

## **YEAR 3 EXTERNAL EVALUATION**

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### **MAKING WAVES (WOMEN ACADEMICS VALUED AND ENGAGED IN STEM): DISRUPTING MICROAGGRESSIONS TO PROPAGATE INSTITUTIONAL TRANSFORMATION**

**NSF ADVANCE IT GRANT, UNIVERSITY OF MASSACHUSETTS  
LOWELL**

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## 1. EXECUTIVE SUMMARY

The University of Massachusetts Lowell (UML) has completed the third year of their 5-year NSF ADVANCE-IT grant, Making WAVES (Women Academics Valued and Engaged in STEM), or WAVES for short. The grant's overarching goal is to establish an academic environment that supports STEM women to achieve to their highest potential by reducing the interpersonal and institutional microaggressions that undercut both their ability to be productive and their general sense of well-being. The Year 3 external evaluation incorporates both quantitative and qualitative data collected by the internal and external evaluators. The report shares findings on the extent to which the Year 3 grant activities have moved UML closer to achieving its three goals and social science research, detailed below:

### *Goals and Key Accomplishments*

#### **Goal 1: Disrupt microaggressions**

- **Survey feedback cycles on workplace climate data** to enable departments and colleges to raise awareness and help them set and track progress toward equity goals
- **Awareness campaign** to raise awareness of subtle biases that affect women in STEM
- **Equity Leaders Training** for faculty identified by STEM deans as well respected, opinion leaders to develop a distinctive UML approach to bystander training and to build leadership skills for addressing subtle biases
- **Bystander Training for faculty** facilitated by Equity Leaders to promote skills to address subtle bias and build broad-based support for reducing bias at interpersonal and institutional levels

#### Key Impacts for Goal 1:

- The Faculty Workplace Climate Survey (formerly the Subtle Gender Bias Index (SGBI) Survey) was administered for a third time in Year 3. Results continue to show significant differences in key areas by gender and race. Results also indicate that with respect to departmental fairness, service assignments are perceived as being the least fairly distributed (which has important implications for Goal 3).
- The WAVES team is in the process of publishing findings from the Faculty Workplace Climate surveys.
- Since the Bystander Training was launched, 164 people have participated in the workshop, including 75% of all chairs.
- Bystander training participants showed an increase in their knowledge of how to intervene in situations of bias and increased confidence in doing so.

#### **Goal 2: Provide alternative support mechanisms for faculty**

- Expand the 50/50 Lecture series into the **50/50 Networking and Lecture Series** to highlight multiple pathways for success in STEM and provide networking opportunities for UML junior faculty with senior researchers from across the nation

- **IDEA (InterDisciplinary Exchange and Advancement) Communities** to provide collaborative mentoring and leadership development for associate professors

#### Key Impacts for Goal 2:

- The 50/50 Lecture series (now expanded beyond STEM with funding from the university) continues to be well received, with 94% of attendees indicating that they found the technical portion of the lecture to be informative and 84% the career path portion.
- 50/50 hosts benefitted from their participation in the program, which provided them with professional connections and facilitated research collaborations.
- The five IDEA Leaders indicated that their involvement in the program offered opportunities to learn from and collaborate with their colleagues at UML.

#### Goal 3: Promote Equity and Accountability

- **Foggy Climate Initiative** to establish detailed decision-making procedures for high stakes decisions (P&T, annual reviews, merit), to analyze and promote equity by gender around service assignments, and review university policies that affect gender equity
- **WAVES Departmental Accountability Initiative** to create and implement a protocol for college and department self-assessment, goal setting, action planning, and annual evaluation of progress

#### Key Impacts for Goal 3:

- Of those departments who responded to a WAVES survey about implementation of the personnel protocol for decision making, 100% indicated that they have implemented some variation of the protocol.
- WAVES worked with departments to improve the service categories listed in Digital Measures.
- Four departments are participating in the Accountability Initiative. While at various stages of implementation, all have begun to conduct surveys to identify relevant issues in their departments.
- The Departmental Accountability Initiative serves as a model for the national AAAS SEA Change (STEM Equity Achievement) Program, of which UML received a Bronze Award.

### Social Science Research

The social science research seeks to: (1) provide new nuanced and more ecologically valid insights into microaggressions faculty experience and their consequences; (2) examine the extent to which individuals witness other faculty experiencing microaggressions and whether (and how) they intervene as bystanders (3) expand understanding of how gendered microaggressions are experienced in the context of intersectional racial identities; (4) extend research on effective intervention strategies.

Three related studies, grounded in daily diary methodology, were proposed:

- Study 1: Understanding microaggressions: Incidence, impact and intersectionality in a national sample
- Study 2: Understanding microaggressions: Incidence, impact and intersectionality at UMass Lowell (in conjunction with the bystander training initiative)
- Study 3: Impact of daily diaries on attitudes toward microaggressions

In Year 3, the WAVES team continued to encourage participation in the Daily Bias Survey to document occurrences of microaggressions and related responses, job satisfaction, and well-being. Survey findings will contribute to a better understanding of intersectionality as it relates to the impact of microaggressions on both the target and observers.

#### Key Findings:

- More than 200 people have participated in the Daily Bias Survey, including 27 people at UML and 181 national participants.
- Preliminary findings indicate:
  - The majority of slights experienced and observed by participants were based on gender, age, and race
  - Experiencing or observing slights has an impact on one's emotional state.
  - Experiencing and observing slights has a statistically significant negative impact on one's job satisfaction and work productivity; experiencing slights has a statistically significant negative affect on job investment
  - Women's emotional state is more impacted than men's by observing slights

### *Summary and Recommendations*

#### Year 3 Strengths:

- The percentage of STEM faculty who are women increased from 19% in Year 1 to 21% in Year 3, with the greatest increase occurring at the associate professor rank, from 20% to 26%. In Year 3, 83% (5 of 6) SBS new faculty hires were women.
- The Bystander Training continues to be well received by stakeholders and pre-post evaluations demonstrate that as a result of the training, participants have increased knowledge about what to say to stop a microaggressive incident, an improved ability to support a colleague who is being treated disrespectfully, and increased confidence to say something to someone acting inappropriately toward a colleague.
- Robust social science research is underway; findings are likely to make important theoretical contributions that also have practical applications.
- Strong data collection and utilization of findings as part of the research and the internal evaluation efforts.

#### Year 3 Challenges:

- Uneven faculty participation in Digital Measures, resulting in lack of ability to document service uniformly across the campus.
- The IDEA communities have been well received by participants, but associate professors likely require additional forms of mentoring and support.

- Messaging of inclusiveness to those outside of the targeted WAVES units.
- Mechanisms for feedback from and engagement with department chairs.

### **Key Recommendations:**

The following recommendations should be considered to strengthen existing efforts and assist with movement toward sustainability and institutionalization. Key recommendations, grouped thematically, include:

#### *Messaging, Inclusion, and Communication*

- Engage department and personnel committee chairs in discussions about the personnel protocol, request feedback, and clarify expectations.
- Continue to engage in conversations with department chairs and administrators about how chairs can be better supported in their efforts to improve diversity and inclusion.
- Review language and messaging to promote inclusiveness in the goals and process of institutional transformation.
- Ensure the programming addresses intersectionality.
- Continue to disseminate climate survey results and incorporate results into the Bystander Training workshop curriculum.

#### *Institutionalization*

- Prioritize sustainability efforts, considering whether any current initiatives should be revised or discontinued in order to focus on higher-impact activities.
- Begin to create a plan for institutionalization for the WAVES initiatives that may be sustained: include documented impacts, other data related to effectiveness, and recommend an institutional home for each project.
- Work with the internal and external evaluators to ensure all necessary data is being collected to plan for institutionalization.

#### *Expanding and/or Refocusing Efforts:*

- Seek new mechanisms for providing mentoring and professional development to associate professors.
- Consider alternatives to Digital Measures for collecting data on service equity.
- Work with Equity Leaders to plan a follow-up Bystander Training for participants who would like to discuss more complex issues, such as intersectionality and subtle forms of bias, and what they can do.
- Continue to seek strategic opportunities to enhance the participation of senior faculty in the Bystander Workshops.

In conclusion, WAVES made important progress in Year 3. Based on the feedback received from stakeholders and evaluation findings, the most successful signature innovations to date include the Bystander Training, Social Science Research, and Faculty Climate Survey (including the Subtle Gender Bias Index). Continued assessment and dissemination of these initiatives will reinforce UMass Lowell's status as a national leader among those seeking institutional change to support inclusive faculty excellence.

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## 2. INTRODUCTION

### 2.1 Organization of the Report

This report describes external evaluation findings pertaining to Year 3 of the University of Massachusetts Lowell (UML) NSF ADVANCE-IT grant. The report is divided into several sections. Following this introduction, Section 2.2 provides a brief overview of the major goals of the UML ADVANCE grant, and Section 3 describes the evaluation objectives and methods. Section 4 summarizes ADVANCE Indicators Toolkit data as it pertains to overall program goals. Section 5 covers the main activities undertaken in Year 3 of the grant. This section includes evaluation findings from both the internal evaluation team and the external evaluator. The report concludes with a summary of main findings and key recommendations.

### 2.2 Summary of UML's ADVANCE-IT Grant, Making WAVES

The University of Massachusetts Lowell (UML) is completing its third year of their 5-year NSF ADVANCE-IT grant, Making WAVES (Women Academics Valued and Engaged in STEM), or WAVES for short. The grant's overarching goal is to establish an academic environment that supports STEM women to achieve to their highest potential by reducing the interpersonal and institutional microaggressions that undercut both their ability to be productive and their general sense of well-being.

To achieve the overarching goal, the specific goals and proposed interventions are:

#### Goal 1: Disrupt microaggressions

- **Survey feedback cycles on workplace climate** to enable departments and colleges to raise awareness and also to help them set and track progress toward equity goals
- **Awareness campaign** to raise awareness of subtle biases that affect women in STEM
- **Bystander Training for faculty** facilitated by Equity Leaders to promote skills to address subtle bias and build broad-based support for reducing bias at interpersonal and institutional levels

#### Goal 2: Provide alternative support mechanisms for faculty

- Expand the 50/50 Lecture series into the **50/50 Networking and Lecture Series** to highlight multiple pathways for success in STEM and provide networking opportunities for UML junior faculty with senior researchers from across the nation
- **IDEA (InterDisciplinary Exchange and Advancement) Communities** to provide collaborative mentoring and leadership development for associate professors

### **Goal 3: Promote Equity and Accountability**

- **Foggy Climate Initiative** to establish detailed decision-making procedures for high stakes decisions (P&T, annual reviews, merit), to analyze and promote equity by gender around service assignments, and review university policies that affect gender equity
- **WAVES Departmental Accountability Initiative** to create and implement a protocol for college and department self-assessment, goal setting, action planning, and annual evaluation of progress

### **Social Science Research**

The purposes of the social science research agenda are to: (1) provide new nuanced and more ecologically valid insights into microaggressions faculty experience and their consequences; (2) examine the extent to which individuals witness other faculty experiencing microaggressions and whether (and how) they intervene as bystanders (3) expand understanding of how gendered microaggressions are experienced in the context of intersectional racial identities; (4) extend research on effective intervention strategies

Three related studies, grounded in daily diary methodology, are being conducted:

- Study 1: Understanding microaggressions: Incidence, impact and intersectionality in a national sample
- Study 2: Understanding microaggressions: Incidence, impact and intersectionality at UMass Lowell (in conjunction with the bystander training initiative)
- Study 3: Impact of daily diaries on attitudes toward microaggressions

### **Theory of Change**

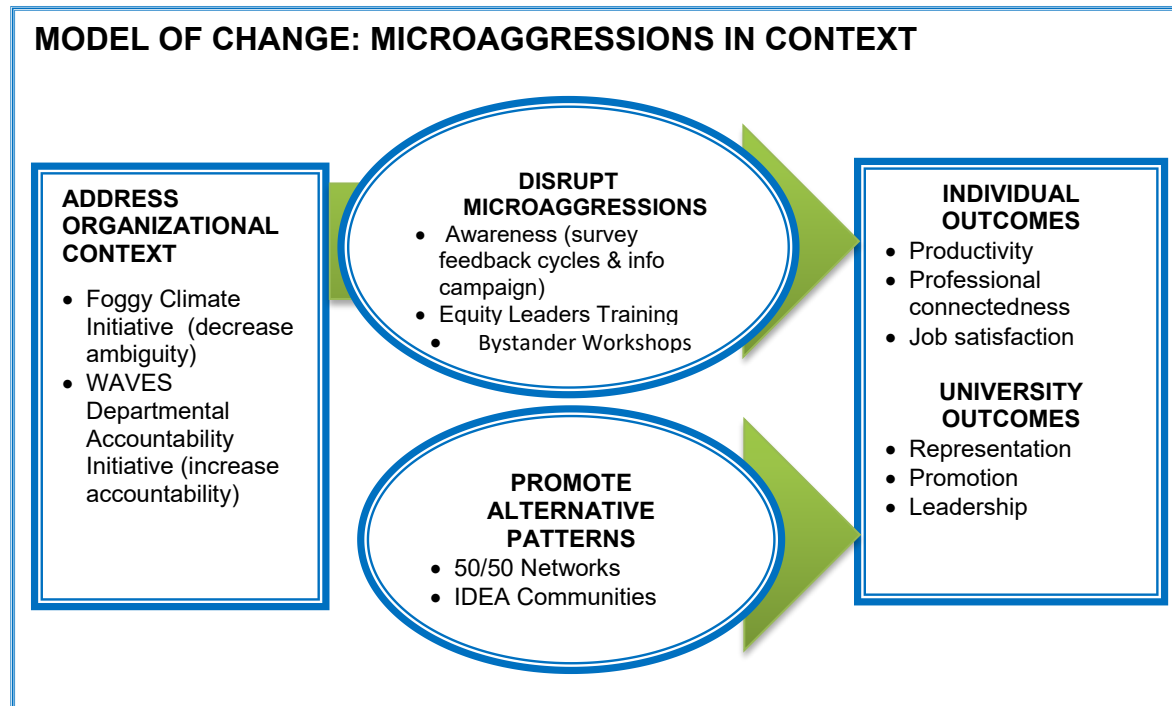
The theory of change is derived from research evidence that in order to reduce wide-spread microaggressions, organizations must (a) involve multiple levels and diverse constituencies throughout an organization; (b) support the development of alternative patterns; (c) engage in transparent decision making procedures; and (d) create accountability for achieving equity goals. The following complementary interventions are designed to address three interconnected issues:

- *Disrupting microaggressions by engaging the university community* via department-based feedback-goal setting cycles, a multi-pronged awareness campaign, and faculty-run bystander training workshops
- *Promoting alternative interactional patterns that support the success of STEM women* via 50/50 Networking and Lecture Series and IDEA Communities as innovative formats for reducing isolation and providing access to professional and personal resources
- *Changing targeted aspects of the institutional context* via the Foggy Climate Initiative to establish detailed procedures for committee decision making and workload distribution and a WAVES Departmental Accountability Initiative



The theory of change guiding the grant activities is presented in Figure 1.

**FIGURE 1. MAKING WAVES THEORY OF CHANGE**



### 3. EVALUATION OBJECTIVES AND METHODS

#### 3.1 Evaluation Period, Responsibilities, and Objectives

The evaluation activities described in this report address the period between October 2018 (completion of the Year 2 external evaluation report period) and October 2019, encompassing the grant's third year of funding.

Evaluation activities were undertaken by internal and external evaluators.

Dr. Jill Lohmeier, Associate Professor, Research Methods and Program Evaluation in Education at the University of Massachusetts Lowell is the internal evaluator. She supervises graduate students and staff at the Center for Program Evaluation who assist the internal evaluation efforts. Key internal evaluation efforts in Year 3 included:

- Summarizing findings from UML-ADVANCE event evaluation forms
- Attending project meetings and retreats

- Providing feedback to the external evaluator and the UML-ADVANCE team on evaluation activities and procedures
- Participating in the NSF 3<sup>rd</sup> year site visit
- Observing key program events
- Analyzing data from the Faculty Workplace Climate Survey and presenting findings

Dr. Mariko Chang, President of Mariko Chang Consulting, Inc., is the external evaluator. Key evaluation efforts undertaken by the external evaluator in Year 3 included:

- Providing feedback on internal evaluation efforts
- Interviewing key stakeholders to inform the annual evaluation
- Participating in the NSF 3<sup>rd</sup> year site visit
- Summarizing “toolkit” indicator data
- Conducting an annual external evaluation to provide formative feedback that utilizes data collected by the internal evaluator and the project team.

Evaluation objectives for this external annual evaluation report are to:

- Describe implementation activities, successes, and challenges
- Monitor the status of implementation progress toward program goals
- Document impacts of the program activities to date
- Provide formative feedback to facilitate project refinements
- Enhance communication among the leadership team and stakeholders

### **3.2 Evaluation Methods and Data**

This external evaluation incorporates both quantitative and qualitative data derived from the sources described below.

*Interviews:* Dr. Chang conducted interviews in October 2019 with the following stakeholders: the principal investigator (PI), co-PIs, chancellor deans, department chairs, Internal Advisory Board members, social science research team, Equity Leaders, Department Equity Action Team members, and key institutional partners. A total of 37 people were interviewed.

*Workshop/Event Evaluations:* Evaluation findings from key events and workshops were developed by the internal evaluators and the project team. Findings were provided to the external evaluator (see Appendix) and key findings are summarized in this report.

*Institutional Data:* Department-level data on STEM/SBS faculty composition (such as the number of faculty by rank and gender) and other ADVANCE Indicators Toolkit data were provided by the internal assessment team to the external evaluator.

*Surveys:* The Faculty Workplace Climate Survey (formerly the Subtle Gender Bias Index (SGBI)), developed through the ADVANCE PAID grant and revised with the IT grant, was administered for a third time in summer 2019. A summary of findings was made available to the external evaluator.

*WAVES Program Documentation and Process Data:* Information from project activities, records, and reports were provided to the external evaluator.

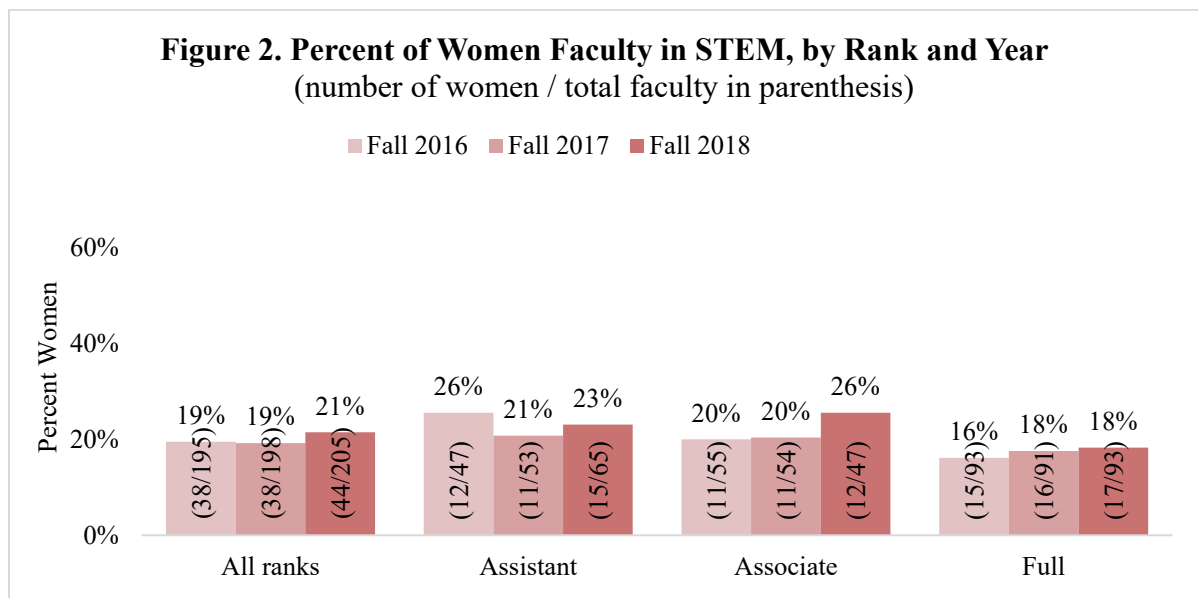
## 4. SUMMARY OF INDICATORS TOOLKIT DATA

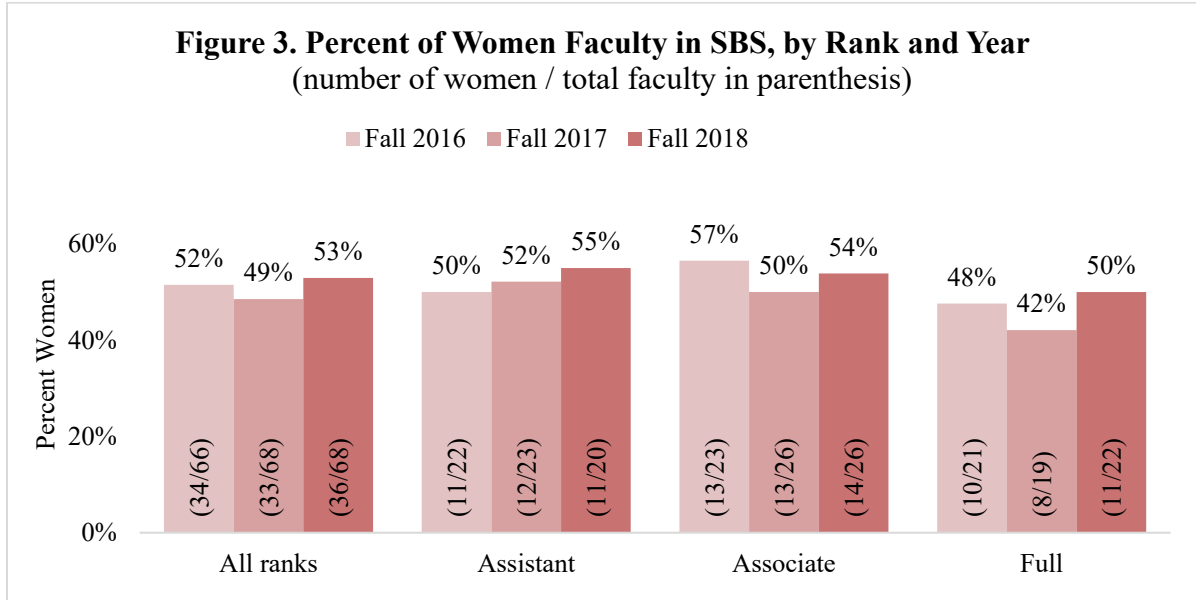
Key indicators of women's status in STEM and SBS are collected in the Indicators Toolkit data reported by the university to NSF and to the internal and external evaluators. Data on women's representation by rank and in leadership positions, as well as among those hired, leaving the university, and being promoted are summarized in this section.

### 4.1 Composition of Women Faculty in STEM and SBS by Rank

In Fall 2018 (Year 3 of the grant), STEM departments included 205 tenured/tenure-track faculty in total, and SBS included 68 faculty members. Overall, 21% of STEM faculty and 53% of SBS faculty were women (Figures 2 and 3). The percentage of women in SBS increased slightly from Year 2 to Year 3, from 49% to 53%, and increased in STEM from 19% to 21%.

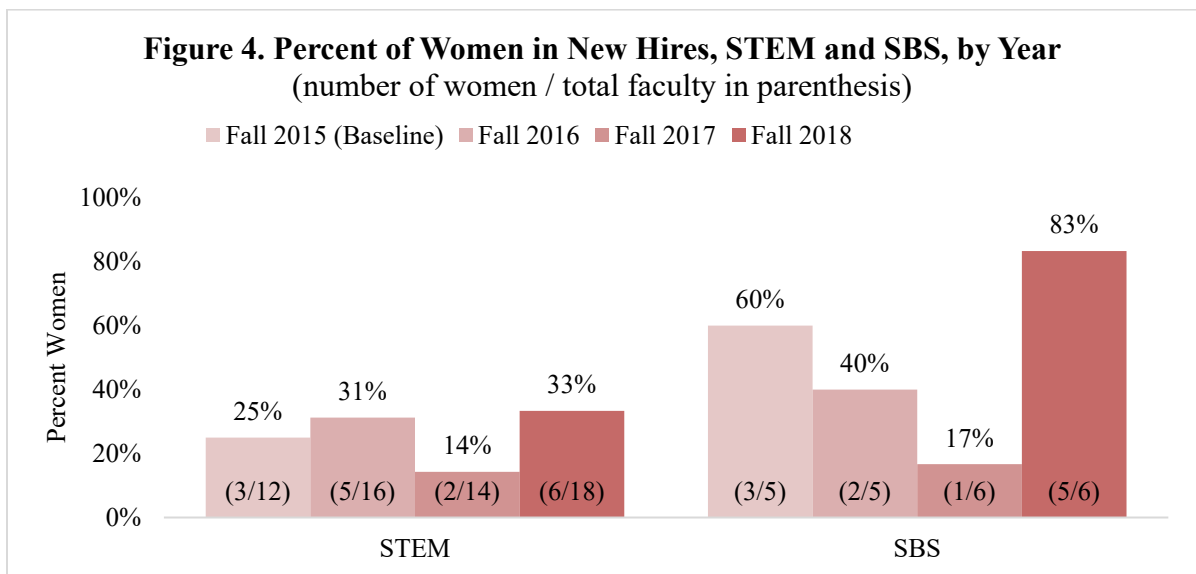
Both STEM and SBS fields showed an increase in the proportion of women in assistant and associate professor positions between Years 2 and 3. The percentage of women assistant professors increased from 21% to 23% in STEM and from 52% to 55% in SBS. Among associate professors, the percentage of women increased between Years 2 and 3, from 20% to 26% in STEM and from 50% to 54% in SBS. Over the same time period, the percentage of women full professors in STEM stayed the same (18%), but the number increased from 16 to 17. The percentage of women among full professors in SBS increased from 42% in Year 2 to 50% in Year 3.





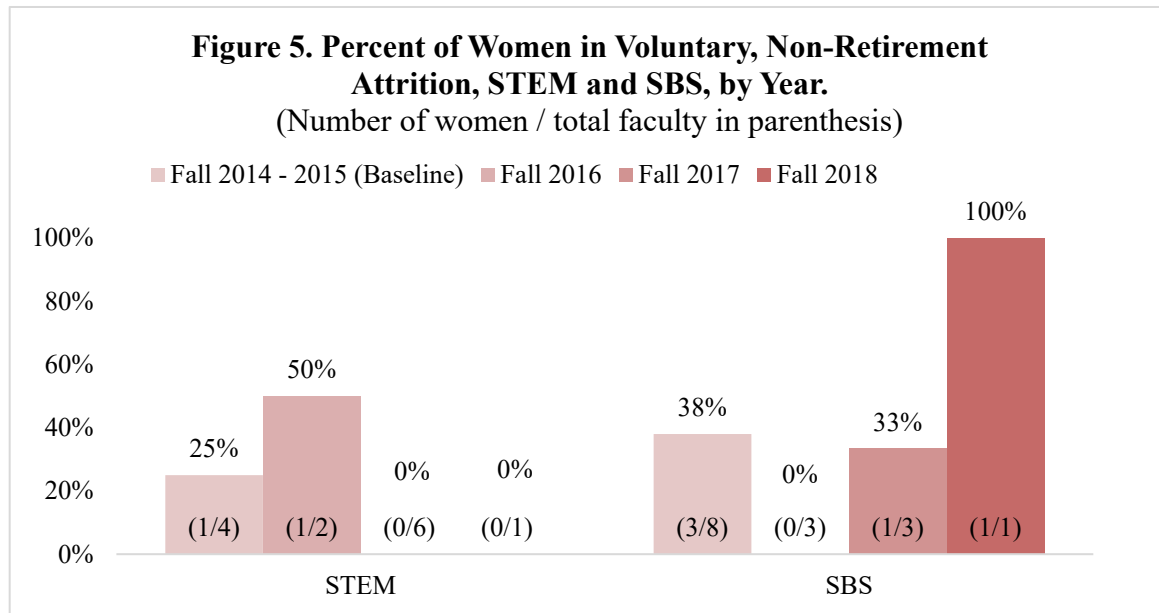
#### 4.2 Recruitment of Women STEM and SBS Faculty

In Year 3 of the grant, 18 faculty were hired in STEM and 6 in SBS departments (Figure 4). In STEM, women represented 33% (N=6) of new hires, an increase from 14% in Year 2 and from 25% in the baseline (2015). In SBS, 5 women were hired in Year 3 (83%), the highest proportion in hires across program and baseline years. However, given that small numbers are likely to fluctuate over time, these data should be interpreted cautiously.



### 4.3 Retention of Women STEM and SBS Faculty

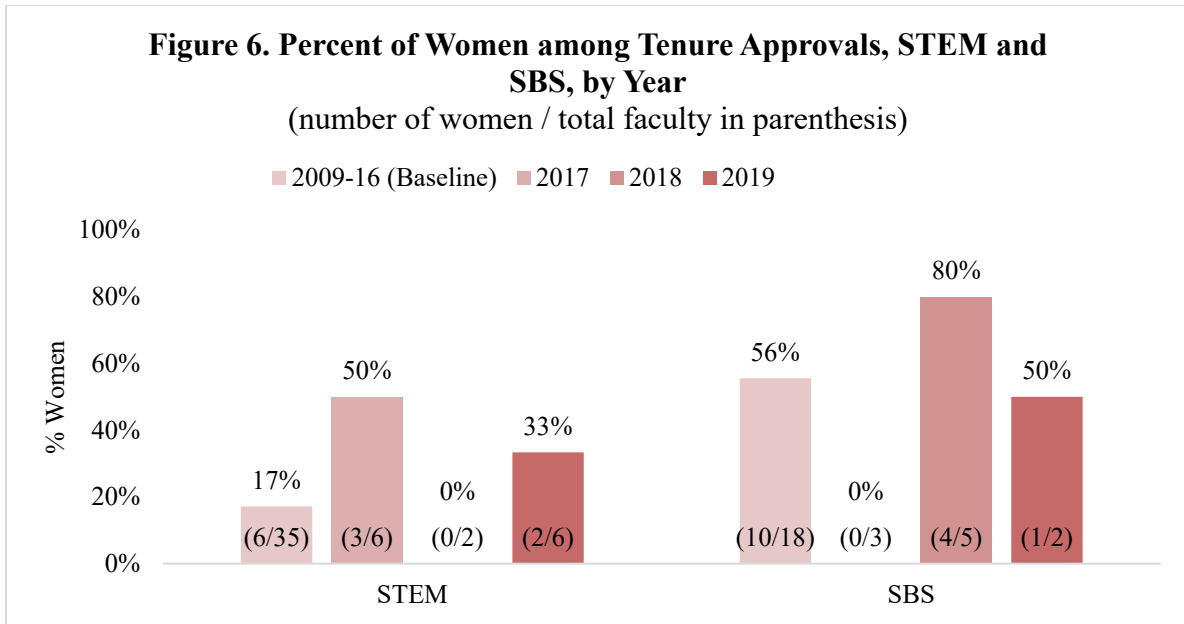
As shown in Figure 5, no women STEM faculty left the university (other than through retirement) in Year 3, and in SBS, one woman left (assistant professor; data not shown).



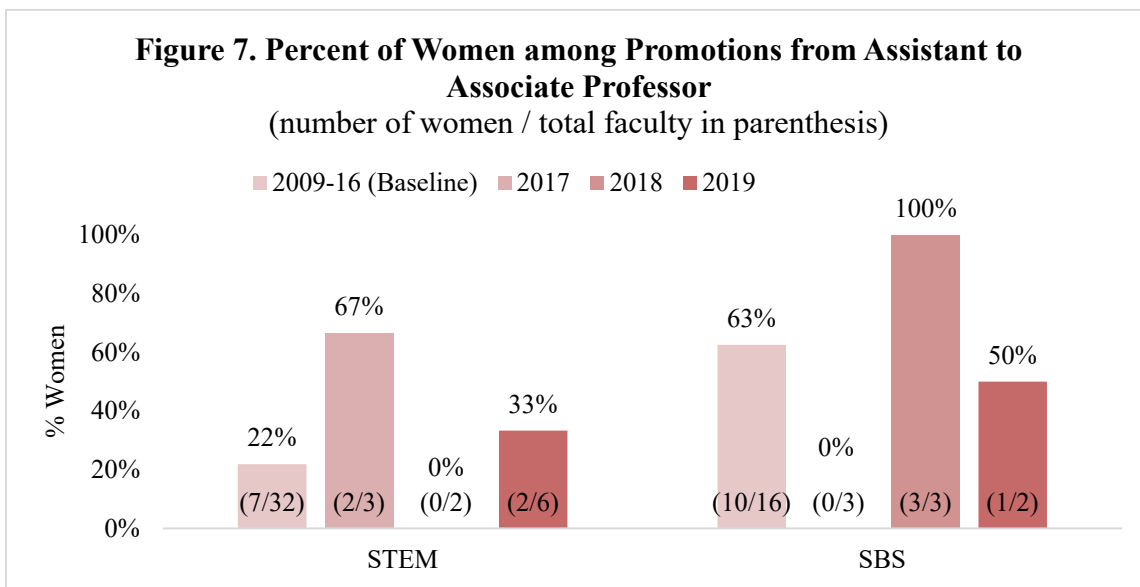
In STEM overall, only one woman left the university during ADVANCE years (Fall 2016-2018), compared to eight men (11% of those leaving were women). During this same period in SBS, 29% (2 out of 7) of faculty who left were women. Overall, during the past three years, the proportion of women leaving in STEM and SBS is lower than their representation, suggesting that women are less likely to leave the university than men (other than through retirement). These trends should continue to be monitored given the small numbers.

### 4.4 Advancement of Women STEM and SBS Faculty

In Year 3, two female and four male STEM faculty received tenure; in SBS, one woman and one man received tenure (Figure 6). Overall, the percentage of women receiving tenure in STEM has increased from 17% at the baseline to 36% across all three ADVANCE years. In SBS, the percentage of women who received tenure was roughly stable, from 56% at baseline to 50% in ADVANCE years.



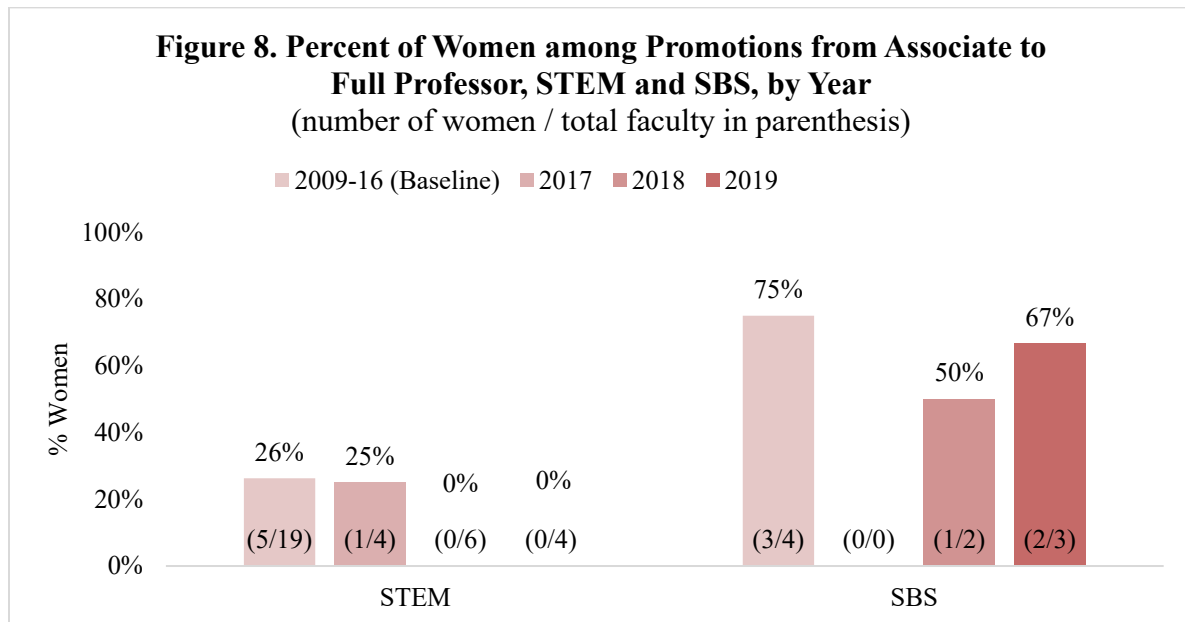
The percentage of women in promotions from assistant to associate professor shows very similar patterns as tenure approvals. Between the baseline and all three program years, the share of women in promotions in STEM rose from 22% to 36% (Figure 7) and decreased in SBS from 63% to 50%.



In Year 3, as in Year 2, promotions to full professor in STEM did not include any women faculty (Figure 8). Overall, the percent of women in promotions to full professor in STEM has decreased from 26% at baseline to 7% across the ADVANCE program years.

In SBS in Year 3, of three faculty who were promoted to the full professor rank, two were women (67%), up from 50% in the previous year. Overall, the percentage of full professor

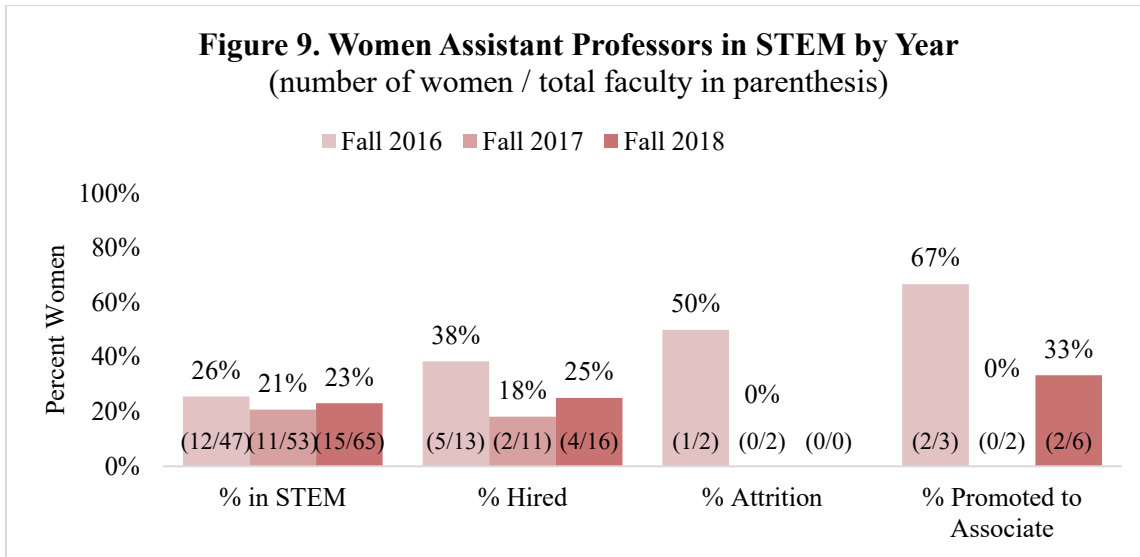
promotions awarded to women in SBS has decreased from 75% in the baseline to 60% across ADVANCE Years 1-3.



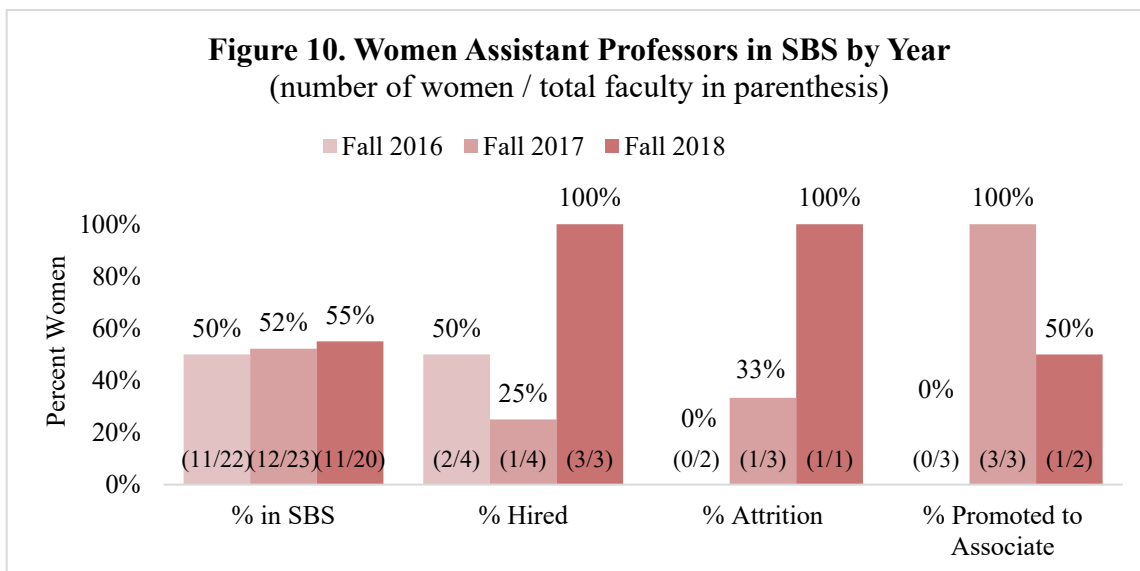
#### 4.5 Summary Across Year 3 Faculty Indicators

A summary of the gender composition, percent hired, percent attrition, and percent of women tenured/promoted by rank in STEM and SBS during the grant's second year are presented in Figures 9-14.

At the assistant professor rank, the percent of women hired in STEM was slightly higher than their representation (Figure 9), a sign that if hiring trends continue, the percent of women assistant professors in STEM will continue increasing, all else being equal. There has been no attrition in this rank. In Year 3, six assistant professors were promoted to associate and 33% of these were women, a positive evolution from the previous year when no women were promoted (and two men).

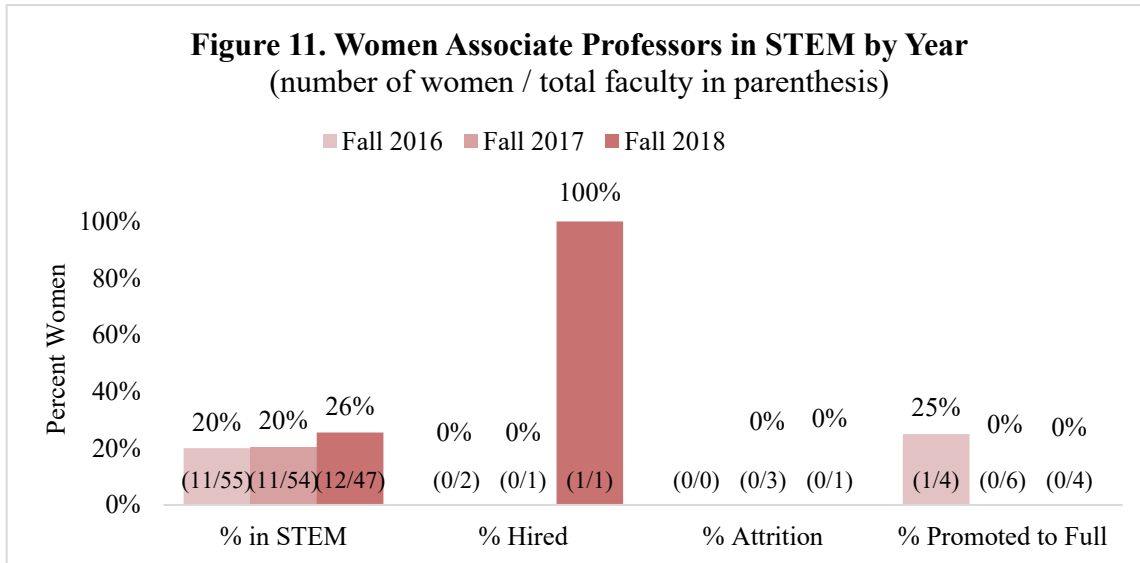


In SBS (Figure 10), all assistant professor hires in Year 3 were women and the overall percent of women at that rank reached 55%. One assistant professor woman left the university and one was promoted to associate (along with one man).

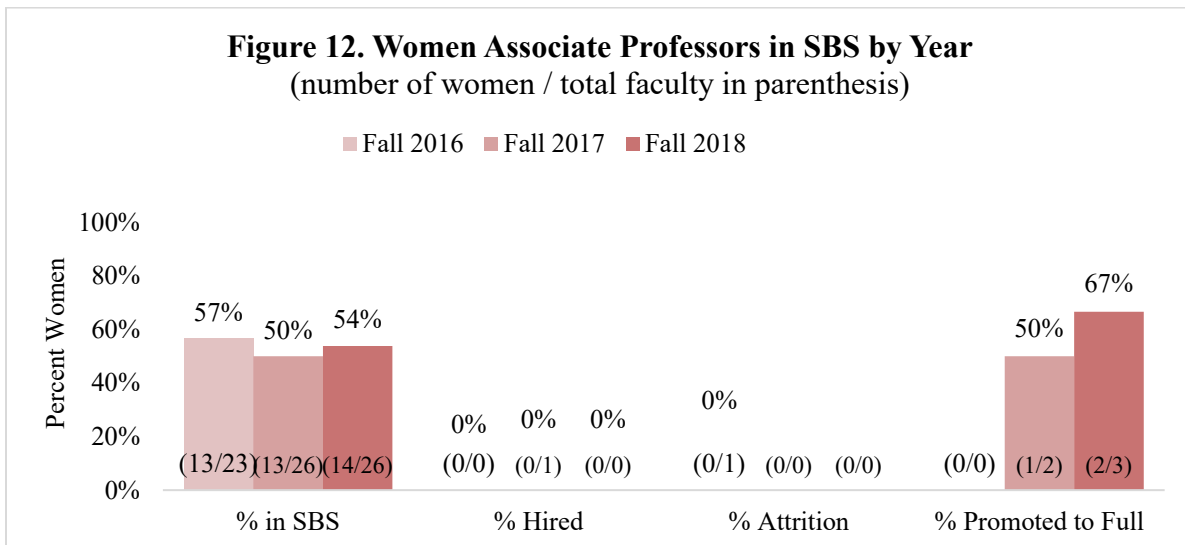


At the rank of associate professor, during the grant's first two years, none of the three STEM associate professors hired was a woman and only one of the ten total STEM faculty promoted to full professor was a woman (Figure 11). In Year 3, there was one hire at this level awarded to a woman faculty, while no women faculty left. However, no women faculty were promoted to the rank of full professor, compared to four men.

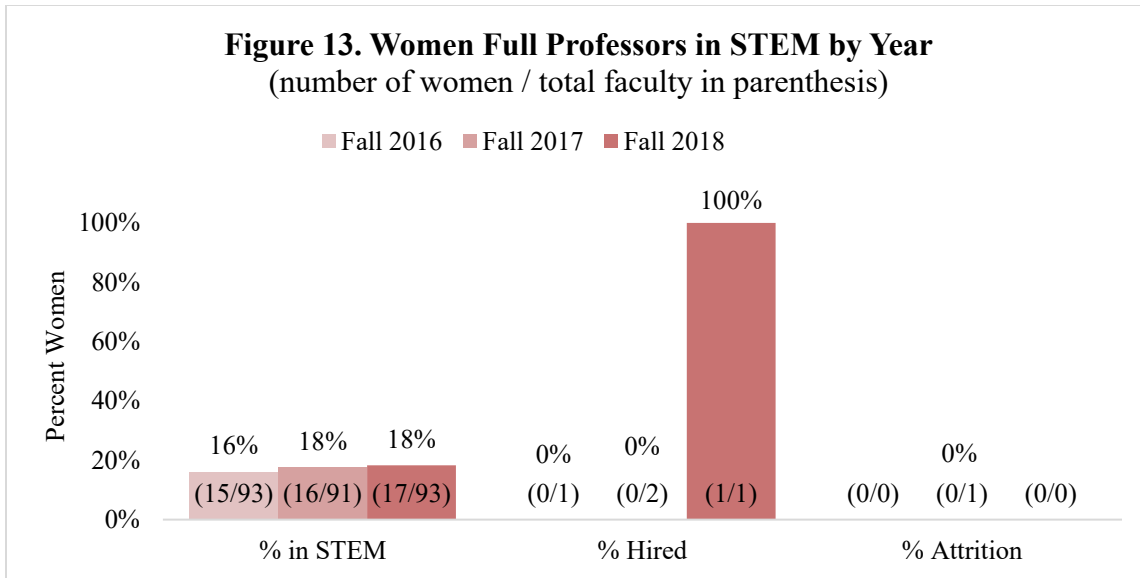




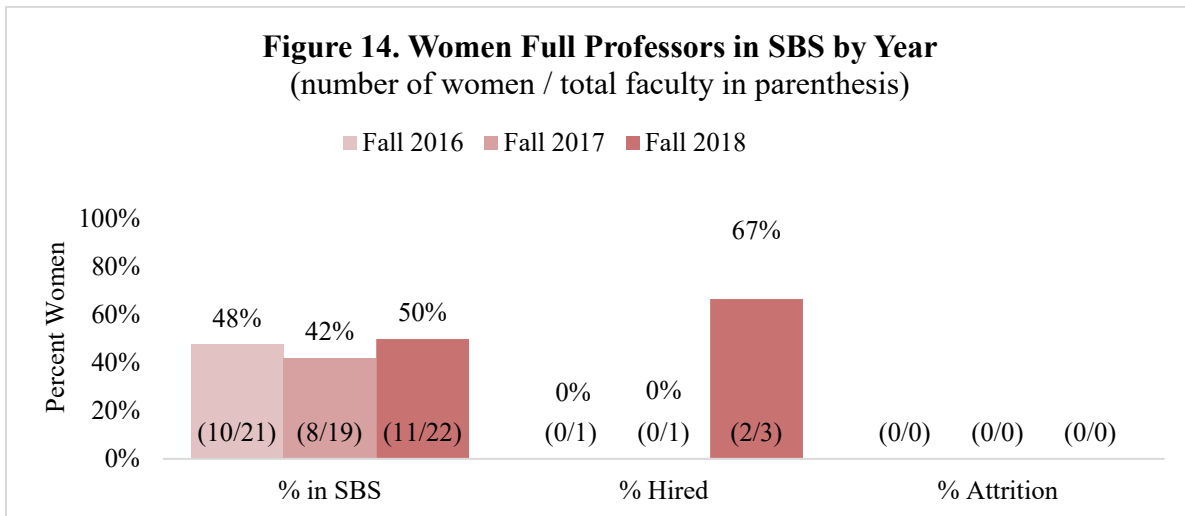
In SBS, where women comprised 54% of associate professors in Year 3, there were neither hires nor voluntary leaves and two women and one man were promoted to full professor (Figure 12).



At the rank of full professor in STEM, the percentage of faculty who were women held stable at 18% between Years 2 and 3 (Figure 13). One woman was hired into a full professor position, and there was no voluntary attrition.



In SBS, women reached a 50% share in full professor position in Year 3, increasing from 8 to 11 women faculty (Figure 14). Two female faculty were hired into this position alongside one male faculty member. In Year 3 and across the ADVANCE program years, there were no voluntary leaves from SBS full professor positions.

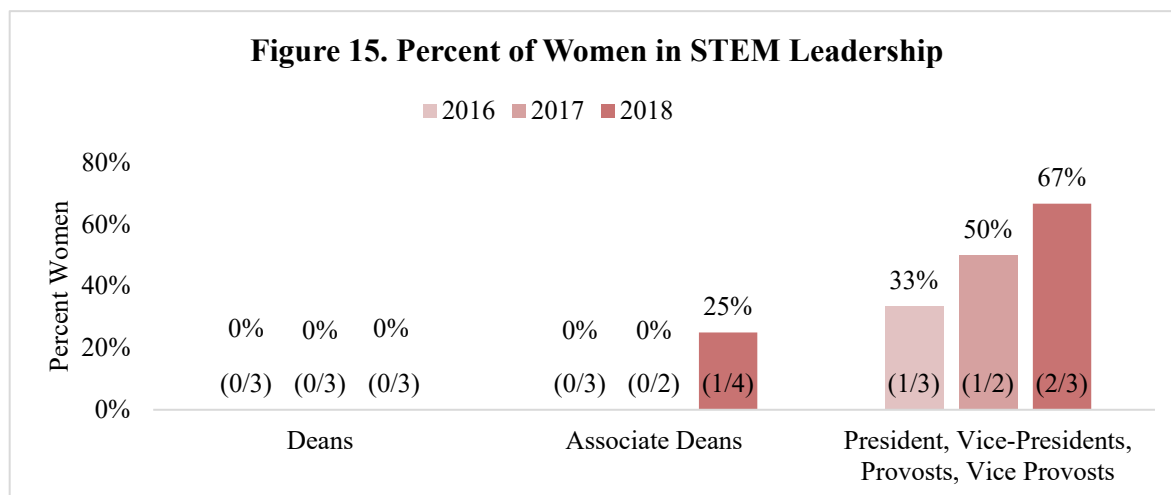
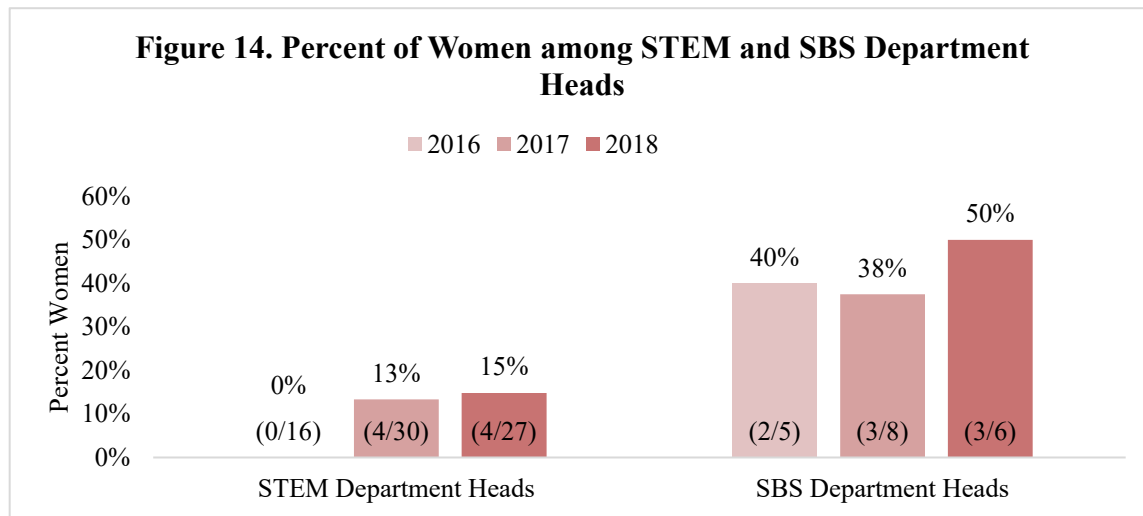


Continued monitoring of gender equity in faculty composition, hires, attrition, and tenure and promotion will allow the university to determine where strengths and challenges lie and hopefully inform efforts to improve diversity and equity for its faculty as a whole.

#### 4.6 Women in Leadership Positions

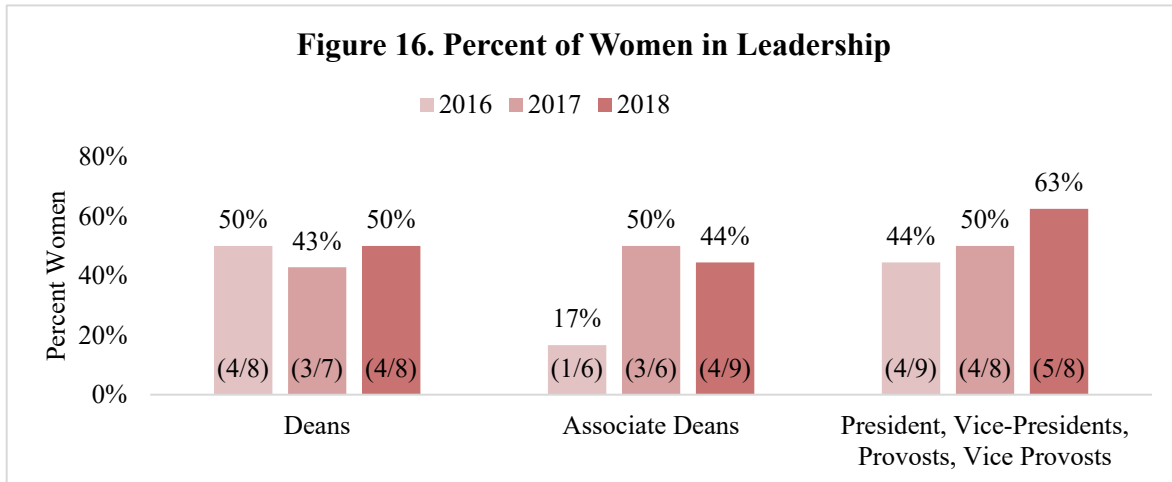
In Year 3, women faculty reached a 15% representation among STEM department heads (with four women, same as in the previous year, but there were fewer department heads in

total) (Figure 14). In SBS, the share has increased from 38% to 50%, also due to a lower total number (number of women remained at three).



In Year 3, two additional women in STEM held leadership positions, one as an associate dean and one in the top leadership position (provosts, presidents, etc.) (Figure 15). As of Year 3, there have been no women appointed to dean positions in STEM-designated colleges. Including all leadership positions from department heads up, in Year 3 women represent 19% of these roles, up from 14% in Year 2 and 4% in Year 1.

Across UML in Year 3 there were four women deans, four associate deans, and five vice-provost or higher positions (Figure 16). This represents an addition of one woman faculty in each of these categories compared to the previous year. The evolution is most positive in associate dean positions, where the number of women rose from one in Year 1 to four in Year 3. Overall, the share of women in leadership positions across fields has increased to 34% (from 29% in Year 2 and 25% in Year 1).



## 5. KEY FINDINGS FROM YEAR 3 ACTIVITIES

### 5.1 Goal 1: Disrupt Microaggressions

Grant activities proposed to address Goal 1 include:

- **Survey feedback cycles on workplace climate data** to enable departments and colleges to raise awareness and also to help them set and track progress toward equity goals
- **Awareness campaign** to raise awareness of subtle biases that affect women in STEM
- **Bystander Training for faculty** facilitated by Equity Leaders to promote skills to address subtle bias and build broad-based support for reducing bias at interpersonal and institutional levels

#### 5.1.1 Survey Feedback Cycles on Workplace Climate Data

The Faculty Workplace Climate Survey (formerly called the Subtle Gender Bias Index (SGBI)) was designed to measure the presence and impact of microaggressions experienced by faculty at UMass Lowell, and to examine differences in gender-based experiences of microaggressions. The original SGBI was designed to assess women's experiences in academic settings. The WAVES team adapted it so that it could be used to assess experiences of both women and men. The survey was administered in fall 2015, summer 2017, and summer 2019.

The 2019 survey was completed by 327 faculty, representing 57% of all faculty members. Relevant results from the survey include varying perceptions based on gender, race, and rank. For example:

- Female faculty reported more gender bias and sexual harassment on campus; feeling devalued more often in university settings; feeling less perceived departmental belonging and department fairness.

- Non-Asian faculty of color reported more social identities for which they had been devalued and feeling devalued more often in university settings.
- Associate professors and teaching faculty reported feeling more frequently devalued than any other faculty rank.

These differences above are similar to what was reported in the previous faculty surveys.

In open-ended questions, faculty were asked to describe recent experiences that made them feel valued or devalued. In terms of feeling valued, faculty most frequently mentioned respect and support from colleagues (N=50) and recognition and support from administrators (N=41). Lack of recognition, acknowledgment and support (N=36) and negative experiences related to faculty rank or status (N=30) were the topics most frequently mentioned by faculty when asked what made them feel devalued.

When asked to rate various aspects of departmental fairness, faculty rated the distribution of service assignments as the least fair, with 43% indicating that the process is very or somewhat unfair. These responses underscore the importance of the Foggy Climate Initiative's aim to improve equity by tracking faculty workloads using the Digital Measures system.

In Year 3, the WAVES team continued to disseminate the Faculty Workplace Climate Survey results among campus stakeholders, including the Executive and Academic Councils, department chairs, and other UML leaders. The team also submitted a paper related to the survey to *Psychological Science* and intends to pursue additional publication outlets.

### *Evidence of Impact: Interviews*

The Faculty Workplace Climate Survey is viewed by stakeholders as a useful way to assess the campus climate at UML. As WAVES leaders plan for sustainability, it will be important to continue to administer surveys such as the faculty climate survey in order to measure the impact of its programs, as noted by a member of the Internal Advisory Board:

“There still needs to be either faculty-driven or center-driven ways of taking the pulse, taking the temperature [of the university climate], and a lot of the research being done through the grant, has been coming through that arm. That would continue to be important because you're going to continue to get rich information out of that. ‘Has there been a change in the culture? What other needs are there? What else are we seeing?’”

### Recommendations:

- Continue to widely disseminate survey findings to campus leaders and other stakeholders to provide support for WAVES initiatives addressing issues raised by survey responses.
- Incorporate relevant survey findings into the Bystander Training.

### 5.1.2 Awareness Campaign

The WAVES team collaborated with the Office of Communications to launch an awareness campaign that coincided with the roll out of the bystander training workshops in fall 2018. The awareness campaign involved posting signs around campus, featuring a mosquito to demonstrate that like mosquito bites, one microaggression may not be a big deal. But being bitten multiple times, year-round, is a big deal (see Figure 17 below).

**Figure 17: WAVES Awareness Campaign**



#### *Evidence of Impact: Interviews*

In an interview with the external evaluator, one university leader praised the microaggressions awareness campaign for drawing their attention on a daily basis:

“They have a poster with the mosquito, and I think that's a very effective image and it ties into the message. It's at the North Campus Parking Garage, so I literally see it every day, and I actually notice it many days because it's such striking imagery.”

Another stakeholder said that increased awareness about microaggressions is a chief impact of the WAVES grant so far:

“I definitely hear more conversation about equity and people know what microaggressions are. Those are the two things that I think are our wins.”

### 5.1.3 Bystander Training for Faculty

In Year 3, the WAVES team and nine Equity Leaders developed a bystander workshop utilizing an interactive format and focusing on issues relevant to UML. Equity Leaders,

well-respected opinion leaders nominated by STEM deans, worked with the WAVES team to develop and deliver the 2-hour bystander training workshop, for faculty by faculty

The bystander workshop incorporates discussion of microaggressions, furthering the messaging of the WAVES awareness campaign. By the end of grant Year 3, 164 people participated in the workshop, the majority of whom are full-time faculty members (N=134) and women (59%). Participants also included twenty-five department chairs (75% of all chairs) who attended the training as part of a Chairs' Retreat and, most recently, a workshop for department personnel committees on promotion and tenure review processes.

The WAVES team has trademarked the "Get A (Collective) GRIP" training program and plans to make information about the workshop available to other institutions so that they can replicate it.

This year the WAVES team began to conduct interviews with workshop attendees in order to gather qualitative data about the workshops' effectiveness, including whether or not participants have used the strategies outlined in the training and their impressions of how their departmental climates may have changed as a result of the workshops. In addition, interviewees were asked to provide feedback about how the bystander training could be expanded to include other topics or reach different stakeholders. Preliminary results indicate that attendees would like to see the creation of a second workshop that addresses more subtle forms of bias, intersectionality, and systemic issues around diversity and inclusion and how to address each.

#### *Evidence of Impact: Workshop Evaluation Forms*

To evaluate the impact of the training, the team is using pre-post validated measures. Data are being collected from participants at four time points: 2-3 days prior to the workshop, just after the workshop, 6 weeks after the workshop and then again 12 weeks after the workshop. The training was very well received overall, as nearly all respondents (98%) would recommend the workshop to their colleagues.

Post-workshop data from the most recent workshops in Fall 2019 are still being collected, but preliminary findings indicate that the workshops are indeed increasing awareness among participants and that participants are more confident about what to do and more likely to intervene as bystanders when they witness bias. For example, pre-post data from 11 workshops reveal that participants have increased knowledge about what to say to stop a microaggressive incident, an improved ability to support a colleague who is being treated disrespectfully, and increased confidence to say something to someone acting inappropriately toward a colleague.

Once data collection is complete, the team will continue with their analyses and disseminate findings.

### *Evidence of Impact: Interviews*

In interviews with the external evaluator, stakeholders said that the main impact of the bystander training was that it raised their awareness of bias and microaggressions. One participant explained, “I think the main benefit for me was...recognizing that there's more going on than I realized.”

Others praised the participatory nature of the workshop for enabling attendees to deeply engage with the topics presented. The format also allowed participants to practice the strategies of intervention that were introduced in the training. An interviewee said:

“I thought it was fantastic. It was a three-hour training. ... It put us in the scenario where we had to act, so it wasn't just intellectual, you actually had to be in a simulated scenario and think about, ‘What would we do?’ Which, what I realized, and this was explicitly discussed, is that's perhaps the best way or it's a crucial way of preparing to actually be able to intervene in a live situation.”

Another person told the external evaluator that even if trainees did not feel able to intervene when they witnessed instances of bias, the workshop increased awareness enough that it may have a positive impact on university climate:

“Consistently I've heard from people who've taken the training...that people do feel like awareness is increasing. And so now even if they are not empowered to step in or they're not that personality, thinking about it still has an impact on the culture.”

The issue of who has attended the bystander training and who should attend the training came up in several external evaluation interviews. More than one person pointed out that because the workshop is voluntary, it may not be reaching those who could most benefit from the training. For example, junior faculty seem more willing to participate than senior faculty, as explained by this stakeholder:

“Generally speaking, across the colleges...they've had greater participation from assistant professors...so we really need to have the senior people go.”

One way that the WAVES team is attempting to reach other audiences is by holding bystander trainings for individual colleges and having the deans encourage senior faculty, particularly department chairs, to attend. They are also working with the chancellor to conduct a training for deans and the executive cabinet.

These targeted trainings have the potential to engage senior level faculty and administrators who may otherwise not participate in the workshops, greatly extending the initiative's reach.

In addition to recommending that WAVES offer a follow-up bystander workshop to discuss issues in more depth and encouraging participation among more senior faculty and administrators, interviewees made suggestions related to the institutionalization of the training. A common theme among those comments was that the workshop should continue



to be run by faculty, which they said increases buy-in from the participants. Several Equity Leaders also expressed concern that if the training were mandated by human resources, faculty may be less receptive and less willing to participate.

As WAVES considers options for institutionalization, it will be important to think about ways to continue to involve faculty in the training's leadership and development teams.

Recommendations:

- Continue conversations about developing a follow-up Bystander Workshop to address issues in more depth, address more subtle forms of bias, and incorporate conversations around intersectionality.
- As the WAVES team plans for institutionalization of the Bystander Training, consider ways to maintain a grassroots faculty-led structure and provide institutional support to the Equity Leaders. Consultation with UC Davis' ADVANCE team may be helpful here as they sustained a faculty-led training for search committees after their grant term ended.

## **5.2 Goal 2: Provide Alternative Support Mechanisms for Faculty**

The activities proposed to address the second goal are designed to promote collegial exchange and expand women's access to professional and personal support networks. The two interventions include:

- Expansion of the 50/50 Lecture series
- IDEA (InterDisciplinary Exchange and Advancement) Communities

### **5.2.1 50/50 Networking and Lecture Series**

The 50/50 Lecture series predates the UML ADVANCE-IT grant and consists of lectures given by notable scientists and engineers in which half of the lecture addresses their research interests and the other half their career path. To build on the prior lecture series, WAVES increased the opportunities for networking, mentoring, and collaboration by providing funding for follow-up visits to the speaker's institution and/or a conference where the speaker and host can meet.

There were four 50/50 Networking and Lecture Series conducted in Year 3, including three from faculty in STEM fields and one in the humanities (Table 1).<sup>1</sup> This expansion to include the humanities was supported by the Provost's Office and the Dean of Fine Arts, Humanities and Social Sciences. The number of Year 3 lecture attendees ranged from 15 to 40 with an average of 32. Across Years 1-3, there were a total of 245 people who attended the seven 50/50 Series events, with more than half of those attendees (N=128) participating in Year 3 lectures.

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<sup>1</sup> During the past three years, no faculty from the social sciences have yet to host, but social science faculty are well represented among those selected to host in grant Year 4.

**Table 1. 50/50 Networking and Lecture Series Years 1-3**

Grant Year	Date	Lecturer	Field	Lecture Title	# of Attendees
1	11/1/2016	Holly Yanco	STEM	<i>Sci-Fi to HRI: Designing the Robot Systems of Tomorrow</i>	36
2	2/15/2017	Robert Langer	STEM	<i>Biomaterials and Biotechnology</i>	62
2	4/4/2018	Thomas J. Webster	STEM	<i>A University Career in Biomaterials: Balancing Education, Research, Life, Personal Expectations, and Still Loving Every Minute</i>	19
3	10/3/2018	Katia Bertoldi	STEM	<i>Kirigami Inspired Metamaterials: from Morphable Structures to Soft Robots</i>	33
3	11/28/2018	Oksana Ostroverkhova	STEM	<i>Photophysics of Organic Materials: From Optoelectronics to Entomology and Lessons Learned in Between</i>	40
3	1/29/2019	Deborah Hung	STEM	<i>From Bench to Bedside: Perspectives on Infectious Diseases</i>	15
3	3/21/2019	Robert Michael Smith	Humanities	<i>Islands in the Stream: Singularity Art/ Sustainable Life for Post-Humanity</i>	40
				<b>Total attendees:</b>	<b>245</b>

### *Evidence of Impact: Event Evaluation Forms*

In 2018-2019, the majority of attendees who completed 50/50 Series event evaluations were students (68%) and male (57%) (see Appendix A). Participants' fields of study varied between lectures, but largely aligned with the speaker's field. Most respondents indicated that it was their first time attending a 50/50 lecture (75%) and a WAVES event (71%).

Across all three years of lectures, 64% of participants completed post-event surveys. Of those respondents, nearly 90% would recommend the events to others and 87% would like to attend future events. Almost all attendees indicated they found the technical portion of the lecture to be informative (94%) and 84% found the career path portion to be informative.

To improve outcomes and streamline the planning process, WAVES compiled a list of best practices and developed a guide for 50/50 hosts.

### *Evidence of Impact: Interviews*

In February and March 2019, the external evaluator conducted interviews by phone with past 50/50 Series hosts (see Appendix C). Four hosts were invited to be interviewed and

three were interviewed, including two who participated in the 2015-2016 academic year and one in 2017-2018. All three 50/50 hosts found that the greatest benefits from their participation in the program were the professional connections they developed with the speakers. In addition to creating an open line of communication between the speaker and host, the 50/50 program led to research collaboration efforts such as the development of a grant proposal and a research paper that is in progress. Hosts also appreciated learning about the speakers' professional challenges and how they overcame them.

WAVES leaders also told the external evaluator that in order to better achieve the program's objective of facilitating networking and fostering opportunities for collaboration, they have improved messaging to hosts, emphasizing "it's about after the lecture more than the lecture itself."

Enhanced communication with hosts, through dissemination of the best practices guide and making the goal of the visit clearer, are strategies for supporting the intended mentoring and networking outcomes for the 50/50 series.

#### Recommendations:

- Continue to improve communication to clarify program expectations and highlight the overall goal of building professional connections between speakers and hosts.
- Consider following up with hosts six weeks post-visit to encourage them to reach out to speakers to build on the professional relationship developed through the Series.
- Proceed with plans for additional evaluation of the impact on the faculty host.

### 5.2.2 IDEA Communities

Making WAVES is collaborating with the Provost's Office and the Vice Chancellor for Research to support the professional development of associate professors through the InterDisciplinary Exchange and Advancement (IDEA) Communities. The IDEA Communities support innovative research, scholarly, and interdisciplinary collaboration around a theme at UMass Lowell. Associate professors were invited to submit IDEA Community proposals through the Research and Innovation Opportunities Portal. Of ten proposals submitted in Year 2, five were selected for funding. Funding from the Provost's Office allowed expansion of this opportunity to faculty in colleges other than science and engineering, including the humanities and nursing.

The five IDEA leaders participated in interdisciplinary project groups for their chosen topics and monthly leadership development sessions facilitated by the WAVES team. In Year 3, leadership development topics included managing group dynamics, professional goal setting, navigating university politics, and establishing a research center.

#### *Evidence of Impact: Evaluation Surveys*

In May 2019, the WAVES team administered an evaluation survey to IDEA leaders; all five completed evaluations. Results (shown in Appendix D) indicate that the majority of UML

IDEA leaders applied for the program because they saw it as an opportunity to collaborate and to expand their research. For example:

“The opportunity to...do research in a multi-disciplinary platform.”

“Had an interesting collaborative idea, so it was a good reason to gather a team around it.”

“I have been interested in creating a group/center around [an issue] for a long time and this seemed to be a perfect opportunity.”

Program participants also mentioned wanting to gain leadership skills and helping others.

When asked how they benefitted from their participation, respondents mentioned learning skills related to leadership, working in teams, and the opportunity to learn from faculty in other disciplines.

IDEA leaders’ suggestions for how to improve the group focused around creating more structure and direction:

“It was sometimes hard to think of discussion topics. Having a list of potential topics might help to stimulate thinking or identify the topics that are most relevant.”

“Have a lot more be about developing the group through the experience, rather than expecting us to have an already formed group (which may have been ill-conceived due to not yet having all the skills).”

“Faculty should be selected who have very good/concrete ideas and then together work on how to carry them out: how to recruit others, how to lead others, how to support each other, learn about university's priorities, processes, etc. So, the outcome for each faculty would be a solid group with a unified vision.”

### *Evidence of Impact: Interviews*

Stakeholders acknowledged that although there has been a positive response to the research collaboration aspect of the IDEA Communities, there may be better mechanisms for providing professional development and mentoring to associate professors and stakeholders were unsure whether the IDEA Communities would continue.

#### **Recommendation:**

- Assess other ways to provide professional development opportunities to associate professors given the uncertainty of this initiative’s future and opportunities that can reach a larger number of associate professors.

### **5.3 Goal 3: Promote Equity and Accountability**

The third goal seeks to address aspects of organizational context to decrease ambiguity around standards and to increase accountability around equity goals. The two interventions to address Goal 3 include:

- Foggy Climate Initiative
- WAVES Departmental Accountability Initiative

#### **5.3.1 Foggy Climate Initiative**

The objective of the Foggy Climate Initiative is to increase transparency in evaluations by establishing detailed decision-making procedures for high stakes decisions and to analyze and promote equity by gender around service assignments.

A subcommittee of the Internal Advisory Board, the "Foggy Climate Committee," has been established to oversee implementation and sustainability of university practices that support equity. The committee's charge is to: (1) expand adoption of the personnel decision making protocol, (2) identify and address personnel policies relevant to supporting equity (for example, family leave and salary review procedures); and (3) address inequities in service contributions of faculty.

##### **5.3.1.1 Personnel Protocol**

A protocol for personnel decision making (item 1 of the committee's charge) was disseminated at department and personnel chairs' meetings and by members of the Internal Advisory Board. In spring 2019, WAVES conducted a survey to track implementation of the protocol. Of the departments and colleges that responded to the survey (59% of departments with promotion candidates and 86% of all colleges), all had implemented at least some form of the protocol. In order to raise awareness of the protocol and to encourage committees to utilize the recommendations, members of the WAVES team worked with the provost, deans, and chairs to try to reach all of the colleges at the university.

In external evaluation interviews, stakeholders described several challenges related to increasing adoption rates for the personnel protocol. First, some committee members were confused about whether the items listed in the protocol were requirements or suggestions. Stakeholders also expressed some pushback about the specifics of the suggested practices, WAVES' authority to make suggestions, and the perceived lack of departmental and committee engagement in the drafting of these practices, for example:

“I like the guidelines coming out of WAVES. It's not about that...but when it comes to faculty governance, I'm not sure this is the best model. ... I thought that this is a little bit of a mission creep. I thought that initially WAVES was about increasing representation of women in the sciences, which is great, I got all on board with that. Then all of a sudden it becomes much more encompassing.”

“These are soft suggestions but they become pretty hard when they come from the provost. That borders on faculty governance. For example, ‘How should a department meeting run?’ Clearly there are issues there. This is to be discussed to be sorted out, but WAVES seems to have a mandate for suggesting that, and I’m not sure theirs is the best voice, for faculty governance....It has to be bi-directional and I think it could be a more inclusive process for something as hugely important, as discussion of the department personnel committees.”

“One personnel committee said ‘We are not going to sign the confidentiality contract’ as suggested in the guidelines. I wonder if WAVES has heard feedback from the committees and even if there is a way to give feedback to WAVES. I sometimes think there is a perception that WAVES is telling us ‘Do this, do this. Did you do that?’ but we can’t give our input.”

#### Recommendations:

- Modify presentations and communications related to the personnel protocol to better explain how it can and should be used, particularly as it relates to what is required and what is recommended.
- Consider meeting with department and personnel committee chairs to ask for their feedback on items in the personnel protocol.

### **5.3.1.2 Review University Policies**

In Year 3, the WAVES team addressed partner hiring policies in Deans’ meetings, but wanted to wait until the new provost was appointed to engage in strategic discussions. With Provost Hartman now in place, WAVES will be resuming efforts during the 2019-2020 academic year.

### **5.3.1.3 Service Equity**

To improve service equity, UML is continuing to promote the use of a centralized system of data collection (Digital Measures) pertaining to faculty work, including service. Members of the WAVES team helped the university improve categories for documenting service to ensure that the types of service included in Digital Measures reflect the work that faculty are conducting.

According to interviewees involved with the initiative, it has been difficult to communicate to faculty why they should enter their data and specifically enter service information as it requires that faculty track their service for an entire month. A stakeholder explained the issue and offered some general suggestions for increasing participation rates:

“There is not resistance, but apathy or something. We need to make it an immediacy, there’s a missing piece of immediacy there, ‘Well why should I take this survey, it’s a month long?’ ... It’s a change in behavior [and] modifying behavior is the toughest

thing to do. We can get creative: incentives are one, appeal to morale is the second, shaming is the third.”

Another challenge identified in interviews is a lack of understanding among faculty about who would have access to their data and how it would be used, exemplified by this comment:

“There's a mistrust [among] faculty of administration, because Digital Measures was rolled out and then the administration sort of pre-populated faculty's information.... And so, it felt like it was more of a monitoring measure than it was for faculty empowerment... Why would I put my data in this system that I don't know how administration is going to use it?”

Some chairs also commented on recent efforts to improve service equity and questioned whether it was really possible to accurately measure service and to ensure that it was undertaken equally.

The WAVES team will need to continue to communicate to faculty the value of participating, namely to gather data on who is engaging in service and in what form with the ultimate goal of improving equity in service assignments. The team may also seek alternative approaches to documenting service equity.

Recommendations:

- Consider alternative ways to address service equity that do not rely on Digital Measures data, given the lack of robust engagement with this tool by faculty.
- Explicitly link goals to address service equity with recent findings from the climate survey that of all aspects of department fairness, faculty view the distribution of service assignments as the least fair (see section 5.5.1).

### **5.3.2 WAVES Departmental Accountability Initiative**

The WAVES Departmental Accountability Initiative is modeled after the work of other ADVANCE institutions and will become a model for the SEA Change efforts at UML, dovetailing with the university's participation in a pilot of the national STEM Equality Achievement (SEA) Change Program to achieve Bronze-level recognition.

As part of the Departmental Accountability Initiative, four departments have committed to developing strategic departmental plans around gender equity: Biology, Chemistry, Electrical and Computer Engineering, and Plastics Engineering. Participation involves forming a Departmental Equity Action Team, a departmental climate assessment conducted by an external consultant, a follow-up survey, and holding feedback sessions and strategic planning around gender equity.

Participating departments have formed their Departmental Equity Action Teams and have engaged in interviews with the external consultant. The Plastics Engineering and Biology



departments have also begun to develop action plans, implement changes, and administer surveys.

### *Evidence of Impact: Interviews*

Stakeholders involved with the Accountability Initiative told the external evaluator that the surveys they had administered as part of the program provided them with useful insights into the issues impacting their departments, which can be disseminated to faculty and leaders: “A lot of people just don't know what everyone else is doing. Some of the perceived inequities are just perceived, and it's really all about sharing information.” The surveys also resulted in deeper understanding about disparities between research and teaching faculty, as explained by this interviewee:

“Our survey was not just about gender. I think a lot of things we had covered is that in our department we have both research faculty and teaching faculty, and I think one of the results of the survey or the discussions we had was that there was some inequity there or these feelings of inequity. I think we are working to correct that positively.”

Another positive outcome from the Accountability Initiative mentioned by interviewees is that members of the Departmental Equity Action Teams are sharing best practices with one another and adapting them to fit the needs of their own departments:

“We're at the stage where we're starting to implement these changes and I'm assuming at some point we're going to move on to the next phase of evaluating how the changes have impacted the survey results. I'll probably be looking at what [other departments] did as a guide...and then modifying it based on our particular needs.”

Underscoring the importance of disseminating information about the work that is being undertaken as part of the Departmental Accountability Initiative, an interviewee expressed the hope that “if a few departments start showing signs of success in their processes, perhaps more departments [will sign on].”

A member of the WAVES team noted that the important connection between WAVES, including the Departmental Accountability Initiative, and SEA Change is that, “SEA Change primarily [has] a reporting function [and] all the activities that we're all doing are the interventions component.” In this way, the recognition that the university received as part of the SEA Change Bronze-level designation resulted in recognition for WAVES, as well:

“SEA Change gave us some recognition...We actually got bronze, I'm going to say bronze-plus: they took 10% of the bronze winners, which is the only award they gave out, and we were one of the 10% for going above and beyond. And a lot of it is because of what we've done in WAVES.”



Despite greater awareness of SEA Change and WAVES in general, there remains a lack of understanding on campus of what SEA Change actually is, as described by this interviewee:

“I think they do know that we made it onto a list. I think that went out pretty widely, but I'm not sure if you use the term ‘SEA Change’ they would know what that was. That's my sense. So, they would know there was some kind of rating that we were given, but then beyond that, they're not sure.”

#### Recommendations:

- Continue to foster communication among participating Accountability Initiative departments so that they can continue to share best practices and lessons learned. If these are disseminated to other units they can also serve as models for other departments seeking similar processes.
- Assess the long-term sustainability of the departmental plans.

## 5.4 Social Science Research

The purposes of the social science research agenda are to: (1) provide new nuanced and more ecologically valid insights into microaggressions faculty experience and their consequences; (2) examine the extent to which individuals witness other faculty experiencing microaggressions and whether (and how) they intervene as bystanders (3) expand understanding of how gendered microaggressions are experienced in the context of intersectional racial identities; (4) extend research on effective intervention strategies

Three related studies, grounded in daily diary methodology, are being conducted:

*Study 1: Understanding microaggressions: Incidence, impact and intersectionality in a national sample:* Employs daily diaries to track occurrences of microaggressions (witnessed and experienced) and their relationships with job satisfaction and well-being

*Study 2: Understanding microaggressions at UMass Lowell* (in conjunction with our bystander training initiative): Employs daily diaries to track occurrences of microaggressions (witnessed and experienced) and bystander action (or inaction) at UMASS Lowell. Includes the ability to track responses from faculty who have participated in bystander training and those who have not.

*Study 3: Impact of daily diary evidence on attitudes toward microaggressions:* An experimental study that will provide new insights into the efficacy of the daily diary data to influence attitudes about microaggressions

Both the UMass Lowell and national data collection efforts for the Daily Bias Survey are underway. The team has been actively recruiting national participants through sending emails to ADVANCE institutions, professional networks and associations, and distributing bookmarks at conferences. Recruitment at UMass Lowell has focused on delivering

bookmarks to faculty mailboxes and providing information to workshop participants. For both groups of participants, incentives have also been offered. National participants are offered an Amazon gift card and UML participants are entered into a raffle for a paid parking space for one year in a very desirable location on campus.

As of the time of the interviews with the external evaluator (October 2019), the social science team had collected data from 27 UMass Lowell participants and 181 national participants. While data collection efforts are still underway, the team had just completed some preliminary analyses that were shared with the external evaluator.

Thus far, of the total participants, roughly 80% identified themselves as women, as heterosexual, and from the United States. Approximately 70% identified as white, about 55% as pre-tenure, and about 35% as belonging to a STEM field.

Of those survey participants who *experienced* “slights” based on personal characteristics, the majority were based on gender (47%), age (18%), and race (13%).<sup>2</sup> Similar patterns were reported for those who *observed* “slights,” with most reporting these were due to gender (35%), race (18%), and age (13%). Only 5% (4 participants) of those who observed slights reported intervening.

The initial statistical analyses indicate that experiencing or observing slights impacts one’s emotional state. Negative affect is affected by both experiencing and observing slights and positive affect is affected by experiencing slights (but not by observing slights). Experiencing slights also has a statistically significant negative impact on one’s job satisfaction, job investment, and work productivity. Observing slights also has a statistically significant negative affect on job satisfaction and work productivity but not on job investment. Women’s affect is also impacted more than men’s affect by observing slights. While these findings are preliminary, they suggest the rich theoretical contributions of the research and the importance of an intersectional lens in understanding the impacts of microaggressions on the target as well as on the observers.

The team is pleased with the data collected thus far, but is seeking to expand recruitment to yield more participants. Since most participants report just a couple of slights (and some report none), the data will be more robust with a greater sample.

A key accomplishment related to the WAVES social science research occurred in Year 3 with the launch of the bystander training evaluation tools. Participants completed a pre-survey and two post-surveys measuring attitudes toward microaggressions, readiness to intervene in situations where they witness bias or microaggressions, and likelihood of intervening. Preliminary results indicate that after the bystander training, participants felt a greater sense of responsibility and concern about acting and were more likely to intervene.

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<sup>2</sup> Other categories included: skin color, origin, sexual identity, religion, disability, weight, and parental status.

In the next phase of research, WAVES will examine the interaction between bystander workshop participation and Daily Bias Survey responses. Other research papers in progress focus on the Faculty Workplace Climate Survey and the 50/50 Networking and Lecture Series.

In external evaluation interviews, members of the WAVES team said that publishing their research findings will be a priority in the upcoming year.

## **5.5 Other Key Findings**

### **1. Changes in Leadership**

The former dean of Engineering, Dr. Joseph Hartman, was appointed as the new UML provost in June 2019. This change in leadership provides a great opportunity for WAVES to further its message, as Provost Hartman is already familiar with the grant because he served as co-chair of the Internal Advisory Board. Provost Hartman has agreed to meet quarterly with WAVES. Since his appointment, the WAVES team and the provost have discussed plans for sustainability have formed a group to examine the issue. The sustainability group includes the provost, WAVES leaders, and the director of human resources. The WAVES team appointed a new IAB chair to fill the vacancy left by Provost Hartman.

The provost is also considering whether to fill the vacant Vice Provost for Faculty Affairs position or to consider a different structure for the Provost's Office. Once the grant period has ended, the person in that role would likely oversee many initiatives that currently fall under WAVES.

In addition to these administrative changes at UML, two key members of the WAVES team are on sabbatical in 2019-2020. The team shifted responsibilities and brought on additional team members in order to ensure that each project area has coverage during that time.

### **2. Support for and Engagement with Chairs**

Several department chairs expressed the opinion that they felt that they did not receive enough support in order to implement the changes, related to diversity, equity, and inclusion, that had been requested of them. For example, one chair noted the challenges in hiring more diverse faculty:

“What happens is, all the work gets dumped on the faculty and the chairs. So, for example, to diversify your applicant pool, they're not going out and finding ways to help you that much. You really have to do a lot of that work yourself.”

In particular, chairs viewed efforts to recruit more diverse faculty as both time consuming and requiring additional financial and administrative support, which are difficult barriers to overcome. In reference to employing recommended strategies, one chair said:

“You want to reach a certain part of the applicant pool that you would not otherwise, unless you go there, you go to a conference, you go to a meeting. This takes money. This takes time. You have to know what the meeting is. Somebody has to go there and this [takes] resources, but also knowledge and organization coming from above the department level.”

Another stakeholder acknowledged that “one of the challenges around enlisting chairs is that their job is so multi-faceted and they have to care about so many things at once.”

Although it may not be possible for WAVES to eliminate these challenges, it should continue to engage in conversations with department chairs and administrators about how chairs can be better supported in their efforts to improve diversity and inclusion.

### 3. Internal Advisory Board (IAB)

The IAB includes representatives from across UML who hold a range of positions in fields such as science and engineering, humanities, education, business, and human resources. The diversity of its members is a key strength of the IAB, as it both helps disseminate information about WAVES initiatives and enables the WAVES leadership to hear a variety of perspectives on its work.

In Year 3, members of the board were tasked with encouraging the campus community to participate in WAVES initiatives such as the Bystander Training, Daily Bias Survey, and Digital Measures. According to feedback provided in external evaluation interviews, board members successfully engaged in this activity. For example,

“I was struck by the practicality and granular level of the advocacy and the suggestions. Even at the highest level, it's a process... For me it was ginning up support for taking the surveys and going to the Bystander Training. I try to work into every conversation I have with a colleague, 'Have you taken Bystander Training?' You should think about it.”

The WAVES team is now considering ways to modify the board membership to better reflect the needs of the grant. In particular, the team is thinking about who can best lead each initiative and advise on the sustainability of WAVES programs. This thoughtful examination of the IAB's role in the final two years of the grant is an important component of working toward institutionalization of key WAVES programs.

### 4. Messaging

Some stakeholders who are outside of WAVES' targeted departments do not feel included in the process of institutional transformation, for example:

“I don’t feel embraced by the grant objectives as they are communicated. Not being a part of the targeted departments sometimes feels like I have outsider status. I’m not even sure what WAVES does other than Bystander Training and 50/50 Lectures. Efforts seem to be going only toward certain units.”

“Institutional transformation includes everyone and the language used sometimes goes counter to that goal. Referring to some units as ‘non-WAVES’ is one example of ways that not everyone feels included.”

## 5. NSF Third Year Site Visit

The NSF third-year site visit was conducted in March 2019 and a report detailing feedback and suggestions was provided to the WAVES team. The site visit team’s recommendations included the following areas in which the WAVES team committed to making changes:

- Introduce more intersectional examples
- Involve department chairs
- Encourage greater participation in the Daily Bias study
- Develop a plan for postdoctoral mentoring
- Address sustainability and distribution of workload

WAVES has begun planning for how to implement these suggestions and in some cases, as with offering monetary incentives for Daily Bias study participants, has already incorporated aspects of the recommendations into current WAVES initiatives.

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## 6. CONCLUSION AND RECOMMENDATIONS

WAVES continued to make important progress in Year 3. The program has launched all of its key initiatives and has a robust research protocol that will help with program refinement and beginning to plan for institutionalization in the upcoming year. Based on the feedback received from stakeholders, the most successful signature innovations to date include the Bystander Training, Social Science Research, and Faculty Climate Survey (including the Subtle Gender Bias Index).

### Year 3 Strengths:

- The percentage of STEM faculty who are women increased from 19% in Year 1 to 21% in Year 3, with the greatest increase occurring at the associate professor rank, from 20% to 26%. In Year 3, 83% (5 of 6) SBS new faculty hires were women.
- The Bystander Training continues to be well received by stakeholders and pre-post evaluations demonstrate that as a result of the training, participants have increased knowledge about what to say to stop a microaggressive incident, an improved ability

- to support a colleague who is being treated disrespectfully, and increased confidence to say something to someone acting inappropriately toward a colleague.
- Robust social science research is underway; findings are likely to make important theoretical contributions that also have practical applications.
- Strong data collection and utilization of findings as part of the research and the internal evaluation efforts.

#### Year 3 Challenges:

- Uneven faculty participation in Digital Measures, resulting in lack of ability to document service uniformly across the campus.
- The IDEA communities have been well received by participants, but associate professors likely require additional forms of mentoring and support.
- Messaging of inclusiveness to those outside of the targeted WAVES units.
- Mechanisms for feedback from and engagement with department chairs.

#### Key Recommendations:

The following recommendations should be considered to strengthen existing efforts and assist with movement toward sustainability and institutionalization. Key recommendations, grouped thematically, include:

##### *Messaging, Inclusion, and Communication*

- Engage department and personnel committee chairs in discussions about the personnel protocol, request feedback, and clarify expectations.
- Continue to engage in conversations with department chairs and administrators about how chairs can be better supported in their efforts to improve diversity and inclusion.
- Review language and messaging to promote inclusiveness in the goals and process of institutional transformation.
- Ensure the programming addresses intersectionality.
- Continue to disseminate climate survey results and incorporate results into the Bystander Training workshop curriculum.

##### *Institutionalization*

- Prioritize sustainability efforts, considering whether any current initiatives should be revised or discontinued in order to focus on higher-impact activities.
- Begin to create a plan for institutionalization for the WAVES initiatives that may be sustained: include documented impacts, other data related to effectiveness, and recommend an institutional home for each project.
- Work with the internal and external evaluators to ensure all necessary data is being collected to plan for institutionalization.

##### *Expanding and/or Refocusing Efforts:*

- Seek new mechanisms for providing mentoring and professional development to associate professors.

- Consider alternatives to Digital Measures for collecting data on service equity.
- Work with Equity Leaders to plan a follow-up Bystander Training for participants who would like to discuss more complex issues, such as intersectionality and subtle forms of bias, and what they can do.
- Continue to seek strategic opportunities to enhance the participation of senior faculty in the Bystander Workshops.

In conclusion, the University of Massachusetts Lowell WAVES made important progress in Year 3 as it has launched all of its key initiatives and research components. As it enters its fourth year, the team will want to focus on evaluating impacts, publishing research findings, and beginning to plan for sustainability and institutionalization.

## APPENDIX A: BYSTANDER TRAINING SURVEY INSTRUMENT

### ***Making WAVES Bystander Training Post-Workshop Evaluation***

You are being asked to complete this survey because you have participated in a Bystander Training Program organized by the WAVES team.

The Bystander Training session deals with addressing **Microaggressions**. Microaggressions are brief and commonplace verbal or behavioral slights-whether intentional or unintentional-towards individuals that are members of traditionally underrepresented groups.

**The purpose of this survey is to assess your thoughts and attitudes after the training program.** We ask that you answer the following questions to the best of your ability. **Our goal is to understand the efficacy of our training program and your participation is invaluable!**

We realize some questions may seem redundant, however, each question is critical to have a reliable assessment tool. Please do your best to answer each question; there are no right or wrong answers.

We will not ask for your name; thus, your responses are anonymous. We will ask you to generate a code that is unique to you so that we may track your responses to the pre- & post-training surveys. This survey will take about 10 minutes of your time. By completing this survey, you are indicating your consent for taking the survey. You may quit at any time. If you have any questions about this survey, please feel free to contact Michelle Haynes-Baratz, [michelle\\_haynesbaratz@uml.edu](mailto:michelle_haynesbaratz@uml.edu) , 978-934-3925

### **\*\*\*STOP--- READ ME\*\*\*** **\*Please provide your unique code\***

In order to keep your responses anonymous, we ask you to ***generate a unique 7-digit code that will allow us to match your data across time points***, but does not reveal your identity.

**The rules to generate your unique code are:**

- The first two letters of your mother's first name (or XX if unknown),
- The first two numbers of your home address (or X for the second digit if only one number),
- The last two digits of your birth year,
- The number of siblings you have (0 if only child)

*(For example, if your mother's name is Anne, you live at 7489 Lowell Street, you were born in 1962 & have 2 sisters, your code would be AN74622.)*

***What is your code?***    \_\_\_\_\_    \_\_\_\_\_ , \_\_\_\_\_    \_\_\_\_\_ , \_\_\_\_\_    \_\_\_\_\_ , \_\_\_\_\_



Q1. Please indicate your level of agreement with each of the following statements.

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
1. Microaggressions are a problem at this university.					
2. I am aware that faculty at this university experience subtle bias.					
3. I have seen other faculty experience microaggressions at this university this year.					
4. It is evident to me that someone who is the target of a microaggression needs help.					
5. If someone makes an inappropriate comment, the person on the receiving end should realize it is just a joke and probably not intended as malicious.					
6. I think microaggressions are hurtful and damaging to others.					
7. I feel personally responsible to intervene and assist in resolving incidents involving microaggressions.					
8. If I am not the one saying something biased, it is still my responsibility to try to stop it.					
9. I believe that my actions can help to reduce microaggressions and subtle bias.					
10. I have the skills to support a faculty member who is being treated disrespectfully.					
11. I know what to say to stop a microaggressive incident.					
12. I can help get someone out of a situation where he or she is the target of microaggressions.					
13. I would tell a group of my colleagues to stop using sexist language or behaviors if I saw or heard them speaking/behaving inappropriately.					
14. I would say something to a faculty member who is acting disrespectfully to another faculty member.					
15. I would tell my colleague to stop if he/she were speaking derogatorily about another colleague.					
16. If I saw a faculty member I did not know be the target of a microaggressive incident, I would help get him or her out of the situation.					
17. I would tell a group of my colleagues to stop using racist language or behaviors if I saw or heard them speaking/behaving inappropriately.					

Q2. Please read each of the following **behavioral statements**. For each statement, indicate ***your degree of confidence you have that you would act this way*** in the situation described.

**0% = not at all confident** I would behave this way; **100% = certain** I would behave this way

	%
1. Express my discomfort if I see a colleague being repeatedly interrupted and/or ignored when speaking.	
2. Express my discomfort if I see a colleague being labeled “aggressive/bitchy” due to being assertive or talking about accomplishments.	
3. Express my discomfort if I see a colleague being dismissed or devalued by another colleague.	
4. Talk to a friend who I suspect to be target of microaggression.	
5. Get help and resources for a friend who tells me they have been the target of microaggression.	
6. Ask a colleague who looks very upset if they are OK or need help.	
7. Ask a colleague if they need support dealing with a microaggression targeted towards them.	
8. Ask a colleague if they need to talk about a situation happened at a faculty meeting where she/he felt devalued due to her/his race or gender.	
9. Criticize a colleague who complains about paying attention to gender/racial equity issues.	
10. Do something if I see women or faculty of color disproportionately assigned to service roles with less status. (e.g., advising vs. more visible leadership roles)	
11. Do something if I see women or faculty of color being excluded from travel and/or other professional opportunities without being consulted.	
12. Say something if I see a women or faculty of color having their name interchanged or confused with names of people from the same underrepresented groups.	
13. Communicate your disapproval if I hear a colleague questioning another’s commitment and productivity in relation to their family status or caretaking responsibilities.	
14. Do something if I see a colleague repeatedly being asked to take on more clerical work e.g. taking minutes at meetings.	
15. Do something if I see a colleague being dismissed or devalued by another colleague.	

Q3. Please indicate your level of agreement with each of the following statements.

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
1. I can help prevent microaggressions in my workplace.					
2. It is intimidating to think about directly challenging a colleague who is being biased in a group meeting.					
3. It is intimidating to think about directly challenging a colleague who is being biased in an informal encounter.					
4. Colleagues would listen to me if I confronted them about their biased behavior.					
5. I have the skills to help support someone who is the target of microaggressions.					
6. The fear of being shunned would prevent me from telling a group of colleagues it was disrespectful speak about female faculty member dismissively.					
7. I don't think I could stop a group of male colleagues who are being dismissive or devaluing a female colleague.					
8. I would be comfortable telling my friend to stop if he/she was expressing a microaggression.					
9. I believe my peers will listen to me if I speak out against subtle bias.					
10. I have the confidence to say something to a person who is acting inappropriately toward a colleague.					
11. It would be too hard for me to confront a colleague who was being dismissive of another colleague.					

Q4. Please indicate your level of agreement with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. If someone intervenes in a problem situation, usually a negative outcome can be avoided.					
2. It is my responsibility to intervene when I notice subtle bias.					
3. Most UML faculty (51% or more) believe it is their responsibility to intervene when they notice subtle bias.					
4. I have the skills to effectively intervene with my colleagues when I witness subtle bias.					
5. I feel confident I could effectively intervene with my colleagues when I witness subtle bias.					
6. The fear of being shunned would prevent me from telling a group of colleagues it was disrespectful speak about female faculty member dismissively.					
7. I don't think microaggressions are a big problem on campus.					
8. I don't think there is much I can do about bias on campus.					
9. There isn't much need for me to think about microaggressions on campus, that's the job of human resources and/or campus leadership.					
10. I think I can do something about microaggressions and am planning to find out what I can do about the problem.					
11. I am planning to learn more about the problem of bias on campus.					
12. I have recently attended a program about microaggressions.					
13. I am actively involved in projects to deal with microaggressions on campus.					
14. I have recently taken part in activities or volunteered my time on projects focused on ending microaggressions on campus.					
15. <b>I would recommend this workshop to my colleagues.</b>					

Q5. Please indicate **how important** each of these statements **would be to you if you were considering intervening in a situation** where you witnessed someone being slighted or devalued at work and you thought it was connected to their gender, race, or other demographic status.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. If I intervene regularly, I can prevent someone from being psychologically hurt.					
2. It is important for all faculty members to play a role in keeping the workplace safe.					
3. Colleagues will look up to me and admire me if I intervene.					
4. I will feel like a leader in my workplace if I intervene.					
5. I like thinking of myself as someone who helps others when I can.					
6. Intervening would make my colleagues angry with me.					
7. Intervening might cost me friendships.					
8. Intervening might cost me my job.					
9. I could get physically hurt by intervening.					
10. I could make the wrong decision and intervene when nothing was wrong and feel embarrassed.					
11. People might think I'm too sensitive and am overreacting to the situation.					
12. I could get in trouble by making the wrong decision about how to intervene.					

Q6. Did you complete the pre-workshop survey?

\_\_\_\_\_ Yes; \_\_\_\_\_ No; \_\_\_\_\_ Prefer not to answer

Q6a. If NO to above, please answer the following demographic questions (otherwise skip):

(1) Please tell us your academic position at UML: \_\_\_\_\_

(2) How do you identify your gender? \_\_\_\_\_

(3) How do you identify your race? \_\_\_\_\_

(4) Which college do you primarily work in? \_\_\_\_\_

Q7. What were the **two most significant things you learned** from this workshop event?

—

—

—

Q8. What aspect of the workshop did you find to be the **most useful**?

—

—

—

Q9. What aspect of the workshop did you find to be the **least useful**?

—

—

—

Q10. Do you have any suggestions for making a training such as this **more relevant to UML context**?

—

—

—

Q11. What types of **follow up training or other activities** would be useful to help reinforce what you learned today?

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Q13. Please provide additional comments for us here

-

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Thank you for your time and input!!

## **APPENDIX B: INTERNAL EVALUATION TEAM 50/50 SUMMARIES**



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### **50/50 Initiative Post Event Survey Summary: Katia Bertoldi**

**October 3, 2018**

Jill Lohmeier, Ph.D.

Bangsil Oh, M.Ed.

Submitted to: WAVES team

University of Massachusetts Lowell

October, 2018



## 50/50 Initiative Post Event Survey Summary: Katia Bertoldi

### Event description

The 50/50 lecture was held on Wednesday, October 3, 2018 at 3pm in Alumni Hall. The lecture was titled “*Kirigami Inspired Metamaterials: from Morphable Structures to Soft Robots*” and the speaker was Katia Bertoldi, professor of Applied Mechanics at the Harvard John A. Paulson School of Engineering and Applied Sciences. The lecture was hosted by Assistant Professor Marianna Maiaru. The series focused not on her research, but on her struggles as she tried to meet her own high expectations in the classroom and in research.

### Survey Participants

The 50/50 initiative post-event survey was administered on the day of the lecture. The surveys were placed on attendees’ seats prior to the presentation and were collected as attendees left the event. The purpose of the survey was explained to the participants, and survey completion was voluntary. The survey contained nine questions: one included 10 sub-questions to be answered using a 5-point Likert scale; two were a “yes” or “no” question; three were open-ended questions; and two were demographic questions. The survey took approximately 5 minutes for participants to complete. The survey instrument is provided in the Appendix.

Out of 33 participants at the event, 21 (63.6%) completed the survey. The demographic details are provided in Table 1.

Table 1

*Participant Demographic*

Demographics		Number of Participants
Status	Student	10
	Associate Prof.	5
	Full Prof.	1
	Did not answer	5
Gender	Male	14
	Female	2
	Did not answer	5
Field of study	Mechanical engineering	6
	Plastic engineering	4

	Chemistry	1
	Civic engineering	1
	Composites/Materials	1
	Engineering	1
	Polymer	1
	Work plastics composite	1
	Did not answer	5
First time attending 50/50 lecture	Yes	15
	No	1
	Did not answer	5
First time attending WAVES' event	Yes	13
	No	3
	Did not answer	5

### Participants' Perspectives on This Event

Even though most of the participants (66.7%) were not familiar with the work of the speaker before attending ( $M=2.29$ ,  $SE=.184$ ), all participants 'agreed' or 'strongly agreed' that they found the information regarding career path informative ( $M=4.86$ ,  $SE=.078$ ). Most of the participants (81.0%) were motivated to attend the event to learn about the speaker's technical work ( $M = 4.19$ , and  $SE = 0.190$ ), and 66.7% found the information regarding career path informative ( $M=4.10$ ,  $SE=.189$ ).

Although almost all of the respondents had not attended previous 50/50 lectures, all participants would like to attend future events sponsored by UML 50/50 Initiative ( $M = 4.57$ , and  $SE = 0.111$ ) and they would recommend the UML 50/50 talks to others ( $M = 4.52$ , and  $SE = 0.112$ ). The frequency distributions are presented in Figure 1.

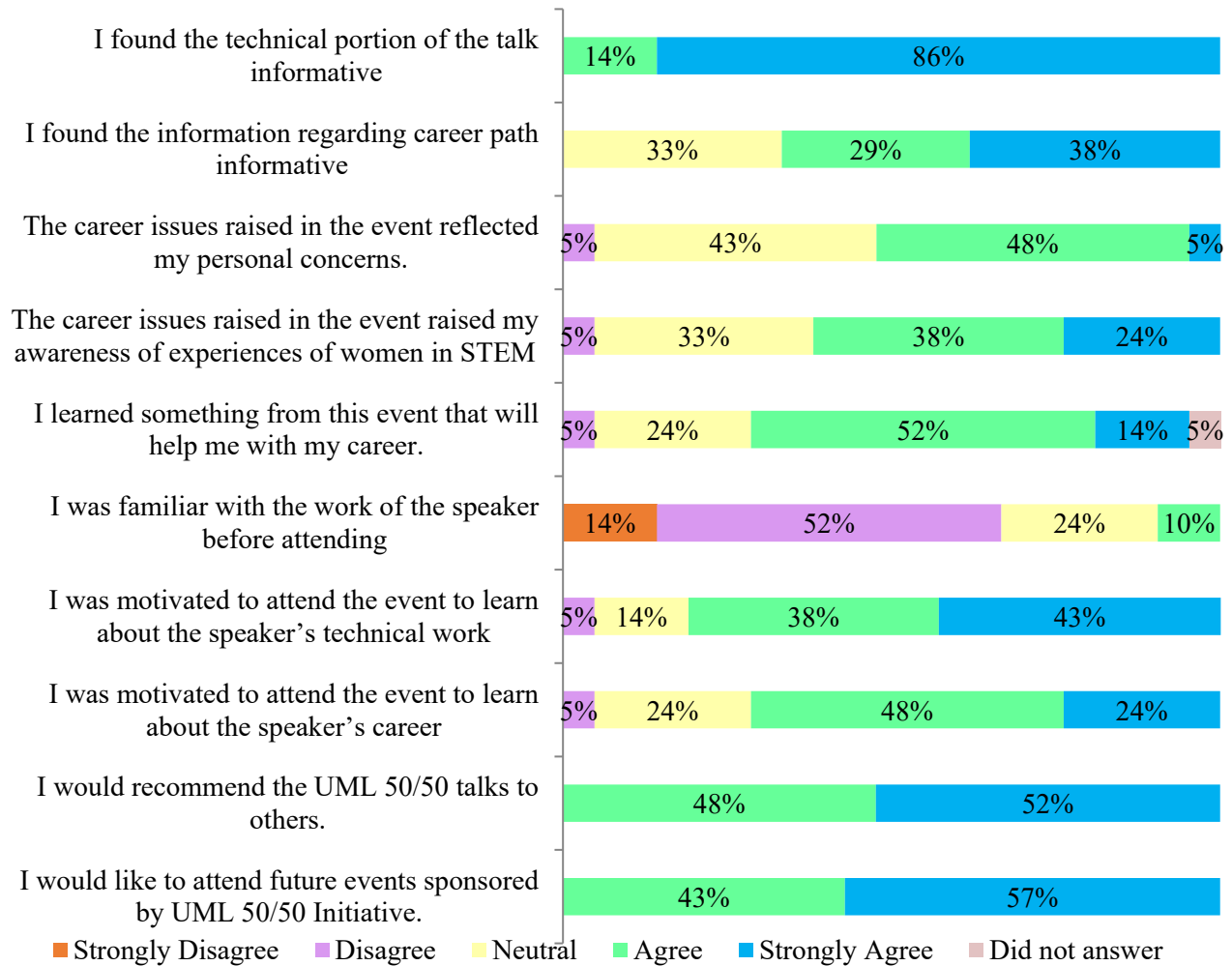
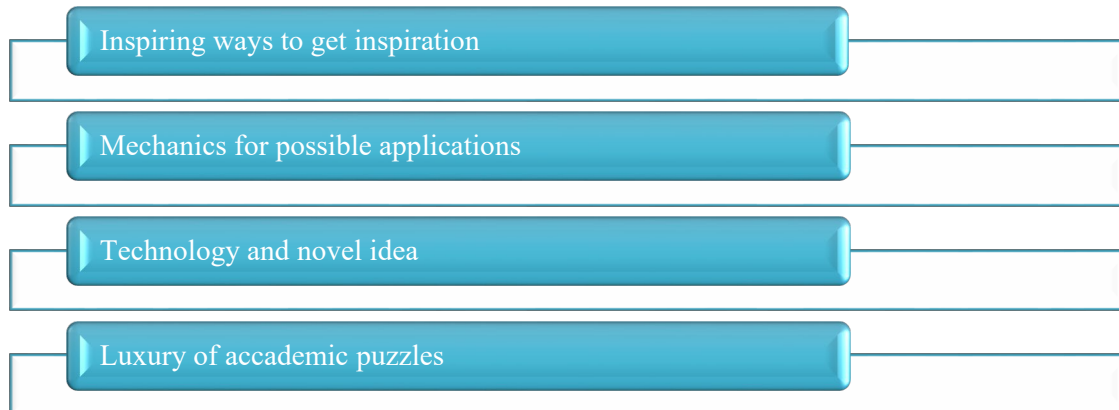


Figure 1. Frequency Distribution of the Participants' Perspectives on This Event.

### **Most Significant Things Participants Learned from the Event That They Will Apply to Their Work Life/Career**

Out of the 21 survey participants, only four shared their most significant things learned from this event that they will apply to their work life/career.



### **Hopes to Discuss or Address at Future Events**

Two participants answered the question about ‘their hopes to discuss or address at future events.’ One wrote down ‘no idea,’ and the other wrote down ‘new material design.’

### **Additional Ideas to Share with the 50/50 Initiative Project Team**

The survey participants were asked about their additional ideas for the 50/50 project team. One responded N/A, and the other suggests ‘difficulties as a woman on engineering.’

### 50/50 Lecture Survey

***Thank you for your attendance at today's presentation. To assess the degree to which this series is fulfilling a university need, please take 5 minutes to complete this assessment following the presentation.***

1. Please rate the following on your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I found the technical portion of the talk informative					
2. I found the information regarding career path informative					
3. The career issues raised in the event reflected my personal concerns.					
4. The career issues raised in the event raised my awareness of experiences of women in STEM					
5. I learned something from this event that will help me with my career.					
6. I was familiar with the work of the speaker before attending					
7. I was motivated to attend the event to learn about the speaker's technical work					
8. I was motivated to attend the event to learn about the speaker's career					
9. I would recommend the UML 50/50 talks to others.					
10. I would like to attend future events sponsored by UML 50/50 Initiative.					

2. Is this your first time attending 50/50 lecture? *(Please circle)* Yes No

3. Is this your first time attending an event sponsored by WAVES? *(Please circle)*  
Yes No

4. Please indicate your title *(Please circle)*

Student

Postdoctoral Scholar

Lecturer

Assistant Professor

Associate Professor

Full Professor

Other: \_\_\_\_\_

5. How do you identify your gender? *(Please circle)*

Male

Female

Other

6. My field of study is : \_\_\_\_\_

7. What was the most significant thing you learned from the event that you will apply to your work life/career?

9. What would you like to see discussed or addressed at future events?

11. Additional comments, questions or ideas that were not addressed above but you would like to share with the 50/50 Initiative project team are welcome.



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**50/50 Initiative Post Event Survey Summary: Oksana Ostroverkhova**

**November 28, 2018**

Jill Lohmeier, Ph.D.

Bangsil Oh, M.Ed.

Submitted to: WAVES team

University of Massachusetts Lowell

December 2018

50/50 Initiative Post Event Survey Summary: Oksana Ostroverkhova

### Event description

The 50/50 lecture was held on Wednesday, November 28, 2018 at 3:30pm in ETIC Atrium. The lecture was titled “*Photophysics of Organic Materials: From Optoelectronics to Entomology and Lessons Learned in Between*” and the speaker was Oksana Ostroverkhova, a full professor in the Physics Department at Oregon State University. The lecture was hosted by Viktor Podolskiy. The series focused not on her research, but on her struggles as she tried to meet her own high expectations in the classroom and in research.

### Survey Participants

The 50/50 initiative post-event survey was administered on the day of the lecture. The surveys were placed on attendees’ seats prior to the presentation and were collected as attendees left the event. The purpose of the survey was explained to the participants, and survey completion was voluntary. The survey contained nine questions: one included 10 sub-questions to be answered using a 5-point Likert scale; two were a “yes” or “no” question; three were open-ended questions; and two were demographic questions. The survey took approximately 5 minutes for participants to complete. The survey instrument is provided in the Appendix.

Out of XX participants at the event, 29 (XX%) completed the survey. The demographic details are provided in Table 1.

Table 1

*Participant Demographic*

Demographics		Number of Participants
Status	Student	19
	Postdoctoral Scholar	1
	Lecturer	1
	Assistant Prof.	2
	Associate Prof.	1
	Full Prof.	3
	Other	1
	Did not answer	1
Gender	Male	24
	Female	4
	Did not answer	1
Field of study	Chemistry	1
	Cosmology	1
	Electrical Engineering	1



	Medical Physics	4
	Occupational Safety + Health	1
	Physics	18
	Plastic Engineering	1
	Space Physics	1
	Did not answer	1
First time attending 50/50 lecture	Yes	23
	No	5
	Did not answer	1
First time attending WAVES' event	Yes	20
	No	7
	Did not answer	2

### Participants' Perspectives on This Event

Even though most of the participants (72.4%) were not familiar with the work of the speaker before attending ( $M=2.21$ ,  $SE=.243$ ), most participants (82.8%) ‘agreed’ or ‘strongly agreed’ they found the information regarding career path informative ( $M=4.29$ ,  $SE=.169$ ). Most of the participants (86.2%) found the technical portion of the talk informative ( $M=4.17$ ,  $SE=.141$ ).

Although almost of respondents (79.3%) had not attended previous 50/50 lectures, most of the participants (72.4%) would like to attend future events sponsored by UML 50/50 Initiative ( $M = 4.18$ , and  $SE = .155$ ) and 79.3% of the participants would recommend the UML 50/50 talks to others ( $M = 4.29$ , and  $SE = .161$ ). The frequency distributions are presented in Figure 1.

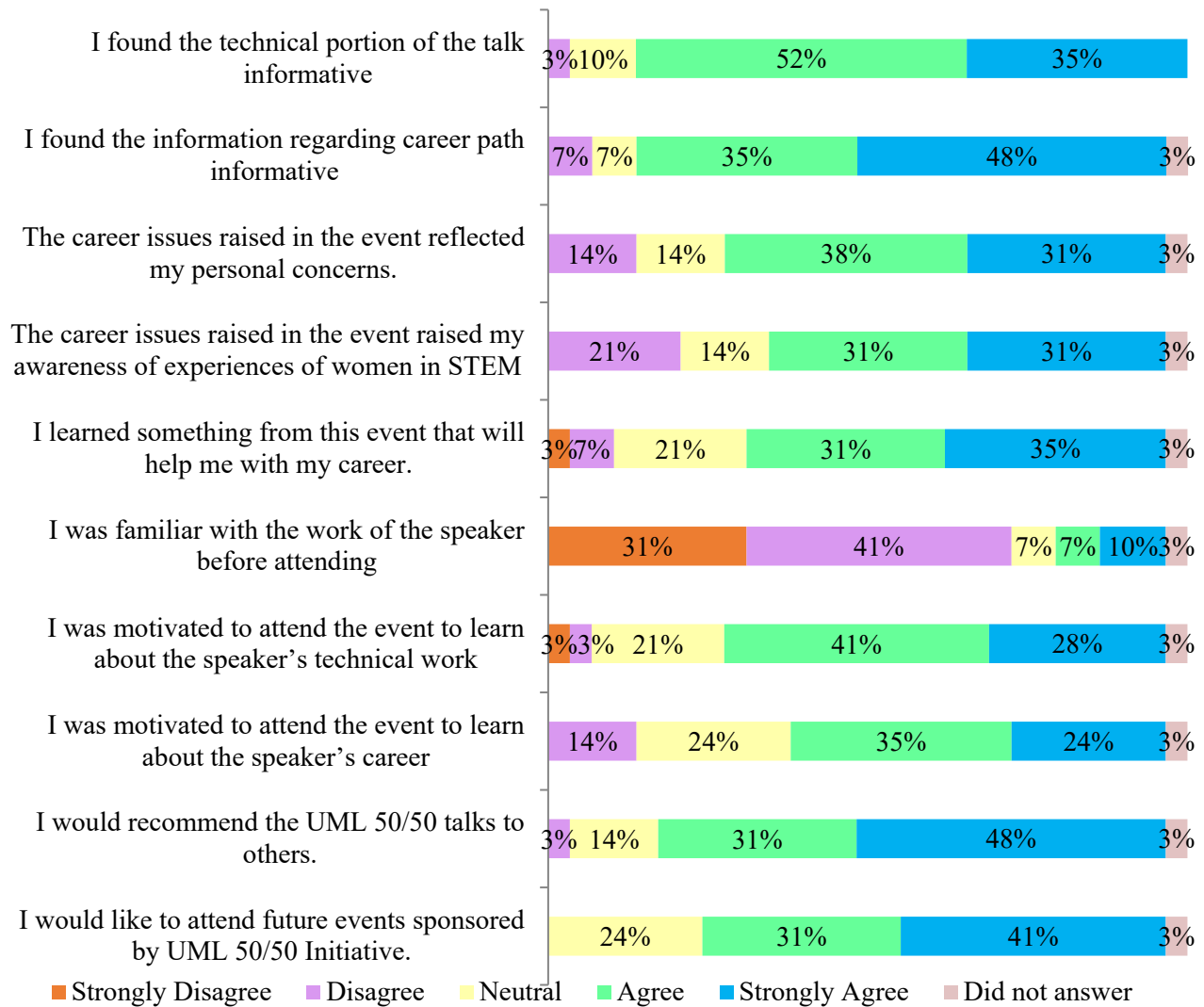
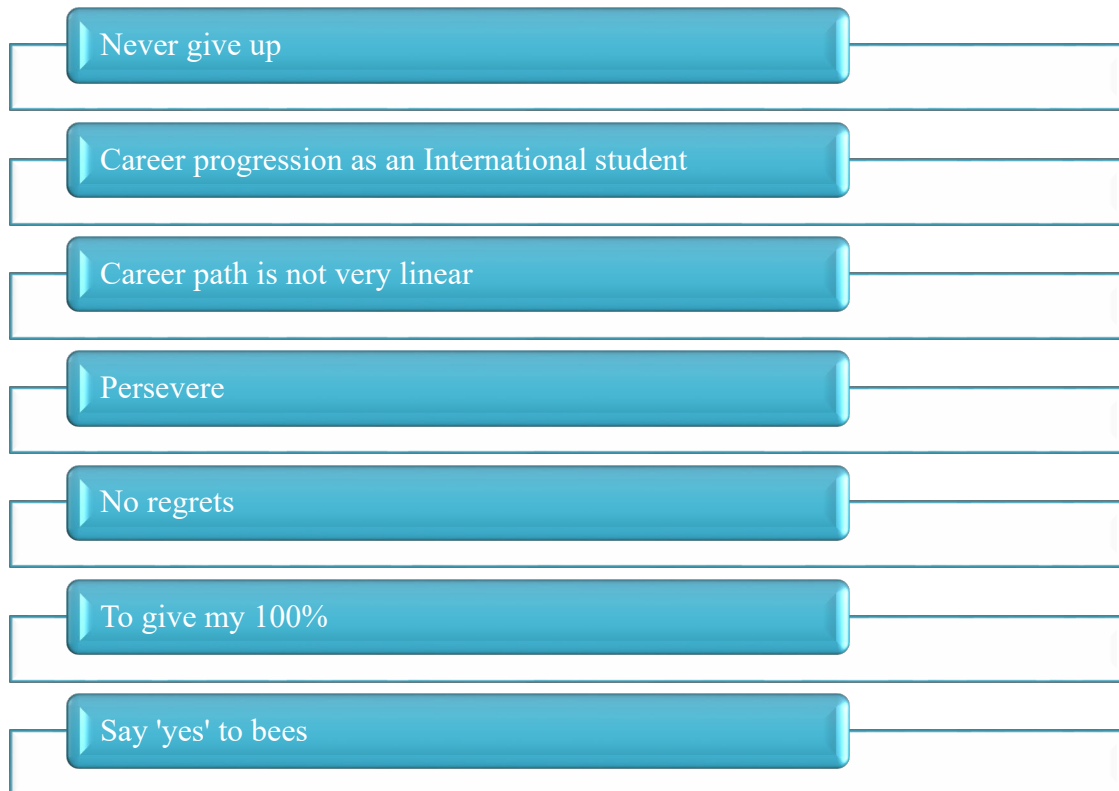


Figure 1. Frequency Distribution of the Participants' Perspectives on This Event.

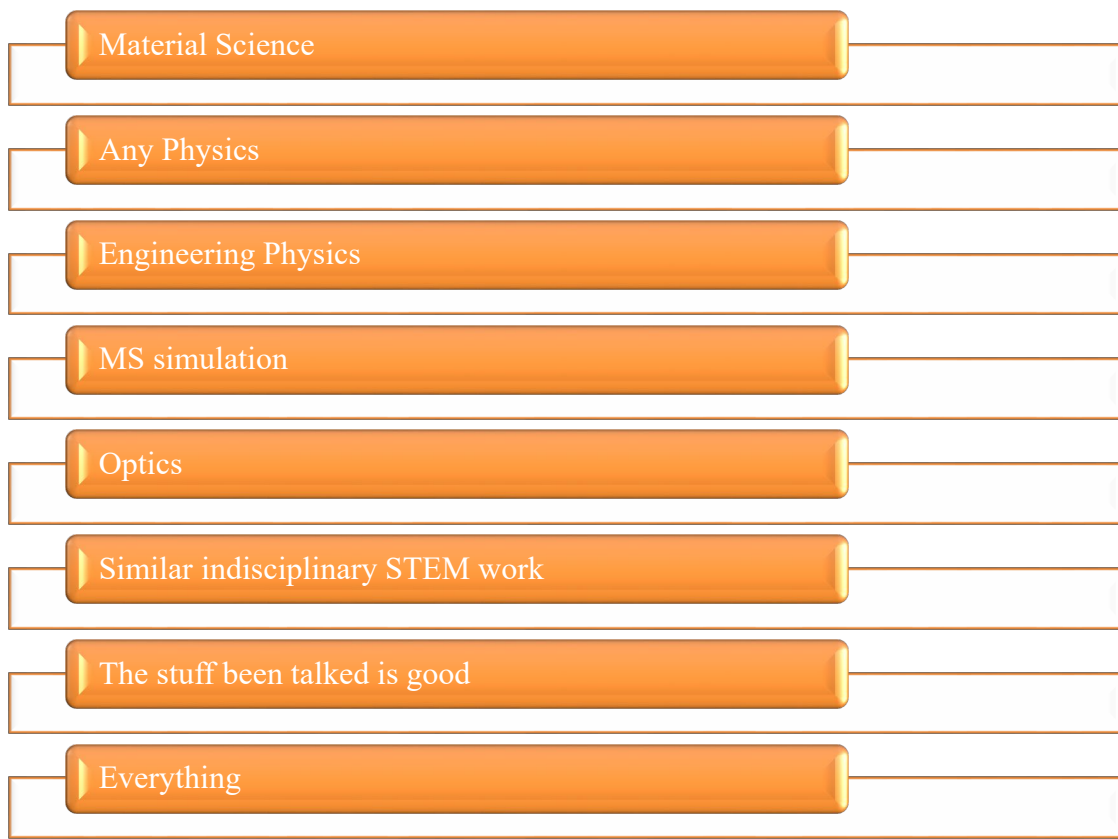
### **Most Significant Things Participants Learned from the Event That They Will Apply to Their Work Life/Career**

Out of the 29 survey participants, 20 participants (69.0%) shared their most significant things learned from this event that they will apply to their work life/career.



### **Hopes to Discuss or Address at Future Events**

Thirteen participants answered the question about 'their hopes to discuss or address at future events.' Five wrote down 'N/A,' and some of the responses shared include:



### **Additional Ideas to Share with the 50/50 Initiative Project Team**

The survey participants were asked about their additional ideas for the 50/50 project team.

For the additional comments, one respondent reiterated that they enjoyed the series and three responded 'N/A'. Two suggested having more time to interact with speaker. One respondent shared that "Never explained the 50/50 thing. Is that supposed to be about equal representation? Or is it the 50/50 research and personal?" One shared that "The speaker seemed to say that she got where she is by chance."

### 50/50 Lecture Survey

*Thank you for your attendance at today's presentation. To assess the degree to which this series is fulfilling a university need, please take 5 minutes to complete this assessment following the presentation.*

1. Please rate the following on your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I found the technical portion of the talk informative					
2. I found the information regarding career path informative					
3. The career issues raised in the event reflected my personal concerns.					
4. The career issues raised in the event raised my awareness of experiences of women in STEM					
5. I learned something from this event that will help me with my career.					
6. I was familiar with the work of the speaker before attending					
7. I was motivated to attend the event to learn about the speaker's technical work					
8. I was motivated to attend the event to learn about the speaker's career					
9. I would recommend the UML 50/50 talks to others.					
10. I would like to attend future events sponsored by UML 50/50 Initiative.					

2. Is this your first time attending 50/50 lecture? *(Please circle)* Yes No

3. Is this your first time attending an event sponsored by WAVES? *(Please circle)*  
Yes No

4. Please indicate your title *(Please circle)*

Student

Postdoctoral Scholar

Lecturer

Assistant Professor

Associate Professor

Full Professor

Other: \_\_\_\_\_

5. How do you identify your gender? *(Please circle)*

Male

Female

Other

6. My field of study is : \_\_\_\_\_

7. What was the most significant thing you learned from the event that you will apply to your work life/career?

9. What would you like to see discussed or addressed at future events?

11. Additional comments, questions or ideas that were not addressed above but you would like to share with the 50/50 Initiative project team are welcome.



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Program  
Evaluation

**50/50 Initiative Post Event Survey Summary: Deborah Hung**

**January 29, 2019**

**CPE Briefing 1901**

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Submitted to: WAVES team

University of Massachusetts Lowell

February 2019

## 50/50 Initiative Post Event Survey Summary: Deborah Hung

### Event description

The 50/50 lecture was held on Tuesday, January 29, 2019 at 3:30pm in ETIC Atrium. The lecture was titled “*From bench to bedside: Perspectives on infectious diseases*” and the speaker was Deborah Hung, a physician-scientist at the Broad Institute of MIT and Harvard, the Department of Molecular Biology at the Massachusetts General Hospital, and the Department of Genetics at Harvard Medical School. The lecture was hosted by Mingdi Yan. The series focused not on her research, but on her struggles as she tried to meet her own high expectations in the classroom and in research.

### Survey Participants

The 50/50 initiative post-event survey was administered on the day of the lecture. The surveys were placed on attendees’ seats prior to the presentation and were collected as attendees left the event. The purpose of the survey was explained to the participants, and survey completion was voluntary. The survey contained nine questions: one included 10 sub-questions to be answered using a 5-point Likert scale; two were a “yes” or “no” question; three were open-ended questions; and two were demographic questions. The survey took approximately 5 minutes for participants to complete. The survey instrument is provided in the Appendix.

Out of 15 participants at the event, 8 (53.3%) completed the survey. The demographic details are provided in Table 1.

Table 1

*Participant Demographic*

Demographics		Number of Participants
Status	Student	5
	Postdoctoral Scholar	1
	Assistant Prof.	2
	Did not answer	1
Gender	Male	2
	Female	5
	Did not answer	1
Field of study	Biological Sciences	1
	Biomedical Engineering	2
	Chemical Engineering	1
	Chemistry	1



	Engineering	1
	Did not answer	2
First time attending 50/50 lecture	Yes	4
	No	3
	Did not answer	1
First time attending WAVES' event	Yes	3
	No	4
	Did not answer	1

### Participants' Perspectives on This Event

Even though most of the participants (50.0%) were not familiar with the work of the speaker before attending ( $M=2.75$ ,  $SE=.559$ ), all participants 'agreed' or 'strongly agreed' the information regarding technical portion informative ( $M=4.88$ ,  $SE=.125$ ), and the information regarding career path informative ( $M=4.75$ ,  $SE=.164$ ). Furthermore, all participants learned something from this event that will help them with their careers ( $M=4.63$ ,  $SE=.183$ ).

All participants would like to attend future events sponsored by UML 50/50 Initiative ( $M = 4.88$ , and  $SE = .125$ ) and would recommend the UML 50/50 talks to others ( $M = 4.75$ , and  $SE = .164$ ). The frequency distributions are presented in Figure 1.

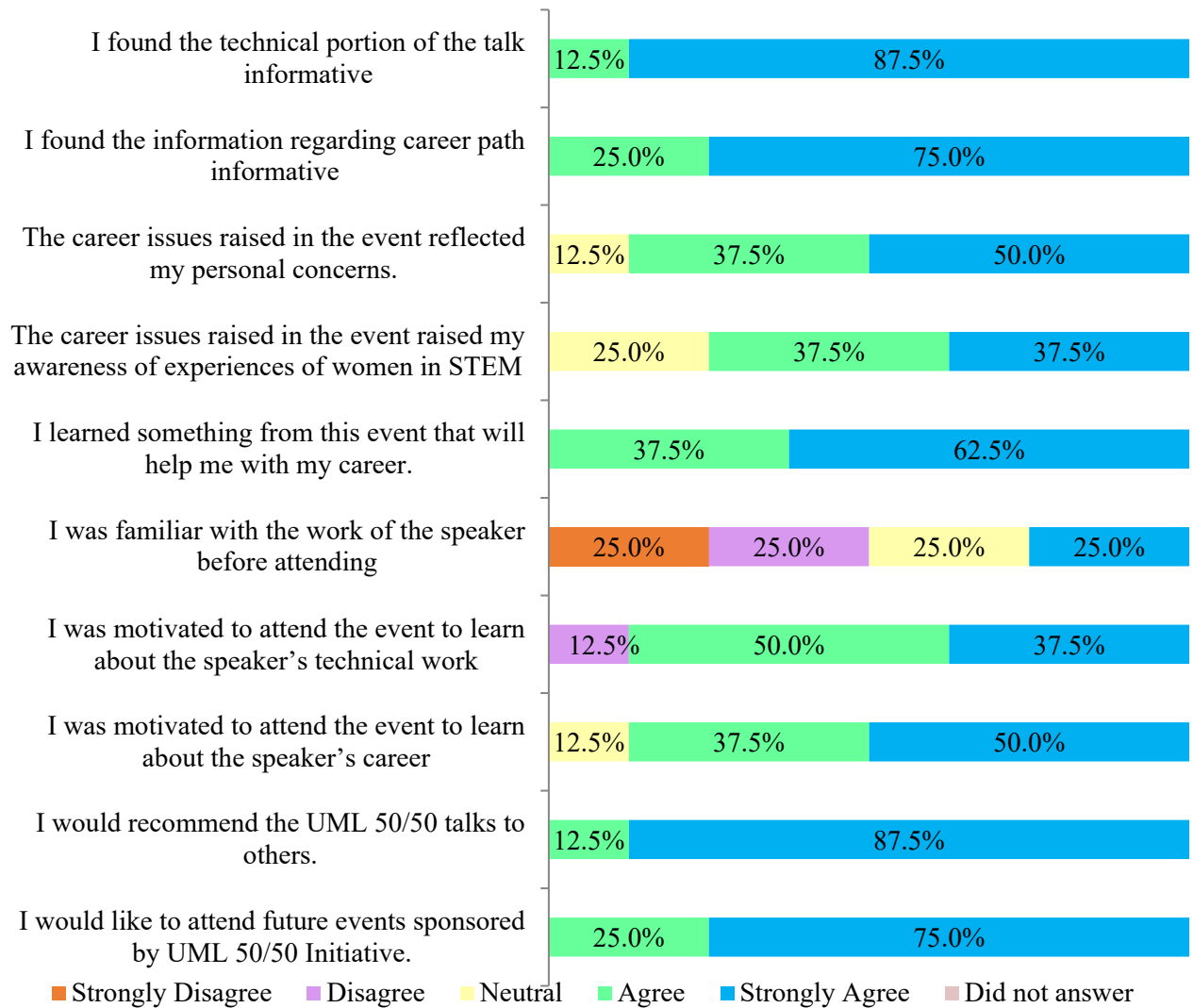


Figure 1. Frequency Distribution of the Participants' Perspectives on This Event.

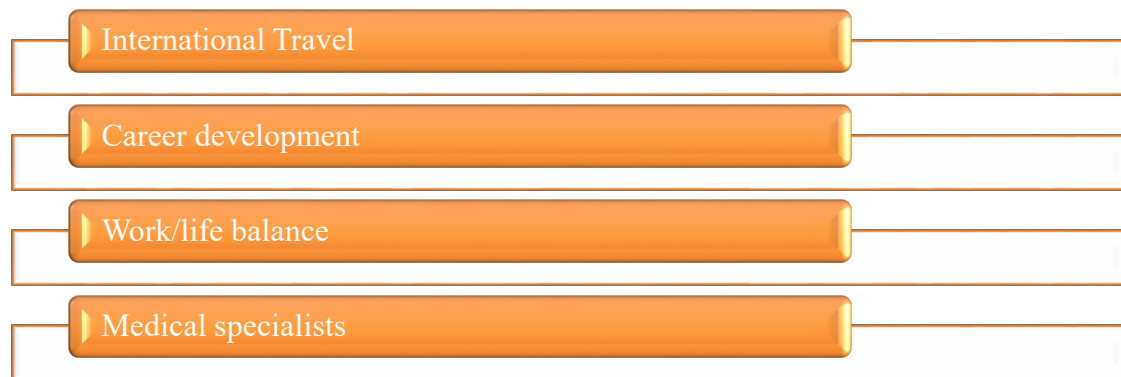
## Most Significant Things Participants Learned from the Event That They Will Apply to Their Work Life/Career

Out of the eight survey participants, five participants shared their most significant things learned from this event that they will apply to their work life/career.



## Hopes to Discuss or Address at Future Events

Only four participants answered the question about ‘their hopes to discuss or address at future events.’ One wrote down ‘N/A,’ and some of the responses shared include:



## Additional Ideas to Share with the 50/50 Initiative Project Team

The survey participants were asked about their additional ideas for the 50/50 project team. For the additional comments, one respondent reiterated that they enjoyed the series and the other one responded ‘N/A’.

### 50/50 Lecture Survey

*series is fulfilling a university need, please take 5 minutes to complete this assessment following the presentation.*

2. Please rate the following on your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. I found the technical portion of the talk informative					
13. I found the information regarding career path informative					
14. The career issues raised in the event reflected my personal concerns.					
15. The career issues raised in the event raised my awareness of experiences of women in STEM					
16. I learned something from this event that will help me with my career.					
17. I was familiar with the work of the speaker before attending					
18. I was motivated to attend the event to learn about the speaker's technical work					
19. I was motivated to attend the event to learn about the speaker's career					
20. I would recommend the UML 50/50 talks to others.					

21. I would like to attend future events sponsored by UML 50/50 Initiative.					
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2. Is this your first time attending 50/50 lecture? *(Please circle)* Yes No

3. Is this your first time attending an event sponsored by WAVES? *(Please circle)*  
Yes No

4. Please indicate your title *(Please circle)*

Student

Postdoctoral Scholar

Lecturer

Assistant Professor

Associate Professor

Full Professor

Other: \_\_\_\_\_

5. How do you identify your gender? *(Please circle)*

Male

Female

Other

6. My field of study is : \_\_\_\_\_

7. What was the most significant thing you learned from the event that you will apply to your work life/career?

9. What would you like to see discussed or addressed at future events?

22. Additional comments, questions or ideas that were not addressed above but you would like to share with the 50/50 Initiative project team are welcome.



Center for  
Program  
Evaluation

**50/50 Initiative Post Event Survey Summary: Robert Michael Smith**

**March 21, 2019**

**CPE Briefing 1904**

Jill Lohmeier, Ph.D.

Bangsil Oh, M.Ed.

Submitted to: WAVES team

University of Massachusetts Lowell

April 2019

## 50/50 Initiative Post Event Survey Summary: Robert Michael Smith

### Event description

The 50/50 lecture was held on Thursday, March 21, 2019 at 3:30pm in O’Leary Library Mezzanine. The lecture was titled “*Islands in the Stream: Singularity art/ sustainable life for post-humanity*” and the speaker was Robert Michael Smith, an active pioneer of digital sculpture at New York Institute of Technology Department of Digital Arts & Design. The lecture was hosted by Yuko Oda. The series focused not on his research, but on his struggles as he tried to meet his own high expectations in research.

### Survey Participants

The 50/50 initiative post-event survey was administered on the day of the lecture. The surveys were placed on attendees’ seats prior to the presentation and were collected as attendees left the event. The purpose of the survey was explained to the participants, and survey completion was voluntary. The survey contained nine questions: one included 10 sub-questions to be answered using a 5-point Likert scale; two were a “yes” or “no” question; three were open-ended questions; and two were demographic questions. The survey took approximately 5 minutes for participants to complete. The survey instrument is provided in the Appendix.

Out of 40 participants at the event (13 males and 27 females), 29 (72.5%) completed the survey. The demographic details are provided in Table 1.

Table 1

*Participant Demographic*

	Demographics	Number of Participants
Status	Student	25
	Associate Prof.	1
	Adjunct Instructor	1
	Did not answer	2
Gender	Male	10
	Female	15
	Other	2
	Did not answer	2
Field of study	Animation	1
	Animation & Interactive Media	3
	Art	1
	Art & Animation	1



	BFA Design Concentration	1
	BFA: Graphic Design	1
	Computer Science/Graphic Design	1
	Fine Arts	4
	Graphic Design	11
	Mechanical Eng.	1
	Plastics Eng.	1
	Visual Art	1
	Did not answer	2
First time attending 50/50 lecture	Yes	23
	No	4
	Did not answer	2
First time attending WAVES' event	Yes	26
	No	1
	Did not answer	2

### Participants' Perspectives on This Event

Even though most of the participants (64.3%) were not familiar with the work of the speaker before attending ( $M=2.54$ ,  $SE=.279$ ), almost participants (89.7%) 'agreed' or 'strongly agreed' the information regarding technical portion informative ( $M=4.28$ ,  $SE=.139$ ), and 79.3% agreed the information regarding career path informative ( $M=3.93$ ,  $SE=.171$ ). Furthermore, 72.4% of the participants learned something from this event that will help them with their careers ( $M=3.96$ ,  $SE=.174$ ).

Approximately 80% of the participants would like to attend future events sponsored by UML 50/50 Initiative ( $M = 4.00$ , and  $SE = .185$ ) and would recommend the UML 50/50 talks to others ( $M = 4.11$ , and  $SE = .130$ ). The frequency distributions are presented in Figure 1.

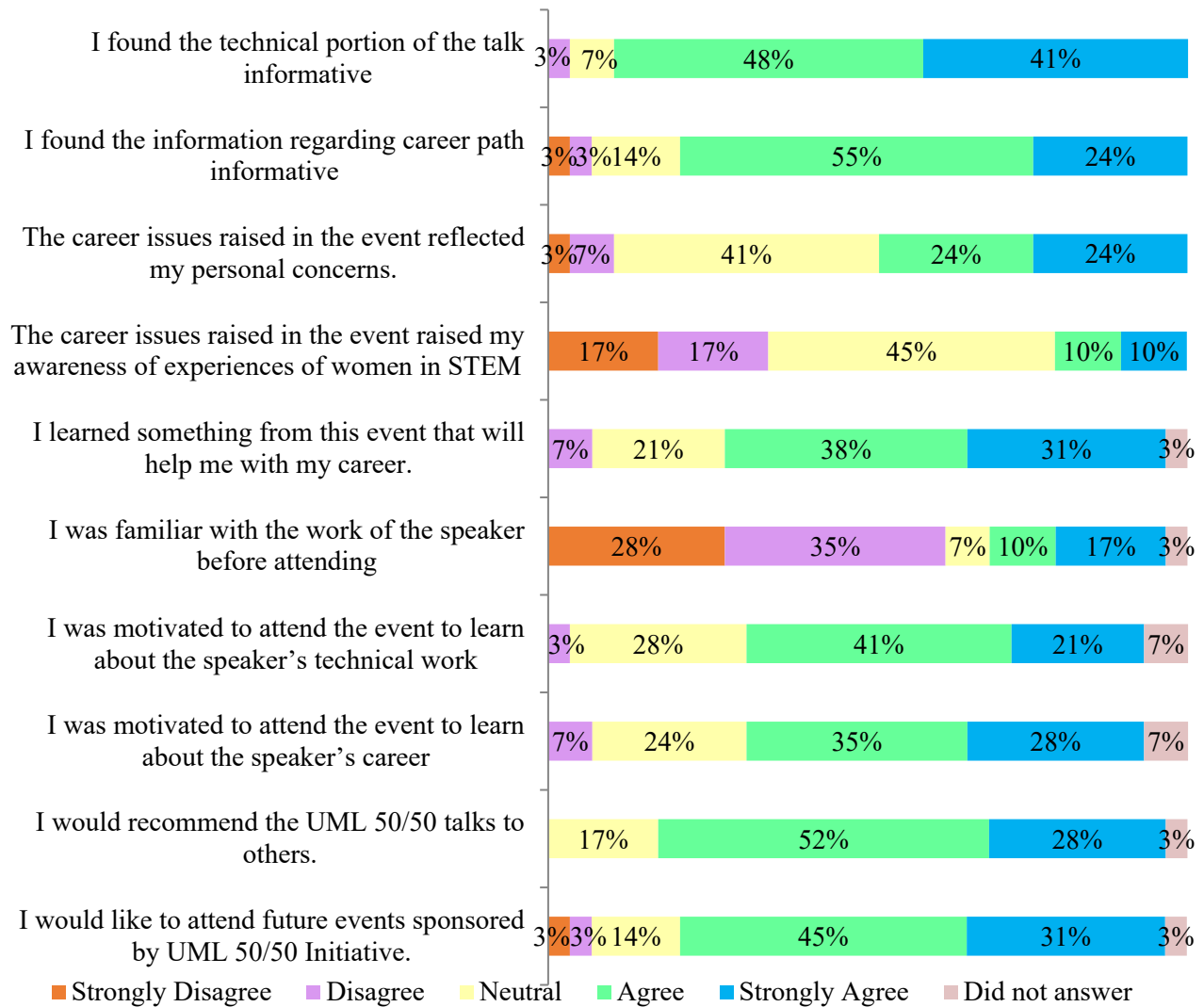


Figure 1. Frequency Distribution of the Participants' Perspectives on This Event.

## Most Significant Things Participants Learned from the Event That They Will Apply to Their Work Life/Career

Out of the 29 survey participants, 26 participants shared their most significant things learned from this event that they will apply to their work life/career.



## Hopes to Discuss or Address at Future Events

A total of 19 participants answered the question about ‘their hopes to discuss or address at future events.’ One wrote down ‘N/A,’ and some of the responses shared include:



## Additional Ideas to Share with the 50/50 Initiative Project Team

The survey participants were asked about their additional ideas for the 50/50 project team. For the additional comments, five respondent reiterated that they enjoyed the series.

### 50/50 Lecture Survey

*Thank you for your attendance at today's presentation. To assess the degree to which this series is fulfilling a university need, please take 5 minutes to complete this assessment following the presentation.*

1. Please rate the following on your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I found the technical portion of the talk informative					
2. I found the information regarding career path informative					
3. The career issues raised in the event reflected my personal concerns.					
4. The career issues raised in the event raised my awareness of experiences of women in STEM					
5. I learned something from this event that will help me with my career.					
6. I was familiar with the work of the speaker before attending					
7. I was motivated to attend the event to learn about the speaker's technical work					
8. I was motivated to attend the event to learn about the speaker's career					
9. I would recommend the UML 50/50 talks to others.					
10. I would like to attend future events sponsored by UML 50/50 Initiative.					

2. Is this your first time attending 50/50 lecture? *(Please circle)* Yes No
3. Is this your first time attending an event sponsored by WAVES? *(Please circle)* Yes No
4. Please indicate your title *(Please circle)*
- Student
- Postdoctoral Scholar
- Lecturer
- Assistant Professor
- Associate Professor
- Full Professor
- Other: \_\_\_\_\_
5. How do you identify your gender? *(Please circle)*
- Male Female Other
6. My field of study is : \_\_\_\_\_
7. What was the most significant thing you learned from the event that you will apply to your work life/career?
9. What would you like to see discussed or addressed at future events?
11. Additional comments, questions or ideas that were not addressed above but you would like to share with the 50/50 Initiative project team are welcome.

# **APPENDIX C: 50/50 LECTURE SERIES EXTERNAL EVALUATION MEMO**

## **EXTERNAL EVALUATION MEMO**

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### **MAKING WAVES 50/50 LECTURE SERIES**

### **NSF ADVANCE IT GRANT, UNIVERSITY OF MASSACHUSETTS LOWELL**

**NSF GRANT NO. 1629761**

**MARCH 19, 2019**

**Submitted By:**

Mariko Chang Consulting, Inc.

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## **1. Introduction**

This memo summarizes the external evaluation activities undertaken related to the University of Massachusetts Lowell (UML) Making WAVES 50/50 Lecture Series. The goal of the 50/50 Lecture Series is to provide the campus community with examples of successful women in STEM at the academic level. UML hosts invite speakers to campus to give a lecture addressing both their research accomplishments and their career paths.

In February and March 2019, the external evaluator conducted interviews by phone with past 50/50 Lecture Series hosts. Four hosts were invited to be interviewed and three were interviewed, including two who participated in the 2015-2016 academic year and one in 2017-2018.

## **2. Interview Findings**

### **A. Reasons for Participating**

All three hosts said that they decided to participate in the program because they were contacted via email by the WAVES team. Hosts saw the program as an opportunity to build professional connections with excellent scholars in their fields and to learn about their life experiences. For example:

“I thought it would be a great opportunity to interact with one of the more senior and more experienced professors who worked in my research area. And I started interacting with this person who would also help me gain new insights, and research, and also other life experiences. One of the goals was to try to start a collaboration. And when I mentioned to my guest, he was very excited about it.”

Another interviewee noted that she was happy to receive a follow-up email explaining the mentorship aspect of the program, which she said made the program stand out from the many other seminars on campus and helped her to decide to become a host.

“I'm happy to get another e-mail to explain, this is a little different, because I think it's just more about having the mentoring part, to also have the connection between the mentor in a specific research area with the faculty member working at UMass Lowell. I think it's a very, very good and very unique experience for me, so I was very happy to get involved in this seminar.”

### **B. Speaker Selection, Planning, and Visit Goals**

Hosts invited potential speakers via email and arranged the logistics surrounding the visit. All three hosts interviewed had prior connections to the speaker before they issued the invitations, such as having met at conferences, but they hoped that inviting the speakers would build on

those relationships and lead to future collaborations. Hosts also mentioned wanting to make a good impression on the speaker in terms of presenting their own research work and UML facilities, and hoping to gain insights into the visiting researcher's career path.

"I wanted to make a good impression on this person. I wanted to make a good impression of the university on this person."

"I wanted this person to have some stories to tell us of how she can actually, not just do research, but also how she can give us some insight about her career path."

"I [wanted] to learn from her about her career path, and I think she would be a good role model for, not just me, but also our colleagues, our friends here at UMass Lowell. That's one criterion and also one goal. I also would like to keep this connection going in future conferences so we get closer."

One host found it challenging to find a speaker who was located nearby UML, but was able to work with the WAVES team to allow for the additional travel expenses incurred by selecting a speaker further away.

Prior to each speaker's visit, 50/50 Lecture Series hosts arranged meetings with UML faculty and graduate students, advertised the lecture, and in some instances planned laboratory tours for the speaker. One host also mentioned tasks related to arranging the speaker's accommodation, transportation, and meals, and noted that this planning took a significant amount of time: "It was actually a lot of work for me... In the end, I'm happy, it was a nice opportunity and stuff, but it was work." The other two hosts interviewed did not provide feedback about their workload as hosts, which may suggest that they did not find it burdensome or that they were tasked with arranging fewer logistical details.

### **C. Reflections on the Visit**

Hosts were generally pleased with the visiting scholars' visits to UML. In their lectures, speakers discussed their research and their career paths, including professional hurdles such as work-life balance and dual career hiring issues. The hosts also noted that it was helpful to hear about challenges that the speakers had encountered.

"In addition to research, [the speaker] also talked about the path he took until he became a professor at the institution that he's currently in.... It was really interesting to hear the story about it. ... His wife is also in academia and it was initially a bit tricky to find jobs in the same area, in the same school. And then for other reasons, they changed their institution. And then there were some hurdles to one party compared to the other, and it was interesting to know. I think it's relevant to when I started my position."

"[The speaker] talked about sending her daughter to some activity in the evening... She shared her story in the seminar. I remember the audience had very good questions, and



then they agreed that, it needs the whole family to work together, the so-called balance of life and work.”

“...she's got kids. She's a very real person. In some ways, I think she's a great model because it makes you feel like you can have these different options. ... She's very much willing to admit she's not doing everything right or not able to do everything which I find really helpful.”

Two hosts described disparate experiences related to the tour portion of the speakers' visit. One host expressed some discomfort at the poor condition of the room where the speaker's lecture was given, while the other was proud to give a tour of her lab and said the speaker was impressed with the facility.

“She was impressed by the resources that were here. For me, because I am here every day, I don't think it's any kind of surprise, but for her, she did not realize that we have a lot of very interesting research ongoing. I think we gave her a very good impression.”

This second host also noted that the tour initiated a helpful discussion with the speaker about a particular piece of laboratory equipment and how it could be better utilized.

“During the lab tour I introduced my work to her and she also gave me some suggestions, for example, where not to mount the type of [equipment] that we're using in the lab. She did not use the same equipment but used a similar one and told me that the other one is more stable, and we could contact the manufacturer to get a better [one]. She had some good suggestions, and I also shared with her about my work. I think she felt very interested and she asked some critical questions that were very helpful.”

#### **D. Benefits of Participation**

All three 50/50 hosts found that the greatest benefit from their participation in the program was the professional connection they developed with the speakers. In particular, they felt that they could easily contact the scholars about future collaborations, and some have already done so. Hosts also stated that they might ask the speaker to help with a promotion letter, they felt comfortable asking questions about grant funding, and they may develop a mentoring relationship with their speaker.

Hosts described a variety of other professional benefits from their participation in the 50/50 Lecture Series. Two hosts have already collaborated with their speaker since the 50/50 visit: one host collaborated with the speaker on a proposal that was not successful, but plans to work with the speaker on another project in the future, and another host is currently working on a paper with her speaker. The third host intends to collaborate with the scholar who visited, but has not yet followed up. One speaker also invited the host to go to the speaker's institution to give a lecture and nominated the host for an award in her field.

As previously mentioned, hosts also received personal benefit from hearing the speakers describe challenges they faced in their careers. A host explained, “It was nice to hear someone else's story and maybe use it as advice from an experienced person.”

One host mentioned that it is important for faculty, especially pre-tenure faculty, to consider carefully the tradeoff between time spent doing research and time spent on logistical details of the visit. To maximize the time commitment, it is especially important that the speaker be chosen carefully, as this host explained:

“I would recommend it [the program] ... [but] I question whether it's really actually so beneficial to a pre-tenure person. I could direct that energy towards writing a grant or writing a paper. That would probably translate into more direct benefits. It's a matter of really how critical that person [the speaker] is in terms of helping you network or if you were actually going to write a paper or grant with that person. That would translate into something real. That's the only currency that matters. If you don't have those, it doesn't matter what else you do. You have to be super careful about how you spend your time.”

As this host points out, in order for the host to fully benefit from their role in the Lecture Series, it is important for the host to follow up with the speaker after the visit about potential collaboration, which may be challenging for someone who is immersed in their existing research endeavors.

### **3. Summary and Recommendations**

The three 50/50 Lecture Series hosts interviewed were generally satisfied with their experiences and described personal and professional benefits including identifying with challenges that the speakers had faced along their career paths and building professional connections with scholars who could become future collaborators or mentors.

Hosts' recommendations for improvement primarily focused around providing greater support in arranging visit logistics, especially for pre-tenure faculty who may feel pressure to focus their time on research activities but could still benefit from participating in the program. Host comments also reveal the importance of their own post-visit follow up with the speaker in order to build on the professional relationship developed through the Lecture Series.

## APPENDIX D: SURVEY OF IDEA LEADERS

### IDEA Leaders Survey May 2019

#### Q1 - What motivated you to apply for the IDEA Leaders funding?

Had an interesting collaborative idea, so it was a good reason to gather a team around it.

The opportunity to support and lead a new research direction.

I had a colleague who recommended that I apply

I have been interested in creating a group/center around migration issues for a long time and this seemed to be a perfect opportunity. I also wanted to gain more leadership skills to move my career forward.

The opportunity to enhance my capabilities to help others, assistant professors, to do research in a multi-disciplinary platform.

#### Q2 - What were your top 3-5 successes related to your project? (for you, your colleagues, the university)

1	2	3
Learned lots of leadership items through monthly meetings	Generating lots of interest in research idea	Submitted multiple proposals
Increased Connections people external to university	Increased organization of the effort (roadmap, plans, community)	An opportunity to connect with and learn from others.
Submission of the grant that was the basis of our project	Developing a closer connection with the team I worked with	We have clarified our goals and started the process to become a research center
created a group of scholars working on migration	decided to apply to start a center	successfully organized a speaker series
better learned how to work with a crowded group	has established a strong connection with an external institution	getting ready for larger extramural grant funding

### **Q3 - How did the IDEA meetings assisted you in reaching your professional/personal goals?**

Overall I learned some new skills and could apply them in future for navigating the university and working on larger team efforts

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Lots of great support and guidance on how to lead projects. This is a great opportunity and I wonder if there could be even semi-informal peer-groups like this on campus.

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They have given me some new tools for group leadership. They have also helped me to learn about UML's structure and also helped me to build new relationships in other colleges.

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I learned a bunch of leadership skills, learned more about the university, met other leaders from different disciplines, received support when having difficulties with my group work

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It was great to hear others' stories, sometimes similar to ours, sometimes far different. We got the chance to hear from various parties of UML--without IDEA meetings, it would have been hard if not impossible at all. I've learned a lot how to manage meetings more effectively and efficiently with a ready agenda and so on.

### **Q4 - What you would tweak about the process and content to improve upon the meetings for next year's group (should there be one)?**

Have a lot more be about developing the group through the experience, rather than expecting us to have an already formed group (which may have been ill-conceived due to not yet having all the skills)

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Front load the leadership meetings and then use later meetings to help with debugging and guiding specific issues.

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It was sometimes hard to think of discussion topics. Having a list of potential topics might help to stimulate thinking or identify the topics that are most relevant.

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Like we discussed in our last meeting, the whole process of the IDEA communities/leadership should probably start where we ended this year. Faculty should be selected who have very good/concrete ideas and then together work on how to carry them out: how to recruit others, how to lead others, how to support each other, learn about university's priorities, processes, etc. So, the outcome for each faculty would be a solid group with a unified vision. This would be fantastic.

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I like them, so no comments about this part!

### Q5 - How could the group sustain itself in the future? What elements are necessary?

Dedicated group of people from disciplines diverse and across the university. All associate professors so not a mixed group of promotion levels.

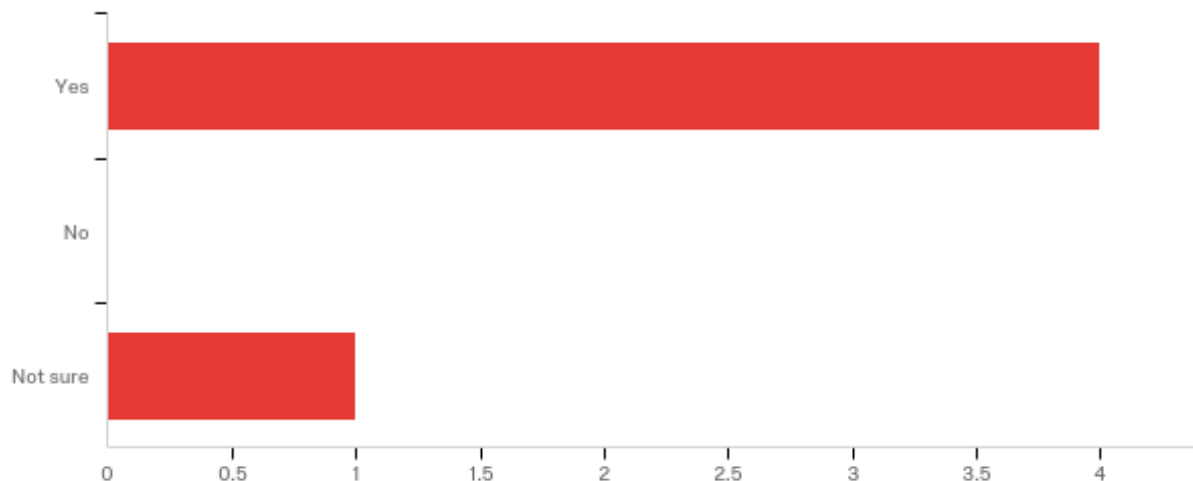
The most useful aspect was the scheduling and "requiring" people to be there. This forward looking schedule really helped.

The hardest thing is the time for meetings. Meeting every other month might help but that might also result in lost connections. The biggest thing is that we need to feel it is worth the investment of time so having important topics would make it more likely to be sustainable.

I am not sure we can sustain ourselves because a number of us will be on sabbatical in the fall. We would need to have concrete goals for getting together, I think.

I hope we can continue thru the help of CWW. Otherwise, there is no such mechanism to gather us all around the same table as far as I know.

### Q6 - Would you like to continue to meet as a leadership group in 2019-2020? (maybe meet 3 times during the year)



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Would you like to continue to meet as a leadership group in 2019-2020? (maybe meet 3 times during the year)	1.00	3.00	1.40	0.80	0.64	5

Answer	%	Count
Yes	80.00%	4

No	0.00%	0
Not sure	20.00%	1
Total	100%	5

**Q7 - What 3-5 topics would you most like to cover if we were to meet next year?**

1	2	3
Saying no	Time management	Strategic thinking about career direction
Getting buy-in from people/groups	Leadership styles/motivating groups	Maintaining and thriving work-life balance
Work/Life Balance	Time Management	Avoiding Burnout
really focus on getting form associate to full, maybe in detail	how to sustain/maintain the IDEA community/center so that it thrives	focused funding where those of us who want to could work on grant application or location of funding
how to be successful writers of grant writing	hosting the "distinguished UML professors" to give hints to be that much successful	being an admin vs. being a research-intensive faculty-- why & how?