Allyship in the Academy

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Many academic institutions have diversity statements and value increasing inclusivity among its faculty, staff, and students. However, there is substantial research to suggest that academic spaces may still not be as inclusive as desired, and that individuals of diverse and marginalized backgrounds are underrepresented in both student and faculty populations and face more barriers to success than do more privileged others (Whittaker and Montgomery 2014). Experiences of discrimination are still common in academic spaces (Williams 2019). Further, in addition to ensuring inclusive and growth-oriented environments for all who occupy academic spaces, many in academia aim to positively contribute to the larger society through their research and other work. In order to address these challenges, we need to enact change at individual, interpersonal, institutional, and systemic levels. Allies can play a vital role in changing the climate in academic institutions.

Although most scholars agree that allies are integral to reducing oppression, there is wide variation in ideas of who allies are and what behaviors constitute. In order to more effectively address inclusivity in higher education, engagement in this work by all members is obligatory. Given the heterogeneous conceptualizations of allies and their behaviors, and a lack of evidenced-based practical guides of allyship, this paper serves as a practical guide and source of inspiration for enacting allied behaviors in higher education. By allied behaviors, we mean those actions that support marginalized or minority individuals. In this paper, we will provide a conception of allyship and allied behaviors, while also highlighting challenges to operationally defining these constructs. We will provide examples of allied behaviors by synthesizing several bodies of literature. Finally, we will apply this literature to higher education by providing practical examples of allied behaviors in research, teaching, mentoring, larger institutional roles,

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and in the community (the geographical region in which the institution operates and connected entities). These suggestions will directly apply to faculty who are immersed in these various domains. Further, we hope that these suggestions can be helpful to students, trainees, and staff who are currently involved in these roles or hope to be in the future.

Who are Allies?

We define allies as individuals with an identity of a majority group, a social group that has more power, who work in his/her/their/zer personal or professional life to reduce or end oppression of a particular oppressed group (Asta and Vacha-Haase 2012; Washington and Evans 1991). Though, it should be noted that there is no one unified definition for what constitutes being an "ally," "allied behaviors," or "actions to reduce oppression," and definitions vary widely from study to study (e.g., Fingerhut, 2011; Goldstein and Davis, 2010). The term "ally" may be widely applied to many groups of people, and allies are a heterogeneous group with different motivations, beliefs, and behaviors (Asta and Vacha-Hasse 2012; Broido 2000; Ji 2007; Vernaglia 1999: Washington and Evans 1991; Worthington, Savoy, Dillon, and Vernaglia 2002).

A number of frameworks have been proposed to explain how a person develops an ally identity, although there is no overwhelming support for or agreement on a single model (Asta and Vacha-Hasse 2012). Some models are based on progressive ("stepped") stages of identity development (e.g., Broido 2000; Gelberg and Chojnacki 1995) while others focus on the acquisition of awareness, knowledge, and skills, which lead to action (e.g., Washington and Evans 1991). While some allies are motivated to engage in allied behavior due to positive attitudes they hold toward a particular group (e.g., LGTBQIA+ individuals) or affiliation with a particular individual (e.g., a parent may engage in allied behaviors after having a child diagnosed with Autism Spectrum Disorder), others may be motivated by broader values of social justice (Fingerhut 2011; Phillips and Ancis 2008; Russell 2011; Vernaglia 1999).

Embracing an ally identity is complex because there are several considerations one must make. These include self-designation (self-identify with the term ally) versus group-designation (others decide your actions are allied), unintended harmful consequences of actions, and the ongoing need for reflection and growth. While a person may hold or desire to hold the identity of an ally, it is vital that marginalized people and groups be able to identify their allies and judge whether individual behaviors actually support them and serve the function of reducing prejudice, discrimination, and stigma. For example, while a cisgender man may personally identify as a feminist, it is important that others in his life, including women, are able to determine whether he acts in allied, feminist ways. Individuals are fallible, and even the most well-meaning person will sometimes act in ways that are not aligned with mitigating marginalization. A potential danger in allies purely self-identifying could be lack of self-awareness of the true consequences of individual or collective actions (Mizock and Page 2016). That is, one might think their actions are in line with allyship, but they could actually be neutral or even harmful to others. For example, a well-meaning instructor may intend to acknowledge diverse perspectives by calling on the only student of color to share their perspective on behalf of "their group." While the intention was to be inclusive of diverse perspectives, the impact may have been that the student felt tokenized and othered. Further, any one action may be viewed as allied by some but not others with shared identities. Becker (2017:28) states, "Allyship is an iterative, ongoing process

and, much like any iterative project, it requires feedback, reflection, and constant willingness to grow and learn."

As noted above, behaviors and attitudes are not inherently "allied"; rather, they should be judged by their impact on and for individuals of marginalized identities. Nevertheless, in this paper we outline some allied behaviors that might be applied in academia across domains: research, teaching, mentoring, the institution, and the community. Although this list is not meant to be exhaustive, we hope that it will serve as a practical point of inspiration and to incite reflection about the types of behaviors readers may be able to enact to create a more inclusive academy.

Becoming an Ally

Washington and Evans (1991) have outlined four basic levels of allyship: awareness, knowledge/education, skills, and action. These levels are not necessarily linear, as a person may continue to learn and develop new skills while they also are engaged in allied behaviors (i.e., action). In this model, *awareness* refers to a new realization and attention to a particular issue or experience and can occur in a variety of situations including interactions with members of oppressed groups, attending events, or reading about the experiences of others. It often sparks self-examination and the gathering of knowledge and education. *Knowledge and education* entail digging deeper into a subject area, seeking to understand the experiences and histories of members of oppressed groups, and even systemic influences such as laws and policies. Although awareness and knowledge are essential aspects of effective allyship, they are unlikely enough to create social change. *Skills* are needed for effective communication of gained knowledge and awareness. *Action* involves taking steps to make change and using skills gained. Exploring the outcome of these actions and seeking feedback, especially from groups in which the person is working to be an ally for, is an essential part of taking action.

Allied Behaviors

We begin with a discussion of the general principles of allyship that cut across domains and then we will provide specific examples of examples within each domain.

Speaking Out About and Against Prejudice

One allied behavior that applies across many settings is *confrontation of prejudice*. This refers to "verbally or nonverbally expressing one's dissatisfaction with prejudicial and discriminatory treatment to the person who is responsible for the remark or behavior" (Shelton, Richeson, Salvatore, and Hill 2006:67). Although the term "confrontation" may bring to mind aggressive behavior, it is instead a call to action: say something when you witness discrimination, rather than staying quiet. This behavior has been demonstrated to reduce discriminatory behaviors in both the person responsible as well as other witnesses in the future (Blanchard, Crandall, Brigham, and Vaughn 1994; Czopp, Monteith, and Mark 2006; Fazio and Hilden 2001). However, we note that it may be easier to confront prejudice when it is overt, rather than more subtle (e.g., microaggressions; Ashburn-Nardo, Morris, and Goodwin 2008), as overt behaviors may be viewed as more obviously prejudiced and intentional. Microaggressions are by their very nature, subtle and can be difficult to identify (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, and Esquilin 2007).

Confrontation works through a process of self-regulation in which an individual is made aware of a discrepancy between their beliefs and actions (Monteith 1993). As a result, they become more attentive and regulate their behavior more in future situations. Further, even when a person does not go through this process of cognitive dissonance and self-regulation, it is possible that confrontation can reduce prejudice through social pressure (Czopp et al. 2006; Festinger 1957; Rasinski, Geers, and Czopp 2013). This means that individuals may learn not to enact discriminatory behavior in order to comply with group norms of inclusivity.

Although confrontations made by individuals directly targeted by discrimination are important for impacting change, some research suggests that individuals may be more receptive to changing their attitudes and behavior when confronted by allies (Czopp and Monteith 2003; Gulker, Mark, and Monteith 2013; Rasinski and Czopp 2010). Allies may be viewed as more persuasive and credible than those directly impacted by the discrimination (Eagly, Wood, and Chaiken 1978; Petty, Fleming, Priester, and Feinstein 2001; Rasinski and Czopp 2010; Walster, Aronson, Abrahams, and Rottman 1966). This may be due in part because allies are viewed as arguing against their own self-interest.

In addition to speaking up when specifically witnessing prejudice, allies talk about discrimination, marginalization, and privilege in daily conversations. It can also be helpful to verbally acknowledge personal power and privilege. Although this can be challenging, especially in situations where others may be less receptive, it is important for allies to give voice to these important issues. Marginalization is part of the daily experience for so many, and it is not uncommon for these individuals to be called "complainers" or be labeled as hypersensitive (Czopp and Monteith 2003; Eliezer and Major 2012; Feagin and Sikes 1994; Kaiser and Miller 2001; Sue, Sue, Neville, and Smith 2019). Allies can make positive change by being willing to proactively engage in conversations about prejudice and privilege.

Willingness to Learn More and Explore Personal Biases

Similar to saying something when witnessing prejudice or discrimination, individuals can accept feedback they receive about their own attitudes and behaviors. Although it can be difficult, being willing to take feedback and explore personal biases and blind spots is a necessary aspect of self-improvement within the domain of allyship. Miller and Nagy (2018) describe a practical framework for recognizing and responding to microaggressions that can be a useful guide for inviting and responding to feedback. In addition to being open to feedback, individuals can make regular and dedicated time to learn about issues of prejudice, multicultural consciousness, people who are marginalized, allyship, and other diversity-related topics. This might include reading about these the topics and attending workshops and trainings. It may also be beneficial to join groups, committees, and organizations that have dedicated space to discuss these issues (e.g., diversity committees, multicultural teams, queer-straight alliances, etc.). Organizations can create "affinity groups" where staff with common interests (e.g., reducing marginalization at their institution) can come together in a way that strengthens their shared goals, which can facilitate empathy (Schneider, Wesselmann, and DeSouza 2017). In doing so, it is important to equalize pre-existing power and status differences to the greatest extent possible by providing opportunities for all people to demonstrate their unique areas of expertise (Schneider et al. 2017).

Further, it is beneficial to listen to the stories and experiences of those who hold marginalized identities. There can be a tension between learning from resources and asking individuals with diverse and marginalized identities to share their personal experiences. Learning directly from others can bring needed nuance and life to the learning, and at the same time, expecting individuals with less privilege to educate others is unfair and often experienced as burdensome. That is, when well-intentioned others ask marginalized people to educate them, they are (possibly unknowingly) placing additional emotional and psychological labor on them and asking them to give up time and other resources.

Although there is not one clear solution to resolve this tension, we suggest the following. First, it can be effective to adopt a "hypothesis testing" framework. This means treating your existing knowledge about the experiences of marginalized individuals as a set of assumptions (i.e., hypotheses) from which you can seek more information to confirm or disconfirm preconceived notions. At times, it may be appropriate to ask individuals from the in-group for more information. Second, effective allies should not rely solely on individuals with marginalized identities to educate them and ought to seek out resources and other methods to learn. Allies can learn from a variety of sources including academic sources, such as research articles and textbooks as well as less formal sources including but not limited to podcasts (hosted by or when guests are individuals from marginalized groups and/or identities not shared by the listener), documentaries and films, and blogs. Of course, not all sources will provide the same level of reliable information. However, we want to recognize that many people can learn about the experiences of others through different means including empirical articles and personal stories. Third, when people with marginalized identities do willingly share, listen actively and take it seriously. Be mindful that it can be emotionally draining to share these experiences and respect any limits the person has for sharing details or answering questions. Finally, allies can share the burden of educating others about privilege and oppression.

Create an Environment in Which Individuals from Oppressed Groups' Voices are Heard and Valued

One way to increase representation of people of color and other marginalized identities within academia is to make substantial effort to recruit and retain diverse individuals well beyond the recruitment period. This spans all levels within an institution including undergraduates, post-baccalaureates, graduate students, post-doctoral fellows, staff, faculty, and administrative leadership. Recruitment often requires actively seeking individuals from diverse backgrounds. At times, it may also require individuals to be flexible and open to growth. For example, it is possible that a faculty member recruiting a graduate student may have many good candidates for the position including applicants who would be traditionally underrepresented students. If the faculty member wants to recruit a student from an underrepresented group, they need to be open to extending their research program if the student has somewhat different interests or desired areas of focus. Additionally, they need to be prepared to offer resources the student requires to succeed despite the unique challenges they will face in the institution (e.g., connecting students with additional mentors, discussing and helping them navigate experiences of discrimination,).

To this end, many institutions work to recruit diverse individuals; however, efforts to retain them often fall short (Hurtado, Milem, Clayton-Pedersen, and Allen 1999; McKay and Avery 2005; Munoz-Dunbar and Stanton 1999). In order to retain individuals with diverse and marginalized

identities, substantial support is often needed to combat the additional barriers and stressors they face. It is important to understand that while people of many identities experience job stress, those who hold marginalized identities often encounter additional unique stressors that originate from an environment that may itself be othering and even oppressive e.g., characterized by racism, sexism, heterosexism, (Jones, Perrin, Heller, Hailu, and Barnett 2018).

Further, allied behavior in this realm requires individuals to make a sustained and intentional effort to actively listen and value the input and ideas of marginalized individuals. It is not uncommon for individuals with marginalized identities to be spoken over or negated (Sue et al. 2019). Those who want to act as allies should consider making an effort to reduce this behavior themselves and speak up to make space for their colleagues and trainees when this occurs in group settings. Similarly, this principle includes acknowledging and valuing the work and efforts of diverse individuals.

Allied Behaviors in the Academy

Research

There are various levels in which allies can create a positive impact and increase inclusivity in their research. Please see Table 1 for numerous practical examples of allied behavior in research. Specifically, allied researchers should consider increasing diversity of individuals conducting the research, examining the questions they seek to answer and variables included, recruiting diverse research samples, choosing inclusive methods used to analyze data, and increasing efforts to

Table 1
Allied Behaviors in Research

Aim	Examples
Include multicultural components regardless of whether it is the primary aim of your research	Use qualitative and mixed methods that offer more sensitivity to social complexities than demographic questions Allow the opportunity for participants to self-identify rather than providing categories to select from Consider the influence of assumptions and biases on all aspects of research, including sample selection, research design, standards of excellence, attention to contextual variables. Try to correct for these biases In discussing results, intentionally highlight and connect them to allyship, advocacy, and social justice issues.
Use intersectional approaches in your research that allow for the representation of diversity	Ask research questions that acknowledge how intersecting identities shape experiences. For example, asking “Do some women have different experiences than men or other women?” rather than “Are men and women different?” Highlight within-group variability as opposed to between-group differences Remember that “no difference” does not always mean similar or equivalent

Build bridges through collaboration with other researchers who occupy different identities than your own	Collaborate on mutually beneficial projects with people who may have 1) training in diversity-related topics, 2) identities that you do not, 3) different perspectives on the topic Strive to reduce your own biases and acknowledge your own privilege in research Recruit and retain minority students (who will eventually be your colleagues) Be cautious not to tokenize collaborators
Consider how your research can create positive impacts	Use writing as a way to impact the field by dismantling stereotypes, reducing biases, and advocating for change Consider ways your work can be disseminated to individuals and groups who could benefit from it, particularly those outside of the community Hold focus groups to learn from members of diverse communities about the type of research they would find valuable Allow your research questions to be influenced by the individuals who participate in it
Make reasonable efforts to culturally and linguistically adapt research measures for populations with limited English proficiency and/or for whom research measures have demonstrated bias	Engage in a comprehensive process to translate research measures into another target language (when appropriate) Hire research staff who are native speakers of another target language (when appropriate)
Aim to recruit representative research samples to increase generalizability of research findings	Make additional efforts to recruit and engage diverse and representative samples, including taking into account and working to reduce group-specific barriers Be mindful of burdens research can place on those who are participating; consider/ask if there are ways you can positively contribute to these groups

disseminate findings to those who could benefit but might have less access to the information (e.g., Cole 2009). For example, within their studies allied researchers can make greater efforts to recruit diverse samples by using marketing materials and language that are inclusive and by oversampling individuals with marginalized identities. Allied researchers can also intentionally seek to collaborate with other researchers who hold different identities, including finding ways to share opportunities. Of note, researchers must also be cautious to avoid tokenizing collaborators with marginalized identities. This means including people who hold marginalized identities to

collaborate when it is truly mutually beneficial rather than to make a perfunctory effort to be inclusive.

Additionally, researchers are encouraged to examine the methods they utilize and identify if there are ways to make them more inclusive (Christoffersen 2017). For example, researchers can ensure they use inclusive lists of demographic characteristics and give participants the option to self-identify (e.g., write-in responses) when the categories do not describe them rather than selecting "other." Researchers may also choose to seek feedback from participants about their experiences by including questions such as, "Do you think that your identity influenced your experience of the recruitment process?" (Christoffersen 2017). Further, they can involve members of marginalized groups (e.g., focus groups, community advisory boards) in their work in order to consult them and maximize the positive impact on the community (Reich and Reich 2006). For example, researchers can involve community members, especially those who are marginalized and underprivileged, in the conception of their research by seeking their input about the types of questions they want answers to and would find meaningful.

Some allied theoretical and methodological approaches to research include action research feminist approaches (e.g., Reinharz and Davidman 1992), and decolonial methodologies (e.g., Agboka 2014; Kurtiş and Adams 2016) which offer strategies for inclusive and meaningful contributions that aid in reducing oppression. For example, action research has been successfully implemented within groups and institutions to improve the lives of those it was meant to impact. The mission of action research is to extend research beyond publication into implementing strategies that directly and positively impact others as opposed to contributing to theory alone (Stringer 2008; 2013). Feminist research "positions gender as a categorical center of inquiry," (p. 3) acknowledges the way researchers' social background, identities, location, and biases shape their research process and outcomes, and seeks to support social justice and transformation (Hesse-Biber 2014). Although there are various definitions, decolonizing research methodologies challenge Eurocentric, and other "majority group" biases that "undermine the local knowledge and experiences of the marginalized population groups" (Keikelame and Swartz 2019:1; also see Khupe and Keane 2017; Smith 2013).

Teaching

There are also various ways a person can enact allied behaviors in teaching, including but not limited to, examples detailed in Table 2. One domain of allied behavior in teaching is promoting multicultural competence as a core competency rather than a specialty area. This requires

Table 2

Allied Behaviors in Teaching

Aim	Examples
Promote multicultural competence as a core competency rather than a "specialty area"	Integrate multicultural competence throughout your material rather than solely as a separate section, chapter, etc. Assign readings that 1) focus on at least one aspect of diversity, 2) include multicultural considerations throughout the text, 3) use affirmative, multiculturally-conscious language

	Use examples throughout teaching that include diverse individuals and groups
	Integrate multicultural considerations into assignments when possible
	Guide students in conducting multiculturally conscious research
Foster psychological safety in your classrooms/groups	Use respectful and mindful language
	Say something if you hear others using discriminatory language
	Be as transparent as possible about your role, behaviors, intentions, etc.
	Make space for everyone's voice to be heard, especially those with less power and privilege
	Generate group guidelines and agreements for the space (e.g., "We agree that we will give constructive feedback and be mindful not to criticize each other")
	Especially if you have some power in the space, consider finding ways to demonstrate vulnerability and growth
	Invite feedback from others and consider it
Allow for discussions of multicultural issues among trainees and colleagues (most effective when psychological safety has been and continues to be fostered)	In addition to integrating multicultural considerations throughout teaching, hold spaces and training programs for multicultural issues
	Encourage students to be honest about assumptions and biases, and model this behavior
	Create and/or encourage creation of multicultural teams, minors, rotations, and other programming
	Increase representation of students of color and other minority identities
Teach multiculturally conscious adaptations, assessments, and interventions where applicable	Be careful not to assume research applies to everyone if it has used limited, less-generalizable samples
	Instruct on culturally adapted interventions (e.g., How might the intervention change with the use of an interpreter? Are there different considerations or less access for persons with lower socioeconomic status?)
Make effort to make learning accessible for all students and trainees	Use a microphone and closed captions to make it easier for individuals who may have an auditory disability to understand content
	Be mindful and make reasonable efforts to accommodate students; seek support and recommendations from disability resource center
	If possible, check in with students who appear less engaged or disengaged and attempt to help with problem-solving

providing adequate time for topics related to diversity as well as for these topics to be integrated throughout the course. There is not one "right" way to do this. Instructors could consider including regular (i.e., weekly or biweekly) readings on the topics, ensure they are using diverse examples and "case studies," or integrate multicultural issues into their lesson plans. Further, allyship may involve embodying an attitude of life-long learning, modeling vulnerability, and naming one's own assumptions and biases as they arise.

Instructors ought to use intersectional approaches to diversity education (e.g., Cole 2009; Sue et al. 2019) that acknowledge differences in individuals' experiences given the multiple and co-existing identities they hold (e.g., the experience of a white, gay man is different than that of a black, gay man). While group-based knowledge (i.e., knowledge about individuals who identify as gay), can provide some helpful context, it can also miss important nuance in individuals' experiences and can even reinforce stereotypes (i.e., *all* gay men...).

Further, we recommend the use of inclusive pedagogical practices (e.g., Linder, Harris, Allen, and Hubain 2015; Quaye and Harper 2007). Teachers who are allies (allied teachers) are tasked with creating an environment in which others are safe to explore their own biases and gain awareness, knowledge, and skills. This also means being willing to have difficult discussions and take on challenging topics in the curriculum (see Case 2013, 2016). For example, if someone in the class makes a prejudicial remark, an ally would have direct discussions about this in order to explain why that comment is considered prejudicial and/or inappropriate and suggest alternative ways to think about the issue. Of course, the tone in which this is addressed as well as the length of the conversation will vary depending on the specific situation. We recommend that instructors approach these learning experiences with some degree of warmth and openness to encourage fruitful discussions as well as increase the likelihood of students being open and honest.

Further, allied instructors should seek to make their course accessible for all learners in the class and make effort to ensure all students can be successful. This might mean including various types of assignments when possible to allow for students, who have different strengths, an opportunity to demonstrate their skills. It will also entail engaging with the university's Disability Resource Center and making accommodations for students who have disabilities and doing so as proactively as possible. Allied behavior in the classroom also means finding ways to engage students who may be disadvantaged or feel othered inside and/or outside of class, including making space for them to be heard in class discussions. However, we caution instructors about tokenizing marginalized students, including asking them to speak on behalf of the group/s with which they may identify.

Mentoring

Mentoring students and junior colleagues is an important aspect of most academics' jobs. Mentorship has been identified as a significant factor in retaining diverse and marginalized individuals (Lopez 2013; Rogers and Ludwin 2006). Allied behaviors in the realm of mentoring include committing oneself to mentoring students and junior colleagues who have marginalized identities as they transition into their new roles and sustaining these efforts as they navigate the system and their careers.

Allied mentors should consider ways to help new colleagues from marginalized groups integrate their work into the institution's standards for promotion and tenure, especially if the current standards tend to under-value the mentee's specialty. For example, sometimes diversity-related and applied work are valued less within the broader institution. Allied mentoring includes helping the mentee to highlight institutionally valued aspects of their work that will resonate with stakeholders and generate ideas for products that will most likely benefit the mentee and are in line with their professional interests. Allied mentors are also called to celebrate, congratulate, and highlight the accomplishments of their mentees in ways that is visible to others at the institution. Research suggests people of marginalized groups need "highly visible success" in line with company's core values in order to move up to administrative and executive positions (Thomas 2001:103). Allied mentors should also challenge other faculty and stakeholders to appreciate and see the value in under-represented work.

It is unlikely that any one mentor can meet all of the needs of their mentee. Therefore, allied mentors need to help mentees to find and connect with others who can serve various roles in their development (e.g., research, grant writing, teaching, navigating systems, work-life balance, community engagement). This includes normalizing the need for multiple mentors (Hansman 2002). Peer-to-peer mentorship should also be encouraged as it can be a crucial part of career development and building a support system within higher education. Of note, people who hold marginalized identities are less likely to have a mentor, but are still more likely to serve as mentors in comparison to other faculty members (Griffin and Reddick 2011). It is important to call attention to the often unequal burden put on marginalized individuals in higher education. To this end, we encourage formal institutional mentoring programs, in addition to informal ones, in order to help ensure that all members, especially marginalized members including women of color, have access to mentors (Jean-Marie and Brooks 2011). Efforts in this area are underway. For example, the Coaching and Resource Network initiative, comprising a diverse set of full professors, led by Purdue's Butler Center with Purdue-ADVANCE as a partner, provides support and advocacy for career advancement of assistant and associate professors.

Further, allied mentors will likely have to assist their mentees to devise plans to utilize their time most effectively. This will include assisting mentees to dedicate time to writing and other activities that will lead to their promotion and deciding which service activities to take on (Bradley 2005). Additional practical examples of allied mentorship are included in Table 3.

Within Institutions

Table 4 presents multiple ways for allies to use their privilege and power to impact their institutions. For example, allies can participate on hiring committees to recruit minority candidates and make efforts to support their retention through mentoring ensuring they have the needed resources to succeed. Equally important is ensuring that diverse faculty and staff are supported in efforts to be promoted, especially to leadership positions. Allies may also benefit from learning about the history of the institution and, if needed, actively work to include new cultural norms that promote awareness and inclusion. Individuals may create or join multicultural or diversity-focused teams (e.g., Nagy, LeMaire, Miller, Howard, Wyatt, and Zerubavel 2019) or affinity groups (Schneider, et al. 2017) to create dedicated time and space for ongoing training, consultation, and discussions related to these topics.

Table 3
Allied Behaviors in Mentoring

Aim	Examples
Offer sustained and appropriate mentorship to individuals of marginalized backgrounds	Volunteer to mentor students, trainees, staff, and junior colleagues
	Recognize one's limits in mentorship of individuals from backgrounds different than our own, especially when they hold marginalized identities
	If you are not the best person to act as a mentor to someone, help them identify others that could meet their needs
	Commit to be available to new faculty and staff hires, graduate students, etc. as they transition to the institution or a new role, and continue to be available as needed over time
	Ensure that new mentees with marginalized identities are not all assigned to mentors with marginalized identities, as this can place unfair burdens on marginalized faculty, perpetuate disparities, and may even be microaggressive
Elevate voices and work of people from marginalized groups	Nominate students, trainees, and colleagues from marginalized backgrounds for awards and honors
	Congratulate and "give kudos" for accomplishments to students, trainees, and colleagues, and when appropriate, do so in front of supervisors and stakeholders
	Especially if you have more power, offer to collaborate on projects that might elevate the work and positions of marginalized others
Make clear your desire to be an ally in order to signal to diverse junior colleagues and students that you are supportive	Use inclusive language in meetings and other functions within the institution
	Plainly display books and other items that communicate your desire to learn about groups that are different than your own
	Ask diverse junior colleagues and students what would be important to them in terms of increasing inclusion at your institution
Encourage creativity and flexibility to move away from the "status quo"	Be open to ideas that may be outside of your usual scope of work that could increase attention to diversity
	When mentoring new colleagues from marginalized groups, help them integrate their work into the institution's standards for promotion and tenure
	If your institution's standards for promotion and tenure tend to under-value work such as qualitative or mixed methods, work to update the system in order to be more inclusive

Table 4
Allied Behaviors in the Institution

Aim	Examples
Advocate for hiring and putting in place efforts to retain people who are minorities	Volunteer to participate on hiring committees Seek out and recruit students with minority identities Advocate for cohort/cluster hiring (i.e., hiring numerous individuals with diverse backgrounds, but with similar interests; marginalized individuals with similar identities across various parts of the institution) Make efforts to secure mentoring and other programs and supports to retain diverse individuals
Pay attention to issues related to culture, oppression, and privilege	When you hear colleagues making biased jokes or making broad generalizations that are stigmatizing, say something If you notice a person with less privilege being spoken over (or down to) in a meeting, make effort and space to hear them out Explore biases and help each other to address these effectively Identify areas for growth as an institution and work to identify solutions
Seek feedback from minority individuals about their experiences at the institution and implement changes based on feedback when possible	Seek feedback about reasons individuals chose to join the institution (or not), as well as reasons they chose to stay or leave; use the feedback to improve the institution Inquire about resources that individuals currently find valuable as well as those that would be beneficial When reviewing feedback make specific effort to review and heed feedback from minority voices
Create opportunities for learning about multicultural issues	Create or join spaces/teams with allied goals Problem-solve barriers to improving culturally conscious practices at a personal and institutional level Invite those with diverse backgrounds and those with diversity training to be a part of committees and groups
Consider implicit messages the environment sends and make efforts to increase felt sense of inclusion	Ensure there is at least one gender-neutral (including single stall) restroom within a reasonable distance Represent diverse individuals and perspectives in informational and promotional materials in non-tokenizing ways

	Be mindful that furniture is inclusive (e.g., having chairs that are comfortable for people of all body sizes; ensure that the table heights are accessible to those using wheelchairs)
	Be mindful of art, decor, and images used in the space and the implicit messages they send
	Ensure that spaces, including classrooms, are accessible
Incentivize others to engage in allied behaviors and engage in diversity-related initiatives	Generate, follow, and value a diversity and inclusion statement
	Offer scholarships, awards, etc. for individuals doing diversity-related work
	Incentivize or require diversity-related training

There have been many advancements in the area of formal and informal initiatives to increase inclusivity across many institutions that we acknowledge but have not reviewed in this paper. An important aspect of allyship is institutional support in the form of the creation and thriving of inclusion-related centers, resources, and groups on campus. This includes large entities like offices for diversity and equity and women's leadership, including Purdue's Butler Center, as well as resource centers for specific marginalized groups (e.g., LGBTQIA+ centers, Asian American and Asian Resource and Cultural Center, Susan Bulkeley Butler Center for Leadership Excellence, and ADVANCE-Purdue Center for Faculty Success), and faculty and student groups such as the Black Caucus of Faculty and Staff .

Leadership can also incentivize diversity-related initiatives, including research, teaching, and community engagement that promotes equity. For example, institutions or programs with them may be able to offer grants specifically for diversity-related work, assess for "efforts to support diversity and inclusion" as an important criterion for promotion, and offer scholarships and fellowships for students of underrepresented and marginalized identities. Further, institutions can demonstrate allied values by requiring diversity, inclusion, and equity-related trainings, putting on programming for faculty, students as staff on allyship, diversity-related subjects, and social justice, and promoting events by cultural and social justice groups on campus.

Perhaps even more subtle, is being aware and increasing efforts to make the environment more inclusive. This includes ensuring that all applications and surveys (admission and staff hires) are inclusive. For example, these materials should not conflate gender and biological sex and include inclusive lists and write-in options for individuals to label or describe their identities. It may also include being mindful of art, decor, and images associated with the space. For example, implicit messages that "individuals who are minorities don't belong here" can be conveyed when all of the portraits in a space are of individuals of the same gender, race, or class, or when there is not easy access to gender neutral restrooms. Efforts must be made to increase subtle messages of inclusion through the use of space; however, we caution against the use of safety symbols that are purely symbolic in nature. This means that while using signs and symbols, like "Safe Space" are helpful, they can also be damaging if people from marginalized groups are met with experiences of discrimination and stigma within these spaces.

Within the Community

Finally, individuals should consider behaviors that would translate their academic talents and work to positively impact the community. Community can be broadly defined and may include communities that bridge institutions, such as affiliated programs, institutions, businesses, and nonprofits, as well as cities, towns, and regions extending beyond the institution. Please see Table 5 for specific examples of community allyship.

Table 5

Allied Behaviors in the Community

Aim	Examples
Consider involvement outside of primary professional role	Partner with local and national community schools, organizations, and nonprofits
	Volunteer for or donate to an organization with a mission that resonates with your values
Find and explore ways to apply your expertise to community needs	Consider if there are resources you can offer to the community including, trainings, informational workshops, low cost or free interventions/services
	Involve community members in generating research questions and disseminating findings
Engage in advocacy and systemic change	Talk to your elected officials and encourage them to support equalizing policies and legislation
	Support efforts to create positive change in your community (e.g., attending protests and rallies, signing petitions)
	Vote
Learn about diversity in your community	Attend events where you can interact with people with different experiences
	Read about the experiences of diverse people
	Seek to understand how local, state, and national laws and policies impact people differently
Conduct true community-engaged research	Foster mutually beneficial community-academic partnerships
	Design research based on community needs
	View and treat community members as values partners and stakeholders in your work

Higher education institutions can impact both, students and communities through service-learning opportunities that promote social justice. Social justice in this context means service that seeks to "alter structural and institutional practices that promote excessive and unjustified inequalities" rather than simply giving resources to those with fewer resources (Marullo and

Edwards 2000:899). This also means serving others in a way that empowers recipients, especially in an enduring, meaningful way. A social justice perspective entails viewing the community (however it is defined in each instance) as a partner who is involved as a valued stakeholder in the process. Service-learning opportunities can assist students in making positive changes in their attitudes of equality, equity, and social justice (Astin and Sax 1998; Evertt 1998; Rockquemore and Schaffer 2000). Further, research suggests that experiences of service-learning volunteering in college increase the likelihood students will continue to volunteer after leaving college (Sax, Astin, and Avalos 1999) and increased commitment to promotion of racial justice and serving the community in the future (Astin and Sax 1998). Service-learning experiences, especially those guided and informed by instructors using social justice frameworks, serve to help students to reduce negative stereotypes and increase their sense of the value diversity (Einfeld and Collins 2008; Eyler and Giles 1999).

Allied behaviors in the community could take many other forms including partnering with various groups and organizations in the community and offering services for those who may have less access (e.g., low cost interventions, workshops, or healthcare). For example, training clinics within higher education institutions can offer high quality healthcare and other services for much lower costs than may be found in the community. Further, scholars may consider ways to actively involve groups they are interested in studying in the process of their research and dissemination efforts (Reich and Reich 2006). In addition to taking community feedback on a project in its conception, allied community research may include making sure the community can use and implement helpful strategies in line with project outcomes. Community allyship may also include engaging in activism and social justice efforts outside of one's professional role, such as voting or being involved in social movements.

Conclusion

Inclusion of diverse perspectives and individuals promotes institutional excellence across various domains (Gurin, Biren, and Lopez 2004). Allies can play a vital role in creating inclusivity and positive social change (Dickter, Kittel, and Gyurovski 2012; Gulker et al. 2013; Rasinski and Czopp 2010) and, as discussed above, there are several ways to enact allied behaviors that serve the mission of diversity and inclusion within academic institutions. Herein, we have delineated numerous tangible strategies aligned with the goal of creating inclusive academic spaces. We hope that this article may serve as inspiration to reflect on and implement behaviors to most effectively act on these allied values.

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