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## Preview of Award 1629889 - Annual Project Report

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### Cover

Federal Agency and Organization Element to Which Report is Submitted:	4900
Federal Grant or Other Identifying Number Assigned by Agency:	1629889
Project Title:	ADVANCE Institutional Transformation at Florida International University
PD/PI Name:	Kenneth G Furton, Principal Investigator Yesim N Darici, Co-Principal Investigator Michael Heithaus, Co-Principal Investigator Ranu Jung, Co-Principal Investigator Suzanna M Rose, Co-Principal Investigator
Recipient Organization:	Florida International University
Project/Grant Period:	09/15/2016 - 08/31/2021
Reporting Period:	09/01/2018 - 08/31/2019
Submitting Official (if other than PD\PI):	N/A
Submission Date:	N/A
Signature of Submitting Official (signature shall be submitted in accordance with agency specific instructions)	N/A

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### Accomplishments

#### \* What are the major goals of the project?

The overarching goal of FIU ADVANCE is to develop institutional structures, processes, and climate that build an affirming and fair workplace for women and underrepresented groups at Florida International University. Four main objectives guide FIU ADVANCE's efforts to accomplish this goal:

1. **Attract, recruit, retain, and promote** more women STEM faculty, particularly underrepresented minority (URM) women, to provide more congruence with the demographics of the FIU student body.
2. **Educate** faculty about gender-by-ethnic biases and microclimates that affect the advancement of women.

3. **Move faculty from insight to action** to promote gender equity using the Bystander Leadership Program, an evidence-based intervention program.
4. **Develop the Advance Florida Network** for women STEM faculty and postdoctoral fellows from FIU, University of Central Florida (UCF), and University of South Florida (USF).

FIU ADVANCE's initiatives are intended to create a faculty-based social system that acts proactively to enhance a culture of inclusion for all faculty at FIU as well as to advance women and underrepresented minority faculty, particularly within STEM and the Social and Behavior Sciences (SBS). Our activities fall within four main categories:

1. Behavioral Intervention Projects
2. Recruitment and Advancement
3. Policies/Procedures Review
4. ADVANCE Florida Network

Our objectives and progress are described in detail under Specific Objectives.

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

Major Activities: Two projects were the foci for 2018-2019:

- (1) the formal launch of the **Bystander Leadership Program**, our signature Behavioral Intervention Project and research project #2 (formerly Deep Change Program) and
- (2) the development of college and departmental **diversity and inclusion** plans that were part of our Policies and Procedures Review.

**1. Behavioral Intervention Project and Social Science Study 2 (SSS#2): Bystander Leadership Program (formerly Deep Change Program)**

The Bystander Leadership Program (BLP) is the signature program of FIU ADVANCE's new initiatives. It was designed as an educational, interactive, behavioral skills training program for faculty. It was developed, pilot tested, and conducted as both a research project (Years 2-3) and as an educational program for STEM and Social and Behavioral Science (SBS) faculty (Years 2-5).

Bystander is intended to move faculty participants from "insight" to "action" to address observed or anticipated instances of gender and race bias and discrimination among faculty. The program raises awareness about the interplay between power, privilege, and bias often experienced by women and minorities. It also provides practice in using a toolkit of intervention responses and actions in response to situations of bias. The program is intended to develop a social system at FIU that supports and institutionalizes positive change among tenure-line faculty in three key areas:

1. Demonstrating greater appreciation for diversity and a reduction in prejudicial attitudes
2. Greater knowledge of and confidence in using prosocial intervention skills and strategies
3. Increasing diversity-affirming behaviors

**SIGNIFICANT RESULTS OF BYSTANDER INTERVENTION (SSS#2)**

The Bystander Leadership research study was launched in fall 2018. Participants to date include 127 STEM and Social and Behavioral Science tenure-track faculty members towards the goal of 155 (40%) to be included in the research.

• **Preliminary results** comparing the pre-test with a three-month follow-up survey showed significant changes in self-reported items including: "Willingness to speak about equity and diversity in my workplace to my colleagues" in terms of items: "I want to do this," "I am confident I can do this," "and I engage in this action on a regular basis."

• **Extensive comments** in response to open-ended questions included on the three-month follow-up survey also show a positive effect:

o “I think ALL faculty would really benefit from this kind of training program to help them understand various biases.”

o “More than one person [in my department] has participated in the bystander training program which I believe has led to a very responsibly written diversity plan.”

• Bystander has drawn **attention from other ADVANCE programs and universities**. Rose met with the science deans at UCLA at their request to explain the program to them. Two ADVANCE members from Oregon State University (Becky Warner and Susan Shaw) attended a Bystander workshop, as did Susana Peña from Bowling Green State University. They plan to use or incorporate parts of the program in their activities. Kirsten Dellinger from University of Mississippi attended in order to prepare an NSF ADVANCE proposal.

## **2. Policies and Procedures Review: Faculty Diversity and Inclusion Plans**

The diversity and inclusion plans are guided by two key goals: to increase the representation of faculty from historically underrepresented groups (URGs), such as women in STEM and African-American and Hispanic-American faculty in all fields; and to enhance the institutional climate to attract and retain underrepresented groups at the faculty and doctoral student level. Deans and Chairs will be accountable for meeting planned goals.

During 2018-2019, six colleges and the 41 departments within their colleges were required to develop and implement a diversity and inclusion plan and to submit a report in August 2019 describing their progress toward meeting their diversity and inclusion priorities. The participating colleges included: Colleges of Communication, Architecture + the Arts; Arts, Sciences, & Education; Engineering & Computing; Business; the School of International & Public Affairs; and Public Health and Social Work. The remaining colleges will complete plans and set goals in 2019-2020 (Hospitality, Law, Libraries, Medicine, Nursing).

Certain aspects of FIU ADVANCE are required to be included in departmental plans, including participation in the Bystander Leadership Program, STRIDE hiring workshops, and the Diversity Advocate Programs.

Specific Objectives: Other specific objectives were focused on Behavioral Intervention and expanding the ADVANCE Florida Network.

### **1. Behavioral Intervention Projects**

#### **1.A. Social Science Study 1 (SSS#1): Microclimate Project**

The **Microclimate Project** is designed as both an ADVANCE project and as a research project to explore the complexity of how a multiethnic cultural climate within FIU STEM departments affects the recruitment and advancement of women in STEM, particularly Hispanic-American and African-American women faculty.

The term “microclimate” refers to local social climates within a department that may differ from the larger organizational climate. The Microclimate Project studies the faculty dynamics within FIU’s STEM departments to achieve two aims:

1. To explore the intersection of ethnic/race/national origin biases and the role they play in creating departmental microclimates that affect power, status and decision-making.
2. To understand the impact of departmental microclimates for advancing women in STEM, particularly underrepresented minority women (URMs).

#### **SIGNIFICANT RESULTS OF MICROCLIMATE PROJECT (SSS#1)**

• **Focus Groups** were completed during spring 2017, including two groups of STEM/SBS women (N=9) and two groups of STEM men (N=13).

- **Interviews** were conducted by Dr. Farhangi with 4 women and 12 men STEM faculty in spring 2017; the data have been transcribed and currently are being analyzed.
- **These results** informed the content for our Bystander Leadership and AWED Theater Programs.
- Dr. Farhangi is **initiating another round of data collection** in fall 2019 to deepen our understanding of intersectionalities of men faculty.
- The **Ego Network Survey will be redesigned** to capture and evaluate the diffusion of BLP and diversity ideas among faculty networks during spring 2020.

### 1.B. Interactive Theater

The Interactive Theater Project (ITP) is an integral part of FIU ADVANCE's aim to develop an affirming and respectful approach to education around sensitive topics such as ethnic and gender biases. Interactive Theater has been incorporated into the design of the Bystander Leadership Program.

#### **SIGNIFICANT RESULTS OF INTERACTIVE THEATER**

- **AWED Theater is a FIU-branded theater unit** under the direction of Creative Director Jeffrey Steiger, who also has written the original scripts for AWED Theater as part of his commitment to FIU ADVANCE. The productions may be scheduled by other universities and professional associations.
- This year, **AWED Theater held performances** at the American Society for Engineering Education for 200 Engineering Deans, which helped promote ADVANCE activities and to raise awareness of diversity and inclusion issues in general. As a result, Steiger was asked to bring AWED theater to various institutions nationally in Spring 2019, including West Virginia University, FAMU-FSU College of Engineering, and Oregon State University.

### 2. ADVANCE Florida Network (AFN)

AFN provides mentoring, networking, collaboration, and professional opportunities to tenured and tenure-track STEM women faculty and STEM women postdoctoral fellows among the three urban public research universities that comprise the Florida Consortium of Metropolitan Research Universities: Florida International University (FIU), University of Central Florida (UCF), and University of South Florida (USF). The goal of the AFN is to encourage collaboration and the sharing of information and resources in the areas of recruitment, promotion, retention, and leadership for women. FIU Provost Kenneth G. Furton, UCF Provost A. Dale Whittaker, and USF Provost Ralph C. Wilcox each committed \$10,000 annually to support travel expenses for tenure-line women STEM faculty and Postdoctoral Associates to travel to one of the other universities to develop research collaborations and networks with faculty.

- **Twelve applicants participated** in Year 3, increasing the total of participants to 30 since its start in 2016.
- **We refined the procedures and guidelines** for the AFN program in order to ensure women faculty and postdoctoral participants are able to promote their research by conducting a colloquium or seminar, and to more effectively convey the goals and requirements of the program to the funded applicants and their hosts.

#### **SIGNIFICANT RESULTS OF ADVANCE FLORIDA NETWORK:**

Year 3 AFN Awardees by Rank

	<b>Postdoc</b>		
<b>T/TT</b>		<b>Instructor Total</b>	<b>T/TT</b>

<b>FIU</b>	5	1	0	6
<b>UCF</b>	0	1	1	2
<b>USF</b>	3	1	0	4
<b>TOTAL</b>	8	3	1	12

- Since its inception, participants continue to display overall positive feedback and satisfaction for AFN. 100% of applicants found the visits to other institutions as part of AFN to be very useful, and the same number reported being overall very satisfied with the program.

- Postdoctoral fellows provided positive appreciation of the AFN format, which is similar to a faculty interview, thus providing participants with a type of mock faculty interview. This is especially helpful practice for those seeking faculty positions.

- Two senior AFN awardees asked if AFN funding could be provided for a follow-up workshop to explore collaborations more in depth. We are exploring this possibility with the participating universities.

Total Years 1-2 AFN Awardees by Rank

	T/TT	Postdoc	Instructor	Total
<b>FIU</b>	10	4	0	14
<b>UCF</b>	5	4	1	10
<b>USF</b>	5	2	0	7
<b>TOTAL</b>	20	10	1	31

### 3. Recruitment and Advancement

#### 3.A. Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee

As part of FIU's institutional commitment to FIU ADVANCE, the Faculty Recruitment Workshops offered by the STRIDE Committee now serve faculty search committee members in all colleges and departments. The STRIDE Committee meets bimonthly to better understand factors that influence hiring processes and outcomes and incorporates the material into faculty recruitment workshops that are offered every fall term. The workshop educates attendees on how unintentional biases may affect hiring decisions and provides information about best practices for attracting and hiring the best candidates. This year we continued to provide small-group interactive format of fewer than 15 participants per session, which allows for more discussion. In addition, we provided two sessions of large-group interactive formats of 50 participants. This new structure resulted in more active engagement by participants and provided a growth in participation.

#### 3.B. Leadership Programs

Faculty Programs

- The annual **Women Faculty Leadership Institute (WFLI)** focuses on skills training, networking, and identifying strategies to improve FIU's institutional climate.

Departmental Chairs

- **Chairs' Leadership Retreat.** The third Departmental Chairs' Retreat was held in

August 2018 and addressed topics such as improving departmental climate, faculty equity, conflict resolution, leadership strategies, and faculty governance structures.

- **Chairs' Mentor Program (CMP)**. This program pairs new chairs with more experienced chairs to provide advice and support.

### 3.C. AWED Faculty Fellows Program

The **Faculty Fellows Program** was launched in fall 2017. Provost Kenneth G. Furton has committed ongoing institutional support to the Office to Advance Women, Equity & Diversity (AWED) for this program.

### 3.D. Diversity Mentor Professorships

The **Diversity Mentor Professorship (DMP)** program is a special initiative launched in 2017-2018 to recruit excellent research scientists with a history and commitment to the mentorship of women students and students from domestic URM populations.

### 3.E. Faculty Mentor Program

The FIU **Faculty Mentor Program (FMP)** is in its eighth successful year. This year, the program was expanded to include all faculty ranks, including tenure-line, research, clinical, and instructors.

Significant Results:

## 1. Policies and Procedures Review

### 1.A. Faculty Diversity and Inclusion Plans

- Two Deans submitted their draft of college plans to AWED and 38 departmental plans were submitted. AWED continues to offer consultation and guidance to refine these plans.
- Department chairs are to report annually on their progress towards meeting their diversity and inclusion goals. Reports are due by July 31, 2019.
- Deans of three colleges have agreed to provide one course release annually for a Faculty Fellow/Equity Advisor to be jointly selected by the Dean and AWED that will participate as facilitators in STRIDE, Bystander or other AWED training programs.

### 1.B. Policy and Procedures Actions

- The **2016 COACHE survey** identified faculty concerns about the clarity of tenure and promotion processes. Three faculty mentor workshops were offered to address: (1) third review, (2) tenure and promotion, and (3) non-tenure track promotion.
- AWED requested of the **Faculty Senate** that the Tenure and Promotion Manual be revised to signal that faculty efforts related to these values be recognized in the tenure and promotion process as valid and valuable academic contributions.
- Rose worked with faculty and the provost to add an **addendum to faculty leave policies** clarifying that a faculty on parental leave can volunteer to work and continue to mentor students as they see fit.
- Several cases of **grievances** and complaints about procedural violations by department chairs were processed.
- **Exit Interviews:** Twenty departing FIU faculty were contacted. Eight (5 women; 3 men/4 White, 1 Black, 3 Asian) agreed to be interviewed by Kathleen Wilson. Of those who were interviewed, all had left FIU voluntarily except one. Of the 8 faculty members interviewed, the following problems were identified:
  - o Poor leadership at Dean or Chair level (discrimination, bullying, disrespectful behavior)

- o Lack of faculty development funds, salary, summer funding
- o Teaching load, salary or research funds better at new institution
- o Personal reasons, e.g., be closer to family

### **1.C. Salary Equity Program**

- AWED made 13 salary adjustments in fall 2018, including adjustments for under-represented minority faculty.
- To date, 45 salary adjustments have been done.

## **2. Recruitment and Advancement**

### **2.A. Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee**

To recruit, retain and promote more women and minority faculty at FIU, this year STRIDE offered three levels of STRIDE workshops to address the issue of gender and race bias in evaluations:

- **STRIDE for faculty recruitment:** 193 faculty participated this year; more than 500 unique participants have completed the workshop since fall 2016.
- **STRIDE for College Tenure and Promotion Committees:** Workshops were held for the T&P committees of two colleges, CASE and Public Health & Social Work.
- **STRIDE for hiring leaders** (i.e., executive searches, deans, and above): One workshop was held for the hiring committee for the Dean of Hospitality.

The small group format proved to be effective at stimulating more discussion. STRIDE workshops were extremely well received by attendees with 87% of participants rating them as effective in helping them understand the benefits of having a diverse faculty, the role of stereotypes in career advancement, and in finding solutions for these issues.

### **2.B. Leadership Programs**

- About 80 women faculty attended the 2019 **Women Faculty Leadership Institute (WFLI)** focused on #MeToo in Academe. Keynote speaker Joan Schmelz, Ph.D., Director, NASA Postdoctoral Program, Universities Space Research Association, gave insights based on her impressive work to expose and confront sexual harassment in science and academe. FIU ADVANCE's main vehicle for leadership training for women, WFLI has been successfully offering leadership training, faculty development, and networking opportunities to women faculty since 2011.
- The August 2018 **Chairs' Leadership Retreat** was attended by 48 chairs and directors. Suzanna Rose presented at Retreat and discussed diversity and inclusion challenges, followed by interactive session of case studies derived from interviews with FIU faculty that were conducted as part of FIU's NSF ADVANCE grant. This presentation was positively evaluated by the chairs.
- **Chairs' Mentor Program.** The CMP started in fall 2018 under the supervision of Kathleen Wilson, the newly appointed Provost's Faculty Fellow and Faculty Ombudsperson. Wilson previously served as the Chair of the Faculty Senate and also as United Faculty of Florida President. Rose also presented the chairs with strategies to avoid workplace disputes at the Chairs Advisory Council in February, 2019.
- The **Diversity Advocate (DA) Program** was initiated in 2018-2019 with search committees for tenure-line hires in STEM and SBS. The DA program provides advanced training for one member of each faculty search committee concerning methods to expand the diversity of the candidate pool.

## 2.C. AWED Faculty Fellows Program

The **Faculty Fellows** Program began in 2017-2018, and two tenure-line faculty members currently serve as AWED Fellows. Provost Kenneth G. Furton has committed ongoing institutional support to AWED for this program. Two tenure-line faculty members, Leslie Frazier, Associate Professor, Psychology, and Kirsten Wood, Associate Professor, History, currently fill two half-time positions with AWED, where they have contributed to ADVANCE/AWED projects and receive administrative experience and mentorship.

## 2.D. Diversity Mentor Professorships

The **Diversity Mentor Professorship (DMP)** program was launched in 2017-2018. The Provost, the Dean of Arts, Sciences & Education, and the Dean of Engineering & Computing have together committed four faculty lines to AWED over the course of the grant. Successful candidates will receive a one course teaching release annually to participate for two years in the FIU ADVANCE mentoring, advocacy, and leadership activities. There were 44 applicants for the two engineering positions and 65 applicants and for the two Science positions. Two accomplished senior faculty began in fall 2018, Daniela Radu, Associate Professor of Mechanical and Materials Engineering Svetlana Roudenko, Professor of Mathematics. The search will continue this year to fill the remaining slots.

## 2.E. Faculty Mentor Program

- The **Faculty Mentor Program (FMP)** currently **serves faculty in all colleges**, with 180 participating as mentors and mentees in 2018-2019. Participants include 163 faculty; 94 are new members to the program. More than 500 faculty have participated since FMP was established in 2011. FMP includes one-on-one mentoring, mentor training, networking events, and structured skills-training presentations related to enhancing faculty productivity. Overall, the FMP has offered deep learning and mentoring opportunities to more than 600 unique participants.

**Seven events were held** on topics including grant writing, tenure and promotion, and maximizing mentoring. At least five more events are planned for spring 2019.

- The 2019 Tenure & Promotion Workshop had over 100 attendees.
- The 2nd annual In Search of Solidarity Event for Black faculty and doctoral students was held in March 2019. There were over 40 attendees.
- The 9th annual Women Faculty Leadership Institute was held on May 3, 2019 with about 80 attendees.

This year's event topics have been expanded to encourage participation by both tenure-line faculty and instructors.

The **Launch Program**, led by Frazier, was relaunched this year for seven assistant professors in STEM or SBS. Launch provides collective mentoring in order to provide support and guidance to new junior faculty members.

Key outcomes or Other achievements:

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

1. STRIDE Committee – provides faculty with the opportunity to become internal experts on unconscious bias and diversity issues.
2. STRIDE Workshops – educates individual faculty in best hiring practices; encourages all faculty to take a leadership role to achieve inclusive excellence
3. Diversity Advocate Program – provides in-depth information concerning recruiting a diverse pool of faculty candidates
4. Bystander Committee – provides faculty facilitators with in-depth knowledge of and experience with behavioral change training



5. Bystander Leadership Program (BLP) – About 127 STEM and SBS faculty participated in the workshops so far and have practiced concrete methods of intervening in instances of gender or racial bias and to increase inclusiveness of women and URM faculty.
6. FIU Women Faculty Leadership Institute (WFLI) – WFLI has been successfully offering leadership training, faculty development, and networking opportunities to women faculty annually since 2011. WFLI is focused on skills training, networking, and identifying strategies to improve FIU's institutional climate.
7. Chairs' Leadership Retreat – The 1-2 day retreat addresses topics such as improving departmental climate, faculty equity, conflict resolution, leadership strategies, and faculty governance structures.
8. AWED Faculty Fellows Program – The Faculty Fellows Program was launched in 2017-2018. Two tenure-line faculty members fill two half-time positions with AWED, where they contribute to ADVANCE/AWED projects and receive administrative experience and mentorship.
9. Faculty Mentor Program (FMP) – FMP serves all tenure-line faculty in all colleges, with 180 tenure-track/tenured faculty participating in 2018-2019. FMP offerings include mentoring events, workshops, and talks on topics such as grant writing, publishing, and mentoring diverse students.

**\* How have the results been disseminated to communities of interest?**

Since the first year of FIU ADVANCE, we have promoted grant activities widely in a variety of print and electronic modes, and through direct engagement with FIU leadership. These communication efforts have reached diverse audiences at FIU, universities throughout Florida, other ADVANCE institutions, and the broader scientific community.

The PI, Co-PIs, and Project Team have continued to engage in numerous communication and dissemination activities, including publishing a chapter in the IGI-Global book *Handbook of Research on Faculty Development for Digital Teaching and Learning* and participating in the 2019 STEM for All Video Showcase.

- Article published in *WIARreport* about the Diversity Mentor Professorship program in September 2018
- Article published in *Women in Higher Education* in December 2018 about FIU ADVANCE initiatives
- Profile published on Suzanna Rose and FIU ADVANCE in *Open Access Government* in December 2018
- Blog post entitled "Increasing Representation Among STEM Faculty Members" published in ACE's *Higher Education Today* blog series on campus climate and STEM success in January 2019
- Suzanna Rose was featured in the *FIU News* "2019 Salute to Women in FIU History" yearly story
- An e-book was published detailing the projects FIU ADVANCE is doing to advance women in STEM at FIU
- Number of articles about various FIU ADVANCE initiatives, such as the Bystander Leadership Program, have been published in *FIU News*, the university's official news site
- Regular feature on *ADVANCE News*, "FIU Women in Research," was begun to highlight accomplishments of female faculty
- Article published in *PantherNOW*, FIU's student news organization, about the Bystander Leadership Program
- Yesim Darici discussed FIU ADVANCE programs during a Women's History Month segment with PBS
- Collateral print materials have been developed for dissemination at events
- Video about Bystander Leadership Program was created and features on the Bystander page of the ADVANCE website
- The Bystander Leadership Program was part of the 2019 STEM for All Video Showcase
- Twitter feed was created for the Office to Advance Women, Equity & Diversity

A full list of communication and dissemination activities is attached.

In addition to the above communication activities, we have focused our dissemination efforts on engaging university leadership in the FIU ADVANCE goals and initiatives. By engaging these stakeholders at FIU, we can increase knowledge of and commitment to FIU ADVANCE.

- The **External Advisory Board** met for the second time at FIU in February 2019. The Board is comprised of six representatives from other institutions that have had ADVANCE grants and/or implemented programs with similar goals. The EAB met with FIU President Mark B. Rosenberg, FIU Provost Furton, and the ADVANCE Co-PIs, Project Team, Internal and External Evaluators, Research Team, and Internal Advisory Board, and provided the ADVANCE team with a written report of recommendations and feedback after their meeting.
- The **Internal Advisory Board** met twice in 2018-2019.
- We have continued to educate the **Deans' Advisory Council**, the **Chairs Advisory Council** (all FIU department chairs), Bystander Intervention Program facilitators, and STRIDE members on all grant activities.

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

Prepare for the 3rd year NSF site visit in December 2019; Present results at the NSF ADVANCE conference in October in Cleveland; Continue recruiting for the Bystander Leadership Program; launch the Ego Network study; analyze data and

publish results.

## Supporting Files

Filename	Description	Uploaded By	Uploaded On
Year 3 Final Report Full Communications List.pdf	A full list of communications activities undertaken by the office	Suzanna Rose	07/18/2019
FIU News articles.pdf	Articles appearing in FIU News about FIU ADVANCE objectives/programs	Suzanna Rose	07/18/2019
External Communications.pdf	Articles appearing in external communications about FIU ADVANCE objectives/programs	Suzanna Rose	07/18/2019
Year 3-Toolkit Faculty data tables for NSF annual report 2019.pdf	Faculty data tables	Suzanna Rose	08/01/2019

## Products

### Books

#### Book Chapters

Rose, S.M., Darici, Y., & Farhangi, S. (2019). Handbook of Research on Faculty Development for Digital Teaching and Learning. *Strategic career development for STEM women faculty* In Aliv Elci., Linda Beith, & Atilla Elci (Eds). . Status = PUBLISHED; Acknowledgement of Federal Support = Yes ; DOI: 10.4018/978-1-5225-8476-6.ch022.

### Inventions

### Journals or Juried Conference Papers

### Licenses

### Other Conference Presentations / Papers

#### Other Products

*Audio or Video Products.*

A video about the Bystander Leadership Program was created, and was successfully submitted to be a part of the 2019 STEM for All Video Showcase (with 571 views as of July 2019)

*Poster.*

Poster was displayed at the 2019 NSF INCLUDES Symposium for ADVANCING Latinas in STEM Academic Careers, May 16-17, South Padre, Texas

#### Other Publications

Rose, Suzanna (2018). *Building Inclusive Excellence for Women and Minorities in STEM*. Article in Open Access Government. Status = PUBLISHED; Acknowledgement of Federal Support = Yes

Garcia, Ashley (2018). *FIU Promotes and Supports Women in STEM*. Article in Women in Higher Education. Status = PUBLISHED; Acknowledgement of Federal Support = Yes

Rose, Suzanna (2018). *Increasing Representation among STEM Faculty Members*. Article in Higher Ed Today. Status = PUBLISHED; Acknowledgement of Federal Support = Yes

Rose, Suzanna (2019). *Women and minorities in science, technology, engineering and mathematics (STEM)*. e-book. Status = PUBLISHED; Acknowledgement of Federal Support = Yes

## Patents

## Technologies or Techniques

## Thesis/Dissertations

## Websites

Office to Advance Women, Equity & Diversity Twitter

<https://twitter.com/fiuawed>

## Supporting Files

Filename	Description	Uploaded By	Uploaded On
2019-Rose-Darici-Farhangi-Careers Women in STEM.pdf	Book chapter	Suzanna Rose	07/18/2019
Women and minority faculty in science, technology, engineering and mathematics (STEM) ebook.pdf	E-book about FIU ADVANCE's objectives	Suzanna Rose	07/18/2019
2019-NSF Symposium Latina Women Poster.pdf	"A Possible Barrier Affecting STEM Women of Color: The Intersectionality of International Men Faculty" conference poster	Suzanna Rose	07/18/2019

## Participants/Organizations

### What individuals have worked on the project?

Name	Most Senior Project Role	Nearest Person Month Worked
Furton, Kenneth	PD/PI	1
Darici, Yesim	Co PD/PI	1
Heithaus, Michael	Co PD/PI	1
Jung, Ranu	Co PD/PI	1
Rose, Suzanna	Co PD/PI	12
Burt, Isaac	Faculty	1
Charman, Stephen	Faculty	1
Frazier, Leslie	Faculty	3
King, Barbara	Faculty	2
Markowitz, Pete	Faculty	1

<b>Name</b>	<b>Most Senior Project Role</b>	<b>Nearest Person Month Worked</b>
Wood, Kirsten	Faculty	3
Yawney, Michael	Faculty	1
Farhangi, Sanaz	Postdoctoral (scholar, fellow or other postdoctoral position)	3
Pankey, Brianna	Graduate Student (research assistant)	3
Valdes, Joanna	Graduate Student (research assistant)	3
Garcia, Ashley	Other	12
Silva-Cruz, Cinthya	Other	12

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**Full details of individuals who have worked on the project:**

**Kenneth G Furton**

**Email:** furtonk@fiu.edu

**Most Senior Project Role:** PD/PI

**Nearest Person Month Worked:** 1

**Contribution to the Project:** PI

**Funding Support:** Institution

**International Collaboration:** No

**International Travel:** No

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**Yesim N Darici**

**Email:** dariciy@fiu.edu

**Most Senior Project Role:** Co PD/PI

**Nearest Person Month Worked:** 1

**Contribution to the Project:** Co-PD/PI

**Funding Support:** FIU

**International Collaboration:** No

**International Travel:** No

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**Michael Heithaus**

**Email:** heithaus@fiu.edu

**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

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**Ranu Jung**

**Email:** rjung@fiu.edu

**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

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**Suzanna M Rose**

**Email:** srose@fiu.edu

**Most Senior Project Role:** Co PD/PI

**Nearest Person Month Worked:** 12

**Contribution to the Project:** Co-Project Director/Co-PI

**Funding Support:** Institution

**International Collaboration:** No

**International Travel:** No

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**Isaac Burt**

**Email:** iburt@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 1

**Contribution to the Project:** STRIDE and Bystander team

**Funding Support:** NSF

**International Collaboration:** No

**International Travel:** No

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**Stephen Charman**

**Email:** charmans@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 1

**Contribution to the Project:** Lead Co-facilitator for the Bystander Leadership Program

**Funding Support:** AWED and NSF

**International Collaboration:** No

**International Travel:** No

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**Leslie Frazier**

**Email:** frazier@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 3

**Contribution to the Project:** Faculty Fellow

**Funding Support:** Institution

**International Collaboration:** No  
**International Travel:** No

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**Barbara King**

**Email:** bking@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 2

**Contribution to the Project:** Internal Evaluator

**Funding Support:** Award

**International Collaboration:** No

**International Travel:** No

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**Pete Markowitz**

**Email:** markowit@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 1

**Contribution to the Project:** Bystander Team committee and faculty facilitator

**Funding Support:** Institution

**International Collaboration:** No

**International Travel:** No

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**Kirsten Wood**

**Email:** woodk@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 3

**Contribution to the Project:** Lead Co-facilitator of the Bystander Leadership Program

**Funding Support:** AWED and NSF

**International Collaboration:** No

**International Travel:** No

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**Michael Yawney**

**Email:** myawney@fiu.edu

**Most Senior Project Role:** Faculty

**Nearest Person Month Worked:** 1

**Contribution to the Project:** Bystander Team Committee and faculty facilitator

**Funding Support:** NSF

**International Collaboration:** No

**International Travel:** No

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**Sanaz Farhangi**

**Email:** sfarhang@fiu.edu

**Most Senior Project Role:** Postdoctoral (scholar, fellow or other postdoctoral position)

**Nearest Person Month Worked:** 3

**Contribution to the Project:** Postdoctoral Fellow

**Funding Support:** Institution

**International Collaboration:** No

**International Travel:** No

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**Brianna Pankey**

**Email:** bpankey@fiu.edu

**Most Senior Project Role:** Graduate Student (research assistant)

**Nearest Person Month Worked:** 3

**Contribution to the Project:** Graduate Research Assistant

**Funding Support:** Award

**International Collaboration:** No

**International Travel:** No

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**Joanna Valdes**

**Email:** joavalde@fiu.edu

**Most Senior Project Role:** Graduate Student (research assistant)

**Nearest Person Month Worked:** 3

**Contribution to the Project:** Graduate research assistant

**Funding Support:** Award

**International Collaboration:** No

**International Travel:** No

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**Ashley Garcia**

**Email:** asnigarc@fiu.edu

**Most Senior Project Role:** Other

**Nearest Person Month Worked:** 12

**Contribution to the Project:** Account Manager

**Funding Support:** NSF

**International Collaboration:** No

**International Travel:** No

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**Cinthya Silva-Cruz**

**Email:** csilvacr@fiu.edu

**Most Senior Project Role:** Other

**Nearest Person Month Worked:** 12

**Contribution to the Project:** Program Coordinator

**Funding Support:** Award

**International Collaboration:** No

**International Travel:** No

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## What other organizations have been involved as partners?

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Name	Type of Partner Organization	Location
University of Central Florida	Academic Institution	4000 Central Florida Blvd, Orlando, FL 32816
University of South Florida	Academic Institution	4202 E Fowler Ave, Tampa, FL 33620

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## Full details of organizations that have been involved as partners:

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### University of Central Florida

**Organization Type:** Academic Institution

**Organization Location:** 4000 Central Florida Blvd, Orlando, FL 32816

**Partner's Contribution to the Project:**

Other: Member of the ADVANCE Florida Network

**More Detail on Partner and Contribution:**

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### University of South Florida

**Organization Type:** Academic Institution

**Organization Location:** 4202 E Fowler Ave, Tampa, FL 33620

**Partner's Contribution to the Project:**

Other: Member of the ADVANCE Florida Network

**More Detail on Partner and Contribution:**

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## What other collaborators or contacts have been involved?

The external evaluator, Mariko Chang, has been involved in developing the evaluation plan since the grant start date.

Jeffrey Steiger, Theater Consultant and Creative Director for AWED Theater, has been working closely with the Bystander team to develop theater performances that can be used in the workshop and has presented them to other universities and professional organizations.

Rebecca Warner and Susan Shaw from Oregon State ADVANCE participated in the FIU Bystander Leadership Program in January 2019 and adopted some materials to use at OSU.

Margaret Yacobucci and her colleagues consulted with Suzanna Rose about their Allies Catalyst project at Bowling Green State University (BGSU). Susana Pena from Bowling Green State ADVANCE also participated in two Bystander workshops in March 2019 and took our materials back with her. Rose is also a member of their External Board and will visit BGSU in April 2019.

Kirsten Dellinger, Professor of Sociology at the University of Mississippi, attended a Bystander workshop and the Women Faculty Leadership Institute to assist her with background for preparing an NSF ADVANCE grant.

Sandra Laursen (Colorado State University), Ann Austin (Michigan State), and Kris De Welde (College of Charleston) invited Suzanna Rose to a working meeting in November 2018, funded by NSF ADVANCE and titled *NSF ADVANCE and Beyond*. The purpose of the invitation-only meeting was to explore ideas arising from their research on organizational change strategies to advance gender equity.

Alex Helman and Ashley Bear, National Academies of Sciences, Engineering and Medicine, invited Rose to participate in focus groups organized by the Committee on the Underrepresentation of Women in Science, Engineering, and Medicine on February 21, 2019.



Rose participated in an NSF funded project led by Kathrin Zippel to collect reports and data from the FIU ADVANCE project as well as FIU's previous NSF PAID ADVANCE project.

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## Impacts

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

Social Science Study #1, the Microclimate Project, will contribute to the disciplines of psychology and women's studies through its exploration of the intersectionalities of foreign-born men STEM faculty and how the men's ethnic, racial and nationality based gender stereotypes might create unique barriers for women of color in STEM.

Social Science Study #2, the Bystander Leadership Program, will contribute to the disciplines of psychology and women's studies, as well as to STEM education and ADVANCE programs, by exploring the effects of a novel approach on bias-reducing behaviors in STEM and SBS departments.

### **What is the impact on other disciplines?**

Nothing to report.

### **What is the impact on the development of human resources?**

Workshops, educational programs, and climate surveys are expected to result in a "warmer" institutional climate for women and minority faculty.

### **What is the impact on physical resources that form infrastructure?**

Since January 2017, the AWED team has been located in a suite of offices in the main administration building. The suite is more than 1900 square feet in total and includes a large reception area, six individual offices, a research area, a 258 square-foot conference room, and space for additional employee or intern workstations. Two Smart TVs (65" and 60") were installed for presentations.

In addition to providing workspace for the AWED staff team and interns, the suite serves as a collaborative meeting space and work area for faculty, STRIDE, mentors and mentees, writing groups, and the committees and boards that guide ADVANCE activities.

### **What is the impact on institutional resources that form infrastructure?**

The Office to Advance Women, Equity & Diversity (AWED) was established in 2016 by Provost Kenneth G. Furton to achieve and sustain faculty equity and diversity as an essential element of FIU's academic excellence. The office is led by Associate Provost Suzanna Rose. AWED develops and manages a wide range of programs to promote faculty equity and diversity at FIU, including workshops and trainings to improve faculty hiring and promotion processes, faculty mentoring, and interdisciplinary networking. AWED also engages in strategic planning for salary equity, policy analysis and development, and other initiatives to support faculty diversity and improve institutional climate. AWED works with Academic Affairs, the Center for the Advancement of Teaching, and the College of Communication, Architecture + the Arts to develop and sustain ADVANCE activities.

### **What is the impact on information resources that form infrastructure?**

Nothing to report.

### **What is the impact on technology transfer?**

Nothing to report.

### **What is the impact on society beyond science and technology?**

Nothing to report.

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## Changes/Problems

### Changes in approach and reason for change

Nothing to report.

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

We did not launch the Social Network Study for two reasons: (1) we were concerned with faculty “burnout” because we were soliciting participation for 3-5 concurrent activities (STRIDE, Bystander, numerous Faculty Mentoring activities, diversity and inclusion plans, etc.) and (2) we decided to revise it as we are in different points in the grant timeline. The new proposed study will evaluate the effectiveness of the diffusion of our bystander and other programs throughout faculty networks.

### Changes that have a significant impact on expenditures

Nothing to report.

### Significant changes in use or care of human subjects

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.

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## Special Requirements

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