**University of Wyoming**

**February 2016**

*Results from the Pretest of the of Allies and Advocates*

**Introduction**

The pretest survey of Allies and Advocates is part of the PLAN D project funded by the National Science Foundation in partnership with North Dakota State University. This survey collected data to better understand the beliefs and commitments of men faculty members to engage in actions that promote gender equity on university campuses. Survey data were collected from male faculty at the University of Wyoming who registered to take part in the PLAN D Ally Training. Data collection ran from January 29 to February 18, 2016 via an on-line survey and 17 participants responded (information about the participants can be found in Appendix A, on page 9). The response rate for this survey was 89.5%.

**Beliefs**

*I would be more comfortable having a man as a department head than a woman.*

*Women are just as capable of thinking logically as men.*

*Discrimination against women is no longer a problem in the United States.*

*Women experience gender discrimination when applying for academic jobs.*

*Society has reached the point where women and men have equal opportunities for achievement.*

*Women are less capable of being effective academic leaders.*

*There are many jobs in which men should be given preference over women in being hired or promoted.*

*Women should be given equal opportunity as men for training in the various professions.*

*Evaluations of teaching are negatively biased against women faculty.*

*When evaluating excellence in teaching, students evaluate men professors more favorably.*

*Women faculty need substantially more publications to receive the same evaluation as men faculty.*

*Articles are evaluated more favorably when attributed to men faculty.*

*Letters of recommendation under-value the competence and accomplishments of women faculty.*

**Ally Actions**

*I am personally committed to addressing issues of gender bias and discrimination experienced by women faculty at my institution.*

*I regularly share with my colleagues my commitment to creating a more equitable climate for women faculty.*

*I have read about gender bias and discrimination in academia.*

*I have spoken up when I notice a woman colleague being interrupted.*

*I regularly ask my women colleagues about their experiences of the climate within their department.*

*I regularly invite my women colleagues to informal gatherings where work-related discussions are likely to occur.*

*I regularly talk to my women colleagues about their research.*

*I nominate my women colleagues for university awards.*

*I volunteer to serve on departmental and college committees with the specific purpose of being an ally for gender equity.*

**Actions Associated with Promoting a More Equitable Campus Climate for Women Faculty**

***Ally Actions Already Engaged In***

* I served as a department head for almost 8 years. During that time, I oversaw three tenure packets of women faculty, all of whom were receiving biased reviews from men colleagues. I worked to address these issues in my head's reviews to ensure that these packets were properly evaluated at higher levels (all three women, deservedly, received tenure.) I also worked to facilitate the transfer of a woman faculty member from a non-engineering department into my department. I also had to fight upper administration extensively to facilitate two spousal hires of highly qualified women faculty into my department. Now that I am no longer a department head, I hope to provide more direct mentoring assistance for all faculty, and especially women faculty.
* Directly hiring women as full-time faculty and part-time instructors. Support of applying FMLA leave in a flexible manner. Family-friendly meeting times. Family-friendly social gatherings.
* I have volunteered to serve on both the College and University Promotion and Tenure, and actively promoted the goal of removing gender considerations from academic reviews. I have chaired faculty search committees and work to remove gender considerations from hiring decisions.
* Led search committees for assistant professors. Both committees returned women as the top candidates but the administration moved slowly and did nothing to help us recruit them. In fact a senior woman administrator, put up a ridiculous roadblock in a top candidates start-up package.
* Participated in several pre-proposal and proposal preparation efforts for ADVANCE projects.
* I actively promote mentorship of new faculty members. I am currently working on a grant where gender specific mentorship is a focal point. The challenge we face is that the low number of female faculty members in our department and college, makes it difficult to pair new and experienced faculty appropriately. We are working to connect underrepresented faculty at partner universities to achieve a critical mass in the proposed mentorship plan.
* I informally mentor a new woman assistant professor. I do not tolerate gender discrimination. I make sure when I am on search committees or chair search committees that women candidates are evaluated fairly.
* As a graduate student mentor, I prioritize opportunities (funding, hiring, etc...) to promote the careers of talented female engineering students within research disciplines.
* I advise female graduate students.
* Developing a department wide peer teaching evaluation process to counter-balance the attacks of male faculty on the teaching record of female faculty. 2) Worked with several faculty and department staff to ensure that visiting female high school students did not meet with a particular faculty member who repeatedly told female students that females were not cut out the be chemical engineers. 3) Objected to a department head search committee that did not include any females. 4) Worked with a female colleague to develop arguments to convince her department head to grant her the accommodations required by university policy as part of a maternity. 5) When agree to serve as a committee chair, ensuring that appropriate females are recommended for committee positions. 6) Prodding department head and Dean to move forward on two separate cases where the university's spousal accommodation policy was used to hire two female faculty. 7) Working 1-on-1 with a female faculty member over several days to help revise a manuscript that had been previously submitted and rejected. 8) Supported female department staff and encouraged them to report to HR the oral attacks from male faculty when the faculty were told that something was against university policy. 9) Serving as advisor to a female graduate student who was ignored by her previous advisor.
* I actively encourage women colleagues, support them in meetings, and disagree with male colleagues if it seems they have a bias against women faculty members.
* Support women applicants for positions. Beyond that, I have not done anything explicit to support women. That is, I have not sought out opportunities to support my women colleagues. I do believe that I project a supportive attitude, but...
* I perceive there being a limited number of opportunities to do this. I try to be gender neutral in most cases. My experience with committees such as promotion and tenure reflect that neutrality I believe.
* Nothing really. I hired more women undergraduate research assistants than men if that would count. Otherwise I tried to push for a woman faculty candidate when I was on a faculty search committee (without success).
* None

***Future Ally Actions***

* I hope to provide direct mentoring assistance for all faculty, and especially women faculty. I would like to learn more ways to assist in promoting a more equitable campus climate for women faculty.
* I feel that we should continue to actively recruit, retain, and promote female faculty members. I will continue to promote this objective on search committees to every extent possible.
* I'd encourage the administration to move aggressively when hiring qualified female faculty.
* Currently, parents can receive a one year stop on the tenure clock associated with having/adopting a child. However, this clock stoppage does not stop the yearly evaluation process to determine raises. 2) Encouraging the university to expand its spousal accommodation policy and work to properly fund the project and add a position in the president's office to oversee the policy. Currently it is left to units/colleges to work out on an ad-hoc basis. 3) Encourage the university to reward good behavior. If you as a department hire a female, a nice reward would be a line to hire another faculty member.
* I will work with a faculty group initiating a program to examine, identify, and address gender biases in policies and procedures.
* I will continue the actions above, and have committed to the Ally training.
* Work with ADVANCE effort on UW campus and beyond.
* NSF ADVANCE Ally within the college of engineering.
* This training.
* Obviously, I need to educate myself more about the challenges women face aside from the most obvious to which I think I am already sensitive.
* Until now, I had no specific intention of seeking out support opportunities.
* I do not see my sphere of influence expanding much in the future.
* Not sure.
* None

Appendix A: Characteristics of the Sample

Characteristics Men

 n %

Academic rank

 Associate Lecturer 2 11.8

 Assistant Professor 1 5.9

 Associate Professor 6 35.3

 Full Professor 7 41.2

 Did not respond 1 5.9

Tenure-track position

 Yes 14 82.4

 No 2 11.8

 Did not respond 1 5.9

Currently have tenure

 Yes 13 76.5

 No 1 5.9

 Did not respond 3 17.6

Administrative position

 None 2 11.8

 Did not respond 15 88.2

Race

 White, not of Hispanic origin 13 86.7

 Asian 2 13.3

Relationship status

 Married and living with spouse 15 88.2

 Single 1 5.9

 Did not respond 1 5.9

Currently partnered with a women who is also a faculty member

 Yes 3 17.6

 No 12 70.6

 Did not respond 2 11.8