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Transforming Culture in
Engineering Education

Engaging Your Male Allies in Gender Equity

April 16, 2014
1pm

Questions & Discussion



Host: Dr. Gretalyn Leibnitz– Project Director, WEPAN’s NSF funded *Engineering Inclusive Teaching: Faculty Professional Development* project



Moderator: Jennifer Heckscher– Program Manager, Gender Initiatives in STEMM, The Ohio State University; WEPAN Professional Development Committee

NDSU Speakers



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About WEPAN www.wepan.org

- **Core Purpose: To propel higher education to increase the number and advance the prominence of diverse communities of women in STEM.**
 - 1,047+ members, 140 engineering schools
 - Members reach ~43,900 female engineering students
 - ~60% of female engineering students
 - WEPAN Institutional Members average 15% higher enrollment of women in engineering than non-member campuses



WEPAN's Role

Translate research into practice through:

1. Webinars
2. The National Change Leader Forum: June 9-11, 2014



3. The WSKC: An online searchable data base and professional community resource: <http://www.wskc.org/>



4. Brand New!!! <http://www.wskc.org/connected-advocates>



Engineering Inclusive Teaching

Faculty Professional Development

POWERED BY **WEPAN**



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Related References & Resources

- C. L. Anicha, C. Bilen-Green, A. Burnett, and C. McGeorge, "Activating Advocates and Allies for Gender Equity: Engaging with Male Colleagues," WEPAN Conference, Baltimore, Atlanta, GA, 2013.
- C. Bilen-Green, R. Green, C. McGeorge, C. Anicha, and A. Burnett, "Engaging Male Faculty in Institutional Transformation," 2013 ASEE Annual Conference and Exposition, Atlanta, Georgia, June 2013.
- R. Green, "Gender Equality in Engineering: Advocacy Tips," American Society for Engineering Education Women in Engineering Division web resource: <http://wied.asee.org/AdvTips.html>

North Dakota State University

- Land grant university in the upper Great Plains
- Seven colleges with ~700 faculty/instructors
- Around 14,500 students (43% UG women)
- Nine engineering programs (10% UG degrees to women)
- NDSU institutional research findings (pre- NSF grant)
 - Scarcity of women in administration
 - Few women STEM faculty (only two in engineering in 2002)
 - “Chilly” climate for women

NDSU Climate and Women Faculty

Several studies revealed that women faculty:

- Rated department climate lower than male faculty
 - Treatment by colleagues and staff
 - Informal department interactions
 - Department decision making
- Spent significantly more time on their teaching and service
- Reported higher stress levels than male faculty
- Struggled with work-life satisfaction more than male faculty

Institutional Context

*AAUP Gender Equity Indicators Report
(Curtis & West, 2006)

	% Tenure-line		% Tenured		% Full Professor	
	Women	Men	Women	Men	Women	Men
*Average	45	55	31	69	24	76
*Doctoral	41	59	26	74	19	81
NDSU 2006	36	64	10	90	7	93

*N = 1,445
universities*

Take-Home Point:

If an institution's tenured faculty and administration are predominately male, then men will be a necessary component to any gender-equity & climate solutions

NDSU Advance FORWARD Mission

- Increase participation of women in faculty and administrative positions through a comprehensive research-driven strategy
- Utilize multiple interventions that account for institutional policies and practices, campus climate, and knowledge and skills for success in teaching, research and leadership
- Recognize men as vital partners and deliberately cultivate alliances with men faculty and administrators

Poll Question 1

What do you believe is the most important action men can take to help support gender equality?

- a) ask women faculty about their research
- b) be a gender advocate on search & evaluation committees
- c) learn about unconscious bias & gender inequity
- d) listen to & avoid interrupting women faculty
- e) talk to male colleagues directly when gender bias occurs

Theoretical & Empirical Frameworks

- Problems related to gender inequity are typically associated with problems in the overall climate/culture of an organization:
 - When an institution is dominated by one group, that particular group is often unaware of the ways in which the climate is set up to serve that group and create disadvantages for less dominant groups.*
- When institutions are male-dominated, men can play an important role in creating a more accepting and equitable climate for women.
- Bottom-up approaches, such as an Allies Program, are as important as top-down approaches
- Leverage knowledge & methods of racial, sexual orientation, disability, & other social justice causes

Men as Gender-Equity Allies

- Key forces that undermine men's engagement as allies include apathy, fear (status loss, making mistakes), and lack of knowledge about gender inequities (Prime and Moss-Racusin, 2009)
- Key elements to promote men's engagement as allies include
 - Increase awareness, empathy, and understanding of impact
 - Utilize male role models and provide opportunities for men-only dialogues
 - Provide ongoing training, encourage reverse mentoring
 - Engage men in solution building and be inclusive

Engaging Male Faculty: A Multi-Faceted Intentional Approach

STRATEGIES	ELEMENTS	Awareness, Empathy, and Understanding	Male Role Models	Men-Only Dialogues	Ongoing Training	Reverse Mentoring	Solution Building	Intentionally Include Men
Advocates & Allies Program		M	M	M	M	M	M	M
Advancement Lectures and Panels		Q	Q		Q	Q	Q	Q
Pedagogical Luncheons		M	M		M		M	M
New Faculty Orientation		S	S				S	S
Provost Chair Forums		M	M		M	M	M	M
Commission Status Women Faculty		M			M	M	M	M
Climate & Gender Research Grants		A					A	A
Data Collection, Analysis, & Reporting		O						O
Climate & Gender Workshops		F	F		F	F	F	F

O=Ongoing; A = Annual; Q = Quarter; S = Semester; M = Month; F = Frequent, 1+ per semester

NDSU Advocates and Allies Program

- Faculty men committed to supporting women faculty at department, college, and university levels
- **Advocates:** senior faculty men with a record of supporting women faculty willing to commit significant time and effort to the advocates and allies program
- **Allies:** trained faculty men who identify themselves as allies of women faculty
- Advocates and Allies are active proponents of gender diversity and equality in their units
- Men trained at NDSU: **24 Advocates and 165 Allies, with at least one Ally in 36 of 42 departments.**

Advocates: Roles and Responsibilities

- Participate in ongoing educational programs, reading, and discussion sessions
- Develop and offer ally training sessions
 - FORWARD mission and need for allies
 - Gender discrimination and male privilege
 - Aspects of becoming an ally & individual actions for allies
- Offer follow-up ally development sessions
- Develop ongoing list of ally actions
- Respond to gender-related issues on campus
- Identify and coordinate nomination of qualified women for significant university awards

Four Key Aspects of Being an Ally

1. **Awareness:** Become aware of unconscious and institutional biases. Pay attention to language used to describe men and women, who gets awards and promotions, interpersonal dynamics, etc.
2. **Knowledge/Education:** Know department & college gender dynamics, keep informed about Advance, read relevant articles, learn about faculty “pipelines” for your field, etc.
3. **Skills:** Communicate awareness and knowledge to others. Develop skills by attending workshops, role playing with peers, and developing support connections.
4. **Action:** Speak up at meetings, collaborate with female colleagues on research, serve on committees in place of female colleagues, work to achieve balanced search pools, etc.

Ally Training: Literature Review

Unconscious Bias and Systemic Disadvantage for Women

- Ratings of job candidates (Rudman & Glick, 2001)
- Bias in letters of recommendation (Schmader et al., 2007)
- Biased evaluations of faculty (Wenneras & Wold, 1997)
- Male and female faculty rate female student candidates lower (Moss-Racusin et al., 2012)
- Gender differences in evaluation of student teaching (Sprague & Massoni, 2005)
- Male preference gender bias, regardless of gender (Steinpreis et al. 1999)

Ally Training: Relationship Between Gender Discrimination & Advantage

Male Privilege: the unearned advantages granted to men based on their gender that are the result of the historical dominance of men in positions of leadership

- Never having somebody raise the question: was he hired because of his gender?
- Never having somebody wonder: did his gender give him an edge in that grant competition?
- Never having to be an associate professor who has to wonder: will this department ever promote a man to full professor?
- Never having to wonder: would the department accept a man as a chair? Would the college accept a man as the Dean?

Poll Question 2

In group conversations, men begin to perceive women as dominating the conversation when women speak more than:

- a) 30% of the time
- b) 45% of the time
- c) 60% of the time
- d) 75% of the time

Ally Training: Individual Actions

- Ensure women faculty members have equal opportunity to speak during meetings
- Tell women (and men!) faculty that you are an ally
- Ask women faculty about their experience with department climate (and listen to their answer!)
- Ensure women faculty are invited to informal departmental gatherings
- Talk to women faculty about their research
- Nominate women for awards, honors, and positions
- Volunteer to serve on PTE, search, and other committees with the specific purpose of being an ally for gender equity

Additional Strategies to Involve Men as Gender-Equity Allies

- Attend (and actively encourage others to attend!) lectures, presentations, & workshops relevant to diversity and gender equity.
- Participate in key university groups (Faculty Senate Executive Committee, Commission on the Status of Women Faculty) to proactively examine & revise university policies impacting retention & advancement of women
- Hold colleagues accountable and ensure that workload and resources are distributed equitably.
- Monitor and benchmark university progress toward equal participation of women faculty

Effectiveness of the Advocates & Allies Program

- Almost 90% of male faculty attending Ally Training agree that they would be able to implement new strategies to promote a more equitable climate for women faculty at NDSU
(30.4% strongly agree + 59.2% agree = 89.6% agree)
- External evaluator-conducted qualitative interviews with Advocates that suggested positive impact and effectiveness of the Advocates & Allies program
- External evaluator also conducted separate focus groups with Allies and with women faculty, which also support positive impact and effectiveness of the Advocates & Allies program

Interviews with Advocates

- *“Trainings really did make me more aware of a lot of things going on around me”*
- *“I know just from being involved with the Allies and Advocates I’m getting a better understanding and a better appreciation for broader climate, which is not terribly easy to define, it’s not something that you can point and say, ‘This is the problem, this is the problem’”*
- *“Getting Allies in departments and getting those men to be more aware of things and being able to speak up and bring issues to the front. It is about climate change”*

Focus Groups: Allies

- *“I did the training last year and I found it was helpful, in terms of, getting us to think about various kinds of biases that we ourselves might have, things we’ve seen, what we might do”*
- *“I’ve learned some things that I wasn’t as aware of or maybe not aware of it at all. And, it also keeps reminding you about some things that you need to pay attention to, look for, respond to, and so on”*
- *“Going through the ally training I started to think more about having a lactation space available...And I was like, embarrassed that I had never thought of it before. That piece of information made me think like, how many other things am I doing that I don’t realize? And I can talk the talk, but what am I, what kind of signals am I sending? Or what kind of things am I doing, especially in the classroom in science where it’s a really, it’s a pretty scary place for a lot of female students”*

Focus Groups: Women Faculty

- “It’s nice to know that if I have a problem I can go maybe to this man [an Advocate] who has tenure on campus who might support me if I tell him my story. Or that I know that there is going to be a group of men [Advocates and Allies] who are going to be advocating for an issue that is relevant to women specifically on campus.”
- “Having male colleagues who recognize something that happened that makes them feel uncomfortable and talk about it with other men and then go back and [address it in the department]. That’s exactly the type of thing that should be going on...”

Effectiveness of the Advocates & Allies Training at Other Campuses

- The NDSU Advocates have also provided trainings at public and private universities across the US.
- At this time, over 100 men have been trained on these other campuses
- Over 90% of male faculty attending these Ally Training agree that they would be able to implement new strategies to promote a more equitable climate for women faculty on their campuses

(17.6% strongly agree + 75.7% agree = 93.3% agree)

Conclusions:

Men as gender-equity allies can be effective in helping achieve institutional transformation. Successful ally programs should be intentional and multi-faceted. Start with a committed core group; participation will grow as the program develops.

NDSU Advance FORWARD Contact Information

- Office: 314 Family Life Center (FLC)
- Phone: (701) 231-6357
- E-mail: ndsuforward@ndsu.edu
- Website: <http://www.ndsu.edu/forward>

Asking Questions and Discussion

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Questions & Discussion



Moderator: Jennifer Heckscher – Program Manager, The Ohio State University;
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