

These workshops are intended to build more inclusive academic units by providing a focused 60 to 90-minute session with faculty in the unit centered on the topic(s) identified in the needs assessment data. Most often, the Advocate teams planned to provide the workshops to individual units, but in some cases it was more practical to combine departments and offer the same workshop at multiple times. Advocates scheduled their unit-level workshops for March and April 2020, and three units (Computer Science, Psychology, and SEES) completed the workshops before the COVID-19 crisis began. The remaining workshops are being postponed to the 2020-2021 academic year, assuming BGSU resumes face-to-face meetings. One department, Political Science, declined to participate in the Advocates' programming.

Allyship for Racial Justice

The murder of George Floyd by a Minneapolis police officer on May 25, 2020, led to nationwide protests demanding racial justice and recognition that Black Lives Matter, including here in Bowling Green, Ohio. On June 3, 2020, the ALLIES team distributed a statement via email to all our Faculty Allies and Advocates. In this email, we called for our Allies and Advocates to work with us to identify and pursue actions to transform our campus and community by tearing down oppressive structures that prevent racial justice. We also linked to a page of online resources about allyship for racial justice that we created on the Faculty Allies' Canvas site (see **Appendix E**). Finally, we started a new Canvas discussion thread in which our Faculty Allies can share with each other their thoughts, feelings, resources, and ideas for actions to promote racial justice.

These efforts complemented a statement of solidarity against racial injustice drafted by BGSU faculty, including one of our Faculty Advocates. This statement was signed by 204 faculty and graduate student assistants (including many Faculty Allies & Advocates and grant team members) and published in a local news outlet (BG Independent News).

Inclusive Leadership and Institutional Change

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

Chair/Director training has been developed by Deb O'Neil, Susana Peña, and Mike Zickar; this IL-C/D sub-team includes a Chair, a Director, and an expert in leadership training. Sheila Roberts is heading the review and revision of university policies. Mike Ogawa is leading efforts to ensure the long-term sustainability of these trainings and revisions to policies and practices. Julie Matuga, who was on leave for 2019-2020, had been charged with improvement of faculty data collection processes.

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

Chair/Director Training

After meeting with several Chairs/Directors from our target units in April 2019, the EAB recommended that we offer faculty administrators a modified version of our half-day Faculty Allyship workshop to provide a foundation on inclusion issues before launching our inclusive leadership training. We therefore held a workshop on "Allyship for Faculty Administrators" on July 31, 2019. We worked with Provost Whitehead, who issued an invitation to all of BGSU's Chairs/Directors, Associate Deans, and Deans to participate in the workshop. A total of 41 Chairs/Directors, Associate Deans, and Deans from across BGSU accepted the invitation, including nearly half of BGSU's Chairs/Directors and 8 of 10 College Deans.

The workshop design and content were similar to the January 2019 workshop for Faculty Allies. Participants were asked to complete the pre-workshop module readings before attending the July 2019 workshop. Seating assignments were engineered to keep Chairs/Directors separate from their supervising Deans, and to mix disciplines and genders. Provost Whitehead opened the workshop, which further communicated the upper administration's support for the ALLIES project to our faculty administrators. Case study scenarios for small group discussion were modified to focus on what actions the participants might take in their roles as administrators (see **Appendix F**). The participants were enthusiastic in talking about these issues with their colleagues, and several thanked us for providing a "safe" space to have meaningful discussions on these difficult topics. Indeed, the workshop was so well received that we later received requests from two of the participating Deans to provide the workshop to all the faculty in their Colleges, which we had to decline (see "Challenges" section below).

Inclusive leadership training was initiated at the August 2019 Chairs/Directors retreat, during which participants explored six signature traits of inclusive leaders[3]:

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

See **Appendix G** for the PowerPoint slides associated with this training session. Tables were 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 then reported out to the larger group. Finally, each participant developed an individualized action plan describing specific steps they will take to incorporate inclusive leadership practices into their work.

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

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

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

The ALLIES team had intended to offer another iteration of the "Allyship for Faculty Administrators" workshop in July 2020 for new Chairs/Directors and those who did not have the opportunity to participate last summer. Since BGSU faculty and staff are working remotely at least through Summer 2020 due to the COVID-19 crisis, this workshop is now on hold. We are considering offering it as a virtual workshop in Fall 2020 or January 2021, if there is sufficient demand.

Policies

Mike Zickar and Sheila Roberts developed a set of questions to evaluate chairs and directors on their inclusive leadership skills. These questions were submitted to A&S Dean Raymond Craig, who shared them with other Deans and the Provost. The Deans are working to incorporate these questions into a larger set of questions that will be included in a university-wide chair and director evaluation tool. This work is still in progress. In the interim, the Deans have completed a draft document for the university-wide evaluation of Assistant and Associate Deans by the faculty in each respective College; a set of questions about inclusive leadership is included in this document (see **Appendix I** for draft document).

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

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

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

because of this restriction, even though conference attendance is a component of their tenure and promotion requirements.

2) Require Chairs/Directors to provide a spreadsheet or other means of sharing faculty workloads (including specific teaching and service assignments) annually with all faculty in their units. A workload "dashboard" like this will make work assignments transparent, a critical first step to identifying and rectifying inequities rooted in gender and other biases. This workload dashboard approach has recently been shown in a randomized trial to promote workload equity. [4]

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

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

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

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

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

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

Additional suggestions for institutional actions were derived from the June 4, 2020 ARC Network Virtual Town Hall on "Ensuring Equity in Institutional COVID-19 Responses" :

1) Prepare "equity impact statements" for each major COVID-19 decision taken by the university.

2) Ensure individuals with diversity, equity, and inclusion knowledge and experience (including ADVANCE project team members) are involved in all major decisions and are at the table during discussions on BGSU's response to the COVID-19 pandemic.

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

3) Create mechanisms to collect information on the experiences of women faculty during the COVID-19 crisis; and then share data on differential impacts transparently across campus, not just among senior administrators.

4) Issue and broadly disseminate clear guidance / MOUs about how faculty work will be evaluated in the context of the COVID-19 crisis.

5) Offer opportunities for chairs to discuss case study scenarios over the summer, plus training for merit and RTP committees in Fall semester, about the differential impact of the crisis on marginalized faculty and best practices for evaluating research productivity and teaching. Note: During the ARC Network Town Hall, FIU's representative noted that they have already created three case studies on these issues that they are using at their summer chairs retreat.

6) Require or encourage faculty to include their own personal crisis impact statement in their annual merit and tenure/promotion documents.

7) Compile and disseminate information about childcare options for Fall semester.

8) Organize dialogue across BGSU faculty affinity groups (e.g., women, faculty of color, LGBTQ, disabled faculty) to learn about each other's COVID-19 experiences in the context of intersectionality, including the differential medical impact / risk of COVID-19 for faculty of color and faculty with disabilities.

9) Create and disseminate best practices for ensuring virtual classroom and meeting spaces remain inclusive and safe.

10) Create a central webpage on the ALLIES website with COVID-19 related resources, tips, and information.

Mike Ogawa met with BGSU President Rodney Rogers shortly after the ARC Network virtual town hall. President Rogers expressed support for requiring equity impact statements for all new university policies and for forming a taskforce to consider COVID-19 impacts to the career development of BGSU faculty members. The latter action would fall under the Provost's domain, and President Rogers said that he would therefore raise the issue with Provost Whitehead. The ALLIES team subsequently submitted these two ideas as questions for the President and Provost to address at a virtual town hall for BGSU faculty and staff, in an effort to reinforce the need for BGSU's administration to take concrete actions to mitigate the inequitable impacts of the COVID-10 pandemic on women and non-binary faculty and faculty of color.

Given the broad range of suggested changes to policies and practices outlined above, we welcome advice from the EAB on which of these ideas to prioritize in our work.

Connecting Faculty Allies & Advocates with Faculty Administrators

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

Faculty Allies and Advocates have shown for addressing these larger structural issues and open a line of communication between faculty, the ALLIES team, and university administrators.

Data

BGSU does not currently track faculty data that could reveal how intersecting identities impact faculty representation and advancement. These types of data are vital information for administrators seeking to implement inclusive leadership practices. In particular, the ALLIES project seeks to improve the way BGSU collects data on non-binary gender, race, ethnicity, national origin, sexuality, and dis/ability status wherever possible, and track these categories in faculty applicant pools and hires and in faculty and administrator demographics. Unfortunately, there are many challenges to this effort, including concerns about protecting privacy and data collection processes that vary across campus. Also stalling our efforts in this area, ALLIES team member Julie Matuga stepped down as Vice Provost for Institutional Effectiveness in July 2019 and was on faculty administrator improvement leave in 2019-2020. We hope to work with the new hires who are now overseeing institutional data collection in order to move this portion of the project forward. **Any advice the EAB has on how to improve the types of data BGSU collects about its faculty would be welcome.**

Online Training Modules

To make allyship and inclusive leadership training as accessible and sustainable as possible, the ALLIES team is developing a series of 12 online training modules. We are carefully planning the design and curriculum for these modules so they integrate together and meet the needs of both faculty and faculty administrators. The overall goal of these modules is to support faculty as they develop skills at recognizing and combatting biases that result in inequities based on gender, race/ethnicity, and other minoritized identities.

The design includes a set of four "inner circle" modules covering core skills that will be useful for both faculty and faculty administrators. We recommend that these four core modules ultimately be required for all new faculty and newly appointed faculty administrators at BGSU.

The topics and draft participant learning outcomes for these four "inner circle" modules are:

1) Understanding Privilege, Power, and Intersecting Identities
    a. Describe the various forms of privilege you have and how that privilege informs your professional life.
    b. Describe how the lack of privilege influences the professional experiences of STEM faculty colleagues.
    c. Give an approximate definition of intersectionality.
    d. Describe how women STEM faculty with other minoritized identities (based on race, ethnicity, biological sex, nationality, sexuality, class, age, ability and/or religion) differently experience sexism.
2) Recognizing Biases, Discrimination, and Microaggressions
    a. Define and distinguish between (a) prejudice, (b) bias, and (c) discrimination.
    b. Differentiate between micro-level (e.g., microaggressions) and macro/systemic forms of gender discrimination.
    c. Recognize incidents of bias, discrimination, and microaggressions.

3) Assessing the Gravity of the Situation and Taking Responsibility
    a. Evaluate the seriousness of the situation that you encounter.
    b. Explain the potential positive consequences when you act as an ally or intervene in a situation that involves biases, discrimination, or microaggressions.
    c. Identify at least three different responsibilities based on your social identities and position about how you act as an ally or intervene in a situation that involves biases, discrimination, or microaggressions.

4) Enacting Intervention Strategies (Macro & Micro Strategies)
    a. Design at least three strategies to enact intervention by individual-level interactions (micro) in your home academic unit.
    b. Design at least three strategies to enact intervention by systemic and structural level actions (macro), including policies, practices, and culture in our home academic unit.
    c. Describe at least three methods of addressing bias incidents as an ally.
    d. Know where and how to report incidents of bias and discrimination.

The Faculty Allies and Inclusive Leadership teams are each developing four additional modules that form the "outer circle". The four Faculty Allies' modules will target specific roles faculty may play. The topics and draft participant learning outcomes for these four faculty-centered modules are:

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

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

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

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

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

1) Student Evaluations of Teaching
    a. Describe how gender and race bias impact student evaluations of teaching.
    b. Identify race and gender bias in student evaluations of teaching.
    c. Effectively communicate with faculty about student evaluations of teaching.
    d. Compose balanced faculty review letter for reappointment, tenure, and promotion that addresses teaching evaluations in a fair manner.
2) Six Traits of Inclusive Leadership (module to be based on face-to-face workshop conducted in August 2019)
3) Shaping an Inclusive Department Culture (including attention to microaggressions, intervening in problematic behavior, transparency, and workload)
4) The Role of the Chair/Director in Faculty Searches

In December 2019, members of the ALLIES team met with Dr. Fei Gao, Associate Professor in Visual Communications and Technology Education, and Dr. Tracy Huziak-Clark, Assistant Dean in EDHD, both experts in learning design with emerging technologies, to learn more about best practices and pitfalls to avoid when developing online learning content.

During Spring 2020, the Faculty Allies team drafted the content for the "Recognizing Biases, Discrimination, and Microaggressions" module (#2 of the "inner circle") while the Inclusive Leadership team created content for the "Student Evaluations of Teaching" module. During Summer 2020, we will finalize the content for these two modules and set them up in the Canvas learning management system. Holly Barber, an instructional designer in BGSU's Center for Faculty Excellence, has agreed to review the modules once they are configured in Canvas and then meet with the ALLIES team in July 2020 to discuss how the modules might be improved in terms of their online design. Once that review is complete, we will be able to pilot the two modules in late Summer or Fall 2020.

At the moment, we are working on the assumption that the modules will be delivered via Canvas, but a different platform is an option if we can hire instructional designers to assist in building it. The ALLIES grant has funds budgeted to hire two instructional designers at an hourly rate ($45/hour for 560 hours/designer over the three years of the grant, $50,400 total) to assist with the development of these online modules. In our NSF budget, these individuals were budgeted under "Consultant Services". Our original intention was to hire two recent graduates of BGSU's M.Ed. in Instructional Design and Technology for these positions, and Dr. Fei Gao recommended some names to us. However, we were informed in December 2019 by the University's Controller that we cannot hire these recent graduates as they do not meet the legal requirements to be independent contractors.

Some possible alternative options suggested to us are to 1) identify an existing third-party vendor, 2) identify individuals who do meet the requirements to be independent contractors, or 3) invite the instructional designers currently on staff in BGSU's Center for Faculty Excellence to work with us. At this stage, we are developing the concept and content for the two sample modules so we can create a work proposal to take to potential vendors and contractors for bids. The ALLIES team will develop the content. What we really need is expertise in creating the digital delivery platform and encoding the various module components (text, video, interactive elements). **Any suggestions the EAB has for how we should proceed with hiring instructional designers for the online modules and/or the best use of budgeted funds to create a professional final product would be most welcome.**

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Project Evaluation

Internal Evaluation

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

Inclusive Leadership Results

The Inclusive Leadership Team modified and conducted the BGSU Allies Training for Faculty Administrators in July 2019 based on the recommendation of the External Advisory Board. This "Allyship for Faculty Administrators" workshop was modified from the Faculty Allies Workshop, with similar content but including different case scenarios with a more administrative-focused discussion. The Inclusive Leadership Principles and Practices Training was developed and delivered (August 19, 2020) in two sessions for Chairs/Directors. This event explored six signature traits of inclusive leaders (cognizance, curiosity, courage, cultural intelligence, commitment, and collaboration). Each participant developed an individualized action plan describing specific steps they will take to incorporate inclusive leadership practices into their work. A combined six-month follow-up longitudinal survey was given for both trainings, but due to small sample sizes only descriptive statistics could be presented for those results.

The evaluation survey used for the allyship workshops for both faculty and faculty administrators is provided in **Appendix J**.

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

the Retrospective Pretest, they reported lower levels of knowledge about these issues than previously thought, which is known as a response-shift bias.[5]

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

Overall Chairs and Directors Inclusive Leadership Workshop

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

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

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they need additional support or training on dealing with specific problems, conflict, and different personalities within their unit.

- Inclusive Leadership longitudinal results revealed that faculty administrators on average made "Some Progress" on their Action Plan. Faculty Administrators also "Agreed" that "The Inclusive Leadership Training and Action Plan gave me strategies to become a more inclusive leader in my unit."

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

Faculty Allies Results

Cohort 1 of Faculty Allies was trained in January through May 2019. The 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.

Cohort 1 Faculty Allies Training:
- Quantitative evaluation data for the January 2019 workshop showed that Faculty Allies were: well prepared for the training; found the workshop effective in providing relevant ideas and strategies that they could use; were satisfied with the overall workshop; and were "Likely" to share what they learned with their colleagues.
- Qualitative data for the workshop evaluation revealed that the attendees of the Faculty Allies Workshop viewed the case scenarios and group discussion as the strength of the workshop followed by the chance to network and share their views with a diverse faculty across campus. Overall, they believe that the workshop and/or the discussion portions could have been longer. The most frequent strategies that the Faculty Allies took away from the workshop were identifying microaggressions, and issues of bias and discrimination and then speaking up.
- In terms of the workshop's impact, the Faculty Allies showed significant gains in knowledge of Allies Concepts, Recognition of incidents in the workplace, Response Efficacy, Self Efficacy, and Ally Actions. The gains were also sustained over the semester in areas that were measured with a longitudinal survey.
- Allies Concepts: Repeated Measures ANOVAs indicated that Faculty Allies had significant knowledge gains in all Allies Concepts. Knowledge about Bystander Intervention was reported as the most significant increase.
- Allies Recognition: Faculty perceived that their skills of recognizing privilege, bias, and microaggression in the workplace had significantly improved by the Workshop Posttest. In addition, they also were significantly more likely to recognize when and how to intervene in a bias incident at the Workshop posttest. It is interesting to note that Faculty Allies rated their ability to

recognize issues in the workplace as significantly higher before they had any training. However, when taking the Retrospective Pretest, they reported lower levels of knowledge about these issues than previously thought, which is known as a response-shift bias (Howard et al., 1979).

- Response Efficacy: There were significant increases in all areas of response efficacy in both bystander intervention and serving as an ally. Serving as an Ally questions had higher Workshop Posttest Means than the Bystander Intervention questions. Overall, the most significant gains were for the belief that both bystander intervention and serving as an ally will deter future acts of discrimination.
- Ally Actions: An interesting finding is that speaking up when a marginalized colleague is interrupted was the highest mean for Ally Actions for the future academic year even though it had the lowest Pre-Workshop and Retrospective Pre Means. The most significant pre-post workshop gains were for: I intervene if I witness a bias incident and I ask women and other marginalized colleagues about their experiences of the climate within their department.
- Self-Efficacy: After the Faculty Allies Workshop, faculty reported significantly more self efficacy in their ability to prevent and stop acts of discrimination that target faculty members, know how to detect biased behaviors, and help faculty members coping with discrimination.
- The Spring 2019 Faculty Allies Support Events were critical in supporting the workshop attendees, enhancing their knowledge on ally strategies and interventions and increasing ally behaviors. Overall, the Faculty Allies Support Events were rated as "Very Good." The Pre-Workshop Reading Discussion had the highest attendance for a single session and overall rating. The Faculty Allies also enjoyed Online Canvas Case Scenarios Discussions with 92 posts and requests to keep the discussion board open longer. Complexities of Being an Ally had the highest rating of helping participants become a more effective ally. However, the Faculty Allies ranked Beyond Bystander Intervention as the highest rated Brown Bag Discussion. They reported that they preferred the format of content presentation with hands on activity and discussion. The Networking sessions were the lowest per session attendance, but participants enjoyed the focused discussion and support.

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

Cohort 2 Faculty Allies Training:
- Overall, 94.3% of the Faculty Allies read all or most of the pre-workshop materials. The majority of the Faculty Allies reported that the pre-workshop module effectively prepared them for the training. Faculty most frequently chose "Very Effectively" to statements of: The facilitators created a safe space for learning and discussion; The workshop provided relevant ideas and strategies that I can use; and The facilitators promoted discussions that were relevant to the workshop objectives. They were also "Likely and Very Likely" to share what they learned today and 100% were "Satisfied or Very Satisfied" with the workshop.
- The qualitative data revealed that the attendees of the Faculty Allies Workshop named the case scenarios and group discussion as the strength of the workshop followed by the information provided about bystander intervention strategies and the chance to network and share their views with a diverse faculty across campus and their own colleagues as well. Overall, the most frequent response was "no changes" were needed to the workshop and providing refreshments. They also believed a short report out from the groups on their strategies for the case scenarios would be helpful, more scenarios could be added and perhaps sent out prior to workshop, and discussion of the pre-workshop readings. The most frequent strategies that the Faculty Allies took away from

the workshop were realizing they need to speak up and act immediately when witnessing bias or microaggressions and using bystander intervention strategies.

- There were statistically significant gains in all <u>Allies Concepts</u> from the retrospective pretest to the workshop posttest. The most significant gains were in allyship and bystander intervention.
- <u>Allies Recognition:</u> Faculty perceived that their skills of recognizing privilege, bias, and microaggression in the workplace had significantly improved by the Workshop Posttest. They reported the highest gains in when and how to intervene in a bias incident at the Workshop posttest. It is interesting to note that Faculty Allies rated their ability to recognize issues in the workplace as significantly higher before they had any training. However, when taking the Retrospective Pretest, they reported lower levels of knowledge about these issues than they had previously thought, another example of response-shift bias.
- <u>Response Efficacy:</u> There were significant increases in all areas of response efficacy in both bystander intervention and serving as an ally from both Online and Retrospective Pretests to the after Workshop Posttest. Overall, the most significant gains in response efficacy were for the belief that both bystander intervention and serving as an ally is an effective way to stop discrimination.
- <u>Ally Actions:</u> All Repeated Measures ANOVAs were statistically significant from pretest, retrospective pre, to workshop posttest. Ally Actions is one significant area where response-shift bias has occurred. This was evidenced by comparing the Pre-Workshop Online Survey and the Retrospective Pretest frequencies and means. Faculty lowered their perceptions of ally actions retrospectively based on their expanding knowledge of allyship and bystander interventions. The Online Pre-Workshop Survey Frequency Results are much more similar to the Workshop Posttest Results than the Retrospective Pretest Results. The most statistically significant findings were for: I speak up when a marginalized colleague is interrupted; I intervene if I witness a bias incident and I ask my women and other marginalized colleagues about their experiences of the climate within their department.
- <u>Self-Efficacy:</u> After the Faculty Allies Workshop, faculty reported significantly more self efficacy in their ability to prevent and stop acts of discrimination that target faculty members. Overall, the most significant gains in the Self Efficacy Scale were to know how to detect biased behaviors, and to help faculty members coping with discrimination.

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

Faculty Allies Networking Event:
- Rated as Very Good to Excellent
- Faculty reported that the session helped them become a more effective ally by learning about other departments' issues and strategies as well as listening, networking and sharing with faculty from other departments.

- Some key ideas from the session were: communication ground rules, how service is counted, ways of bringing these ideas into the classroom, mentoring, "Critical mass is key to making change," ideas for change in hiring and promotion.
- Suggestions to improve the training included: add in a case scenario, discussion on reducing red tape in hiring, and how to use allyship information in an inclusive classroom experience.

Faculty Advocates Results

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

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

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

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

External Evaluation

Our external evaluator is Dr. Christine Pribbenow, Director of the LEAD Center and Senior Scientist a t the Wisconsin Center for Education Research. Pribbenow has served as the Evaluation Director for the University of Wisconsin-Madison's ADVANCE-funded WISELI program since 2003; she also served as the external evaluator for Lehigh University's ADVANCE-IT project. Both these projects included ally building and inclusive leadership training among their activities.

Rychener and Yacobucci had a conference call with Pribbenow in December 2019 to get her feedback on our internal evaluation report and annual report to the National Science Foundation and begin planning

for her scheduled campus visit on April 20-21, 2020. We also discussed ways to use social media, project website, and Canvas sites for participants, and how we might use COACHE survey data to support the ALLIES project. Dr. Pribbenow expressed interest in reviewing the results of the 2019 COACHE survey. Given the sensitivity of the COACHE survey and process for disseminating results, we asked Provost Whitehead if it is permissible to share the results with her; we still await a response from Provost Whitehead about this request. Due to the COVID-19 crisis, we have also had to cancel Dr. Pribbenow's planned campus visit in April 2020. We will be working with her to determine the best course of action for external evaluation of the BGSU ALLIES project (e.g., collecting evaluation data via online interviews, planning a campus visit for Fall 2020).

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' Faculty 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 distributed in May 2019 for this research project (Project 1364145-2). Adjustments to the IRB were made as needed so we can include the faculty administrator's July 2019 workshop survey and the 2020 Faculty Allies cohort.

In addition to the aforementioned quantitative research project that aims to explain why some faculty members are more likely to engage in ally behaviors than others, the team is producing a set of scholarly manuscripts that examine the qualitative ways that faculty members talk about privilege and allyship and enact ally behaviors and how intersecting forms of privilege influence allyship.

Finally, Hyunny Ro is leading a national, multi-institution, quantitative project to explore how institutional policies and departmental culture predict ally behaviors among faculty. This work includes development of a new scale and instrument that will take into account varying institutional types and faculty demographics.

Our goal is to begin submitting conference presentations and journal articles as soon as possible. Some potential conference venues include the Association for the Study of Higher Education conference, National Communication Association Convention, International Leadership Association conference,

American Educational Research Association Annual Meeting, and National Women's Studies Association conference, as well as various scientific society meetings. Journals we are considering include disciplinary journals in communications, higher education, leadership, and diversity in STEM, including the ADVANCE Journal.

In addition to these scholarly projects, the ALLIES team is also considering a book project that would compile case studies (that is, the "scenarios" from our workshops plus additional cases written to incorporate a variety of situations) along with guidelines for facilitators who wish to use the case studies in their training. We hope to leverage our first-hand experience on what facilitation techniques result in the most productive discussions with faculty and faculty administrators. The book would therefore have a process focus for allyship training, rather than merely being a compilation of cases.

We welcome feedback from the EAB on any of these projects, including ideas for collaboration with EAB members and/or other institutions and suggestions for conference and publication venues to consider.

Advisory Boards

The BGSU ALLIES project has both Internal and External Advisory Boards. The Internal Advisory Board is chaired by Provost Joe Whitehead and includes College Deans, faculty leaders, and other campus stakeholders (**Table 4**). Connie Molnar has recently retired from BGSU; we would like to replace her on the Internal Advisory Board with whomever is tasked with running the Center for Faculty Excellence.

The IAB met with the ALLIES team on November 5, 2019 to review progress to date and discuss some of the challenges the project has faced. A Spring 2020 IAB meeting was scheduled for March 23 but had to be cancelled due to the COVID-19 crisis.

Table 4. BGSU ALLIES Internal Advisory Board

Joe Whitehead	Provost and Senior Vice President for Academic Affairs
Raymond Braun	Dean, College of Business Administration
James Ciesla	Dean, College of Health and Human Services
Raymond Craig	Dean, College of Arts and Sciences
Jennie Gallimore	Dean, College of Technology, Architecture, and Applied Engineering
Dawn Shinew	Dean, College of Education and Human Development
John Lommel	Director of Institutional Effectiveness *(new member Spring 2020)*
Jenn Stucker	Chair, Faculty Senate
David Jackson	President, BGSU Faculty Association
Jennifer McCary	Vice President for Diversity and Belonging
Kacee Ferrell Snyder	Director, Center for Women and Gender Equity
Connie Molnar	Associate Director of the Center for Faculty Excellence *(retired in April 2020)*

The External Advisory Board (EAB) is chaired by BGSU President Rodney Rogers and includes co-Directors of the ADVANCE projects at NDSU and FIU, two university leaders who have worked with BGSU on the ADVANCE-funded IDEAL and IDEAL-N projects, and a faculty member who has partnered with BGSU on other NSF-funded projects (**Table 5**).

Table 5. BGSU ALLIES External Advisory Board

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

The External Advisory Board had planned to hold its second annual campus visit on Tuesday April 21, 2020. While here, they were to meet with the BGSU ALLIES team, internal and external evaluators, campus leaders, participants in ALLIES activities, and a sampling of faculty in our target academic units. Because of the COVID-19 crisis, the EAB's campus visit was cancelled. In lieu of this visit, the ALLIES team has prepared this detailed written report of our project activities over the past year.

We would like to schedule a virtual meeting of the ALLIES team with the EAB for August or September 2020 to discuss our project activities and any feedback on our progress and suggestions for activities the EAB may have for us as we plan the third year of the ALLIES project.

Marketing and Communications

Social Media, Website, and Newsletter

The BGSU ALLIES team has worked to build our "brand recognition" on campus via an expanded project website (http://www.bgsu.edu/allies) and social media accounts: Facebook (https://www.facebook.com/BGSUAlliesProject) and Twitter (@BGSUAllies). Blaze Campbell Jacobs, the BGSU ALLIES Graduate Assistant, has been posting allyship tips, articles, and other resources several times a week related to our topic areas. We also use our social media pages to showcase our programs and workshops we facilitate throughout the school year. Since launching our Facebook and Twitter accounts in September 2019, we have gained 109 and 52 followers, respectively (as of 6/16/2020). Overall, we generate more engagement among our followers on the Facebook page than on the Twitter account.

The number of people who view our weekly Facebook content varies from week to week, ranging from around 40-60 people per week. However, posts that highlight our accomplishments have received the

most attention overall. For example, a post highlighting the grant team members' presentation at the Equity in STEM Community Convening was viewed by over 450 people due to widespread post sharing. Similarly, a post about this year's Faculty Allies workshop was viewed by over 400 people, also due to widespread sharing. Thus, our Facebook page has been a useful platform to highlight our achievements. We would like to increase its visibility and engagement metrics for 2020-2021.

Blaze also recently completed the training required to make changes to the project's website page, so we can now make timely updates as needed. The website was significantly expanded in Fall 2019, and during Summer 2020 we plan to make more additions, including providing a large number of downloadable resources on the website.

A short newsletter and FAQ that introduced the BGSU ALLIES project and highlighted our work to date were created and emailed to all STEM and SBS faculty, Chairs/Directors, and College Deans in early October 2019 (see **Appendix K**). We plan to produce a similar newsletter to distribute at the beginning of the 2020-2021 academic year.

Peg Yacobucci and Blaze Campbell Jacobs recorded a segment about the BGSU ALLIES project for the [BiG Ideas podcast](), produced by BGSU's Institute for the Study of Culture and Society. The podcast was distributed in April 2020; streaming audio and a transcript of the segment are available at: https://icsbgsu.podbean.com/e/dr-peg-yacobucci-and-blaze-campbell-bgsu-allies-women-in-stem/

Finally, the ALLIES team is delighted to report that Peg Yacobucci was recognized for her service to BGSU, including her work as lead PI of the BGSU ALLIES project, with the 2020 Faculty Senate Distinguished Service Award. This annual award recognizes a faculty member for continuous quality participation in service that significantly advances the mission of BGSU.

Equity in STEM Community Convening

The Equity in STEM Community Convening is a new conference that includes and expands on the previous NSF ADVANCE PI meetings. The inaugural convening was held October 6-8, 2019, in Cleveland, Ohio. For more information about this event, see: https://www.equityinstem.org/community-convening/.

BGSU ALLIES team members Yacobucci, Broido, Campbell, Kunk-Czaplicki, Hanasono, Ro, and Roberts attended the Convening to deliver information about the grant project's design and implementation in their presentation titled "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program" (**Figure 7**; see **Appendix L** for PowerPoint slides). In addition to sharing key highlights and best practices pertaining to the BGSU ALLIES project, the team members attended research presentations, networked with NSF ADVANCE scholars, and participated in skill-building sessions on bystander intervention, including a workshop led by Stephanie Goodwin (Wright State University) and David Kaye (PowerPlay Interactive Development). Members also attended an interactive session on bystander intervention led by Florida International University's (FIU) ADVANCE team members Suzanna M. Rose, Kirsten E. Wood, and Pete E. C. Markowitz and Kirsten Dellinger (University of Mississippi).

Figure 7. October 2019 Equity in STEM Community Convening.

Regional Conference

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

We had already reserved event space for the conference from Sunday May 23 to Monday May 24, 2021 on BGSU's campus in the Bowen-Thompson Student Union building. The COVID-19 crisis has caused us to re-think those dates for a face-to-face conference. We could move the conference back a year (to Spring or Summer 2022), assuming we receive a one-year no-cost extension of our grant period from the National Science Foundation, or alternatively conduct a virtual / online conference in Spring or Summer 2021.

Budgeting for the conference is in its early stages. The ALLIES budget includes $30,000 for the conference. We have also asked the Provost and College Deans if they would be willing to underwrite the registration costs for our Faculty Allies and Advocates who will participate in the conference.

We welcome advice from the EAB on how best to schedule and structure this regional conference.

Personnel, Infrastructure, and Budget

In terms of personnel, we are delighted that Blaze Campbell Jacobs (PhD student, Higher Education & Student Affairs) will be returning as our Graduate Assistant for the 2020-2021 academic year and Julie Matuga, former Vice Provost for Institutional Effectiveness, will be returning to the BGSU ALLIES team when she completes her 2019-2020 leave. Mike Zickar finishes his term as Chair of the Department of Psychology in June 2020 and will be on faculty administrator improvement leave for 2020-2021, however he is happy to continue his involvement with the ALLIES project during this time. Hyunny Ro has accepted a faculty position at the University of North Texas but will continue collaborating with the ALLIES team, leading a national study related to faculty allyship development.

The project (finally!) settled into its office space in 340/341 Psychology Building in October 2019. This space includes an outer office and a more private inner office, which allows us to hold office hours, small group meetings, and one-on-one consultations. Its location is within the science corridor on campus, making it convenient for faculty in many of our target units. A multifunction printer / scanner / copier has been invaluable in preparing documents for our meetings, trainings, workshops, and other events.

We are grateful to Mike Ogawa for securing replacement costs for course releases for the 2019-2020 and 2020-2021 academic years for the nine-month faculty on our team (1 course release per semester for PI Yacobucci and 1 course release per year for Broido, Hanasono, O'Neil, Ro, and Root). The 2020-2021 course releases should not be affected by budget cuts made in response to the COVID-19 crisis.

A budget-related challenge the ALLIES project faced last year was the payment of professional development funds for Faculty Allies. BGSU's Office of Grants Accounting took the position that transferring grant funds to departmental accounts would violate federal rules and therefore was not allowable. Initially, they suggested the funds instead be disbursed as supplemental pay, processed through Payroll and treated as compensation for faculty members' time and effort committed to the project. Subsequently, Grants Accounting disallowed this option as well. The ALLIES team asked NSF's post-award staff and Office of Policy for advice about the situation; NSF's position was that it is a matter of institutional policy and therefore not something on which they can comment.

Over the summer of 2019, Yacobucci and Ogawa worked with Grants Accounting to arrive at a solution, whereby Faculty Allies and Advocates can submit requests for reimbursement for professional development activities directly to the grant account. The caveat is that reimbursed expenses must include a justification that ties back to the ALLIES project objectives. As an example, to use the professional development funds for conference travel, the justification might read "To reimburse expenses to attend a conference, at which I gained experience in employing allyship and bystander intervention practices". Lead PI Yacobucci is responsible for assigning individual program codes to each Faculty Ally, tracking each faculty member's spending, and reviewing their justification to ensure the funds are spent on activities that support the larger goal of making allyship the norm and expectation at BGSU. To date, 15 faculty in the 2019 Faculty Allies cohort (33%) have spent $10,210.80. Faculty will have until the end of the grant period (August 31, 2021, or 2022 if we receive a one-year no-cost extension from NSF) to spend these funds, which will be helpful in light of the conference cancellations and other disruptions caused by the COVID-19 crisis.

Sustainability

At the October 2019 Equity in STEM Community Convening, we asked NSF ADVANCE program officer Jessie DeAro what metrics of success NSF would like to see used for ADVANCE projects. She articulated NSF's desire to see metrics that capture systemic change, including institutionalization of trainings, changes to university policies and practices, and improved data collection processes. The BGSU ALLIES team is mindful of these recommendations as we develop a sustainability plan to institutionalize our programs beyond the lifespan of the grant.

The BGSU ALLIES grant period will end on August 31, 2021. We intend to apply for a no-cost extension for one year, permitting us to continue work on the project through August 31, 2022. Ultimately, though, the programs developed by BGSU ALLIES will need to be transferred to other areas on campus to ensure they are institutionalized and can effectively support long-term systemic change at BGSU. We look forward to working with the Division of Diversity and Belonging, the Colleges, and other offices on campus.

The new [Division of Diversity and Belonging](#) is one area that could house various aspects of the BGSU ALLIES programming and other resources once the grant is completed. In particular, with additional resources, the Division could train personnel to deliver the face-to-face workshops that the ALLIES project has developed, so these opportunities can be made available to all BGSU faculty and, ideally, become integral to faculty professional development efforts at the university. The ALLIES programming could also be expanded beyond the faculty-only focus mandated by the NSF ADVANCE program to include graduate students and postdocs and to cover faculty-student interactions and classroom practices. We have had a productive initial meeting with Dr. Jennifer McCary, head of the Division of Diversity and Belonging, who strongly supports the ALLIES project and is interested in working with us to integrate our programming with her division's activities.

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

Because the ALLIES project has laid the necessary groundwork, our efforts can also be leveraged to attract additional funding from federal, state, and private grant programs focused on issues of inclusion in STEM and in academia more broadly. The NSF ADVANCE program is well-regarded nationally and BGSU should take advantage of its status as an ADVANCE institution to pursue other funding opportunities. These additional funding sources would be important tools to keep the campus conversations about inclusion going long after the ALLIES grant is completed.

It has been suggested that the ALLIES team consider developing versions of our allyship and inclusive leadership trainings for external groups (e.g., local governments, non-profits, and corporations) who would pay a fee for each training session. Funds generated by these activities could then be used to support ongoing ALLIES programming at BGSU. We are not entirely clear on the legalities of this entrepreneurial approach, specifically whether we can charge external groups for access to materials and trainings developed with NSF funds.

We welcome suggestions from the EAB for 1) other ways the ALLIES programming might be integrated into the everyday operations of the university and 2) other funding sources BGSU might pursue to sustain and continue our work.

Challenges

The BGSU ALLIES project has experienced a few challenges in pursuing its work since the April 2019 External Advisory Board meeting.

1) Over the summer of 2019, the ALLIES team received requests from non-STEM units, including from two College Deans who participated in our July 2019 "Allyship for Faculty Administrators" workshop, asking if we could provide our allyship workshop for all of their faculty. These requests go beyond the scope of the NSF grant and our ability, as volunteers, to provide the training, so we had to turn the requests down. We are concerned, though, that declining these requests might harm the reputation of the ALLIES program as working toward institution-wide change. On the other hand, these requests do speak to the perceived quality of our training and reinforce the need to identify ways to institutionalize this programming so it can be sustained at BGSU.

2) We note the slight drop in participants in the second year of our Faculty Allies program (from 46 to 41 faculty, with space for 50 each year) and the ongoing frustration of faculty applicants from non-target academic units in not being eligible for the NSF-sourced professional development funds. While we are still on target to meet our goal of training 40% of STEM and SBS faculty by the end of the grant period (we've trained 28% so far and need to recruit 35 additional faculty for Cohort 3 to hit 40%), we have asked for the Provost and College Deans' help in recruiting our third and final cohort of Faculty Allies for Spring 2021. We would also like to ask the College Deans whether they might consider offering the $1,000 in professional development funds for interested faculty in non-STEM units to participate in the 2021 Faculty Allies workshop, if there are available seats.

3) The ALLIES team has identified a wide variety of institutional policies and practices for which to advocate with senior administration (see Policies section above). It is challenging to identify which of these areas would be most impactful and/or most realistic to implement and therefore which we should prioritize over the next 12-18 months.

4) We are still struggling to identify specific actions to improve the way that institutional data on faculty demographics, recruitment, retention, and career advancement are collected, accessed, and integrated. These efforts have stalled out, especially with Dr. Julie Matuga being on leave this year. In the coming year, we hope to work with Institutional Effectiveness, Institutional Research, and Human Resources on the data collection problem, as we think improving faculty data processes could be a key innovation for the larger ADVANCE community and an important aspect of fostering systemic change at BGSU.

5) While we were eventually given access to BGSU's Spring 2019 COACHE survey data, we have not seen the COACHE results shared with the campus community nor have we received permission to share the COACHE results with our External Evaluator, Christine Pribbenow. We are not sure how to convince BGSU's senior administration that the COACHE results are worth sharing with campus stakeholders or how these results can be leveraged to support the ALLIES project.

6) We have not been able to recruit and hire the two instructional designers to assist with developing our online modules as we had originally planned. The ALLIES team needs to determine the best solution for bringing in experts to work with us. It is important that our online modules have a professional look and feel to build credibility with potential users. It is not clear whether campus partners, individual consultants, or a private third-party firm would best be able to help us create a professional final product within the budget constraints of the project ($50,400 total for instructional designers).

7) As detailed in the sections above, the COVID-19 crisis has affected our Spring and Summer 2020 programming and will likely have negative impacts on our activities in Year 3 of the BGSU ALLIES project, which begins September 1, 2020. It is hard to plan programs when the extent of the crisis is still unpredictable. Also, the move from face-to-face to virtual/online workshops, discussions, and potentially even a virtual regional conference may decrease the participation, effectiveness, and impact of our programming.

8) Sustainability plans are currently still in their infancy. Over the next six months, we will need to prioritize efforts to enlist the help of other offices and stakeholders on campus, establish new homes for our programming, and identify continuing funding sources.

9) Burnout among the BGSU ALLIES team is creeping up on us. The Faculty Allies subteam met as a group for 90 minutes almost every week of the 2019-2020 academic year (even after we switched to remote work in March) and provided over 22 hours of programming. The Inclusive Leadership subteam met monthly, with more frequent meetings of the Chair/Director training group, and provided over 8 hours of programming. Yacobucci and Ogawa have scheduled hour-long one-on-one meetings that occur almost every other week. While we are very proud of everything we have accomplished this year, we must acknowledge the time commitment ALLIES requires.

This high workload has been exacerbated by the COVID-19 pandemic. The ALLIES team's science faculty (Root and Yacobucci) need time to create online alternatives to traditional lab and field activities for their courses, while our faculty administrators (Ogawa, Roberts, Peña, Zickar) are juggling a panoply of issues as they respond to the COVID-19 crisis. All of us are challenged by the move to online, teaching, advising, and mentoring and the disruption to our disciplinary research. We have a lot of goals for Year 3 of the ALLIES project, but we may need to scale these back as the pandemic continues to impact our professional and personal lives.

The team would appreciate any feedback and suggestions the External Advisory Board might have to work through these challenges.

Next Steps

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

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

2) Begin planning and recruitment of our third cohort of Faculty Allies.

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

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

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

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

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

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

9) Prepare project results for conference presentations and publications.

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

11) Continue planning the regional conference on faculty allyship and inclusive leadership, including deciding on a face-to-face vs. virtual context and fixing the conference dates.

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

13) Work with others on campus to develop a detailed sustainability plan for our programming.

Appendices

A. 2019 and 2020 Faculty Allies Event Attendance Data

B. January 2020 Faculty Allies Workshop Agenda and Presentation Slides

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

D. October 2019 Faculty Advocates Training Materials

E. June 2020 Allyship for Racial Justice Statement and Resources

F. July 2019 "Allyship for Faculty Administrators" Workshop Scenarios for Discussion

G. August 2019 "Six Traits of Inclusive Leaders" Workshop for Chairs/Directors Presentation Slides

H. November 2019 "Expanding Your Network" Activity for Faculty Administrators

I. Draft of Associate Dean Evaluation Form with Inclusive Leadership Items

J. Survey Instrument for Allyship Workshops

K. October 2019 BGSU ALLIES Newsletter and FAQ

L. October 2019 Equity in STEM Community Convening Presentation Slides: "Constructing and Catalyzing Change: Building a Sustainable Faculty Allyship Program"