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

Annual Report to NSF – August 31, 2022

Cover

Categories	Descriptions
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Accomplishments

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

   BGSU ALLIES is adapting components of the evidence-based ADVANCE-Institutional Transformation projects of North Dakota State University ("Advocates & Allies" program) and Florida International University ("Bystander Leadership" program) into an integrated model to build faculty allies within departments and inclusive leaders across the university. The BGSU ALLIES project focuses on how administrators and faculty allies can work collaboratively to reduce biases and transform institutional policies and practices.

   The project goal is to make allyship and inclusive leadership the expectation and norm at BGSU. To achieve this goal, the project is pursuing four key objectives:

   1) Revise institutional policies and processes to make allyship and inclusive leadership the expectation for faculty and administrators.

   2) Design training materials, workshops, and online modules to develop departmental allies and inclusive leaders knowledgeable about inclusion and intersectionality and empowered to actively combat bias.

3) Deploy new data collection processes allowing better tracking of faculty advancement in the context of intersecting identities (including non-binary gender, race, ethnicity, national origin, sexuality, dis/ability status).

4) Disseminate training materials and best practices to other institutions through a strategic communication plan and a regional conference to be held at BGSU in 2021 (postponed to 2022 due to the COVID-19 pandemic).

BGSU ALLIES is working with 16 academic units in STEM and Social & Behavioral Sciences (SBS) across four colleges: Arts & Sciences, Business, Education & Human Development, and Technology, Architecture & Applied Engineering, as well as faculty at our branch campus, Firelands College. These units include approximately 295 full-time faculty and Chairs/Directors.

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

a) **Major Activities**

We pursued 8 objectives in Year 4:

1) Recruit and train 4th and final cohort of Faculty Allies

The 2022 Faculty Allies cohort was recruited in Fall 2021, and participants completed an online pre-workshop module over winter break. The January 2022 half-day Faculty Allies workshop was held virtually via Zoom and included a presentation on the need to increase gender equity at BGSU, an activity for participants to reflect on their intersecting privilege, and training and practice in bystander intervention.

Five follow-up activities were conducted for Faculty Allies in Spring 2022. Faculty Allies needed to attend at least 2 events to be eligible for professional development funds. Four synchronous remote discussions were held as well as an in-person networking event for all four cohorts of Allies. In total, we have now trained 112 or 40.3% of all full-time faculty in our target units in allyship strategies.

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

In Year 4, we continued developing online training modules, which are designed to help learners recognize and combat biases that result in inequities based on gender, race/ethnicity, and other minoritized identities. The design includes a set of five "foundational" modules covering core skills that will be useful for both faculty and Chairs/Directors and two sets of "context-specific" modules, one set targeting specific roles faculty may play and one set focusing on the needs of Chairs/Directors. We are on track to complete versions of all the modules by August 2022, so we can pilot the program for faculty and Chairs/Directors in Fall 2022.

3) Plan and conduct a regional conference on faculty allyship and inclusive leadership

In Year 4, we planned and conducted an in-person conference on allyship and inclusive leadership at BGSU. This conference served academics interested in shaping sustainable institutional change by developing faculty allyship and inclusive leadership programs at their institutions. We invited faculty and administrators from universities in the Great Lakes region and members of NSF-ADVANCE grant teams from across the country to participate. The conference was held at BGSU on May 19-20, 2022, with over 100 attendees. The conference included 12 workshop, roundtable, and panel sessions, a poster session, and two iterations of the PowerPlay team's "Speaking Up: How Bystanders Can Change the Conversation about Social Bias" workshop. Dr. Diana Bilimoria (Case Western Reserve University) gave a keynote address on "Inclusive Leadership at Work: Becoming an Active Ally"). The conference program is included as an attachment to this report. Conference materials provided by presenters were made available online to attendees after the conference, receiving 76 views as of mid-August 2022.

4) Continue work on policy revisions

We were successful in implementing an equity assessment process for all University-level policies. This process was used in the 2021-2022 academic year to evaluate multiple policies submitted to the President's Cabinet for approval, including one that was returned for a more thorough assessment. In addition, the Dean's Council has submitted a proposal to the Provost for a new chair/director training process that includes ALLIES inclusive leadership components.

5) Continue work on research projects on allyship

Three research projects are underway; in Year 4, each project produced one publication currently in review or published. Study 1 examines the ways that faculty define and discuss their intersecting forms of privilege and communicatively enact allyship. This study was published in July 2022 in the journal Communication Quarterly. Study 2 uses survey data to better understand what factors make faculty more likely to engage in ally behaviors, including bystander intervention. This work was submitted to the journal Gender, Work & Organization in October 2021 and a revised version was submitted in June 2022. Study 3 uses a multi-institution approach to explore how institutional policies, practices, and culture shape faculty perceptions and behaviors of allyship. A draft survey instrument, the Faculty Transformative Ally Behaviors (FTAB) scale, was created, reviewed by content experts, and piloted with 84 faculty responses in Year 4. A conceptual paper describing the instrument was submitted to Organizational Behaviour and Human Decision Processes in August 2022. We plan to deploy the survey at several universities in 2022-2023.

6) Disseminate results at conferences

The ALLIES team gave 8 presentations/posters/workshops at external conferences in Year 4, as well as 6 presentations/posters/workshops at our own regional conference. Details on these presentations are provided in the "Key Outcomes" section.

7) Collect and analyze evaluation data for ALLIES programming

Our internal evaluator, Dr. Rychener, worked closely with the rest of the ALLIES team to evaluate our programs (see attached evaluation report). The team has discussed the evaluation findings and how to modify programming based on those results. We also consulted with our external evaluator, Dr. Pribbenow, who attended our conference (her external evaluation report is also attached).

8) Work on sustainability plan for BGSU ALLIES

We held a virtual meeting with our Internal Advisory Board in October 2021 to discuss project activities, with a focus on strategies to institutionalize and sustain activities after the grant period ends. We then assembled a Sustainability Team comprised of key campus stakeholders and ALLIES team members that met several times in Spring and Summer 2022 to discuss how to integrate specific components of the ALLIES project into existing BGSU offices and structures. The Internal and External Advisory Boards and Sustainability Team also all met in person in May 2022 to discuss sustainability strategies. A detailed sustainability proposal is now in development, to be submitted to the Provost and President in Fall 2022, and aspects of the plan will be piloted in Year 5. Details of the sustainability plan are provided in the section on future plans.

b) Specific Objectives

In this section, we describe in more detail the objectives and learning outcomes for our training programs.

1) Faculty Allies Workshop (January 2022):

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

The workshop objectives were:
  i. To know:
      - Concepts of privilege, intersectionality, allyship, bias, inclusion
      - Gender equity issues at BGSU and why they matter
      - Characteristics of an inclusive workplace
      - Interpersonal and structural barriers to bystander intervention
      - Effective communication strategies for raising difficult issues.
  ii. To be able to:
      - Recognize privilege from an intersectional lens
      - Recognize bias, know when and how to intervene, and effectively act to intervene when witnessing implicit and explicit biases at the individual, institutional, and cultural levels
      - Communicate these concepts to faculty colleagues

2) Online Training Modules: Topics and Learning Outcomes

<u>Foundational Modules</u> (for faculty and faculty administrators)

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

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

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

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

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

<u>Context-Specific Modules for Faculty</u>

Module 6. Mentoring and Sponsoring Faculty
   a. Define mentoring and sponsoring and explain how they differ.
   b. Explain how mentoring and sponsoring can serve as a form of allyship.
   c. Identify at least three common errors that mentors and sponsors make that impede gender equity.
   d. Create a mentor or sponsor action plan using proven strategies.

Module 7. Evaluating Faculty as a Colleague and Committee Member

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

Module 8. Promoting Inclusive and Equitable Meetings/Collaborations
a. Describe principles of equity and inclusion in the context of group settings (such as lab groups, unit faculty meetings, committee meetings, and research collaborations).
b. Develop techniques to increase participation of all members of a group.
c. Increase the effectiveness of collaborative decision making.

Context-Specific Modules for Chairs/Directors

Module 9. Six Traits of Inclusive Leadership
a. Describe the six traits of inclusive leadership.
b. Evaluate your personal strengths and growth needs in these six areas.
c. Develop action items to build strength in each of these six areas.
d. Develop an action plan to become a more inclusive leader.
e. Identify the resources and support you will need to enact your plan.

Module 10. Improving Departmental Climate: The Role of the Chair/Director
a. Understand how faculty at BGSU perceive the role of chairs/directors in their academic units.
b. Diagnose the culture in your academic department.
c. Identify effective strategies that may help change the organizational culture in your department.
d. Identify specific strategies you may adapt to improve communication, assign service more equitably, and support all faculty.

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

Module 12. Best Practices in Hiring
a. Identify the factors that can interfere with equitable searches.
b. Describe what research tells us about improving the search process.
c. Describe how to apply these evidence-based strategies to improve the five stages of the search process: recruiting candidates, narrowing the field,

managing candidate visits, making the hiring decision, and communicating with the candidate.

c) Significant Results

In this section, we outline some of our key findings and lessons learned.

1) Faculty Allies Program

Our 2022 Faculty Allies cohort comprised 18 faculty, including two faculty members from non-target units (Physical Therapy and Musicology) who asked to participate without funding support. Twelve of the 18 faculty completed at least two follow-up events in Spring 2022; the six who did not complete the full program and the two non-STEM faculty are not included in the totals presented here for the Faculty Allies program. As with previous cohorts, the 2022 cohort reported significant gains in their ability to recognize privilege, bias, and microaggressions and in their self-efficacy to prevent and stop acts of discrimination.

Detailed demographics for all four Faculty Allies cohorts are provided in an attachment. In brief, 112 faculty have now completed our Faculty Allies program, representing 40.3% (112/278) of all full-time faculty in our target STEM units. Ten of the target units also individually reached this 40% target. Overall, Faculty Allies participants were nearly evenly split between men (53%) and women (47%). (Note that gender counts are reported here as a binary due to limitations in our dataset.) The ratio of STEM to Social and Behavioral Science (SBS) faculty varied across the four annual cohorts, with STEM faculty always predominating (51% to 70% of the cohort). Interestingly, non-tenure-track (QRF) faculty participation increased across the four cohorts, from 22% of our participants to 23%, 30%, and 40%, respectively.

The majority of men who participated in the Faculty Allies program were in STEM disciplines (76% of men participants) vs. SBS disciplines (24%), while, perhaps unsurprisingly given their smaller numbers, our Faculty Allies included fewer women in STEM (43% of women participants) than in SBS (57%) disciplines. As expected, nearly half (44%) of STEM women participants were non-tenure-track, while only 13% of STEM women participants were Full Professors, reflecting the low numbers of senior STEM women faculty at BGSU relative to non-tenure-track instructors.

Since tenured men faculty have the most institutional power, they have the most opportunities to act as allies. Overall, 29% of tenured men in our target units are now trained as allies. The extent of participation by tenured men faculty varied considerably over the four years of the program and from unit to unit. Cohort 1 (Spring 2019) included predominantly tenured men (33% of participants) and tenured women (28%), while Cohort 4 (Spring 2022) comprised primarily assistant professor (pre-tenure) men (50% of participants) and non-tenure-track women (30%), with no tenured men participating in our final year. Some STEM units now have large percentages of tenured men trained as allies for gender equity (e.g., 80% of tenured men in Computer Science, 60% in the School of Earth, Environment & Society, and 50% in Biological Sciences). The rate of participation of tenured

men faculty was much lower in some social science units, including 0% of tenured men from Economics, Media and Communication, and Cultural and Critical Studies. BGSU will need to do more to recruit tenured men in social and behavioral science fields to serve as allies for their marginalized colleagues.

2) **Research Projects**

Key findings of Study 1 (on ways that faculty define and discuss their intersecting forms of privilege and communicatively enact allyship) include discursive tensions in the degree to which faculty perceived privilege to be un/earned and rooted in structural power and a focus on interpersonal allyship actions rather than ally actions that dismantle power structures and challenge biased policies and cultures. (Hanasono et al. 2022 Communication Quarterly paper)

Key findings of Study 2 (on how faculty perceived allyship, their concerns about allyship, and how those perceptions varied by gender, race, and rank) reinforce the idea that faculty focus on individual-level ally strategies rather than strategies to effect institutional and structural change, possibly because the hierarchical structure of university systems makes it difficult for individual faculty to identify or consider institution-wide actions. While this focus on individual ally actions was evident across faculty gender, race, and rank, we also found that faculty of color were less likely to engage in ally actions. We speculate that faculty of color perceive that true allyship (as opposed to performative allyship) involves risks that they, as already-marginalized faculty, are not in a position to take. (Ro et al. 2022 manuscript submitted to Gender, Work & Organization)

Taken together, the results of Studies 1 and 2 show the importance of directly addressing the risks of allyship, especially in the context of academic rank and race/ethnicity, and explicitly incorporating institutional/structural level strategies in allyship training.

To date, Study 3 (on how institutional policies, practices, and culture shape faculty perceptions and behaviors of allyship, with development of a new scale to measure faculty allyship) has involved development of an instrument to measure white faculty members' transformative allyship, the Faculty Transformative Ally Behaviors (FTAB) scale. The conceptual framework for the instrument is drawn from (1) Solórzano and Delgado Bernal's four-part typology of Chicana/o students' resistance of oppression, (2) literature contrasting conformist (i.e., helping faculty succeed within an oppressed system) and transformational (i.e., disrupting and replacing oppressive structures) allyship behaviors, and (3) Hardiman et al.'s (2007) three levels of oppression (individual, institutional, and societal/cultural). We piloted this scale by distributing it to 172 faculty, receiving 84 completed surveys (48% response rate). Content and construct validity were assessed, factor analyses were conducted, and general feedback on survey items was solicited from participants. Two factors emerged from quantitative analysis of the pilot data: (1) reforming institutional-level policy and practice and (2) challenging individual-level racism. (Ro et al. 2022 manuscript submitted to Organizational Behavior and Human Decision Processes, Special Issue: Allyship, Advocacy and Social Justice to Support Equality for Marginalized Groups in the Workplace)

Hardiman R., Jackson, B. W., & Griffin, P. (2007). Conceptual foundations for social justice education. In M. Adams, L.A. Bell, & P. Griffin (Eds.), Teaching for diversity and social justice (2nd ed., pp. 35-66). Routledge.

Solórzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. Urban Education, *36*(3), 308-342. https://doi.org/10.1177/0042085901363002

d) Key outcomes or other achievements

In this section, we highlight some of our key outcomes and achievements.

1) Faculty Allies Program

In total, we have now trained 112 or 40.3% of all full-time faculty in our target units in allyship strategies, meeting our stated objective of training a critical mass of 40% of all STEM faculty in allyship principles and strategies. Ten of the 16 individual target units also met this 40% threshold for faculty in their unit. Faculty allies are now self-organizing within their units to enact allyship strategies to transform their units' culture and discussing institution-wide efforts to make BGSU a more equitable workplace.

2) Online Training Modules

We have completed creating the five "foundational" modules covering core skills that will be useful for both faculty and Chairs/Directors and have nearly completed two sets of "context-specific" modules, one set targeting specific roles faculty may play and one set focusing on the needs of Chairs/Directors. We are on track to pilot the program for all new BGSU faculty and Chairs/Directors in the 2022-2023 academic year.

3) Conference on Advancing Gender Equity for Faculty

Our May 2022 conference brought over 100 faculty, administrators, and students from 36 universities across the country to share allyship and inclusive leadership strategies for gender equity, broaden their networks of support, and foster potential future collaborations. Feedback from participants was strongly positive, with several asking if the conference would become an annual or biannual event.

4) Policy Equity Impact Assessments

The requirement for all new and revised University-level policies to undergo an equity impact assessment is now established as part of BGSU's Policy on Policy Development. The completed equity impact assessment rubrics are being reviewed by the Office of the President and the President's Cabinet as policies come up for Cabinet approval. BGSU's Office of General Counsel is currently developing a policy revision schedule that will result in all university-level policies undergoing a revision and equity impact assessment within the next 5-7 years, which will produce long-term changes to BGSU's institutional practices.

5) Research Products

In Year 4, the ALLIES team submitted three manuscripts for publication (1 now published and 2 currently in review):

1. Hanasono, L.K., Ro, H. K., O'Neil, D., Broido, E.M., Yacobucci, M.M., Peña, S., and Root, K.V. 2022. Communicating privilege and faculty allyship. Communication Quarterly. doi: 10.1080/01463373.2022.2099294.

2. Ro, H.K., Broido, E.M., Campbell-Jacobs, B., Hanasono, L.K., Yacobucci, M.M., and Root, K.V. In review, 2022. White faculty's transformative ally behaviors: Evidence of content and structural validity of a scale. Submitted to Organizational Behaviour and Human Decision Processes, Special Issue: Allyship, Advocacy and Social Justice to Support Equality for Marginalized Groups in the Workplace. Submitted August 2022.

3. Ro, H., Campbell-Jacobs, B., Broido, E., Hanasono, L., O'Neil, D., Yacobucci, M., and Root, K. In review, 2022. Faculty allyship: Differences by gender, race, and rank at a single U.S. university. Submitted to Gender, Work, and Organization. Revision submitted June 2022.

Members of the ALLIES team also gave 14 conference presentations (including talks, posters, panels, and workshops) in Year 4, including a presentation selected as one of the Top Four Papers in Interpersonal Communication at the November 2021 National Communication Association Conference:

1. Hanasono, L.K. 2021. Renewing and transforming boundaries: Strategies to support the success of women academics in the communication discipline. Panelist for panel chaired by Z. Tanes. National Communication Association Convention, November 2021, Seattle, WA.

2. Hanasono, L.K., and Campbell-Jacobs, B. 2021. Anti-Asian racism and bias bystander training workshop. National Communication Association Convention, November 2021, Seattle, WA.

3. Hanasono, L.K., Ro, H.K., O'Neil, D.A., Broido, E.M., Yacobucci, M.M., Peña, S., and Root, K.V. 2021. Communicating privilege and faculty allyship. National Communication Association Convention, November 2021, Seattle, WA. Featured as one of the Top 4 Papers in Interpersonal Communication.

4. Hanasono, L.K., Root, K.V., Benchouk, K., Broido, E.M., Campbell-Jacobs, B., Rychener, S., and Yacobucci, M.M. 2022. Catalyzing change to advance gender equity: BGSU Faculty Allies (poster). ALLIES Conference on Advancing Gender Equity for Faculty, May 2022, Bowling Green, OH.

5. Peña, S., Roberts, S., and Zickar, M.J. 2022. Six traits of inclusive leadership (workshop). ALLIES Conference on Advancing Gender Equity for Faculty, May 2022, Bowling Green, OH.

6. Ro, H.K., and Broido, E.M. 2022. Measuring faculty allyship (roundtable). ALLIES Conference on Advancing Gender Equity for Faculty, May 2022, Bowling Green, OH.

7. Ro, H.K., Broido, E.M., Campbell-Jacobs, B., Hanasono, L.K., Yacobucci, M.M., and Root, K.V. 2022. Faculty allyship behavior scale development through a critical quantitative scholarship approach. American Educational Research Association Convention, April 2022, San Diego, CA.

8. Yacobucci, M.M. 2022. BGSU ALLIES: Bringing allies and inclusive leaders together for collaborative systemic change. ARC Network Equity in STEM Community Convening, May 31-June 4, 2022, Washington, DC.

9. Yacobucci, M.M. 2022. Equity impact assessments for university policies (poster). ARC Network Equity in STEM Community Convening, May 31-June 4, 2022, Washington, DC. *Note: This poster was also presented at the BGSU ALLIES conference.*

10. Yacobucci, Margaret M. 2021. Everybody in the pool: Supporting career success for women in paleontology. Geological Society of America Abstracts with Programs 53(6) doi: 10.1130/abs/2021AM-364718. Geological Society of America Annual Meeting, October 2021, Portland, OR.

11. Yacobucci, M.M. 2022. From individual allyship to collective action for gender equity: Transforming geoscience culture. Joint North-Central and Southeast Geological Society of America meeting. Geological Society of America Abstracts with Programs 54(4). doi: 10.1130/abs/2022NC-374481.

12. Yacobucci, M.M., and Burnett, A. 2022. Sustaining gender equity and inclusion initiatives (roundtable). ALLIES Conference on Advancing Gender Equity for Faculty, May 2022, Bowling Green, OH.

13. Zickar, M., Larsen, R.A., and Worch, E.A. 2022. Men allies talk about allyship (panel discussion). ALLIES Conference on Advancing Gender Equity for Faculty, May 2022, Bowling Green, OH.

6) Program Evaluation

Detailed findings of the internal and external evaluation of the BGSU ALLIES project are described in the attached evaluation report. Overall, quantitative evaluation data demonstrate the effectiveness of ALLIES trainings in improving participants' allyship knowledge and skills, their sense of self-efficacy in enacting allyship, and their self-reported frequency of taking allyship actions. Over 89% of participants in the four Faculty Allies cohorts were likely or very likely to share what they learned with their colleagues, furthering the reach of our programming beyond our participants. Faculty wish for continuing practice and guidance in allyship, something we hope to provide via our sustainability plan.

7) Sustainability Plan

The Sustainability Team has developed a plan (detailed in the section on planned activities for Year 5) for transferring our faculty allyship and inclusive leadership trainings and online modules to BGSU's Center for Faculty Excellence and Division of Diversity and Belonging. We will be proposing funding support and a coordinator to be located in the Provost's office who will oversee expanded deployment of these programs campus-wide, ongoing monitoring of ALLIES impacts and faculty diversity metrics, and future faculty equity programs and collaborations.

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

BGSU ALLIES provided training on allyship and bystander intervention for STEM and SBS faculty in our target units through our Faculty Allies program (described in detail elsewhere in this report). We also trained a group of faculty from Case Western Reserve University on our Faculty Allies program, with an additional train-the-trainer session so they can replicate our program. In addition, we shared our allyship training approach with colleagues from around the country at our own May 2022 conference and at the 2022 Equity in STEM Community Convening, where we discussed key implications of our findings for effective faculty training design.

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

We used the BGSU ALLIES website to disseminate news and resources and we have posted allyship tips, articles, and other resources on our Facebook and Twitter accounts. The BGSU ALLIES Facebook page has 121 followers and the 15 posts made in Year 4 reached up to 438 people per post, with posts related to our conference having the most reach. The BGSU ALLIES Twitter account has 71 followers but posted just 6 tweets in Year 4. Social media posts and tweets included information about ALLIES programs and links to various news stories, articles, and tips about justice, equity, diversity, and inclusion issues in STEM.

We held a virtual meeting with our Internal Advisory Board (which includes the Provost, five Deans, and several other key campus stakeholders) in October 2021 to review activities and discuss sustaining our work beyond the grant period. Our Internal and External Advisory Boards and Sustainability Team met in person in May 2022, with discussion focused on sustainability strategies.

As detailed elsewhere in this report, we hosted an in-person conference at BGSU in May 2022 on Advancing Gender Equity for Faculty and gave 14 conference presentations and posters during Year 4. One research paper on our work was published in Communication Quarterly.

Co-PI Hanasono presented on the BGSU ALLIES Program to academic and community audiences at Coastal Carolina University and the Maumee Valley Unitarian Universalist Congregation.

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

We have submitted a request for a second no-cost extension, which would change our project end date to August 31, 2023. In Year 5 we will continue our work to make allyship and inclusive

leadership the norm and expectation at BGSU. We plan to continue pursuing these original project objectives in Year 5:

1) **Online Training Modules**

   These online modules will be deployed in Year 5; we intend to ask new faculty and chairs/directors across campus to engage with the modules and offer feedback so we can finalize the modules' design. We will also pursue opportunities for disseminating these modules to other academic institutions as well as local businesses, non-profits, and government agencies.

2) **Research Projects on Faculty Allyship**

   We will continue to work on our research projects, with particular focus on Study 3, on how institutional policies, practices, and culture shape faculty perceptions and behaviors of allyship, with development of a new scale to measure faculty allyship. We plan to use our new survey instrument, the Faculty Transformative Ally Behaviors (FTAB) scale, to collect data on faculty members' transformative allyship across several universities. As we have now completed four years of Faculty Allies training, we will also work on our longitudinal study of faculty allyship using data collected from our four Faculty Allies cohorts.

3) **Dissemination of Results at Conferences and in Publications**

   We will continue to disseminate our research results and professional development strategies via conference presentations and peer-reviewed publications.

4) **Project Evaluation**

   Project evaluation in Year 5 will focus on collecting feedback on our online training modules and surveying all of our BGSU ALLIES participants to better understand and document the longer-term impact of our programming on departmental climate and faculty diversity, equity, and inclusion. The university currently plans to conduct a COACHE survey in the 2022-2023 academic year, and we intend to use those data on faculty satisfaction to further document the impact of the BGSU ALLIES project.

5) **Project Sustainability**

   As this report highlights, the BGSU ALLIES grant project has achieved a tremendous amount in the past four years. We have produced real change within and across our target academic units and have had a clear impact on campus. In Year 5, we will focus on how to sustain our work and build on this impact to shape a more inclusive and supportive BGSU.

   Based on the work of the Sustainability Team and discussions with our Internal and External Advisory Boards and External Evaluator, a detailed sustainability proposal is now in development, to be submitted to the Provost and President in Fall 2022. This plan includes:
   a. Transferring our Faculty Allies and Allyship for Faculty Administrators training programs (in-person and online modules) to the Center for Faculty Excellence and Division of Diversity & Belonging.
   b. Creating new Faculty Associate positions in the Center for Faculty Excellence and Division of Diversity & Belonging to support (via release time or stipends) faculty charged with delivering our allyship and inclusive leadership trainings to faculty and administrators across BGSU.

c. Creating new Faculty Equity Advisors in the Colleges who will focus on College-level policy revisions, unit merit and reappointment, tenure and promotion document revisions, and working with units on workload transparency efforts.
d. Developing train-the-trainer materials and onboarding these Faculty Associates and Faculty Equity Advisors.
e. Designating a Provost-level office (likely the Vice Provost for Faculty Affairs) as the responsible party for coordinating these efforts, tracking long-term progress (e.g., with improved faculty demographic data, COACHE data on faculty satisfaction, faculty exit interviews), and serving as the institutional point of contact for potential collaborations, future external funding, and other faculty equity initiatives.
f. Incorporating ALLIES policy recommendations into Provost-level and College policies and Diversity and Belonging strategic plans.
g. Identifying and pursuing other internal (e.g., Graduate College) as well as external collaborations that will expand on our work.

Aspects of the plan will be piloted in Year 5 as proofs of concept so we can make informed budget requests for the fiscal year starting July 2023.

We also intend to pursue additional funding sources to continue our work on STEM faculty equity.

Accomplishments - Supporting Files:

Supporting File: Learning Materials for Faculty Allies
Description: Materials for 2022 Faculty Allies Program, including pre-workshop module and allyship workshop materials, schedule of Spring 2022 follow-up events, and materials for those events

Supporting File: Program for Conference on Advancing Gender Equity for Faculty: Allyship and Inclusive Leadership Strategies
Description: Program for "Conference on Advancing Gender Equity for Faculty: Allyship and Inclusive Leadership Strategies" held at BGSU on May 19-20, 2022

Products

Website description ["Websites or Other Internet Sites"]
Title: BGSU ALLIES: Advancing the role of women in academic STEM careers
URL: https://www.bgsu.edu/allies
Description:
BGSU ALLIES project website. Includes overview of project, directory of ALLIES team members, goals and objectives, project programs, web and downloadable resources, events calendar, and project news.

Uploaded files

File: Internal and External Project Evaluation Reports ["Other Product - Other"]
Description: Reports from internal and external evaluators of the BGSU ALLIES project, available as a supporting file

File: BGSU ALLIES Project Data ["Other Product"]
      a.   2021-22 STEM & SBS faculty and chair/director demographics
      b.   Impact data-number & demographics of Faculty Allies trained
Description: Target STEM and SBS academic units; demographic data for BGSU Chairs/Directors, STEM and SBS faculty, and participants in Faculty Allies program, available as a supporting file

Paper/Presentations

File: Hanasono et al 2022 Comm Qrtly
Description: Paper on allyship published in Communication Quarterly

File: EquityinSTEM_ExperienceReport
Description: Presentation on BGSU ALLIES project, 2022 Equity in STEM Community Convening

File: EquityinSTEM_Poster
Description: Poster on equity impact assessment for university policies, 2022 Equity in STEM Community Convening

Participants/Organizations

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

PI/Co-PI Contributions to the Project

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

Hanasono:
Leader of Faculty Allies subteam

Matuga:
Member of Inclusive Leadership subteam

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

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

Broido, Root:
Member of Faculty Allies subteam

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

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

Rahut:
Project summer graduate assistant (hourly student worker)

Rychener:
Internal evaluator

Current:
Internal evaluation staff

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

> Case Western Reserve University, Cleveland, Ohio
> Other Contribution to the Project: Planning for Faculty Allies at CWRU
> The BGSU ALLIES team worked with staff at Case Western Reserve University's (CWRU) Flora Stone Mather Center for Women to conduct training in Fall 2022 for CWRU faculty on our Faculty Allyship program. These CWRU faculty are now prepared to conduct faculty allyship training at CWRU in the future.

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

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

Impact

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

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

    In Year 4, we presented at conferences and submitted papers to journal articles for three studies on faculty allyship and are developing a broader, multi-institution study on faculty allyship focused on gender and race. The findings from these investigations have the potential to expand the body of social scientific scholarship on the antecedents and outcomes of faculty allyship and the different types of communicative responses that allies can use to respond to macro- and microaggressions.

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

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

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

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

A PhD student in Higher Education & Student Affairs, Kaoutar Benchouk, served as Graduate Assistant for the BGSU ALLIES project in Year 4. Through her participation in ALLIES, she has gained experiences in developing allyship and inclusive leadership training for STEM faculty as well as in social science research, skills she will bring with her when she completes her doctoral dissertation and moves into an academic faculty and/or administrative position.

4. **What was the impact on teaching and educational experiences?**
   Many of our Faculty Allies report that they have translated their ally training into their teaching and mentoring work with undergraduate and graduate students, creating more inclusive climates and pedagogies.

5. **What is the impact on physical resources that form infrastructure?**

   Nothing to report

6. **What is the impact on institutional resources that form infrastructure?**

   Nothing to report

7. **What is the impact on information resources that form infrastructure?**

   Nothing to report

8. **What is the impact on technology transfer?**

   Nothing to report

9. **What is the impact on society beyond science and technology?**

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

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

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

    Nothing to report

Changes/Problems

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

   Nothing to report

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

   The BGSU ALLIES project team, our Faculty Allies and Advocates, Chairs/Directors, and other faculty administrators all continue to face a panoply of challenges and disruptions to their professional and personal lives due to the ongoing COVID-19 pandemic. We strive to be attentive to these extra stresses and demands on faculty time, which has slowed our work on aspects of the project, especially development of the online modules. For Summer 2022, the ALLIES team committed their own time as well as grant resources to hire a graduate student assistant to ensure that all 12 online modules are completed by the end of Year 4.

   One project goal that has not moved forward as we had hoped is our intent to improve the way that institutional data on faculty demographics, recruitment, retention, and career advancement are collected, accessed, and integrated. Co-PI Matuga, leader of these efforts, has had to step away from the project this year and the administrators overseeing institutional data have had many other priorities. We intend to include data collection in our sustainability work in Year 5.

3. **Changes that have significant impact on expenditures**

   Nothing to report

4. **Significant changes in use or care of human subjects**

   Nothing to report

5. **Significant changes in use or care of vertebrate animals**

   Nothing to report

6. **Significant changes in use or care of biohazards**

   Nothing to report

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

Nothing to report

Special Requirements

Nothing to report