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Allies, Bystanders, or Advocates: Defining, Interrogating, and Implementing Faculty Development Programs to Mitigate Bias in the Academic Workplace

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About the ARC Network

Funded by the National Science Foundation ADVANCE Program, Awards HRD-2121468 and HRD-1740860, the ADVANCE Resource and Coordination (ARC) Network seeks to achieve gender equity for faculty in higher education science, technology, engineering, and mathematics (STEM) disciplines. As the STEM equity brain trust, the ARC Network recognizes the achievements made so far while producing new perspectives, methods and interventions with an intersectional, intentional and inclusive lens. The leading champion in North America to propel the inclusion of women in the field of engineering, the Women in Engineering ProActive Network (WEPAN), serves as the backbone organization of the ARC Network.

About the Virtual Visiting Scholars

The Virtual Visiting Scholars (VVS) program provides a unique opportunity for select scholars across disciplines to pursue research meta-analysis, synthesis, and big data curation on topics crucial to STEM faculty equity. VVS analyze existing research and data, synthesizing different, sometimes competing, perspectives, frameworks, metrics, and outcomes to offer new insights and applications to the broader community.

About the Author

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Author Note

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Abstract

Merely raising individual awareness of bias can reinforce, rather than mitigate, its impact in the academic workplace. As such, many institutions have launched allies, bystanders, or advocates (ABA) programs aimed at giving faculty members from majority groups (i.e., individuals who identify as and/or men) skills and strategies to disrupt bias. Yet, questions about the goals, content, and effectiveness of ABA interventions remain. The goal of this qualitative meta-synthesis is to: a) examine the research on the development of faculty members as allies, bystanders, or advocates through an intersectional lens; and b) draw from the literature on allyship, bystander action, and advocacy outside of higher education to understand how to create more intersectionally-informed faculty development programs. Key insights for practitioners and researchers are discussed.

Allies, Bystanders, or Advocates: Defining, Interrogating, and Implementing Faculty Development Programs to Mitigate Bias in the Academic Workplace

Equity-related organizational change requires engagement from those in the majority and those in positions of power (Kezar, 2019; McNair et al., 2020; Sax et al., 2017). Many institutions have created allies, bystander, or advocates (hereafter referred to as ABA) programs, aimed at giving (typically) white and/or men faculty members the skills needed to disrupt bias and to engage in equity advocacy. For instance, several universities[1] use interactive theater to engage faculty members from a range of backgrounds to identify bias and microaggressions and take action to mitigate them. Other institutions have put in place equity advocates who embed with faculty search committees and promote equity and inclusion in the faculty hiring process[2]. And a handful of recent studies show that these workshops have been effective at the individual level (Anicha et al., 2015; Bilen-Green et al., 2015; McGeorge & Bilen-Green, 2021) as well as in creating more gender equitable academic cultures (Haynes et al., 2022; Shea et al., 2019) or disrupting racial biases in faculty search processes (Liera, 2020a, 2020b).

While early evidence suggests these programs have a positive impact, even the best-designed diversity programs often fail in the long-term (Dobbin & Kalev, 2016, 2018). For example, mere awareness of our biases does not lead to long-term behavior change and may indeed cause faculty members to double-down on their biases (Dobbin & Kalev, 2016). Moreover, trainings that focus on bias at the individual level (e.g., intervening when one hears a microaggression) may not lead to the changes in policy and practice needed to fortify equity in the long-term (Dobbin & Kalev, 2016; Onyeador et al., 2021). Such programs may also unintentionally privilege or elevate white and/or men faculty as "allies" or empower them to intervene without a meaningful understanding of the equity issues at play (Carlson et al., 2020; Patton & Bondi, 2015).

With these issues in mind, I undertook this qualitative meta-synthesis with two main goals. First, I examined the literature on faculty ABA development programs, asking how such programs have situated, contextualized, or explained the work of faculty members in disrupting different kinds of bias within their academic work environment. Second, I examined the research from outside of education on bystander and ally development to understand what lessons or insights could be translated to faculty development programs to create more intersectionality-informed interventions.

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[1] See Powerplay at the University of New Hampshire; Activating Bystanders at the University of Massachusetts Lowell; AWED Theater at Florida International University, among others.

[2] See Equity Advisors across the University of California System; Faculty Diversity Advocates at Rutgers University; Equity Coaches at the University of Maryland College Park.

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Such findings are important for policy, practice, and theory in several ways. The pandemic and protests for Black Lives Matter re-emphasized the need for evidence-informed diversity, equity, and inclusion (DEI) interventions (Griffin & Newsome, 2021). Yet, as a field, higher education lacks evidence about the kinds of interventions that can nudge white and/or men faculty members to engage in this work. At the same time, many of the promises made in the wake of the racial justice protests remain unmet (de Souza Briggs & McGahey, 2022; Education Trust, 2022) and colleges and universities hope to return to "normal" without acknowledging that the pre-pandemic status quo was unfair for many (Griffin, 2020). Looking at the literature across these axes may therefore help generate models to address DEI interventions that can stand up over time or help design programs attuned to the axes of identity that warrant consideration in particular social cultural contexts. There is an untapped wealth of evidence from other disciplines about policies, interventions, and programs that may work within faculty contexts at both the individual and institutional level. This project therefore directly contributes to equity-minded practice as well as to the research on best practices in developing faculty members as allies, bystanders, and/or advocates.

This report is structured as follows. I first describe the concept of intersectionality and discuss how the concept situated and grounded my synthesis of the literature on ABA development programs. I describe the synthesis strategy, report on the studies included, and describe limitations. I then report the key results from the synthesis. Finally, I describe key insights of the synthesis for practitioners and researchers. This report is intended to be a launch point for future research and practice in this area; future products that draw specifically from this synthesis are planned.

Conceptual Grounding: Intersectionality

This qualitative meta-synthesis is guided by the concept of intersectionality. Broadly, intersectionality argues that the "organization of power in a given society" is shaped "not by a single axis of social division, be it race or gender or class, but by the many axes that work together and influence each other" (Collins & Bilge, 2016, p. 2). That is, understanding persistent inequalities requires attention to the multidimensional experiences of persons at the intersection of their race, class, sexual orientation, and so on. Intersectionality emphasizes the role of structure by revealing how the experiences of individuals at the intersections of their identities are situated within social, political, and legal systems that perpetuate inequality (Cho et al., 2013; Collins & Bilge, 2016; Crenshaw, 1989). For instance, Crenshaw's (1989) seminal intersectional analysis of anti-discrimination laws revealed how Black women were rendered invisible by policies that focused on gender and race as exclusive categories of protection. Other researchers have called attention to aspects of higher education policy, practice, norms, beliefs, and culture that likewise perpetuate inequities at the intersection of identity and structure, for instance, for women of color (Corneille et al., 2022; Griffin, 2020) or women doctoral students with disabilities (Peterson & Saia, 2019).

In the context of ABA programs, I want to draw particular attention to three aspects of intersectionality. First is the issue of power. Intersectionality fundamentally is concerned with how power is structured among social groups, where a person's position within their relevant social group(s) places them in different positions within the power hierarchy (Cho et al., 2013; Collins & Bilge, 2016). These positions are historically, culturally, and socially-driven (Cho et al., 2013). Importantly, intersectionality reveals how power, and the distribution of it, is contextually-driven: who has power, and what kinds, depends on social group affiliation(s), but also the context(s) in which they operate and how power is legitimated in that context (Cho et al., 2013; Collins & Bilge, 2016). For instance, academia is deeply hierarchical (Young et al., 2015), with different power associated depending on appointment type (contingent versus tenured and tenure-track) and rank (assistant versus full

professor). Furthermore, academics are positioned within disciplinary, epistemic, and organizational contexts that shape access to resources, the types of knowledge considered legitimate, and the capital that faculty members can leverage to access power (Gonzales & Terosky, 2016; Settles et al., 2021). As such, faculty members experience their environment not only because of their social identities but their position with academia as a professional field and their organizational role.

Second, and relatedly, is the issue of fluidity and relationality. Because the context in which a faculty member operates changes, a person's power and position within the power hierarchy is fluid and relational. A Black woman who is a full professor may possess greater power in the context of her lab, with advisees and postdocs who report to her, discretion over the experiments conducted, and a dominant role in shaping the culture of the lab. But, when she walks into her department's faculty meeting, composed primarily of and men faculty, she may experience gendered and racialized bias regardless of her rank (Borum & Walker, 2011; Ireland et al., 2018 Williams et al., 2015). A white, gay man who is a lecturer may receive harsh teaching evaluations from students (Ewing et al., 2002), but search committees may, based on name alone, view him to be hireable and competent based on gender and racial stereotypes (Eaton et al., 2020) when they review his curriculum vita and do not know his sexual orientation. In this way, intersectionality reveals the ways in social categories, and the oppression(s) or privilege(s) associated with them, are "always permeated by other categories, fluid and changing, always in the process of creating and being created by dynamics of power" (Cho et al., 2013, p. 795) creating both "binds" and "freedoms" that can be leveraged or constrain (Ridgeway & Kricheli-Katz, 2013).

Finally, I draw heavily from the articulation of intersectionality as a way of thinking, analyzing, and articulating sameness and difference in pursuit of social change (Cho et al., 2013; Collins & Bilge, 2016). Rather than considering intersectionality as a theory that illuminates and perpetuates identity politics and pits individuals of different social identities against one another, I view intersectionality as a conceptual framework that can help us "develop awareness about a whole spectrum of subordinated histories and struggles and, thus, to form coalitions that are potentially broader in impact than those that do not do so" (Cho et al., 2013, p. 801). Said another way, intersectionality can help researchers and practitioners attend to the structures that perpetuate oppression and privilege, and the ways in which those oppressions and privileges may shift, morph, and change across time and place. Scholars note that such awareness is critical for the development of equity-minded and justice-oriented change (Carastathis, 2013; Carbado, 2013; Crenshaw, 1991), which fundamentally aligns with the purpose and scope of most ABA programs.

To sum, intersectionality illuminates some of the issues that an ABA for faculty members might address:
- The ways in which inequalities manifest and persist at the multiple axes of gender, race, sexual orientation, class, and ability, among other categories of identity.
- Situating individual-level experiences with bias and discrimination within interlocking structures (policies, practices, norms, beliefs) that perpetuate inequality in the academy.
- The structure, distribution, accessibility, and concentration of power and privilege within the academy and how an agent's position within power structures may shape their ability and desire to act as an ABA.
- The importance of academic context(s), including disciplinary dynamics, epistemic issues, and rank/appointment types in ABA action.
- The fluid and relational ways in which one might be a bystander/ally in one context and a perpetrator or target in another.

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Synthesis Strategy

This qualitative meta-synthesis was guided by the following research questions:

1. How, if at all, do faculty bystander programs center intersectional systems of power and oppression (e.g., including but limited to gender, race, rank/appointment type, sexual orientation, religious affiliation, etc.) in program curricula?
2. How might insights from sociology, social psychology, behavioral economics, social justice education, or other disciplines be applied to center intersectionality in bystander intervention programs?

Review and Analysis Strategy

To answer the first research question, I reviewed the faculty development literature, creating a database of articles that discussed issues of faculty bystander intervention and allyship. To be included in this review, articles needed to meet the following criteria:

- Address issues related to how faculty members develop skills and capacities to reduce social bias/discrimination and advance equity among faculty members (i.e., excluded articles that examined how faculty members engage in equity-related initiatives on behalf of students[3]).
- Address situations wherein faculty members were charged as ABAs to take action of some kind to mitigate bias and/or agitate for equity-related goals within their relevant context(s) (i.e., excluded articles that examined efforts to raise faculty members' awareness of the presence of bias in their work environments[4]).
- Be a journal article, book chapter, book, dissertation, white paper, or conference paper (i.e., excluded personal essays, editorials, and thesis/capstone papers).

I drew from my own existing library article and the ARC Network Mendeley Library and additionally searched the databases listed in Table 1 for articles. This rendered 28 total articles (See Appendix A for a reference list). After gathering these articles, I read and coded each article, noting how each article framed the equity problem the intervention sought to address (e.g., gender bias, racial bias, intersectionality systems of power) and how, if at all, faculty actors were defined (e.g., as bystanders, allies).

To answer the second research question, I searched for and collected articles on bystander and allyship development programs as well as articles that examined bystander, allyship, and ally development broadly from outside of the faculty development literature. To be included in this review, articles needed to meet the following criteria:

- Be published 2010 to present.
- Be a journal article, book chapter, book, or dissertation (i.e., excluded personal essays, editorials, theses/capstone projects, conference proceedings).
- Include the word ally (and derivatives such as allyship, allies, or alliance) and/or bystander in the title, keywords, and/or abstract. Note: After including the word advocate and its derivatives in the first few database searches, I determined that this search term was more often capturing political or legal

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[3] Examples include Ching, 2018; McNair et al., 2020; Speed et al., 2019.
[4] See Metinyurt et al.'s (2021) recent systematic review examines these studies.

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engagement, not necessarily the issues of individual action/development. I therefore removed this as a search term.

- Be concerned with issue(s) of behavior change, social justice, or equity (i.e., excluded articles related to political alliances).

After searching the databases listed in Table 1 and reviewing the extent to which they met the above criteria, I ended up with 374 studies that spanned more than 13 fields/disciplines (See Appendix B for a full reference list).

Table 1

Databases Searched

Abstracts in Social Gerontology	Gender Watch
Academic Search Ultimate	Google Scholar
APA PsycArticles	JSTOR
APA Psych Info	LGBTQ+ Source
	Psychology and Behavioral Sciences Collection
Business Source Complete	
Criminal Justice Abstracts	PubMed
Education Source	Race Relations Abstracts
ERIC	SocINDEX with Full Text
Family & Society Studies Worldwide	Teacher Reference Center
Family Studies Abstracts	Women's Studies International

Key Results

The following section reports the key results from the synthesis organized by research question.

Research Question 1: Faculty Development Literature

Results in this section draw from 28 papers that examined faculty allyship, advocacy, and bystander intervention (Table 2). It bears repeating that I focused specifically on studies wherein faculty members were being asked to disrupt bias or advance equity among colleagues, not with students in a classroom, lab, or other setting. Of the 28 studies included, most (52%) focused on engaging ABAs on gender equity issues. This is perhaps not surprising as most papers examined NSF-ADVANCE sponsored programs. A third (33%) of papers examined how faculty members engage on racial equity efforts and 15% examined engagement on general bias reduction or DEI-related advocacy. In terms of the ABA group engaged (i.e., the group charged with acting as ABAs), 48% worked with men faculty as ABAs, 26% engaged white faculty/administrators, and 30% engaged faculty members generally. Of the 28 articles reviewed, 19% named ABAs as bystanders, 33% used the word ally, 15% used the word advocate, 30% of studies described faculty members engaged as allies and advocates, and 7% used other terms (e.g., diversity champions). Table 3 provides examples of definitions used.
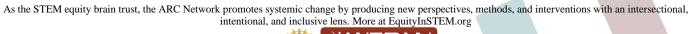
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Table 2		
Allies, Bystanders, and Advocates Papers in the Faculty Development Literature		
	N	*%*
Topic of ABA		
Gender equity	14	50%
Racial equity	9	32%
Gender and racial equity	1	4%
General Bias Mitigation or Equity Advocacy	4	14%
ABA Group Engaged		
Men Faculty	13	46%
White Faculty/Administrators	6	25%
White Men Faculty	1	4%
Faculty General	8	29%
Explicitly Used Intersectionality as a Concept	4	14.29%
Terminology Used		
Allies	9	32%
Bystanders	5	18%
Advocates	4	14%
Allies and Advocates	8	29%
Other	2	7%
TOTAL	28	100%

Table 3

Examples of Definitions Used to Describe Faculty ABAs

Bystander	"Third parties who often witness these acts of bias...By their presence, these bystanders have the opportunity to take action by discouraging the problematic behavior (e.g., by speaking up to challenge a disparaging comment made in a faculty meeting or on a search committee)" (Shea et al., 2018, p. 3).

"Bystander intervention is a broad term that describes the actions (or inaction) in a potentially urgent situation when the bystander is present but not initially involved (Mazar, 2019). Interventions include getting physically or verbally involved, involving someone else (such as an authority figure), or supporting the person being harmed. Intervention training prepares the bystander to notice and act to interrupt the event" (Rose et al., 2022, p. 3).

A witness who becomes an active agent in interrupting problematic and/or biased behavior (Haynes-Baratz et al., 2022). |
| Ally/Allies | "A member of a dominant culture who is working to end the systemic privilege from which the member benefits in that dominant culture" (Mathew et al., 2021, p. 1).

"Members of dominant social groups (e.g., men, Whites, heterosexuals) who are working to end the system of oppression that gives them greater privilege and power based on their social-group membership" (Loftin, 2010, p. 345).

"Allies are people who work for social justice from positions of dominance" (Patton & Bondi, 2015, p. 489).

Allies are "men faculty, who participated in gender equity (Ally) training and sign an agreement stating they are willing to identify themselves as allies for faculty women and gender equity. They are expected to take action primarily within their departments including: speaking up at a meeting, inviting female colleagues to collaborate on research, or serving on a committee in place of their female colleagues to reduce the inequity in service loads" (Bilen-Green et al., 2015, The Advocates and Allies Concept section).

Males who "initiating or boosting change toward gender equity, at the individual, relational, and structural levels, through their active support and advocacy of women faculty" (Warren & Bordoloi, 2021, p. 7).

"Allies align themselves with disadvantaged or oppressed groups and recognise the need for further progress in the journey towards equality. For example, male |

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allies actively confront inequality (e.g., racism, (hetero)sexism) in interpersonal interactions and intervene to address the structural and institutional dimensions of inequality. Crucially, allies recognise their roles in potentially perpetuating the status quo" (Nash et al., 2021, p. 2).

"Allies are typically junior faculty who are encouraged to participate in ongoing educational awareness activities and to attend or support A & A program initiatives but are not expected to take on additional work as they focus on attaining tenure." (Anderson, 2017, p. i).

Advocate	Equity advocates defined as faculty members trained in equity-minded practices to enhance the recruitment of racially minoritized faculty members; advocates embedded with faculty search committees to provide feedback and facilitate equity-minded practice (Liera, 2020a, 2020b).
	Equity advocates were "volunteer faculty and staff members" who "served on search committees…to serve as guardians of a fair process. EAs identified behaviors and judgements that might have a disparate racial effect in hiring without seeking to alter committee member's mental models" (Cahn et al., 2021, p. 2).
	"Men faculty who educate themselves about issues of power and privilege as related to issues women faculty face" (Anicha et al., 2022, p. 8), "with a strong commitment and interest in supporting women faculty in their departments, colleges, and the university" (Anicha et al., 2020, p. 8).
	"Support the advancement of women within organizations" (Genalo et al., 2015, Background section).
	"Advocates are usually senior faculty or program administrators from within and outside of STEM fields. They assume the greater part of the program work which includes self-initiated education and awareness as well as facilitating educational workshops and dialogues for various contingents of faculty men across their campuses. Advocates are faculty men with a record of and strong commitment to supporting faculty women. They are expected to be active and effective proponents of gender diversity and equality specifically in terms of increasing the number of female faculty, encouraging the hiring and promotion of female faculty in administrative positions, and ensuring the fair and equitable treatment of women within their units… Advocates also develop and regularly administer Ally training [initial and follow-up]" (Anderson, 2017, p. i).
Other	Recruitment inclusive champions are "faculty and staff trained in inclusive hiring practices who then served as consultants within their units about hiring" (Davey et al., 2021, p. 50).

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Champions of diversity are "individuals who lead to wide-scale use of evidence-based practices related to diversity, equity, and inclusion" (Quardokus Fisher et al., 2019, p. 460).

Research Question 2: Research on Allies, Bystanders, and Advocates Outside of the Faculty Development Literature

Results in this section draw from 374 studies that examined faculty allyship, advocacy, and bystander intervention (Table 4). The most well-represented fields/disciplines in the synthesis were intimate partner violence (IPV) and violence studies (29%), psychology (24%), and gender and sexuality studies (13%). It is worth noting that many of these fields/disciplines are intrinsically interdisciplinary (e.g., articles from IPV and violence studies may contain research studies that use psychological or sociological methods or frameworks).

In terms of the topic of ABA, the most well-represented topics were reducing intimate partner violence, sexual assault/harassment, or violence reduction (32%), LGBTQ equity and inclusion (20%), racial equity and inclusion (12%), gender equity and inclusion (13%), and general bias reduction or enhancing social justice broadly (9%). In terms of the ABA group engaged (i.e., the group charged with acting as ABAs), 16% described engaging undergraduate or graduate students, and 13% described engaging adults generally, individuals in specific professions (e.g., teachers, counselors), and non-LGBTQ people respectively. Twelve percent described engaging white people and men respectively. Over half (59%) of articles directly described engagement efforts in terms of the developing or engagement of allies and its derivatives (allyship, ally, etc.) whereas 40% used the term bystander. One percent of articles referred to allies *and* bystanders or used allies/bystanders in addition to another term such as collective action or advocacy.

A handful of studies (4%) considered how engagement as ABAs might look different at the intersection of different aspects of identity, for instance, for African American men or white women. Eight of articles (*n*=32) specifically addressed intersectional issues as relevant to their framing of findings.

Table 4		
Allies, Bystanders, and Advocates Papers outside of the Faculty Development Literature		
	_N_	_%_
Field/Discipline		
Business and Management	9	2%
Counselor Education and Counseling Psychology	22	6%
Education	33	9%
Gender and Sexuality Studies	48	13%
Human Development	7	2%

Intimate Partner Violence and Violence Studies	109	29%
Medicine and Public Health	11	3%
Psychology	88	24%
Race and ethnic studies	4	1%
Social Justice and Social Issues	19	5%
Social Work	2	1%
Sociology	7	2%
Other	15	4%
Topic of ABA		
Reducing Bias or Enhancing Social Justice General	33	9%
Anti-Bullying	14	4%
Disability inclusion	6	2%
Gender equity and inclusion	34	13%
Gender + (e.g., Race)	16	4%
Indigenous People	5	1%
Intimate Partner Violence, Sexual Assault, or Violence Prevention	118	32%
LGBTQ equity and inclusion	76	20%
Mental Health Advocacy	4	1%
Prosocial behavior general	10	3%
Racial equity and inclusion	43	12%
Race + (e.g., sexual orientation)	2	1%
Other	13	3%
Explicitly Used Intersectionality as a Concept	32	8%
ABA Group Engaged		
Adults (General)	49	13%
Advantaged or Non-Marginalized Groups (Unspecified)	16	4%
Men	41	12%

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Men + (e.g., African American, Muslim)	4	1%
Non-disabled people	5	1%
Non-indigenous people	4	1%
Non-LGBTQ People	47	13%
Professionals (e.g., teachers, counselors, etc.)	50	13%
Undergraduate and Graduate Students	61	16%
White people	41	11%
White people + (e.g., Cisgender)	2	1%
Women	4	3%
Women + (e.g., Heterosexual, White)	7	2%
Youth and Adolescents	38	10%
Other	6	2%
Terminology Used		
Allies	219	59%
Bystander	150	40%
Ally and Bystander +	5	1%
TOTAL	374	100%

Limitations

There were several limitations to the synthesis strategy and therefore the results. First, a broad literature on issues of "confronting" issues of bias (e.g., Czopp et al., 2006; Thomas et al., 2019) exists, typically rooted in the disciplines of social psychology. These studies unevenly describe "confronters" as ABAs and therefore this literature was unevenly captured in my synthesis. Similarly, there is a vast empirical literature on what encourages individuals to engage in prosocial (e.g., Becker & Asbrock, 2013) or moral behavior (e.g., Young & Monroe, 2019), wherein, again, individuals may be unevenly referred to as ABAs. I take up this issue of precision and clarity in language in the discussion of insights but it is a limitation of this work nevertheless. Second, I limited articles to those published more recently (2010 to present) as a volume management mechanism. That being said, there are some foundational works related to the development of social justice allies (e.g., Reason et al., 2005) that were therefore omitted from the review. Third, my results were biased towards articles with empirical data; although some conceptual papers and book chapters were included, I focused mainly on peer-reviewed journal articles and dissertations. It could be argued that insights on ABA development may be better suited for non-empirical examination, and I recognize this as a limitation of this work.

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Key Insights
For Practitioners

Many faculty bystander/allies programs that have been studied have been focused on men advancing gender equity in STEM fields. Insofar as STEM fields remain overwhelmingly white, it is critical that allies and bystander programs consider this work through the lens of not just gender, but also other systems of oppressions, including racism, ableism, among others. Intersectionality offers the opportunity to do just this (Anicha et al., 20220; Rose et al., 2022). Using intersectionality as the framework to guide the creation of these programs may help to head off the perception that gender equity efforts are being advanced at the "cost" of racial equity efforts and vice versa. Intersectionality may also reveal how the strategies and solutions that are effective for mitigating bias directed at white women may not be the same for bias directed at Black women or Latina women. At the same time, several of the faculty development studies (Anicha et al., 2022; Rose et al., 2022) in this synthesis noted challenges with meaningfully engaging with intersectionality in ABA programs, with Rose et al. (2022) stating:

> The gender and race/ethnicity differences in the responses to the workshop's effectiveness highlight the difficulty of dealing with intersectionality in practice and the need for more research on how faculty can understand and use it in daily interactions…There are many challenges in defining and operationalizing the concept. We prepared our facilitation team to avoid misidentifying the concept of intersectionality and appropriating it for less intersectional ends (Ward & Luft, 2009); and we wrestled with delivering intersectional stories without reifying social constructs like gender, race, and cultural differences. (p. 26)

With these challenges in mind, the authors concluded that while "practicing intersectionality while teaching about it" made the development of the workshop challenging, it also underscored the importance of the work (Rose et al., 2022, p. 27).

Relatedly, issues of power, generally, and especially pertaining to rank/appointment type and context (i.e., discipline) need to be considered when building the capacity of faculty members to become agents for mitigating bias. For instance, program curricula could address how disciplinary background, rank, and appointment type (Liera, 2020b) may shape the kinds of strategies that faculty members can effectively use. Intersectionality is also useful here, insofar as it could serve as a framework for enhancing the awareness of white women or men of color for the ways in which they might exercise their privilege as ABAs despite holding marginalized identities themselves. For example, a handful of studies from outside of the faculty development literature (e.g., Mokhtar & Chaudry, 2022; Nuru et al., 2019; Peretz et al., 2017) address how ABA development and action is shaped differently for white women, men of color, and Muslim men. Such studies are instructive for faculty developers in this area.

The results from outside of the faculty development literature also reveal gaps in current approaches to faculty ABA programs. Studies addressing the advancement of LGBTQ individuals, disabled people, and indigenous people were well represented in other fields/disciplines but not addressed in the faculty development literature. Similarly, much literature has examined the extent to which ABA programs can address IPV, sexual assault, and sexual harassment, issues which are similarly present in the academy (National Academies of Science, Engineering, and Medicine, 2018). Again, intersectionality suggests that a consideration of the oppressions and structures that stem from these aspects of identity may elicit different ABA strategies and engagement. More programming in this area is warranted.

Faculty developers should be precise in the language used when constructing such programs. Carlson et al. (2020), after reviewing the literature on allyship in gender-based violence initiatives, concluded that researchers and practitioners need to find "terminology that does not simply reproduce an oppressed vs. privileged binary, while actively recognizing and struggling with the tensions surfaced in the themes, such as not diluting the recognition of and immutability…of privilege" (p. 895). That is, intersectionality reveals that these terms are imbued with different powers or privileges whether programs formally recognize this positionality or not (Carlson et al., 2020; Patton & Bondi, 2015), so developers should think strategically about this issue before implementation. Moreover, how we label faculty members who are charged with acting - as a bystander, an ally, or otherwise - determines how we can effectively assess whether development programs are meeting their stated goals. For instance, as mentioned above, there is considerable literature on the issue of confronting bias, but a singular confrontation of bias may not mean that one should consider themselves an "ally" or an "advocate" (Carlson et al., 2020; Patton & Bondi, 2015). Similarly, Patton and Bondi (2015) concluded that there should be effort to differentiate between faculty members who can be considered allies and those who are simply "nice white men."

Finally, I noted that several institutions in fact have allies, bystander, or equity advocate programs that have not yet been empirically examined. I encourage practitioners to consider partnerships with researchers and funding opportunities with some of the major agencies to contribute to the body of research in this area.

For Researchers

Studying the work of engaging faculty as bystanders, allies, or advocates on behalf of equity is an emerging research area of great importance for those interested in faculty development and DEI-related change in the academy. However, I noted a lack of integration between the research on faculty engaging on behalf of gender (e.g., Anicha et al., 2022; Nash et al., 2021) and on behalf of race (e.g., Cahn et al., 2022; Liera, 2020a, 2020b); these literatures seem to be at times operating in parallel to one another. This represents a strong opportunity for researchers, in that an intersectional lens on such programs may offer an avenue to engage across these bodies of literature and help empirically examine differences and similarities as well as barriers and facilitators of non-marginalized faculty members acting as in pursuit of equity and bias reduction.

An intersectional framing also illuminates a number of research questions related to the development of individual faculty members as ABAs. For instance, researchers may wish to better understand how ABA behavior differs when addressing different kinds of bias, or how ABA strategies differ depending on the agent's identities. Also, given that many studies in this area are written from the perspective of program designers or based on ABA self-reports of their own, short-term actions, researchers may also want to examine how participation in such programs leads to long-term behavior change. Similarly, understanding the perspectives of marginalized individuals located in the units in which ABA programs are employed may also be of use (e.g., a longitudinal case study that includes qualitative interviews with all faculty members in units that receive an ABA intervention). Specific, individual-level research questions that emerge from this synthesis include:

- Are different outcomes observed when programs engage faculty members as advocates versus bystanders versus allies?
- Are faculty members' more or less comfortable and/or likely to respond to bias as a result of their multiple, intersecting identities?
- Are faculty members more or less comfortable and/or likely to intervene on different kinds of bias (e.g., gender, race)?

- Are certain bystander or ally strategies more or less effective depending on the agent's multiple, intersecting identities?
- Are certain bystander or ally strategies more or less effective depending on the kind of biases at play?
- Does participation in a bystander or allies training lead to long-term engagement on equity-related issues?
- What are the perceptions of marginalized faculty members who interact with faculty members who have been trained in ABA strategies?

While understanding change at the individual level is critical, there is also a need for larger studies of the impact of bystander, allies, and/or advocates programs as related to change at the organizational level. For that reason, researchers may find it useful to use experimental or quasi-experimental methods to study the impact of ABA programs, for instance, designing an experimental study wherein some units receive an ABA workshop as part of an intervention and results are compared to control departments that do not. Such a study could be done in different institutional settings (e.g., minority serving institutions and predominately white institutions; research institutions, community colleges). Alternatively, researchers could also look backwards, for instance, collecting data on institutions that have deployed equity advocate programs in searches and comparing their demographic data (i.e., in IPEDS) to similarly situated institutions without equity advocate programs, like other natural experiment studies (e.g., Algan et al., 2016; Jensen & Oster, 2009). Specific organizational level questions that emerge from this synthesis include:

- How do institutional type, institutional mission, disciplinary demographics, organizational culture, and other contextual factors impact the implementation and outcomes of ABA programs?
- What is the impact of ABA programs on overall perceptions of the institutional and/or departmental climate, particularly for faculty from historically marginalized groups? Are there stronger effects for faculty members of certain identity groups? Are these changes in overall perceptions fleeting or sustained overtime?

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