

Preview of Award 1629761 – Annual Project Report

Cover

Federal Agency and Organization Element to Which Report is Submitted: 4900

Federal Grant or Other Identifying Number Assigned by Agency: 1629761

Project Title: ADVANCE Institutional Transformation at the University of Massachusetts Lowell

PD/PI Name:

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Recipient Organization: University of Massachusetts Lowell

Project/Grant Period: 09/15/2016 – 08/31/2021

Reporting Period: 09/01/2019 – 08/31/2020

Submitting Official (if other than PD/PI): Meg Bond, Co- Principal Investigator

Submission Date: 08/17/2019

Signature of Submitting Official (signature shall be submitted in accordance with agency specific instructions): Meg Bond

Accomplishments

What are the major goals of the project?

1. Disrupt microaggressions
 - **Awareness campaign** to raise awareness of subtle biases that affect women in STEM.
 - **Survey-feedback** to raise awareness and enable colleges to track progress toward equity goals.
 - **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. Faculty *Equity Leaders*, well-respected opinion leaders nominated by STEM deans, are working with the WAVES team to develop and deliver a distinctive UML approach to bystander training
2. Provide mentoring and alternative support mechanisms for faculty
 - **Leadership development** for leaders of IDEA projects (InterDisciplinary Exchange and Advancement) to promote the success of associate professors.
 - **50/50 Networking & Lecture** to highlight multiple pathways for success in STEM and provide networking opportunities for UML junior faculty with senior researchers from across the nation.
3. Promote Equity and Accountability
 - **Foggy Climate Initiative** to establish detailed decision-making procedures for high

stakes decisions (P&T, annual reviews, merit), to review university policies that affect gender equity, and to analyze and promote gender equity around service assignments

- **WAVES Accountability Initiative** to partner with departments to develop and implement a strategic equity plan involving self -assessment, goal setting, action planning, and evaluation

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

Major Activities:

- Completed analyses of data from 2019 Workplace Climate Survey; held feedback session with executive cabinet and College of Education additional campus feedback sessions postponed temporarily due to Covid.
- Continued to raise awareness of microaggressions through events (speakers), social media (blog, newsletters), advocates (e.g., engaging IAB members as active liaisons to their units), and increased visibility of WAVES goals (e.g., posters, handouts, advertising, and media interviews)
- Trained 238 faculty members to date in bystander training sessions. 2019-20 sessions included two specifically for the College of Sciences and Manning Business School. Additionally, the team conducted a shorter version of training session for the university Chancellor's Senior Cabinet meeting in December 2019, where 33 leadership team members attended. We successfully moved a spring bystander workshop to an online format given the pandemic-related shut down.
- Worked with Equity Leaders to develop a follow-up Bystander training addressing intersectionality specifically (to be launched in Fall 2020).
- Selected two 50/50 mentoring pairs (on-campus lecture followed by mentoring opportunities for junior faculty) during fall 2019 with two additional 50/50 pairs planned for spring 2020. The spring 2020 lectures were postponed until Fall 2020 due to COVID. One of the Fall 2020 mentoring pairs will be funded by our college of Fine Arts, Humanities and Social Sciences, which is an important step toward sustainability and increased accessible to all faculty.
- Continued work with four departments (Biology, Chemistry, Electrical and Chemical Engineering and Plastics Engineering) to develop strategic plans for enhancing equity and inclusion. Biology is now doing a second survey after implementing several initiatives during 2019-20.
- The Physics department was added as a fifth department for 2020-21.

Specific Objectives:

Awareness Campaign

- The Awareness Campaign continues to utilize multiple modes of communication – on-campus events, social media, posters (e.g., mosquito imagery), newsletters, website, IAB liaisons, Chancellor/Provost/Dean messaging, Faculty Senate and Faculty Union, etc. – to

communicate to the University and advertise programs. We have moved many of our efforts online as a result of COVID-19.

- Significant progress has been made on building awareness and deepening skills for disrupting microaggressions. While the primary focus has been STEM faculty, we are increasingly reaching other faculty, staff, and the broader university community.

Survey feedback cycles on workplace climate data

- The campus-wide 2019 campus climate survey had a 57% faculty response rate (n=327, full-time faculty only) and stimulated discussion at the individual, departmental, and college levels.
- In the 2019 survey, faculty indicated significantly more gender bias toward females than reflected in their responses on 2017 survey; and rated fewer institutional supports for females than in 2017. We anticipated some increase in these indicators would be due to increased awareness; future surveys will be important for understanding any long term reduction in the problem behaviors.
- We expanded the questions asked on this biennial survey to more explicitly assess dimensions of departmental climate and incidence of sexual harassment. The items on the SGBI (surveys in 2015 and 2017) continue to be included on our biennial surveys.
- Next year, WAVES will prepare for the 2021 administration of the campus climate survey.

Bystander Training for faculty

WAVES developed a robust, faculty-led, interactive *Bystander Training* program.

- **12 faculty “Equity Leaders” (ELs) worked with WAVES to design the original UML-specific interactive workshop.** In the workshop, we share research-based information about microaggressions and their impact. We developed an intervention framework called “Get A (collective) GRIP R”; participants then utilize the framework to practice intervention strategies in scenarios taken from faculty interviews.
- In 2019-20, we continued to provide workshops (n=7), recruited 3 new Equity leaders, and embarked on developing a new version of the workshop that is much more intersectional in focus.
- In 2019-20, based on a needs assessment of faculty who completed the first workshop, we developed a second bystander workshop to complement the original training. The objective of the second workshop is to address microaggressions that marginalized individuals experience beyond gender (race, sexual orientation etc.) and to introduce the concept of intersectionality. This training will be launched in the Fall of 2020.

Expansion of the 50/50 Networking and Lecture series

The 50/50 initiative is an opportunity primarily for female junior STEM faculty to invite a notable researcher in their field to campus. The primary goal is to enable junior faculty to develop collaborations, seek mentoring, discuss research ideas, and expand professional networks. The invitee delivers a lecture in which half of the time covers their research interests and the other half their career path. Hosts have funding to follow up with their invitee after the on-campus visit.

The Dean of Fine Arts, Humanities and Social Sciences has committed funds to expand to the non-STEM members of this college.

WAVES conducted two 50/50 events in 2019-2020, but the Spring events were rescheduled due to COVID.

Foggy Climate Initiatives

The Foggy Climate Initiative includes three initiatives: 1) dissemination of a new personnel decision-making protocol, 2) review of university policies, and 3) gender equity in service contributions.

- Personnel Protocol. The WAVES team continues to advocate for the use of the recommended personnel protocol grounded in best practices supported by the literature. Team members were invited to give presentations about the protocol to training for Department P & T committees, College personnel committee chairs, and all associate and full professors in the Business School.
- Service Equity. Our efforts to address issues of service equity have shifted from tracking at a university-wide level to addressing them at the departmental level (see below). This has emerged as the critical context in which faculty feel they have some control over the distribution of service contributions. While the inequitable distribution of service roles is based on many issues, some of the departments we are working with also are clear that they see at least some of the service inequities as being gendered.

WAVES Departmental Accountability Initiative

WAVES is facilitating department-level planning around diversity, equity and inclusion equity issues.

- Prior to 2019-20, four STEM departments (Biology, Chemistry, Electrical and Computer Engineering, and Plastics Engineering) formed Departmental Equity Action Teams (DEAT) and conducted climate assessments (i.e., interviews and a departmental survey). Feedback was shared with Plastics and Biology; each department articulated action goals.
- In 2019-20, we continued to work with the original departments to articulate action plans. The Physics department was added as a fifth department and is in the process of forming a DEAT to lead the process during the 2020-21 year.
- Biology department has been particularly active, implementing multiple recommendations and planning a follow up survey during fall 2020.

Significant Results:

Bystander Training:

- 238 people have participated to date (195 are FT faculty, representing ~ 30% of all FT faculty) in 20 open-enrollment (14 in 2018-2019 academic year and 6 in 2019-2020 academic year), one chairs' retreat, one College of Sciences training, and one Manning School of Business training. Additionally, the team conducted a shorter version of training session in the university Chancellor's Senior Cabinet meeting on Dec. 11, 2019, where 33 leadership team members attended. Participants in the open enrollment workshops come from EVERY STEM department, all colleges, and are 51% female.

- Evaluations continue to be positive. Pre-post evaluations of 2018-2019 academic year and 2019 fall workshops (N=130 out of 193 participants) indicate that the workshop provides participants with important tools and skills. For example, the mean change score (time 2 minus time 1 on 5-pt scale) indicate positive changes in knowing what to say to stop a microaggressive incident (M=1.54, SD=1.159) and ability to support a fellow faculty member who is being treated disrespectfully (M=1.26, SD=1.193). Participants also felt the workshop increased their level of confidence to say something to a person who is acting inappropriately toward a colleague (M=0.63, SD=0.963).
- Participants overwhelmingly endorsed the value of the workshop (M=4.80, 5-pt scale); 97% indicated that they would “recommend this workshop to their colleagues.”
- External media awareness and visibility of the Bystander Training program have led to numerous invitations to present over the years. New presentations in 2019-20, include the University of Puerto Rico and the Interamerican Law School, both in San Juan, PR. We are increasingly being sought out for advice from other universities (including San Francisco State, John Hopkins, Wichita State, UMass Boston).
- We have trademarked the “Get A (collective) Grip” image and are currently developing a train-the-trainer model to help other institutions/organizations who want to implement their own training programs.

Staff asking to be included:

- Request from staff in Student Affairs to work with them to promote bystander approaches; also request from staff in the office of University Communications to conduct bystander training with their group. These may become part of the sustainability plans for 2020-21.

Building informal networks to address microaggressions, e.g., people seeking advice about how to approach inappropriate interactions from WAVES and Equity Leaders.

50/50 Mentoring opportunities positively received:

- The post-event evaluations continue to be positive. Of the 379 event attendees in ten events during Years 1-4, 229 (60%) participated in post-event evaluations. Although most of the respondents had not attended previous 50/50 lectures, **91% would recommend the 50/50 talks to others** (M=4.50, SE=.05848), and 87% would like to attend future events (M=4.42, SE=.055).
- The external evaluator conducted additional interviews in Spring 2020 with three of the 50/50 lecture hosts participating in academic year 2018-2019. Taken together with similar evaluations done in previous years, a total of six hosts have now been interviewed about: their reasons for participating; their speaker selection, planning, and goals for the speaker's visit; professional, personal, and other benefits of participation; and their recommendations for improvement of the program. The NSF funding has enabled WAVES to expand follow-up mentoring activities, i.e., one host has worked on a collaborative grant proposal with her chosen speaker, another is working on a joint paper with her invitee, and a third was invited to give a lecture at her speaker's institution. 50/50 lecture hosts were generally satisfied

with their experiences and the professional and personal benefits derived from their participation.

Personnel Protocol – implementation in increasing; impact felt

- Interest in the protocol has expanded to more personnel committees. WAVES was invited to share and discuss the protocol with departmental personnel committee members and college personnel committee chairs. In addition, we were invited to meet with all associate and full professors in the Business School.
- Deans report significantly more detailed and thoughtful letters from PCs following adoption of protocol.

Key outcomes or Other achievements:

APS Inclusions, Diversity, Equity Alliance (IDEA)

- A team of faculty and students from the Department of Physics, led by Prof. Partha Chowdhury and including members of the WAVES team, has been selected to join the American Physical Society (APS) Inclusion, Diversity, and Equity Alliance ([APS-IDEA](#)) network. Approximately 30 physics departments and research groups around the country were selected to work with the physics community to exchange ideas, information, and experiences to strengthen efforts to improve equity, diversity, and inclusion. The initiative is funded by the APS Innovation Fund and aims to form a community of practice with the goal of transforming the culture of physics. More specifically, the UMass Lowell team, which has representation from the different ranks of the department, plans to exchange ideas about best practices and successes at varied institutions, solicit and discuss ideas for improved inclusion within their respective groups, spearhead and highlight the importance of such initiatives within the department, and incorporate practical changes in departmental culture towards these goals. The first virtual meeting of the APS-IDEA network was held on July 30, 2020

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

- Yun Ling Li, postdoctoral research fellow, presented the process of developing WAVES bystander training and the evaluation results from workshop participants at the roundtable session in February 2020 Sociologist for Women in Society annual winter meeting. She also shared what she observed from the bystander workshops at the Break with Scholars session.
- Metinyurt, T., & Haynes-Baratz, M (November 2019). Subtle bias trainings in the workplace: How effective are they? Poster presentation at the New England Psychological Association, Manchester, NH.
- Presentations accepted for the International Congress on Community Research & Action were canceled because of the pandemic.

How have the results been disseminated to communities of interests?

Outreach to outside audiences (see detailed conference and workshop listings below):

- WAVES team members invited to serve on advisory boards for two Catalyst Proposals: Wichita State and UMass Boston.
- WAVES team member served as evaluator for grant from Social Sciences and Humanities Research Council of Canada
- WAVES shared information with the following groups:
 - Alyse Campbell, Johns Hopkins University
 - Wei Zheng, Stevens Institute of Technology
 - Cathy Fore, ORAU
 - Kathrin Zippel, Northeastern ADVANCE
 - Joya Misra, UMass Amherst – workshop sharing
 - Kaylin Padovano, Rutgers University
 - UML faculty (Podolskiy) to help in developing an NSF proposal
 - NSF recipient UNC Greensboro (advice on bystander training)
- Participation in Mass STEM Hub Signing Day

Ongoing Internal Awareness & Partnerships:

- Quarterly meetings with Chancellor Jacqueline Moloney
- Quarterly meetings with Provost Joseph Hartman
- Regular meetings with UMass Lowell Internal Advisory Board (IAB), many of whom have made presentations about WAVES to their campus constituencies
- New IAB Chairperson, Laura Punnett (biomedical engineering), selected and continuing for 2020-2021
- Survey feedback sessions with various groups continue to promote discussion of issues on campus

Both Internal and External:

- Recognizable WAVES advertising materials (posters, postcards) have generated a broader awareness of the WAVES efforts across campus (aka our mosquito campaign). A 12-page brochure was created and includes a description of the accomplishments from the first three years of the grant. The brochure has been distributed both internally and externally.

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

Goal 1: To disrupt microaggressions

- Make adjustments for virtual meetings and workshops
- Evaluate intersectionality, sexual harassment and climate items added to survey
- Refine bystander training version 2.0 to include more on intersectionality
- Summarize interviews about the impact of Covid on faculty (supported by a supplemental grant), share results with an emphasis of differential impacts, and make recommendations to the Provost and Deans for follow up.
- Continue to write articles for professional journals to share our experiences with others; also consider more informal outlets in order to disseminate more widely.

- Offer Train-the-Trainer workshops for people at other institutions who are interested in implementing our bystander “Getting A (collective) GRIP” framework (October/November 2020)

Goal 2: Provide mentoring and alternative support mechanisms for faculty

- Continue to expand 50/50 mentoring opportunities to more faculty outside of STEM
- Work with Provost and Deans to identify sustainable funding streams
- Evaluate all 50/50 events, even those outside of STEM, including evaluation of follow up mentoring with former speaker/host pairs. Submit article that summarized the approach and the evaluation results.
- Wrap up IDEA mentoring groups in order to focus attention on the other initiatives

Goal 3: Promote Equity and Accountability

- Continue to promote the personnel protocol by coordinating with training for Personnel Committees offered by the Provost’s office.
- Continue consultations with departments around strategic diversity plans with five departments, including the newly added Physics department.
- Disseminate information about how to document the impact of the pandemic - and associated shuts downs - on faculty scholarship. Raise awareness of the differential impact on marginalized faculty and on faculty with care taking responsibilities

Social Science Research

- Initiated a study related to the impact of the COVID pandemic funded by a supplemental grant. We conducted 19 interviews in late spring/early summer and are in the process of analyzing this data and presenting a preliminary summary to the Provost and Vice-Chancellor for Research. Follow up interviews will be conducted at two additional points over the next year.
- The same funding is also supporting the collection of data using our Daily Bias methodology. To date, daily bias data have been collected from 117 participants nationwide. The analysis of that data will be completed in the coming months. Two additional administrations will be initiated over 2020-21, parallel to the follow up interviews.
- Continue data analysis and development of articles.
 - Manuscript from national daily bias data (under review).
 - Compare UML results – incorporate with new bystander training data and analyze relations between workshop and faculty’s responses (i.e., pre- and post-bystander training, or workshop participants vs. non-participant)

Journal articles in progress

Allen, C., Haynes-Baratz, M.C., Lohmeier, J. & Bond, M.A. Measuring subtle bias in the academy: Psychometrics of a new scale. (Summary of psychometrics of the Modified SGBI which we call the Gender Bias in the Academy Index (GBAI))

Bond, M. A. & Haynes-Baratz, M. Getting A (Collective) GRIP: Mobilizing bystanders to address microaggressions & promote respect in the workplace. (Summary of the model and framework guiding our bystander work)

Haynes-Baratz, M.C., Bond, M.A., Allen, C., Li, Y.L., & Metinyurt, T. (Revise and Resubmit: Journal of Diversity in Higher Education). Microaggressions in the academy: To Intervene or not Intervene? (Results of interviews with faculty regarding what both hinders and facilitates bystander actions.)

Haynes-Baratz, M. C., Metinyurt, T., Li, Y.L., Gonzales, J., & Bond, M. (Under Review: New Ideas in Psychology). Bystander training for faculty: A promising approach to tackling microaggressions in the academy. (Evaluation results of the bystander training)

Haynes-Baratz, M.C., Gonzales, J., Li, Y.L. & Allen, C. Daily diary approach to measuring daily microaggressions. (Initial results from the Daily Bias Survey study).

Haynes-Baratz, M.C., Metinyurt, T., Gonzales, J. Microaggressions in the workplace: Validation of bystander behavior tool. (Validation of the evaluation tools developed for bystander training for faculty)

Li, Y. L., Evans, K., Bond, M. A., & Haynes-Baratz, M.C. Bystander training: Process of development and roll out for systems changes. (Description of the process of developing the bystander training model, role of and impact on equity leaders)

Metinyurt, T. Haynes-Baratz, M.C., Bond, M. (Under review: New Ideas in Psychology). Workplace interventions to address subtle bias: A systematic review. (Systematic review of workplace microaggression interventions)

Sobkowicz-Kline, M., Lohmeier, J., Bond, M.A. & Haynes-Baratz, M. The 50/50 lecture series: Faculty mentoring to strengthen professional networks. (Evaluation of the 50/50 networking and lecture as an approach to mentoring new faculty)

Products

Journals or Juried Conference Papers (July 1, 2019 – June 30, 2020)

Bond, M.A., Chen, J., Garcia, J., Haynes-Baratz, M., Li, Y.L., Lohmeier, J., Ruths, M., Sobkowicz-Kline, M., Dean, B., Metinyurt, T., & Oh, B (October 2019). Making WAVES: Disrupting Microaggressions to Propagate Institutional Change. Poster at AWIS Equity in STEM Community Convening, Cleveland, OH

Haynes-Baratz, M. & Dean, B. (October 2019). The Role of Bystander Training in Promoting Institutional Transformation. Lightning talk at AWIS Equity in STEM Community Convening, Cleveland, OH.

Tran, N., Hayes, R., Ho, I., Crawford, S., Chen, J., Ockene, J., Bond, M., Rayman, P., Dean, B., Smith, S., Thorndyke, L., Franklin, P., Plummer, D., & Pbert, L. (2019). Perceived Subtle Gender Bias Index: Development and Validation for Use in Academia, *Psychology of Women Quarterly*, 1-17.

Other Conference Presentations / Papers (July 1, 2019 – June 30, 2020)

Li, Y. L., Bond, M. A. & Haynes- Baratz, M. (January 2020). Active Bystander Training – Development and Evaluation. Roundtable session at the annual meeting of the Sociologist for Women in Society, San Diego, CA.

Li, Y. L. (January 2020). A new approach for developing a training model – Train the trainers. Breakfast with Scholars session at the annual meeting of the Sociologist for Women in Society, San Diego, CA.

Bond, M.A. (October 2019). Inclusion & Diversity: Subtle Bias & Microaggressions in the Academy, Workshop at Universidad Interamericana, Puerto Rico.

Bond, M.A. & Haynes-Baratz, M. (October 2019). UPRRP Workshop on Microaggressions: Definitions, Measurement, & Action, Workshop at Universidad Interamericana, Puerto Rico.

Bond, M.A. (October 2019). Workplace Sexual Harassment: Let's talk about prevention, active bystanders, respect, and civility, public lecture in Puerto Rico.

Bond, M.A. (November 2019) Evaluating the Effectiveness of Sexual Harassment Interventions, The National Academies of Sciences, Engineering, & Medicine, Seattle, WA.

Bond, M.A. (June 2020) Institutional Transformation to Support Gender Equity: Case Examples from Around the World, 8th International Conference of Community Psychology, Melbourne, Australia.

Bond, M.A. (August 2019) Rebooting Sexual Harassment Prevention Efforts: Reflections on the 2016 E.E.O.C. Task Force, Academy of Management, Boston, MA.

Participants/Organizations

Full details of individuals who have worked on the project

Jacqueline Moloney

Email: Jacqueline.Moloney@uml.edu

Most Senior Project Role: PD/PI

Nearest Person Month Worked: 1

Contribution to the Project: Principal Investigator

Funding Support: Institution

International Collaboration: No
International Travel: No

Meg Bond

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Most Senior Project Role: Co PD/PI

Nearest Person Month Worked: 4

Contribution to the Project: Co-PI

Funding Support: NSF/Institution

International Collaboration: No

International Travel: No

Julie Chen

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Most Senior Project Role: CO PD/PI

Nearest Person Month Worked: 1

Contribution to the Project: Co-PI

Funding Support: Institution

International Collaboration: No

International Travel: No

Marina Ruths

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Most Senior Project Role: Co PD/PI

Nearest Person Month Worked: 2

Contribution to the Project: Co-PI

Funding Support: NSF/Institution

International Collaboration: No

International Travel: No

Margaret SobkowiczKline

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Most Senior Project Role: Co PD/PI

Nearest Person Month Worked: 2

Contribution to the Project: Co-PI

Funding Support: NSF/Institution

International Collaboration: No

International Travel: No

Christopher Allen

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Most Senior Project Role: Faculty

Nearest Person Month Worked: 1

Contribution to the Project: Social Science Research

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

Michelle Haynes-Baratz

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Most Senior Project Role: Faculty
Nearest Person Month Worked: 2
Contribution to the Project: Social Science Research
Funding Support: NSF
International Collaboration: No
International Travel: No

Jill Lohmeier

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Most Senior Project Role: Faculty
Nearest Person Month Worked: 2
Contribution to the Project: Evaluation
Funding Support: NSF
International Collaboration: No
International Travel: No

Yun Ling Li

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Most Senior Project Role: Postdoctoral (scholar, fellow or other postdoctoral position)
Nearest Person Month Worked: 12
Contribution to the Project: Postdoctoral Research Associate (Social Science)
Funding Support: NSF
International Collaboration: No
International Travel: No

Brita Dean

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Most Senior Project Role: Other Professional
Nearest Person Month Worked: 10
Contribution to the Project: Program Manager
Funding Support: NSF
International Collaboration: No
International Travel: No

Rosie Emerson

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 1

Contribution to the Project: Evaluation
Funding Support: NSF
International Collaboration: No
International Travel: No

Leah Ferullo

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

Tugba Metinyurt

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 2
Contribution to the Project: Social Science Research
Funding Support: NSF
International Collaboration: No
International Travel: No

Amanda Trainor

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

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

What other collaborators or contacts have been involved?

At UMass Lowell

- Provost's Office – Provost Joe Hartman
- Deans – Jim Sherwood (interim), Engineering; Nouredine Melikechi, Science; Luis Falcon, FAHSS; Shortie McKinney, Health, Sandy Richtermeyer, Business; Eleanor Abrams, Education
- UML 20/20 Strategic Planning Committee on "Global Engagement & Inclusive Climate", Lauren Turner (Senior Associate Vice Chancellor – Human Resources and Organizational Strategy & Effectiveness) and Nouredine Melikechi (Dean of Sciences)

- Human Resources Office – Lauren Turner, Director (re: hiring procedures) & Clara Orlando Reynolds, Director, Equal Opportunity & Outreach, Title IX Coordinator (re: tracking EEOC complaints)

At Other Institutions

- Consultation from other ADVANCE programs who have adopted similar initiatives
 - Victoria Banyard, Rutgers University (consultation on bystander approaches)
 - Abigail Stewart, University of Michigan (consultation on sustainability models)
 - Stephanie Goodwin, Wright State University, (discussions of approaches to evaluation of bystander training)
 - Joya Misra, UMass Amherst (consultation about pandemic-associated accommodations for faculty)
- Involvement in other ADVANCE Institutional Initiatives
 - Dr. Bond on Advisory Board for two new Catalyst Grants: Wichita State University and UMass Boston.
 - Dr. Bond served on NSF ADVANCE Review panel for preliminary proposals.

Impacts

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

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

What is the impact on other disciplines?

Through support from the Provost's office (pending) and the College of Fine Arts, Humanities, and Social Sciences, alternative mentoring support models are being expanded to all disciplines in the university.

What is the impact on the development of human resources?

Graduate students and postdoc involved with the project are being trained in research methodology and intervention design. They are also participating in conference presentations and the development of manuscripts for publication.

What is the impact on physical resources that form infrastructure?

Nothing to report.

What is the impact on institutional resources that form infrastructure?

- The Equity Leaders group provides Bystander training sessions.

- Interim director Michelle Haynes-Baratz meet regularly with the Chancellor, the Provost and the Deans to provide updates and to address any emerging issues.

What is the impact on information resources that form infrastructure?

- Collaboration with Institutional Research Office to collect institutional data for NSF toolkit and for monitoring change over time.
- A result from the third-year site visit is a collaboration among all data resources on campus to improve the sharing of data on campus and to avoid duplicate efforts.

What is the impact on technology transfer?

Nothing to report.

What is the impact on society beyond science and technology?

Our initiatives continue to be covered in public media. We have done considerable work to update our website which is accessed beyond the academy. We completed a contract with the State of Massachusetts to do a work climate assessment of the state Senate, work that built on our ADVANCE work. We are in conversations with a few additional organizations about doing a similar work climate assessment for them.

Changes/Problems

Changes in approach and reason for change?

- The new Provost, appointed in June 2019, is the prior Dean of Engineering. This marks continued administrative support for the WAVES initiatives but required us to establish links to the new acting Dean of Engineering.
- The new Provost was also the co-chair of our Internal Advisory Board. Laura Punnett, professor of biomedical engineering, was appointed the new IAB Chair in 2019. We have also adjusted the membership of the IAB to ensure representation of important constituencies.
- The Internal Advisory board created subcommittees focused on implementation & sustainability
- In 2020-21, Meg Bond will return from her sabbatical and resume her role directing the overall Project. Michelle Hayne-Baratz will continue to help lead the team and direct the social science research component of the grant.
- The 2020 supplemental funding will enable us to include our statistic consultant, Joe Gonzales (psychology) in extending our evaluation and daily bias-related research

Actual or Anticipated problems or delays and actions or plans to resolve them

- Department work is proceeding, but was delayed due to variability within the departments. Work with the Electrical and Computer Engineering department was stalled but has been restarted and is now moving along well. The Biology department has been very proactive and has been surveyed a second time after implementing recommended changes.

- Our prior provost left his position. The new provost for the past year is our prior dean of engineering who has been a strong supporter of WAVES, so the transition has been a smooth one.

Changes that have a significant impact on expenditures

Nothing to report

Significant changes in use or care of human subject

Nothing to report

Significant changes in use or care of vertebrate animals

Nothing to report

Significant changes in use or care of biohazards

Nothing to report

Special Requirements

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

Nothing to report