**Ally Training**

**The Ohio State University**

**December 1st, 2016**

Attendance

20 individuals signed up for the training and 14 completed evaluations.

* 13 (92.9%) participants identified as faculty members and one (7.1%) identified as an administrator.
* Five (35.7%) reported that their department chair had encouraged them to attend the training, six (42.9%) said a dean, three (21.4%) said an Advocate or Ally, two (14.3%) said a colleague, two (14.3%) said themselves, and two (7.1%) reported an associate dean.

Quantitative Results from the Evaluation Form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **My knowledge of unconscious gender bias and its impact on the campus climate has increased after today's training.** | | | | | | | |
|  | | Frequency | | Percent | Cumulative Percent |
|  | Agree | 8 | | 57.1 | 57.1 |
| Strongly Agree | 6 | | 42.9 | 100.0 |
| Total | 14 | | 100.0 |  |
| **I will be able to use the information that I learned today in my work.** | | | | | | |
|  | | | Frequency | Percent | Cumulative Percent |
|  | Disagree | | 1 | 7.1 | 7.1 |
| Agree | | 7 | 50.0 | 57.1 |
| Strongly Agree | | 6 | 42.9 | 100.0 |
| Total | | 14 | 100.0 |  |
| **I will be able to implement new strategies to promote a more equitable climate for women faculty at my institution as a result of my participation in this training.** | | | | | | | |
|  | | Frequency | | Percent | Cumulative Percent |
|  | Disagree | 2 | | 14.3 | 14.3 |
| Agree | 9 | | 64.3 | 78.6 |
| Strongly Agree | 3 | | 21.4 | 100.0 |
| Total | 14 | | 100.0 |  |
| **The training was clear and well-organized.** | | | | | | |
|  | | Frequency | | Percent | Cumulative Percent |
|  | Agree | 2 | | 14.3 | 14.3 |
| Strongly Agree | 12 | | 85.7 | 100.0 |
| Total | 14 | | 100.0 |  |
| **I would recommend this training to others.** | | | | | | |
|  | | Frequency | | Percent | Cumulative Percent |
|  | Agree | 4 | | 28.6 | 28.6 |
| Strongly Agree | 10 | | 71.4 | 100.0 |
| Total | 14 | | 100.0 |  |
| **I am personally committed to addressing issues of gender bias and discrimination experienced by women faculty at my institution.** | | | | | | | |
|  | | Frequency | | Percent | Cumulative Percent |
|  | Agree | 2 | | 14.3 | 14.3 |
| Strongly Agree | 12 | | 85.7 | 100.0 |
| Total | 14 | | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How would you rate the overall quality of this training?** | | | | | |
|  | | Frequency | Percent | Cumulative Percent |
|  | Average | 1 | 7.1 | 7.1 |
| Above Average | 8 | 57.1 | 64.3 |
| Excellent | 5 | 35.7 | 100.0 |
| Total | 14 | 100.0 |  |

Qualitative Results from the Evaluation Form

1. What questions do you still have about being an ally for gender equity after attending this training? Please list any areas of the training that you would like to receive additional information about or that need further clarification. Your suggestions will be used to structure future meetings for Allies.

* While implicit bias against women by men is clearly a very significant issue, there are significant real differences in the way male and female brains are wired as well as the much greater demands on women in parenting roles. Even if we had zero implicit bias from men against women, these real differences exist and men must understand the importance of the benefits of diversity while accepting the differences. So just addressing the "implicit bias" problem will not be sufficient.
* I think that junior male faculty need to be cognizant of the risks they take in standing up directly to more senior (P&T Committee level) faculty. Means to enlist 'safer' faculty who support their perceptions, other "allies," to do the confronting would be helpful.
* Spend more time on specific plan of actions.
* Best practices or guide books for various situations like search committee processes and meetings, proper departmental committee discourse with female faculty, guidelines for interventions (when and how). A lot of ad-hoc discussion that is difficult to put into action without guidelines and descriptions of best practices.
* Balance between risk to junior faculty of speaking out and the need to do so.
* How do I get older colleagues to participate in this program?

1. What do you think were the most helpful or valuable aspects of the training you attended today?

* Understanding the pervasiveness of implicit bias.
* Remove ignorance towards this important issue.
* Evidence provided of bias coming from our own colleagues.
* Awareness of strength of bias and the range of things that female faculty have to worry about that I don't.
* The blinded hiring results are very illuminating. The cards with concerns presented together are also very powerful.
* Starting to recognize how male privilege is much stronger than I thought in an academic environment.
* Comments from Ohio State University female faculty.
* The statistics on implicit bias from the resume experiment.

1. What is one strategy you have learned today that you will be able to implement to promote a more equitable campus climate for women faculty?

* Means to address gender bias "on-the-spot" when it arises.
* Talk to men and women in our department.
* To be aware of bias and to speak out against it when needed.
* Don't let women faculty be silenced by interruptions from other male faculty. Learn how to step in diplomatically.
* Permission to bias hiring toward gender.
* Confront examples of bias "in the moment”.
* Acknowledge my biases, known and implicit.

1. How could this training be improved to be more beneficial to you?

* I enjoyed it as is. Spend more time on specific plan of actions.
* Leave us with guides and best practices.
* In truth the session is a little thin on actionable things to do. It is more about awareness, getting more people to do the training. The more actionable things I've learned in other training.
* Incorporate more recent research and statistics.