Preview of Award 1629761 – Annual Project Report

Cover

Federal Agency and Organization Element to Which Report is Submitted: 4900
Federal Grand or Other Identifying Number Assigned by Agency: 1629761
Project Title: ADVANCE Institutional Transformation at the University of Massachusetts Lowell
PD/PI Name:

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> Meg Bond, Co- Principal Investigator
> Julie Chen, Co- Principal Investigator
> Marina Ruths, Co- Principal Investigator
> Margaret SobkowiczKline, Co- Principal Investigator

Recipient Organization: University of Massachusetts Lowell
Project/Grant Period: 09/15/2016 – 08/31/2021
Reporting Period:0 09/01/2017 – 08/31/2018
Submitting Official (if other than PD/PI): Meg Bond, Co- Principal Investigator
Submission Date: 08/06/2018
Signature of Submitting Official (signature shall be submitted in accordance with agency specific instructions): Meg Bond

Accomplishments

What are the major goals of the project?

1. Disrupting microaggressions by engaging the university community via: a multi-pronged information campaign, dissemination of climate survey results, and bystander training conducted by Equity Leaders to develop a community of support for addressing subtle biases.
2. Promoting alternative interactional patterns that support the success of STEM women via: 50/50 mentoring partnerships and lectures and IDEA (InterDisciplinary Exchange and Advancement) Groups, both innovative formats for mentoring, reducing isolation, and providing access to professional and personal mentoring resources.
3. Changing targeted aspects of the institutional context via: a Foggy Climate Initiative to establish detailed procedures for committee decision-making and service workload distribution and a WAVES Accountability Initiative modeled after the successful UK Athena SWAN program.
4. Advancing scholarship about faculty's daily experiences with microaggressions: how often they occur and their relationship to critical job outcomes such as productivity and satisfaction.

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

Major Activities:

- Continued to raise awareness of microaggressions through events (speakers) social media (blog, newsletters), advocates (e.g., engaging IAB members as active liaisons to their units), and increased visibility of WAVES goals (e.g., posters, handouts, advertising, and media interviews).
- Conducted campus-wide Subtle Gender Bias Index (SGBI) survey, analyzed the results, and have begun to share results with campus groups.
- Convened a group of seven Equity Leaders (in addition to five WAVES team members) and trained them in subtle bias and bystander theory; group collectively designed a UML-specific bystander workshop; conducted two pilots; three initial workshops held for faculty' broader roll out to faculty and administrators planned for Fall 2018.
- Sponsored new mentoring events and established momentum for 2018-19 lectures (50/50 mentoring & lectures; five IDEA Groups mentoring program selected, funded by the Provost's Office, and leadership training initiated).
- Began work with four departments committed to engaging in department-level equity strategic planning.
- Completed pilot and nation-wide rollout of Daily Bias Survey (formerly Daily Diary); to date have 115 participants.

Specific Objectives:
To disrupt microaggressions
  1. Raising awareness
- Distributed business cards, postcards, and posters around campus; effective in generating awareness and promoting broader understanding of WAVES goals.
- Social media outlets, establish through CWW (Facebook, Twitter), have been populated with WAVES-related content
- Website improvements include a page for each initiative and links to helpful resources
- Data from post-event evaluation forms and interviews suggest the awareness campaign has helped raise visibility of *Making WAVES* and of microaggressions
- Planning with Office of Communications for intensified awareness campaign to coincide with roll out of fall bystander workshops
  2. Supported campus-wide awareness events
- Stephanie Goodwin and the UNH PowerPlay were invited by the College of Education to provide a bystander workshop; WAVES partnered to promote and evaluate the workshop.
- UNH PowerPlay conducted a workshop on bias in hiring for the Engineering retreat (12/15/17)
- Provost's Office Speaker Series hosted two speakers (former ADVANCE grantees) whose presentations were related to WAVES themes.
  - 1/18/18, Abigale Stewart (also on WAVES IAB) presented "Changing Departmental Cultures: Benefits, Risks, and How it Happens."
  - 2/8/18, Jessi Smith presented "Evidence-Based Practices to Recruit, Retain, and Advance Diverse Faculty in Academia"

- WAVES worked with the Provost's Office on outreach and evaluation for these events.
3. Survey Feedback
- SGBI survey administrated July 2017; experiences of being valued/devalued added as qualitative questions on survey
- Survey results analyzed and presented to campus groups:
  - WAVES IAB (9/20/2017 & 2/14/18)
  - UML Academic Council (university leadership) (3/22/18)
  - CWW (3/22/18)
  - Health Sciences Annual retreat (5/15/18)
- Additional sessions planned for meetings in remaining colleges; Faculty Senate Executive Committee, MSP (faculty union)
4. Bystander Training
- Conducted study to assess facilitators and barriers to intervening when UML faculty members witness microaggressive behaviors.
- Key findings:
  - Facilitators include: personal connection to the issues or values for fairness (individual level), quality of the relationship with the transgressor (interpersonal level), and clear norms for workplace civility (departmental/institutional level)
  - Barriers include: lacking skills to respond, not being sure who should act, fear of retaliation, and unsupportive work environment
  - Journal manuscript under revision
- Faculty Equity Leaders (ELs)
  - 8 ELs nominated by the STEM deans; 1 by FAHSS dean
  - Fall 2017: biweekly meetings with 9ELs. Meetings facilitated by Bond, Haynes-Baratz, & Li. The primary agenda was to familiarize ELs with bystander approaches.
  - Spring 2018: ELs met weekly to design a workshop plan.
  - Meetings began with discussion of literature on microaggressions to help determine workshop substance. Equity Leaders provided local microaggression examples, and Dale Young from the Theater Department transformed these examples into acting scripts. These examples/scripts are integrated into the training plan.
- Bystander Workshops
  - Workshop is composed of lecture and group activity. Lectures introduce microaggressions and their effect based on research, and then provide an intervention framework "Get A COLLECTIVE GRIP"; the participants are then asked to utilize the framework to role play intervention strategies.
    - 2 pilot workshops conducted within the EL group (2/9 & 2/23)
    - 3 initial workshops open to the university 93/30, N=6; 5/17, N=9; 6/28, N=6)
    - Further roll out of workshops planned for Fall
      - Department Chairs (9/6)

- Open to all faculty (9/17, 10/17, 10/19, 11/14, & 11/30)
- Abbreviated workshop with UML upper-level administrators (date TBA)
- Conducted workshops with external audience, i.e., conference of women faculty at UMass Medical School (5/18/18, ~80 participants) and at major UML-sponsored Women's Leadership Conference (6/19/18, ~70 participants)
- Workshops generally well received and continually fine-tuned based on feedback.

To promote alternative mentoring
1. 50/50 Partnerships
- New application process for the 50/50 series implemented August 2017
- 4/4/18 – Professor Thomas J. Webster of NEU Nanomedicine Laboratories presented "A University Career in Biomaterials: Balancing Education, Research, Life. Personal Expectations, and Still Loving Every Minute!" Faculty Host: Gulden Camci-Unal
- WAVES-funded lectures confirmed for 9/19/18, 11/28/18, and 1/29/19
- Established collaborations with FAHSS & VP for Faculty Success to fund lectures outside of STEM to enable the initiative to be campus-wide. First FAHSS-funded lecture on 3/21/19.
- WAVES will continue to conduct all 50/50 evaluations
- Planning underway for post-lecture interviews with previous hosts
2. IDEA Groups
- Survey of key informants conducted to assess current mentoring initiatives
- Marina Ruths attended junior faculty "pre-tenure club" in College of Sciences
- Integrated Provost Office priority for supporting the professional development of associate professors with the original IDEA Community model
- Provost's Office solicited applications from associate professors to lead IDEA Groups (January 20180; 5 groups selected for funding from 10 submissions
- Leadership training for IDEA Community Leaders provided by the WAVES team; orientation meeting held 6/6/18; ongoing monthly professional development workshops to be conducted by WAVES during 2018-19

To reduce bias in important decision-making processes
1. Foggy Climate Initiative
- Protocol for personnel decisions disseminated for 2017-18; 68% of survey respondents (53% of all departments) have implemented some variation of the protocol.
- A subcommittee of the IAB ("Foggy Climate Committee"- Eng. Dean is Chair) established to oversee implementation and sustainability of university practices that support equity
- New faculty contract includes a shift to an "opt out" vs. the prior "opt in" for faculty to request an extension of the tenure clock for parental leave. While not a specific WAVES endeavor, the existence of WAVES increased attention to the issue, and is in line with the WAVES goals.

- A subgroup of team members is examining factors to establish indicators of service equity
- Accountability Initiative
    - Four departments (Biology, Chemistry, ECE, and Plastics Engineering) are developing strategic departmental plans around gender equity.
    - Assessment process has begun; externa consultant conducted interviews with department members (6/6/18-6/12/18); follow-on survey in August
    - Feedback sessions and strategic planning to begin Fall 2018
2. Highlighting promising practices
- Established Departmental Equity Awards to recognize effective practices focused on equity; first annual award given to School of Nursing
- Co-hosted university-wide event with Provost's Office on "Showcasing Effective Practices: Equity, Inclusion, and Transformation" (4/18/18)

To forward research on microaggressions
1. Daily Bias Survey
- In August, WAVES team members participated in 1-week pilot. Revisions made based on feedback
- In September, second-round debugging began, each WAVES team member invited a friend to participate in a 1-week pilot. Revisions include: change the questionnaire to measure participants' job satisfactions, mood, and productivity.
- Daily Bias Survey – Phase 1 (October 2017)
    - Daily Bias Survey officially initiated nationwide at AWIS meeting on 10/10/18
    - Phase 1 – N=34 for Baseline survey; N=32 for daily bias survey.
    - Between phases 1 and 2, the team conducted a short debriefing survey to understand factors encouraging or preventing participants from completion.
    - Daily Bias Survey – Phase 2 (January 2018)
        - Began on 1/22/18 with nationwide outreach through snowball approach
        - N=80
        - Note: The Daily Bias Survey was closed in-between semesters when faculty are less likely to be experiencing institutional academic life.

Significant Results:
Bystander workshops:
1. 10 Equity Leaders trained to conduct bystander workshops
2. 3 initial workshops offered in Spring; 21 faculty members participated
3. The most significant things learned include:
- Recognition that everyone has the responsibility to speak up
- Many possible reactions and possible ways/strategies to intervene
- The real-life scenarios in the workshops are still happening on campus
- The value of role-playing and practicing strategies in advance
- The aspects of the workshop found to be most useful:
    - Group discussions

- o Role-playing
- o Combination of didactic presentation with small group activities
- o Suggested follow up training or other activities:
  - ▪ More workshops
  - ▪ Luncheon discussion
  - ▪ Knowing who are allies
  - ▪ Following each workshop, participants were asked to rate various aspects of the workshop.
    - i. In the first section, they were asked to rate ten items on a 5-point scale (1=strongly disagree, 5=strongly agree). Evaluation results gathered through the 3 initial workshops reveals that the majority of the participants 'strongly agreed' or 'agreed' that as a result of the workshop, they were
      - a) More knowledgeable about bias and its impact in general (M=4.37, SD=.574)
      - b) More knowledgeable about how to intervene (M=4.40, SD=.486)
      - c) Would like to attend future university events about bias (M=4.7, SD=.485)
      - d) Would recommend the workshop to their colleagues (M=4.7; SD=.447)
      - e) More confident in using one or more strategies to intervene when a situation involving bias occurs (M=3.93, SD=.470)
    - ii. In the second section, they were asked to rate the lecture and the interactive portion of the workshop, with 5 items on a 9-point scale (e.g., 1=Uninformative, 9=Informative).
      - a) Evaluation results gathered through 2 initial workshop reveals that majority of the participants think t*he lecture portion of the workshop* was informative (M=7.65, SD=1.24), effective (M=8.00, SD=1.15), useful (M=7.90, SD=1.46), engaging (M=7.8, SD=1.60), and the duration of the workshop was ideal (M=4.8, SD=2.00)
      - b) For the interactive portion, the majority of the participants indicated that the interactive portion of the workshop was informative (M=8.6, SD=1.47), effective (M=8.2, SD=1.24), useful (M=8.3, SD=1.28), engaging (M=8.7, SD=.478), and the length of the interactive portion was short (M=3.5, SD=1.89).

Survey Feedbacks:
370 UMass Lowell faculty (65%) participated in the SGBI survey during the summer of 2017/ Quantitative and qualitative data were analyzed from the surveys. Chi-square tests show that sample was representative of gender ($\chi(1)=2.519$, p=.112), employment length ($\chi(5)=8.724$, p=.121), and UMass Lowell faculty's department ($\chi(3)=6.519$, p=.089). The sample was not representative in position ($\chi(3)=10.626$, p<.05), and race ($\chi(2)=37.326$, p<.001, with untenured

faculty and faculty of color(not Asian) being overrepresented in the sample. Because of low numbers of faculty in some categories, the race data is reported in only three categories, White, Asian, and Faculty of color, not Asian.   When looking at the demographic data, one disturbing finding was that we have no Full Professors who are women of color, not Asian on campus.

Factor analysis yielded six factors for 2017 survey data: gender egalitarianism, resources and relationships, institutional support, personal experiences, satisfaction, and devalued experience.

- **Gender Egalitarianism**: Overall, a MANOVA indicates that female professors felt significantly more sexual bias and discrimination than male professors ($F(2,242)=11.589$, $p<.001$, $\eta^2 =. 107$).   Also, White professors felt significantly more sexual bias and discrimination than did professors of other races ($(F(2, 226)=7.579$, $p<.001$).
- **Resources and Relationships**: Overall, a MANOVA indicates that female professors felt lack of female faculty's resources and relationships than male professors ($F(2,242)=6.452$, $p<.005$, $\eta^2 =. 063$).
- **Institutional Support**: Overall, faculty race and response rate of demographic questions had no significant effects on faculty's thought about institutional support. But, a MANOVA indicates that gender by college had a significant effect on faculty's thought about institutional support ($F(7,242)=2.109$, $p<.05$, $\eta^2 =.071$).
- **Personal Experiences**: Overall, female faculty had more experiences of feeling devalued related to social identities than male faculty ($F(2,242)=5.269$, $p<.01$, $\eta^2 =.052$). Also, professors of color, not Asian (M=2.95, SD=2.193) had significantly more experiences of feeling devalued than Asian and white professors ($F(2,224)=14.311$, $p<.001$). Furthermore, a one-way ANOVA was conducted, but there were no significant differences between participants who provided demographic and those who did not provide demographic.
  The MANOVA indicates that gender by faculty rank by college had a significant effect on faculty's experiences of feeling devalued related to social identities ($F(49, 242)=1.500$, $p<.05$, $\eta^2 =.137$). Specifically, all male associate professors with tenure in the College of Health Sciences had no experiences of feeling devalued related to social identities, while female associate professors with tenure in the Colleges of Science & Engineering (M=6.00, SD=2.828) had significantly more experiences of feeling devalued.
- **Satisfaction**: More than 70% of the participants were moderately or extremely satisfied with their jobs at UMass Lowell. Overall, faculty of color, not Asian (M=4.84, SD=1.717) were significantly less satisfied with their jobs compared to Asian or White faculty ($F(3,242)=3.461$, $p<.05$, $\eta^2 =.019$). In addition, the faculty who did not provide any of demographic information were significantly less satisfied with their jobs at UMass Lowell, compared to those who provided some or all demographic information ($F(2, 242)=4.740$, $p<.01$).
  A MANOVA indicates that there was a significant interaction between gender, faculty rank and college on satisfaction ($F(49, 242)=1.558$, $p<.05$). Specifically, male lecturers in the College of Business and male non tenured faculty in tenure track in the College of

Business were the most satisfied with their jobs at UMass Lowell, while male full professor in the College of Health Sciences (M=3.50, SD=2.121) and female associate professor with tenure in the Colleges of Science & Engineering (M=3.50, SD=2.121) were less satisfied with their jobs at UMass Lowell.

- **Devalued Experiences**: Overall, females had more frequent devalued experiences than males ($F_{(2,242)}=3.497$, $p<.05$, $\eta^2 =.035$). Faculty rank and college had no significant effects on the frequency of faculty's devalued experiences.

50/50 Partnerships:
- Nineteen people attended 4/4/18 lecture and nine completed a post lecture survey.
  - 89% of the participants 'agreed' or 'strongly agreed' (4 or 5 on a 5 point Likert scale) that they found the information regarding career path informative (M=4.56, SE=.242), and that they learned something from the event that will help them with their careers (M = 4.33, and SE = 0.236).
  - 89% of the participants would recommend the UML 50/50 talks to others (M = 4.56, and SE = 0.242), and indicated that they would like to attend future events sponsored by UML 50/50 Initiative (M = 4.44, and SE = 0.242).
  - Two open-ended questions were included in the survey
    - Five participants commented on most significant things learned from this event that they will apply to their work life/career. They included how to balance life/work, how to create their own solutions to issues, and how to deal with criticism.
    - Three participants shared their "Hopes to Discuss or Address at Future Events." These included careers of women in STEM, global warming, and a 75/25 Career/technical talk.

Public events: co-sponsored by WAVES (talks by Drs. Goodwin, Stewart and Smith)
- Of the event attendees who completed evaluations (N=79):
  - 85% reported that they learned something or became more knowledgeable about bias
  - 84% reported feeling hopeful that events like ours will reduce bias at the university
  - 87% said they are likely to discuss what they learned with colleagues
  - 86% want to learn more about dealing with subtle gender bias

Key outcomes or Other achievements:
Other achievements:
- External evaluator Mariko Chang conducted an evaluation on 9/19/17 and 9/28/17, meeting with multiple campus groups and administrators
- WAVES presentation to the UMass Lowell Executive Cabinet which includes the Chancellor and Vice Chancellors (by Meg Bond on 1/30/18)
- WAVES Internal Advisory board meetings twice per semester (September & December 2017 and February 2018 and upcoming meeting April 2018)

- Annual WAVES External Advisory board meeting held 4/3/18

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

- Bystander Training workshop provided by University of New Hampshire, Prevention Innovations Research Center (attended by Yun Ling Li and Marina Ruths) – 8/8/17
- Yun Ling Li, postdoctoral research fellow, presented at the Sociologists for Women in Society 2018 winter meeting. In addition to chairing a session on NSF ADVANCE Programs and presenting WAVES current initiatives, she was also actively involved in the conference program committee.
- Equity Leader trained ten faculty in engineering and sciences about subtle bias and bystander intervention literature.
- WAVES team members initiated Leadership development training for IDEA leaders (all associate professors

How have the results been disseminated to communities of interests?

- Outreach to outside audiences (see detailed conference and workshop listings below):
  - o Presented at the NSF ADVANCE/GSE Program Workshop: Broadening Participation (attendees Chris Allen, Meg Bond, Michelle Haynes-Baratz and Jill Lohmeier), October 10-12, 2017: presented poster "Measuring Subtle Bias in the Academy", participated in panel on bystander training approaches
  - o Presented papers at two additional national conferences: Society for Community Research and Action (June 2017) and Society for Women in Sociology (January 2018)
  - o Meg Sobkowicz-Kline invited to Physics Colloquium at UMass Lowell with NSF's Dr. Carmina Londono on 8/8/17.
  - o Meg Sobkowicz-Kline presented a poster on the WAVES project at the New England section of the American Association of Physics Teachers conference in Nashua, NH 3/16/2018.
  - o Participated in International conference on Women and Leadership in a Changing World, the second of an annual series organized jointly with the Queen's University, Belfast, Northern Ireland, 11/17/17.
  - o Invited to conduct bystander workshops at two external conferences for professional women: EMPOWER Conference for women faculty at UMass Medical Center (5/20/18), UMass Lowell Women's Leadership Conference (6/19/18)
- Internal Awareness & Partnerships:
  - o Quarterly meetings with Chancellor Jacqueline Moloney
  - o Quarterly meetings with Provost Michael Vayda
  - o Biweekly meetings with Vice Provost for Faculty Success Beth Mitchneck

- o Regular meetings with Internal Advisory Board, many of whom have made presentations about WAVES to their campus constituencies
- o Recognizable WAVES advertising materials (posters, postcards) have generated a broader awareness of the WAVES efforts across campus.
- o Microaggression awareness has been generated through multiple fronts, e.g., website, Daily Bias Survey.
- o Survey feedback sessions with various groups have increased discussion of issues on campus
- o Helped promote Bias Awareness & Intervention Lab for faculty with Stephanie Goodwin as well as Provost Speakers Abby Stewart and Jessi Smith

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

To disrupt microaggressions

- Continue to share the consistent "elevator pitch" (as supported by awareness materials) to summarize the goals of the WAVES project and how the institution as a whole will benefit
- Campus-wide physical installation with high visibility, connected to WAVES theme and referential/complementary to the #itooamstem online installation
- Fully launch key initiatives (in particular, bystander training, IDEA groups, departmental equity strategic planning) so that impacts can be assessed for the third year NSF site visit
- Continue to disseminate key findings from the SGBI survey to the entire campus
- Prepare for the next survey cycle including planning for results analysis and dissemination
- Revisit Faculty Senate, Union and other key committees to provide updates and request support

To promote alternative mentoring activities

- Conduct training for leaders of IDEA groups and assist in the startup of five IDEA groups
- Expand 50/50 mentoring opportunities to all faculty in partnership with the Provost's Office and FAHSS
- Initiate first faculty host reciprocal visit from 50/50 lectures.

To reduce bias in important decision-making processes

- To promote service equity, continue to reach out to other ADVANCE institutions with similar interventions to share resources and best practices.
- Work with university administration to refine data collection method to be used on campus, especially as related to service equity.
- Make use of centralized data collection that is already in place through Institutional Research and that which is being coordinated for the new SEA change project.

To promote sustainability of the WAVES project
- Include all NSF-funded disciplines in initiatives and extend to additional disciplines to promote inclusivity and to support institutional transformation
- Plan for sustainability about where WAVES initiatives should "land" at the end of the grant and partner with these offices now to develop and implement initiatives to ensure communication and buy-in.
- Continue to on-board and engage Chairs as active partners whose feedback and input is regularly sought.

Daily Bias Survey
- Continue to collect national data (phase 3) and plan to collaborate with other universities (i.e., Ohio State University).
- Conduct Daily Bias Survey to the UML faculty members. While collecting internal data, we also want to investigate how the bystander training workshops shape UML faculty members' daily responses.
- Analyze data collected from phase 1 and phase 2, and have preliminary results.

Products
Journals or Juried Conference Papers
Bond, M., Feghali-Bostwick, C. Goodwin, S., & O'Meara, K. (October 2017). *From Awareness to Action: Promoting Faculty Bystander Intervention through Experiential Learning.* Workshop conducted at the 2017 ADVANCE/GSE Program Workshop (sponsored by the Association for Women in Science and the National Science Foundation) in Washington D.C.

Bond, M.A., Haynes-Baratz, M., & Metinyurt, T. (June 2017). *Bystander Interventions for Disrupting Microaggressions in the Academy.* Poster presentation at the 16th Biennial Conference of the Society for Community Research and Action, Ottawa, Canada

Chen, J. (2018). Keynote Address. *2018 Women of Color in the Academy Conference*, Northeastern University, Boston, MA.

Haynes, M.C., Allen, C. T. Lohmeier, J. **Bond, M.A**., Sobkowicz-Kline, M., Ruths, M., Dean, B., & Chen, J. (October 2017). *Measuring Subtle Bias in the Academy*. Poster presented at the 2017 ADVANCE/GSE Program Workshop sponsored by the Association for Women in Science and the National Science Foundation in Washington, D.C.

Haynes-Baratz, M., Bond, M., Allen, C., Li, Y.L., & Metinyurt, T. (under revision). Microaggressions in the academy: To Intervene or not Intervene? Submitted to a special issue of *Equality, Diversity and Inclusion: An International Journal.*

Li, Y. L. (January 2018). *NSF ADVANCE Program: What We Have Learned and What Can Be Done in the Future*. Chair and presenter in a session at the annual meeting at the Society for Women in Sociology, Atlanta, GA.

Other Conference Presentations / Papers

Bond, M.A. & Haynes-Baratz, M. (May 2018). *Getting A (collective) GRIP! Activating Bystanders to Address Microaggressions & Subtle Biases.* Workshop conduced at EMPOWER SUMMIT: Empowering Professional Women for Leadership Roles. University of Massachusetts Medical School, Worcester, MA

Bond, M.A. (November 2017). *Making WAVES: Disrupting Microaggressions to Propagate Institutional Transformation.* Presentation at UMass Lowell Faculty Symposium Lightning Talks, Lowell, MA.

Haynes-Baratz, M. (November 2017). *Microaggressions: To intervene or to not intervene, that is the question.* Presentation at UMass Lowell Faculty Symposium Lightning Talks, Lowell, MA.

Punnett, L., (4/13/18). *Women in the Academy: Building a community that supports all members.* Public lecture as part of Laura Punnett's position as Thinker/Industry Expert In Residence (TIER), Deakin University Faculty of Health, Melbourne, Australia.

Participants/Organizations
Full details of individuals who have worked on the project
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Most Senior Project Role: PD/PI
Nearest Person Month Worked: 1
Contribution to the Project: Principal Investigator
Funding Support: Institution
International Collaboration: No
International Travel: No

Meg Bond
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Contribution to the Project: Co-PI
Funding Support: NSF/Institution
International Collaboration: No
International Travel: No

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Funding Support: Institution

International Collaboration: No
International Travel: No

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Funding Support: NSF/Institution
International Collaboration: No
International Travel: No

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Funding Support: NSF/Institution
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 1
Contribution to the Project: Social Science Research
Funding Support: NSF
International Collaboration: No
International Travel: No

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Contribution to the Project: Social Science Research
Funding Support: NSF
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 2
Contribution to the Project: Evaluation

Funding Support: NSF
International Collaboration: No
International Travel: No

Yun Ling Li
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Nearest Person Month Worked: 12
Contribution to the Project: Postdoctoral Research Associate (Social Science)
Funding Support: NSF
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 10
Contribution to the Project: Program Manager
Funding Support: NSF
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 1
Contribution to the Project: Evaluation
Funding Support: NSF
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 1
Contribution to the Project: Evaluation
Funding Support: NSF
International Collaboration: No
International Travel: No

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 2

Contribution to the Project: Social Science Research
Funding Support: NSF
International Collaboration: No
International Travel: No

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 1
Contribution to the Project: Evaluation
Funding Support: NSF/Institution
International Collaboration: No
International Travel: No

What other organizations have been involved as partners?
Nothing to report.

What other collaborators or contacts have been involved?
At UMass Lowell
- Provost's Office – Provost Michael Vayda & Vice Provost for Faculty Success Beth Mitchneck (e.g., sponsoring campus-wide speakers on topics relevant to WAVES, extending 50/50 initiative beyond the colleges of science and engineering, funding for IDEA Groups, collaboration on event to celebrate promising practices)
- UML 20/20 Strategic Planning Committee on "Global Engagement & Inclusive Climate", Lauren Turner (Senior Associate Vice Chancellor – Human Resources and Organizational Strategy & Effectiveness) and Noureddine Melikechi (Dean of Sciences)
- Human Resources Office – Lauren Turner, Director (re: hiring procedures) & Clara Orlando Reynolds, Director, Equal Opportunity & Outreach, Title IX Coordinator (re: tracking EEOC complaints)
- Student Affairs – Annie Ciraldi, Associate Dean, Student Affairs (re: learning from student bystander training)

At Other Institutions
Consultation from other ADVACE programs who have adopted similar initiatives:
- Abigail Stewart, University of Michigan, during campus visit on January 18, 2018
- Jessi Smith, Montana State University, during campus visit on February 8, 2018
- Melissa Latimer, West Virginia University, Skype call with their team members to discuss experiences with assessments of departmental climate, March 5, 2018
- Stephanie Goodwin, during her campus visit on December 1, 2017, on bystander approaches
- Christine Shea, University of New Hampshire, via phone and email; possible collaborations, session at the Academy of Management on bystander interventions

- Jan Rinehart, Northeastern University, discussing involvement in initiatives for women of color in STEM
- April 27, 2018, participation in Northeastern's Women of Color in the Academy Conference (Julie Chen was the keynote speaker)
- Karoline Evans (a member of WAVES IAB) is the ongoing liaison to the NEU network, working on issues for women of color

Impacts

What is the impact on the development of the principal discipline(s) of the project?

The WAVES project has contributed to the knowledge base in human resources and psychology through study of microaggression awareness and bystander intervention in the academic workplace. As reported by faculty exposed to events and initiatives, the project has increased knowledge among faculty and staff on the importance of equitable culture in the academic workplace. In particular, faculty in science and engineering have increased their understanding of social science related to workplace culture and equitable structures in the academy. Ongoing study of the efficacy of the interventions described is likely to further this impact.

What is the impact on other disciplines?

Through collaboration with the Provost's office, alternative mentoring support models are being expanded to all disciplines in the university.

What is the impact on the development of human resources?

With the hiring of a new Vice Provost of Faculty Success, WAVES has been able to focus more specifically on our primary project goal of reducing microaggressions and promoting mentoring alternatives. The new VP has taken the lead with several initiatives that address biases in hiring practices and is working collaboratively with our HR Department.

What is the impact on physical resources that form infrastructure?

Nothing to report

What is the impact on institutional resources that form infrastructure?

The Equity Leaders group has been formed, trained and developed workshop specifics; the ELs are ready to roll out the training during Fall 2018.

Project Director Meg Bond meets regularly with the Chancellor, the Provost and the Vice Provost for Faculty Success to provide updates and to address any emerging issues.

A new subcommittee of the Internal Advisory Board has formed to develop plans for sustaining the WAVES initiatives post grant; chaired by Dean of Engineering Joe Hartman.

Meg Bond presented to the Executive Cabinet.

What is the impact on information resources that form infrastructure?
Collaborate with Institutional Research Office to collect institutional data for NSF toolkit and for monitoring change over time.
Coordinate with SEA Change to evaluate institutional systemic transformation.

What is the impact on technology transfer?
Nothing to report.

What is the impact on society beyond science and technology?
The article in *INSIGHTS into Diversity* about the Making WAVES initiative led to a request for a presentation from the organization, LEAP for Education, based in Salem, MA. Their mission is to provide after school enrichment opportunities to empower high needs, economically disadvantaged, and English Language Learner students to succeed in school, careers and in life. LEAP for Education works closely with Salem State University and Dr. Gail Gasparich, the Dean of Arts and Sciences, recommended that a connection be made. Yun Ling Li accepted the invitation to talk to the youth in Salem.
The audience for the Bystander Workshop at the UMass Lowell Women's Leadership Conference was primarily women working in either the private sector or community-based organizations.

Changes/Problems
Changes in approach and reason for change?
- The hiring of Vice Provost for Faculty Success in September 2017 has resulted in a valuable partnership with that office, including the partial funding of some of the WAVES initiatives.
- The IDEA Community Model was adapted to integrate the Provost's Office priority for professional development of mid-career faculty
- The Internal Advisory board creating subcommittees focused on implementation & sustainability

Actual or Anticipated problems or delays and actions or plans to resolve them
- We ran into delays with arranging for 50/50 Mentoring Partnerships and Lectures during the past academic year. The issues were mostly logistical (i.e., selected mentors were unavailable within our time frame) but some were due to delayed action on the part of the selected mentee. We realized that doing the sort of planning required for inviting esteemed faculty from other universities may be something with which junior faculty have little experience. We have tried to become more proactive in ensuring that there is more active faculty follow through.

Changes that have a significant impact on expenditures
Nothing to report

Significant changes in use or care of human subject

Nothing to report

Significant changes in use or care of vertebrate animals

Nothing to report

Significant changes in use or care of biohazards

Nothing to report

Special Requirements

Responses to any special reporting requirements specified in the award terms and conditions, as well as any award specific reporting requirements.

Nothing to report