

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:

Jacqueline Moloney, Principal Investigator

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Margaret SobkowiczKline, Co- Principal Investigator

Recipient Organization: University of Massachusetts Lowell

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

Reporting Period: 09/01/2018 – 08/31/2019

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

Submission Date: 07/24/2019

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?

Making WAVES has been devoted to interventions that address the following three interconnected goals:

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:

- 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)
- Shared results of campus-wide biennial Workplace Climate Survey (which includes our Subtle Gender Bias Index, SGBI) with campus groups
- Conducted 12 Bystander trainings sessions during 2018-2019 academic year, including one at a Chair's Retreat that reached 25 of the 33 department chairs. The total number of people trained in 2018-19 was over 150.
- Selected and fostered four 50/50 mentoring pairs (on-campus lecture followed by mentoring opportunities for junior faculty); initiative expanded to other disciplines with support from non-STEM college deans
- Selected five interdisciplinary project groups led by associate professors. These IDEA (InterDisciplinary Exchange and Advancement) groups were funded by the Provost's Office, and WAVES facilitated monthly leadership development sessions.
- Worked with four departments to develop strategic plans for enhancing equity and inclusion
- Completed pilot and nationwide rollout of Daily Bias Survey (formerly Daily Diary); to date have 115 participants.

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Specific Objectives:

Awareness Campaign

- The Awareness Campaign has utilized 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.
- Significant progress has been made on building awareness and deepening skills for disrupting microaggressions. While the primary focus is STEM faculty, other faculty and the broader university community have been invited to participate in many activities.

- In many of the awareness efforts, we have likened microaggressions to mosquito bites; being bitten every once in a while, is an annoyance, yet an abundance of bites can be overwhelming, and some people get bitten more than others.

Survey feedback cycles on workplace climate data

- In part because of expanded support and awareness, the campus-wide 2017 ***Subtle Gender Bias Index (SGBI)*** survey had a **65% faculty response rate** (n=370, full-time faculty only) and stimulated discussion at the individual, departmental, and college levels.
- **In 2018-19, we continued to share the results of the 2015 and 2017 SGBI** with multiple campus groups (e.g., Executive Council, Academic Council, chairs meetings and retreats within colleges). There were no significant changes from 2015 to 2017; we suspect it is more likely to see changes in our spring 2019 survey.
- We have expanded the questions asked on this biennial survey so are now referring to it as the Faculty Workplace Climate Survey. The SGBI continues to be included on the survey.

Bystander Training for faculty

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

- **9 faculty “Equity Leaders” (ELs) worked with WAVES to design the UML-specific interactive workshop.** In the workshop, we share research-based information about microaggressions and their impact. We provide an intervention framework called “Get A (collective) GRIP tm”; participants then utilize the framework to practice intervention strategies in scenarios taken from faculty interviews.
- Developed a **new bystander training evaluation tool** (pre & post) that measures bystander efficacy, confidence to intervene, attitude change, and behavioral change.

IDEA (InterDisciplinary Exchange and Advancement) Communities

The plan for “IDEA Communities” shifted to a focus on utilizing interdisciplinary project groups as a vehicle to support professional development for associate professors. Five IDEA groups were funded by Provost’s Office for 2018-19.

- In 2018-19, WAVES facilitated monthly leadership development workshops for IDEA group leaders; topics included managing group dynamics, professional goal setting, navigating university politics, and how to establish a research center. This leadership group utilizes the principles of the original IDEA Communities model (Bond & Sladkova, 2017).
- Based on an evaluation done in the Fall of year 3, the external evaluator reported that IDEA leaders indicated that the leadership training helped them: to solve problems within their own research groups, to set professional and personal goals, to address work-life balance, and to expand their networks.

Expansion of the 50/50 Networking and Lecture series

The 50/50 initiative is an opportunity for primarily female junior STEM faculty to invite a notable researcher in their field to campus. 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 primary goal is to enable junior

faculty to develop collaborations, seek mentoring, discuss research ideas, and expand professional networks.

50/50 Networking series is garnering increasing recognition and appreciation around campus as well as positive feedback from attendees and hosts. The Provost's Office committed some funds to expand beyond S&E and SBS; the Dean of Fine Arts, Humanities and Social Sciences had also committed funds to expand to the non-STEM members of his college. Given that there is value in showcasing alternative career pathways taken by all faculty, some men have been included as guest speakers.

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 goal of the new personnel protocol is to increase transparency and accountability in evaluations based upon research showing that being required to articulate a rationale can reduce bias. The new protocol was disseminated; WAVES team members reviewed it in department chairs' and personnel chairs' meetings; and IAB members advocated in their departments and colleges. All survey respondents (**59% of all departments with promotion candidates, and 85.7% of all colleges**) had implemented **some variation of the protocol** by spring 2019. Deans report significantly more detailed and thoughtful letters from personnel committees as a result.
- Reviews of University Policies: An IAB subcommittee (Chaired by Engineering Dean) was charged with reviewing university practices that support equity. Goal is to annually identify one policy to address.
 - The 2017-18 target was around requests for tenure-clock extensions for parental leave. **Success: new faculty contract includes a shift to an "opt out" vs. the prior "opt in"** which communicates the extension as normative rather special treatment.
 - In 2018-19, the issue of partner hires was actively discussed in Deans' meetings, but discussions were put on hold while a new provost was selected. We anticipate returning to these discussions in 2019-20 with the new Provost.
 - Additionally, STEM college deans are increasingly proactive in encouraging diversity among candidates selected for campus interviews and in ensuring equity in salary and start up packages. Dean of Engineering initiated an analysis of salaries of full professors and made adjustments to address gender disparities.
- Service Equity: To assess service equity, a WAVES committee has focused on data collection. The university is promoting the use of the centralized system of data collection (Digital Measures) about faculty workload. **WAVES team successfully revamped the service categories to better align with a wider range of faculty contributions**, enabling more accurate tracking of service equity.

WAVES Departmental Accountability Initiative

WAVES is facilitating department-level planning around diversity, equity and inclusion equity issues. Four STEM departments (Biology, Chemistry, Electrical and Computer Engineering, and

Plastics Engineering) have made commitments to (a) form a Departmental Equity Action Team (DEAT); (b) conduct a climate assessment (i.e., interviews conducted by an external consultant and a departmental survey); (c) departmental goal setting and action planning based on the assessment.

- All four departments have DEATs and faculty participated in interviews re: departmental climate.
- Department-wide survey completed by all departments.
- Feedback shared, and meetings held with Biology and Plastics to develop specific action plans.
- Work with Chemistry and ECE are in progress.

It's too early to have clear indicators of impact on departmental climate, policies or procedures; but participation has been good thus far.

Significant Results:

Increased conversations (reported by deans & administrators, participants in WAVES initiatives, and equity leaders):

- General “buzz” on campus seen as moving from “disinterested/dismissive to curious.”
- Even resistance has changed “from mocking to openly challenging” (which we consider positive change to have resistance more open to discussion).
- S & E Deans report increased constructive conversations about bias in chairs’ meetings.

Case example from Engineering about the evolution of reactions to addressing microaggressions:

- Retreat 2016 – complaints; “a waste of time”
- Retreat 2017 – ½ as many complaints
- Retreat 2018 – 25 faculty signed up for Spring bystander workshops (total trained = 38% of engineering)

Staff asking to be included:

- Staff have been Included in some WAVES workshops.
- HR bystander training previously under subscribed; after WAVES campaign and workshops, registrations “suddenly went way up” for HR workshops as well.

Uptick in people seeking advice about how to approach inappropriate interactions from WAVES and Equity Leaders

Bystander Training:

- **164 people have participated to date (134 are FT faculty, representing ~ 25% of all FT faculty)** in 11 open-enrollment (five in 2018 fall and 6 in 2019 spring), one chairs’ retreat. Three pilot workshops were conducted during the summer of 2018. Participants in the open enrollment workshops come from **EVERY STEM department**, all colleges, and are 59% female.

- Pre-post evaluations of 11 workshops (N=80 out of 164 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=1.51, SD=1.169) and ability to support a fellow faculty member who is being treated disrespectfully (M=1.06, SD=1.296). Participants also felt the workshop increased their level of confidence to say something to a person who is acting inappropriately toward a colleague (M=0.74, SD=0.965).
- **Participants overwhelmingly endorsed the value of the workshop (M=4.80, 5-pt scale); 98% 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 (e.g., UMass Medical Women’s Leadership training, UMass President’s Speakers Series, Mass Secretary of Education Round Table), and media coverage (e.g., Radio Boston, New York Times, Boston Globe, The Conversation).
- We have trademarked “Get A (collective) Grip” training framework and are currently developing a trainer manual to help other institutions/organizations who want to implement their own training program.

Adaptation of IDEA:

- Established a new partnership with the provost’s office and the office of institutional research to address shared faculty development goals for associate professors.
- Expanded interdisciplinary networks of the participating associate professor group leaders.

50/50 Hosts from across S&E disciplines (1 Eng & 2Sci in 2018-2019)

- A total of 11 STEM faculty host-mentor pairs have been sponsored, starting in 2014. **33% of all junior S&E women faculty have hosted.**
- The post-event evaluations have been positive. Of the 245 event attendees in seven events during Years 1-3, 158 (64.5%) participated in post-event evaluations. Overall, 94.3% of the participants agreed that the technical portion of the talk is informative (M=4.56, SE=.055), and 84.1% agreed that the information regarding career path is informative (M=4.31, SE=.068). Although most of the respondents had not attended previous 50/50 lectures, **89.2% would recommend the 50/50 talks to others** (M=4.52, SE=.058), and 86.7% would like to attend future events (M=4.46, SE=.064).
- We are working on partnering with deans and provost to expand this mentoring opportunity to all disciplines.
- External evaluator conducted interviews in Spring 2019 with five of the previous 50/50 lecture hosts. NSF funding has enabled us to expand follow-up mentoring activities, i.e., one host is currently drafting 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 lecture at speaker’s institution.

Personnel Protocol – implementation in increasing; impact felt

- 2016-17 – 53% of all departments responded to the survey. 65% of the responding departments implemented some variation of or entire new personnel protocol recommended by WAVES.
- 2017-18 – 62.5% of responding depts. implemented some variation of or entire personnel protocol.
- 2018-19 – 59% of all departments with promotion candidates and 85.7% of all colleges responded the survey. All departments and colleges responding the survey implemented some variation of or entire personnel protocol. Personal Protocol info was included in Provost-sponsored training for all PCs in fall 2018.
- **Deans report significantly more detailed and thoughtful letters** from PCs following adoption of protocol.
- **2019 University R&T** – Provost reported that the use of the protocol had a very stimulating and positive effect on both the depth and quality of the committee’s deliberations”. HR observer at the meeting noted that, as a result of using the protocol “... dialogue reflected one of the most thoughtful processes I’ve seen in academia.”

Key outcomes or Other achievements:

The American Association for the Advancement of Science (AAAS) honored UMass Lowell on February 2019 for our commitment to diversity, equity and inclusion in STEM and furthering positive change in the institution’s relevant policies and practices as an inaugural recipient of a SEA Change Bronze award.

<https://science.sciencemag.org/content/364/6443/844>

<https://www.uml.edu/News/press-releases/2019/SEACHangeRelease021419.aspx>

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

Yun Ling Li, postdoctoral research fellow, will present her career path at the American Sociological Association annual meeting roundtable session in August 2019. Session title: *Mentoring and networking roundtables for the Teaching and Learning Section.*

How have the results been disseminated to communities of interests?

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

- Sobkowicz, M.J. (March 2019). *Effective University-Industry Alliances for Balancing and Bridging the Gender Gap in Engineering.* International Women’s Day Keynote Lecture, Juniper Networks, Westford, MA
- Bond, M.A. (2018). *Workplace sexual harassment: Let's talk about prevention, active bystanders, respect, and civility.* UMass System-wide Faculty Showcase, sponsored by the UMass President’s Office, UMass Club, Boston, MA (10/9/18)
- Bond, M.A. (2018). *Making WAVES: An approach to promoting women in STEM.* Presentation to the Massachusetts Commissioner of Education (James Peyser) at a STEM roundtable briefing. Lowell, MA (10/25/18)

Ongoing Internal Awareness & Partnerships:

- Quarterly meetings with Chancellor Jacqueline Moloney
- Quarterly meetings with Provost Michael Vayda
- Biweekly meetings with Vice Provost for Faculty Success Beth Mitchneck through December 2018
- Regular meetings with UMass Lowell Internal Advisory Board, many of whom have made presentations about WAVES to their campus constituencies
- Recognizable WAVES advertising materials (posters, postcards) have generated a broader awareness of the WAVES efforts across campus (aka our mosquito campaign).
- Microaggression awareness generated through multiple outlets, e.g., website, CWW Facebook posts, Daily Bias Survey.
- Survey feedback sessions with various groups continue to promote discussion of issues on campus

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

Goal 1: To disrupt microaggressions

- Develop the new phase of awareness campaign
- Create WAVES brochure summarizing project and all accomplishments to disseminate widely to both internal and external audiences
- Provide talking points on WAVES progress for Chancellor and Provost for campus presentations in fall 2019
- Add intersectionality, sexual harassment and climate items to survey
- Conduct new work climate survey and present results on a broad scale across campus
- Conduct 3 fall and 3 spring bystander workshops; target more senior faculty
- Recruit and train additional Equity Leaders who can provide bystander training

Goal 2: Provide mentoring and alternative support mechanisms for faculty

- Clarify next steps for IDEA; collaborate with office for research administration to identify new groups
- Collaborate with FAHSS to expand 50/50 mentoring opportunities to faculty outside of STEM
- WAVES team will evaluate all 50/50 events, even those outside of STEM, including evaluation of follow up mentoring within past speaker/host pairs

Goal 3: Promote Equity and Accountability

- Continue rollout of personnel protocol, integrate into chairs training, evaluate uptake (in collaboration with provost and dean to reach all personnel committee chairs)
- Continue consultations with department around strategic diversity plans with four departments; expand to 4 additional departments

Social Science Research

- To collect more data, we will provide additional Amazon gift cards for first 100 study participants nationally in academic year 2019-2020. The recruitment strategy we currently

use is to ask team members and allies to take the promote materials (bookmarks containing the study info) with them when they go to conferences.

- Continue data analysis –
 - Start drafting manuscripts from national daily bias data.
 - Compare UML results – incorporate with bystander training 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. Lohmeier, J. & Bond, M.A. *Measuring subtle bias in the academy: Psychometrics of a new scale.* (Summary of psychometrics of the Modified SGBI.)

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

Haynes-Baratz, M., Bond, M.A., Allen, C., Li, Y.L., & Metinyurt, T. (under revision to submit to new journal). *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., Li, Y.L., Gonzales, J., & Bond, M.A. Daily diary approach to measuring daily microaggressions. (Initial results from the Daily Bias Survey study).

Sobkowicz-Kline, M. & Lohmeier, J. *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, 2018 – June 30, 2019)

Bond, M., Feghali-Bostwick, C. Goodwin, S., & O’Meara, K. (October 2017). *From Awareness to Action: Promoting Faculty Bystander Intervention through Experiential Learning.* Workshop conducted at the 2017 ADVANCE/GSE Program Workshop, Washington, D. C.

Bond, M.A. & Haynes-Baratz, M. (June 2019). Activating faculty bystanders in the academy: Contextual understanding vs. prescribed behaviors. Paper in symposium (M. Bond, Chair) on “Bystander interventions in gender-based violence: Attending to opportunity, context, and roles” (accepted for inclusion in the 2019 SCRA Biennial Conference on Community Research and Action, Chicago, IL).

Bond, M.A. (August 2018). *Bystander training at UMass Lowell: A social-ecological approach.* Paper presented as part of a featured symposium on “Exploring the value of bystander intervention for decreasing the chilly climate for women at work” (O’Leary-Kelly, Chair), Convention of the Academy of Management, Chicago, IL.

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

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

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

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

Li, Y. L., Bond, M. A. & Haynes- Baratz, M. (January 2019). Bystander Training Workshop Development. *Roundtable session at the annual meeting of the Society for Women in Sociology, Denver, CO*.

Metinyurt, T., & Bond, M. A. (2019). Disrupting microaggressions in the academic workplace: The role of bystanders. *Poster presented at the International Convention of Psychological Science. Paris, France*.

Metinyurt, T., Bond, M.A. & Haynes- Baratz, M. (June 2019). Microaggressions in the workplace: A review and a case study. Paper in symposium on “Disrupting the covert: Multi-level responses to interrupting and eradicating microaggressions” (accepted for inclusion in the 2019 SCRA Biennial Conference on Community Research and Action, Chicago, IL)

Other Conference Presentations / Papers

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

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

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

Bond, M.A. & Haynes-Baratz, M. (June 2018). *Navigating Workplace Culture: Combating Microaggressions*. Workshop conducted at the UMass Lowell Women's Leadership Conference: The Power and Potential of Women, Lowell, MA.

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

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

Participants/Organizations

Full details of individuals who have worked on the project

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 Michael Vayda (e.g., extending 50/50 initiative beyond the colleges of science and engineering, funding for IDEA Groups)
- Deans – Joseph Hartman, 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)
 - Christine Shea, University of New Hampshire (collaborations on bystander measurement; session together at the Academy of Management)
 - Jan Rinehart, Northeastern University (consultation on sustainability models; discussing involvement in initiatives for women of color in STEM)
- Involvement in other ADVANCE Institutional Initiatives
 - Karoline Evans (a member of WAVES IAB) is the ongoing liaison to the NEU network, working on issues for faculty women of color.
- Erin Roberts, Senior Research Coordinator, Department of Diversity and Inclusion, Deakin University, Burwood, Australia (visiting scholar at CWW for March 2019) – exchange of ideas about how to support diversity in the academy.

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. Ongoing study of the efficacy of the interventions described is likely to further this impact.

What is the impact on other disciplines?

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

What is the impact on the development of human resources?

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.
- Project Director Meg Bond meets regularly with the Chancellor, the Provost and the Deans to provide updates and to address any emerging issues.
- Meg Bond presented to the Executive Cabinet.

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.
- Coordination with AAAS SEA Change application to document commitment to institutional systemic transformation.
- 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 have a contract with the State of Massachusetts to do a work climate assessment of the state Senate, work that builds on our ADVANCE work. We are in conversations with a few additional organizations about doing a similar work climate assessment for them. Additionally, we are working with the Massachusetts Commission Against Discrimination and the Massachusetts Commission on Women to write a model bystander training workshop for the state of Massachusetts.

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 has 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, has been appointed the new IAB Chair. We have also been reassessing the membership of the IAB to ensure representation of important constituencies.
- The departure of the Vice Provost for Faculty Success in January 2019 has resulted in a refocusing of many mentoring efforts to other offices. As a result, we are working more closely with those new offices.
- The IDEA Community Model was adapted to integrate the Provost's Office priority for professional development of mid-career faculty
- The Internal Advisory board created subcommittees focused on implementation & sustainability

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 is particularly stalled, but the Plastics Engineering is proceeding extremely well.
- Our prior provost has left his position. The new provost is our prior dean of engineering who has been a strong supporter of WAVES, so we anticipate a smooth transition.

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