

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

Annual Report to NSF – August 31, 2023

## Cover

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<b>Award Title:</b>	BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution
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<b>Recipient Organization:</b>	Bowling Green State University
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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 5 objectives in Year 5:

**1) Finalize and pilot 12 online training modules**

In Year 5, 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 marginalized 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. These modules are now completed, with one exception (Shaping an Inclusive Departmental Culture), which as of August 31, 2023, is drafted but not yet configured online. While we intended to pilot the program for faculty and Chairs/Directors in Fall 2022, an abrupt staffing reduction in our Center for Faculty Excellence, which was to manage the pilot program, and leadership changes in the Division of Diversity and Belonging have postponed the pilot work to 2023-2024.

**2) Continue work on research projects on faculty allyship**

In Year 5, we continued work on research projects investigating faculty allyship. Survey data from our Faculty Allies and Advocates program were used to better understand what factors make faculty more likely to engage in ally behaviors, including bystander intervention. This work was published in the journal *Gender, Work & Organization* in 2023. A final survey to all those who participated in one of our four half-day Faculty Allyship workshops or two half-day workshops on Allyship for Faculty Administrators was designed, submitted for IRB approval, and deployed in Spring 2023. This final longitudinal data set has been added to previous survey iterations and all data have been cleaned, collated, and longitudinal participant responses matched.

We also continued work on a study using a multi-institution approach to explore how institutional policies, practices, and culture shape faculty perceptions and behaviors of allyship. In Year 5, our draft survey instrument, the Faculty Transformative Ally Behaviors (FTAB) scale, was revised based on pilot data and a conceptual paper describing the instrument was submitted to the ADVANCE Journal.

### **3) Disseminate research results and project accomplishments via invited talks, conference presentations, and publications**

In Year 5, the ALLIES team disseminated research results and information on ALLIES activities to a variety of audiences. PI Yacobucci gave a presentation on BGSU ALLIES to the Diversity & Belonging Committee of BGSU's Board of Trustees at their December 2022 meeting, sharing information about our programs and their impact across campus. Yacobucci also presented on the BGSU ALLIES project as part of an ADVANCE panel, with representatives from Clemson, Murray State, and Xavier Universities, at the November 2022 Council of Colleges of Arts and Sciences (CCAS) conference. Hanasono gave an invited talk at the University of South Florida, Broido gave an invited talk at the University of Michigan, and O'Neil presented work on change leaders and institutional change at the 2023 European Academy of Management conference. Broido presented on our Faculty Transformative Ally Behaviors scale at the 2023 Equity in STEM Community Convening. Broido also served as an invited reviewer on the NASA Inclusion Plan Evaluation Panel, providing reviews of the equity and inclusion portion of grant proposals submitted to the astrophysics division of NASA. Yacobucci wrote a piece titled "From individual allyship to collective action for gender equity in the geosciences," which was published in the September 2022 issue of Association for Women Geoscientists' newsletter *Gaea*. A research paper on faculty allyship was revised, resubmitted, accepted, and published online in *Gender, Work and Organization*.

### **4) Collect data for project evaluation**

In Spring 2023, we deployed a final survey to all those who participated in one of our four half-day Faculty Allyship workshops or two half-day workshops on Allyship for Faculty Administrators. Some survey items were the same as those used in previous iterations, so we can track responses from our participants longitudinally. In addition, we added open-ended questions asking participants to describe 1) the impacts of the BGSU ALLIES project on our department's policies, practices, and general climate, 2) how they have personally addressed issues of gender bias and discrimination because of their participation in the BGSU ALLIES program, 3) ways beyond those included in the survey in which they have acted as an ally to women and/or other marginalized faculty within or beyond their department/unit and 4) what aspects of the BGSU ALLIES project were most helpful to them. Results and interpretation of these survey responses are provided in the "Significant Results" section.

BGSU also conducted a COACHE survey in Spring 2023 and we have requested access to those results when they become available later this fall. The 2023 COACHE results will be compared to those of COACHE surveys conducted in Spring 2019 (during Year 1 of the BGSU

ALLIES project) and Spring 2015 (prior to our project), with the goal of assessing changes in women faculty's satisfaction over this 8-year interval.

## **5) Continue work on sustaining BGSU ALLIES**

In Year 5, we continued working on ways to sustain our work in the long term, at BGSU and beyond. After meeting with ALLIES team members, BGSU's Vice Provost for Faculty Affairs met one-on-one with our Provost to get clarity on whether the Provost's Office is the right place for sustaining our work. Our Provost felt our programming was better placed in other offices on campus, in particular in the Division of Diversity and Belonging.

We engaged in discussions with the Center for Faculty Excellence (BGSU's teaching and learning office) about managing our online modules program through them, including possible certificate or badging options for those faculty and administrators completing the program and the use of our modules with the CFE's learning community for new faculty.

We also worked with BGSU's Chief Diversity and Belonging Officer Jennifer McCary to plan a new program that would place Faculty Associates within the Division of Diversity and Belonging, charged with providing our allyship programming to faculty and doing other related work for the Division. While we originally planned to start this Faculty Associates program in Year 5, McCary's departure from the university in January 2023 required us to pause our efforts. This summer, we have collaborated with the interim Chief Diversity and Belonging Officer on re-initiating this program and successfully pitched the idea to BGSU's President, who has greenlighted these positions for 2023-2024. Details of this new program are provided in the section on plans for Year 6.

This summer, we prepared a final Faculty Allies and Advocates Directory listing the 108 current STEM and Social/Behavioral Science (SBS) faculty who have completed our Faculty Allies training program. We shared this directory with all STEM and SBS department chairs and school directors, all College Deans, the Provost's Office, Division of Diversity and Belonging, and Human Resources. Included with the directory was an explanation of the Faculty Allies and Advocates program and encouragement to appoint these faculty to key committees (e.g., merit, tenure and promotion, faculty search committees) and make use of their expertise when holding meetings, revising policies, and dealing with inclusion and equity issues arising in their academic units. Our Allies and Advocates represent a critical mass of change agents who will shape unit cultures and infuse institutional policies and practices with best practices to support the career success of women and other marginalized faculty for years to come.

## **b) Specific Objectives**

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

### Foundational Modules (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. Identify areas in which you hold unearned privilege and majoritized identities.
- e. Define marginalized/minoritized identities.
- f. Identify 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.

### Context-Specific Modules for Faculty

#### 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.)

### Context-Specific Modules for Chairs/Directors

#### 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.

#### 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. Shaping an Inclusive Departmental Culture

- 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. Role of Chairs/Directors in Faculty Searches

- a. Understand the basic stages of faculty recruitment and how each stage relates to diverse hiring.
- b. Identify common barriers to making diverse hires, as well as common strategies for overcoming these barriers.
- c. Communicate more effectively with diverse candidates.

#### Module 12. 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.

### **c) Significant Results**

In this section, we outline some of our key findings in Year 5 of the BGSU ALLIES project.

#### **1) Faculty Allies Program**

In Spring 2023, we deployed a final survey to all those who participated in one of our four half-day Faculty Allyship workshops or two half-day workshops on Allyship for Faculty Administrators and who were still employed by BGSU (N=153). The number of completed surveys was 61, for a response rate of 40%. This survey included items to assess the overall impact of the BGSU ALLIES project on individual faculty and administrators and on institutional policies, practices, and culture.

One survey item asked respondents to indicate how much their personal commitment to addressing issues of gender bias and discrimination has changed since they first participated in the BGSU ALLIES Program. Results were strongly positive: increased a lot (45% of respondents), increased a little (40%), no change (10%), decreased a little (5%), decreased a lot (0%).

We also asked our Allies to describe the impact of the BGSU ALLIES project on their department's policies, practices, and general climate. Positive responses included comments that there is better awareness and recognition of the problem of gender bias, that conversations are now taking place in the unit, and that individuals feel more comfortable speaking up and addressing issues when they arise. Several Allies mentioned efforts to improve workload equity, ensure "secret service" is included in merit and reappointment, tenure, and promotion policies, and otherwise revise unit-level policies and practices. Respondents noted that they have brought in speakers on gender equity issues, have added allyship materials to shared departmental repositories, and modified the student evaluation of teaching questions due to concerns about gender bias. Several respondents noted that the frequency of allyship practices has significantly increased.

On the other hand, we also received a few negative responses to this question. One commented that they still don't think the university's administration cares about the issue, and several noted that the "usual suspects" are still problematic, with biased behaviors perhaps now occurring more behind closed doors, rather than in the open. A few respondents felt that faculty rank was a more pressing source of bias and inequities, rather than gender bias. One respondent commented that "some of the climate issues come from white women who play the victim," an alarming comment from someone trained in allyship.

Finally, over 40% of respondents left the question about the impact of the ALLIES project blank or said "none" or "minimal." We expect that positive impacts of our project will take time to manifest, and anticipate tracking these impacts for the next several years.

## **2) Pilot Testing of the Faculty Transformative Ally Behaviors Scale**

Broido led the BGSU ALLIES team's efforts to analyze pilot data and expert feedback on the Faculty Transformative Ally Behaviors (FTAB) scale we are developing. This scale is rooted in the conceptual framework of conformist vs. transformative resistance developed by Solórzano and Delgado Bernal (2001). In the context of faculty allyship, conformist ally behaviors involve helping marginalized faculty succeed within existing oppressive structures while transformational ally behaviors involve actions that work toward disrupting and removing oppressive structures.

The survey items focus on ally behaviors, including conformist and transformational actions, rather than knowledge or attitudes. The survey design involves parallel but separate instruments for men and white faculty, who are asked to self-assess their ally behaviors, and women and BIPOC faculty, who are asked about their perceptions of men's and white faculty's allyship. We acknowledge the limitations of this binary operationalization of gender and race and inability of the instrument to address intersecting identities and simultaneous experiences of privilege and oppression. As there is no existing survey instrument that measures faculty allyship, we hope our scale offers a starting point for future work to extend beyond the binary.

Pilot data were collected from U.S.-based faculty recruited from the researchers' personal and professional networks to complete the survey. A total of 90 full-time faculty at four-year institutions completed the survey; these faculty were 67% white, 66% women, 67% tenured, and 72% at public universities. STEM (35%) and Education (38%) disciplines were overrepresented in the sample, reflecting the networks of the BGSU ALLIES team members.

Focusing on women's perceptions of men's ally behaviors, exploratory factor analysis of the pilot data resulted in two factors that together explain 82% of the variance: 1) men's allyship for policy and practice change and 2) men's allyship by educating other men and themselves. The first factor included items reflecting how often men faculty reformed policies to enhance gender equity and challenged practices harmful to women faculty. The second factor included items addressing how men faculty educate themselves and interact with other men to teach or challenge gender bias.

Considering white faculty's descriptions of their racial ally behaviors, exploratory factor analysis revealed two factors that together explained 91.3% of the variance: 1) reforming institutional policies and practices (e.g., hiring, merit, tenure, and promotion standards and practices that privilege whiteness) and 2) challenging individual level racism (e.g., inequitable recognition of scholarly contributions and assignment of service work, challenging white faculty to step back from dominating faculty meetings).

Overall, the pilot data did not distinguish between conformist and transformative allyship, perhaps because the allies in this pilot sample tended to engage in both. As an example, a man might volunteer to take on a heavier service load (conformist allyship) and also advocate for reviewing how service is allocated in the unit (transformative allyship).

Finally, marginalized faculty rated their privileged peers as engaging in allyship less often than those peers rated themselves, consistent with previous studies of allyship (e.g., Brown and Ostrove, 2013).

We identified several challenges in developing this ally behavior instrument:

- 1) Items were originally written on the presumption that those completing the survey agree that structural sexism and racism exist in university structures, but our pilot data suggest that many faculty do not believe these structural biases exist. Items may need to be rewritten to account for this.
- 2) It may not be best practice to use the same items to measure allyship for women vs. BIPOC faculty, for cis- vs. transgender women, or for faculty from different / multi-racial groups.



- 3) Transformative ally behaviors of peers may take place when the marginalized faculty are not present, rendering those peer actions invisible to marginalized faculty.
- 4) Distinguishing between conformist and transformative ally behaviors may be difficult.

In Year 6, we plan to conduct cognitive interviews to better understand how faculty might interpret survey items, then revise the items and instrument design to more clearly differentiate conformist and transformative allyship.

Brown, K.T., and Ostrove, J.M. 2013. What does it mean to be an ally? The perception of allies from the perspective of people of color. *Journal of Applied Social Psychology* 43: 2211-2222. <https://doi.org/10.1111/jasp.12172>.

Solórzano, D. G., and 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

We have completed 11 of our 12 online training modules, with the last one nearly completed as of August 31, 2023.

The equity impact assessment rubric and review process for all University-level policies, which we previously developed in collaboration with the Division of Diversity and Belonging, has been in use since 2022. In August 2023, we met with the interim Chief Diversity and Belonging Officer Katie Stygles to learn how this process has been working in practice. She reported that the rubric is effective at getting those responsible for University policies to identify relevant stakeholders and to consider possible inequitable impacts of the policies. She therefore felt the rubric did not need to be changed. Discussion of equity impacts has been occurring during President's Cabinet meetings, though Stygles noted that review of the rubrics was falling to her and she felt she needed more time to meet individually with people to work through possible concerns.

In Year 5, the ALLIES team submitted one manuscript to the *ADVANCE Journal* (currently in review) and a revised manuscript to *Gender, Work, and Organization*, which was accepted and published in Spring 2023:

Ro, H.K., Broido, E.M., Campbell-Jacobs, B., Hanasono, L.K., Yacobucci, M.M., and Root, K.V. (In review, 2023). White faculty's transformative ally behaviors: Evidence of content and structural validity of a scale. Submitted to *ADVANCE Journal*.

Ro, H., Campbell-Jacobs, B., Broido, E., Hanasono, L., O'Neil, D., Yacobucci, M., and Root, K. 2023. Faculty allyship: Differences by gender, race, and rank at a single U.S. university. *Gender, Work, and Organization* 2023:1-29. <https://doi.org/10.1111/gwao.12988>.

Our 2019 paper on gendered "secret service" received numerous citations in 2022-2023, especially in research articles and essays describing the disproportionate impact of the COVID-19 pandemic on women and faculty of color. As of August 31, 2023, Google Scholar lists 143 citations of this work:

Hanasono, L.K., Broido, E.M., Yacobucci, M.M., Root, K.V., Peña, S., and O'Neil, D.A. 2019. Secret service: Revealing gender biases in the visibility and value of faculty service. *Journal of Diversity in Higher Education* 12(1): 85-98. <https://doi.org/10.1037/dhe0000081>.

Members of the ALLIES team also gave several conference presentations in Year 5, including at the 2022 Council of Colleges of Arts and Sciences conference and 2023 Equity in STEM Community Convening:

Yacobucci, M.M. 2022. BGSU ALLIES: Bringing allies and inclusive leaders together for collaborative systemic change. Council of Colleges of Arts and Sciences conference: Deans, Democracy and DC, November 2-5, 2022, Washington, DC.

Broido, E.M. 2023. Developing a measure of faculty ally behaviors. Equity in STEM Community Convening, June 5-8, 2023, Durham, NC.

Finally, in Year 5, we worked with BGSU's Provost, Associate Provost for Faculty Affairs, Chief Diversity and Belonging Officer, and Director of the Center for Faculty Excellence on plans to sustain and institutionalize our work, as detailed in section 5 below.

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

In Summer 2023, we hired two BGSU doctoral students as graduate assistants, K. Benchouk (Higher Education) and D. Rahut (Communication) to finalize all our online modules and help compile a core set of sharable resources developed by the BGSU ALLIES project. A central task was to ensure that all our module materials (including videos and downloadable documents) and sharable resources were fully compliant with accessibility guidelines. Benchouk and Rahut therefore completed an online course on "An Introduction to Accessibility and Inclusive Design" offered by the University of Illinois at Urbana-Champaign via Coursera and reviewed BGSU-produced training materials on accessibility. The graduate students also participated in meetings of the ALLIES team and reviewed the content of our online modules and other resources.

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

In addition to the conference presentations and invited talks described in the Major Activities and Key Outcomes sections of this report, Broido presented on "Developing a measure of faculty ally behaviors" in the Spring 2023 BGSU Center for Women and Gender Equity Research Seminar Series. Throughout Year 5, we used the BGSU ALLIES Facebook social media account to share allyship tips, articles, and other resources with our 123 followers.

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

In Year 6, we will continue our work to make allyship and inclusive leadership the norm and expectation at BGSU by pursuing these project objectives:

#### **1) Online Training Modules**

Hanasono is leading a Faculty Learning Community for new BGSU faculty in 2023-2024. She will assign our Foundational modules to her group, facilitate discussion about them, and

solicit feedback on their content and design. BGSU's new Diversity and Belonging Faculty Associates (see Project Sustainability section below) will also work with the modules and facilitate their use with BGSU faculty and Chairs/Directors, gathering data and feedback so the modules can be improved.

## **2) Research Projects on Faculty Allyship**

We will continue to work on our research projects, with two areas of focus. First, we will continue our longitudinal study of faculty allyship using data collected from our four Faculty Allies cohorts. We are planning three analyses: 1) how faculty enact allyship and how to predict ally actions (studied through the lens of the Theory of Planned Behavior), 2) how COVID disruptions affected the long-term impact of our allyship program, and 3) a methodological study on the use of a pre- / retrospective-pre- / post-intervention surveying strategy. Second, we are continuing our multi-institutional faculty allyship (MIFA) study. We will use cognitive interviews and a second round of piloting to finalize the language in our new survey instrument, the Faculty Transformative Ally Behaviors (FTAB) scale, and then deploy the survey to collect data on faculty members' transformative allyship across several universities.

## **3) Dissemination of ALLIES Work**

We will continue to disseminate our research results and professional development strategies via our website and social media, workshops, conference presentations, and peer-reviewed publications. Yacobucci has been trained on BGSU's content management system and will maintain the ALLIES website and social media accounts going forward. The ALLIES team has been invited to collaborate with several institutions, including Case Western Reserve University and the University of Toledo, and we are developing a plan for an allyship workshop to be held in April 2024 at the National Laboratories Information Technology Summit. We will also run a brown bag discussion for BGSU faculty on "Understanding and Teaching About Privilege" in September 2023.

## **4) Project Evaluation**

In Year 6, we will compare results of the Spring 2023 COACHE survey (Year 5 of ALLIES) to those from 2019 (Year 1 of ALLIES) and 2015 (prior to ALLIES), focusing on how overall faculty satisfaction and satisfaction of women and faculty of color have changed over this eight-year interval.

## **5) Project Sustainability**

Much of our work in Year 6 will involve incorporating ALLIES programs and recommendations into existing institutional structures. As highlighted in the Changes/Problems section, we must closely monitor the status of Ohio Senate Bill 83, which would prohibit state institutions from endorsing the concepts of allyship, diversity, systematic racism, gender identity, equity, or inclusion and ban any mandatory programs regarding diversity, equity, and inclusion.

We will collaborate closely with the interim Chief Diversity and Belonging Officer on several initiatives to institutionalize our work. In Fall 2023, she will charge all BGSU Colleges to revise their three-year Diversity and Belonging Action Plans. In that charge, she will include a BGSU ALLIES-created document with recommended policies and practices to promote gender equity that will provide the Colleges with specific, concrete actions they can take.

We will also establish two Faculty Associates positions in the Division of Diversity and Belonging. We will prepare a position description and recruit two faculty in Fall 2023 and train them in the use of our ALLIES materials. These faculty will be charged with facilitating workshops for faculty engaged in evaluating colleagues, unit-level workshops and consultations, and serving as a liaison to those working on the College Diversity and Belonging Action Plans, including reviewing progress reports and draft action plans and facilitating opportunities to bring those working on the action plans together to discuss progress and challenges, thereby building a network of support across Colleges. The Faculty Associates will receive stipends of \$2,500 per semester for their work; BGSU's President has agreed to provide the financial support for these stipends. We anticipate that these Faculty Associates will partner with the ALLIES team to monitor ALLIES impacts, track faculty diversity metrics in the longer term, and to work on future faculty equity programs and collaborations.

Once a new Vice President for Research is hired in 2023-2024, we plan to discuss the possibility of creating a research center or other organized structure for bringing all those working on equity and inclusion issues on campus together, and potentially repeating our highly-regarded May 2022 Conference on Advancing Gender Equity for Faculty.

We have consulted with BGSU's Office of Sponsored Programs and Research on possible new external funding opportunities and are considering several future proposals. Many ADVANCE institutions have developed allyship and bystander intervention strategies and we are considering a possible ADVANCE Partnership proposal that would focus on how to build larger institutional change networks by bringing faculty allies and inclusive leaders together--bridging the faculty/administrator divide--to work on systemic change projects. We are also looking into sources of external funding specifically for our multi-institutional faculty allyship (MIFA) research project.

## 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: [BGSU-ALLIES\\_Project-Data](#) ["Other Product"]

Description: Demographic data for BGSU faculty and Chairs/Directors as of Fall 2022

### Paper/Presentations

File: [Ro\\_et\\_al\\_2023\\_GWO\\_Faculty\\_Allyship](#)

Description: Paper on faculty allyship published in Gender, Work, and Organization

File: [Yacobucci\\_2022\\_Gaea-AWG-Newsletter](#)

Description: Essay "From individual allyship to collective action for gender equity in the geosciences" in September 2022 issue of Association for Women Geoscientists' newsletter *Gaea*

File: [2022\\_CCAS\\_BGSU-ALLIES\\_Yacobucci](#)

Description: Presentation on BGSU ALLIES project, 2022 Council of Colleges of Arts and Sciences conference

File: [2023\\_EiSCC\\_BGSU-ALLIES\\_Broido](#)

Description: Presentation on Faculty Transformative Ally Behaviors scale development, 2023 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

Broido, Root:

Member of Faculty Allies subteam

O'Neil, Peña, Roberts, Zickar:

Member of Inclusive Leadership subteam

Benchouk:

Project summer graduate assistant (hourly student worker)

Rahut:

Project summer graduate assistant (hourly student worker)

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

None

### 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](mailto: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 development of the principal discipline(s) 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 5, we presented at conferences and submitted papers to research journals on our work on faculty allyship, including development of 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.

### 2. What is the impact on other disciplines?

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 development of human resources?

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.

Two PhD students, Kaoutar Benchouk in Higher Education & Student Affairs and Debipreeta Rahut in Communication Kaoutar Benchouk, served as part-time student research assistants for the BGSU ALLIES project in Summer 2023; both had worked with the project previously. Through their participation in ALLIES, they have gained experiences in developing allyship and inclusive leadership training for STEM faculty as well as in social science research, skills they will bring with them when they complete their doctoral dissertations and move into academic faculty and/or professional positions.

**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**

In Year 5, we faced several unexpected challenges that delayed the enactment of our sustainability plan. Several key personnel left BGSU, including co-PI Ogawa, BGSU's Vice President for Research and our project's liaison with senior administration, and J. McCary, BGSU's Chief Diversity and Belonging Officer, essential member of our project's Internal Advisory Board and partner in our sustainability efforts. The loss of Center for Faculty Excellence staff prevented the CFE from managing our online learning modules in Year 5. We had also planned to collaborate with the College of Arts and Sciences' Diversity and Inclusion Faculty Fellow (DIFF) on institutionalizing College-level workshops and policy reviews. However, the DIFF's term ended mid-year and the College received no applications for her replacement, resulting in the Dean leaving the position unfilled. While we had intended for the BGSU ALLIES project to transfer to an office under the Provost, the Provost made it clear that all diversity, equity, and inclusion efforts must reside with the President's Office (specifically, the Division of Diversity and Belonging) and/or with Human Resources.

Another looming threat is Ohio Senate Bill 83, pending in the Ohio Legislature. We have been closely following the discussions surrounding this legislation, which passed in the Senate but is still in committee in the House. It is expected that S.B. 83 will be taken up again in Fall 2023. This legislation would prohibit state institutions from "endorsing" the concepts of allyship, diversity, systematic racism, gender identity, equity, or inclusion, ban any mandatory programs regarding diversity, equity, and inclusion (DEI), and prohibit any training (mandatory or not) that "advocates or promotes" the concept of unconscious bias. This bill specifically targets topics that are core components of the BGSU ALLIES programming, including our online modules, such as allyship, equity, inclusion, and unconscious bias. Similar legislation that has been signed into law in other states (e.g., Florida, Texas) has had a chilling effect, prompting closures of DEI-focused offices, the halting of DEI-related programs and trainings, and the exodus of DEI professionals from state universities. While S.B. 83 has not yet passed, BGSU is already feeling its effects. As one example, the College of Education and Human Development has renamed their "Diversity and Inclusion Faculty Fellow" position to "Faculty Associate for Access and Belonging".

Despite these challenges, the BGSU ALLIES team is moving forward with our sustainability plan in Year 6, in partnership with the Division of Diversity and Belonging and with the support of the President's Office. Our team believes we can continue our work to institutionalize our programs and leverage our Faculty Allies and Advocates, Inclusive Leaders, and new Diversity and Belonging Faculty Associates to guide the BGSU community through this unsettled time. BGSU ALLIES' ultimate goal is to make allyship and inclusive leadership the norm and expectation at BGSU; we will work to ensure the BGSU community has the tools to take collective responsibility for shaping a more inclusive university.

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

Nothing to report

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

Nothing to report



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

Nothing to report

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

Nothing to report

**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