

NDSU Advance FORWARD

**Advocates and Allies
for Gender Equity**

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NDSU **FORWARD**

A “Simple” Question

Is gender inequity an issue at NDSU?

0 = none/don't know

1 = very little

2 = a bit

3 = some

4 = a lot

5 = extreme

Presentation Outline

- Introduction, context, and background
- Advocates and Allies overview, Advocates, and Advocate Facilitation
 - Allies, Ally Workshops and materials
- Program effectiveness, Advocates and Allies at other universities
 - Conclusions and discussion

North Dakota State University

- Land grant university in the upper Great Plains
- Seven colleges with ~750 faculty/instructors
- Around 11,300 students (Sp'22, 51% women)
- Nine engineering programs (Sp'22, 14% UG women)
- NDSU institutional data (pre-NSF grant)
 - Scarcity of women in administration
 - Few women STEM faculty (only two in engineering in 2002)
 - “Chilly” climate for women

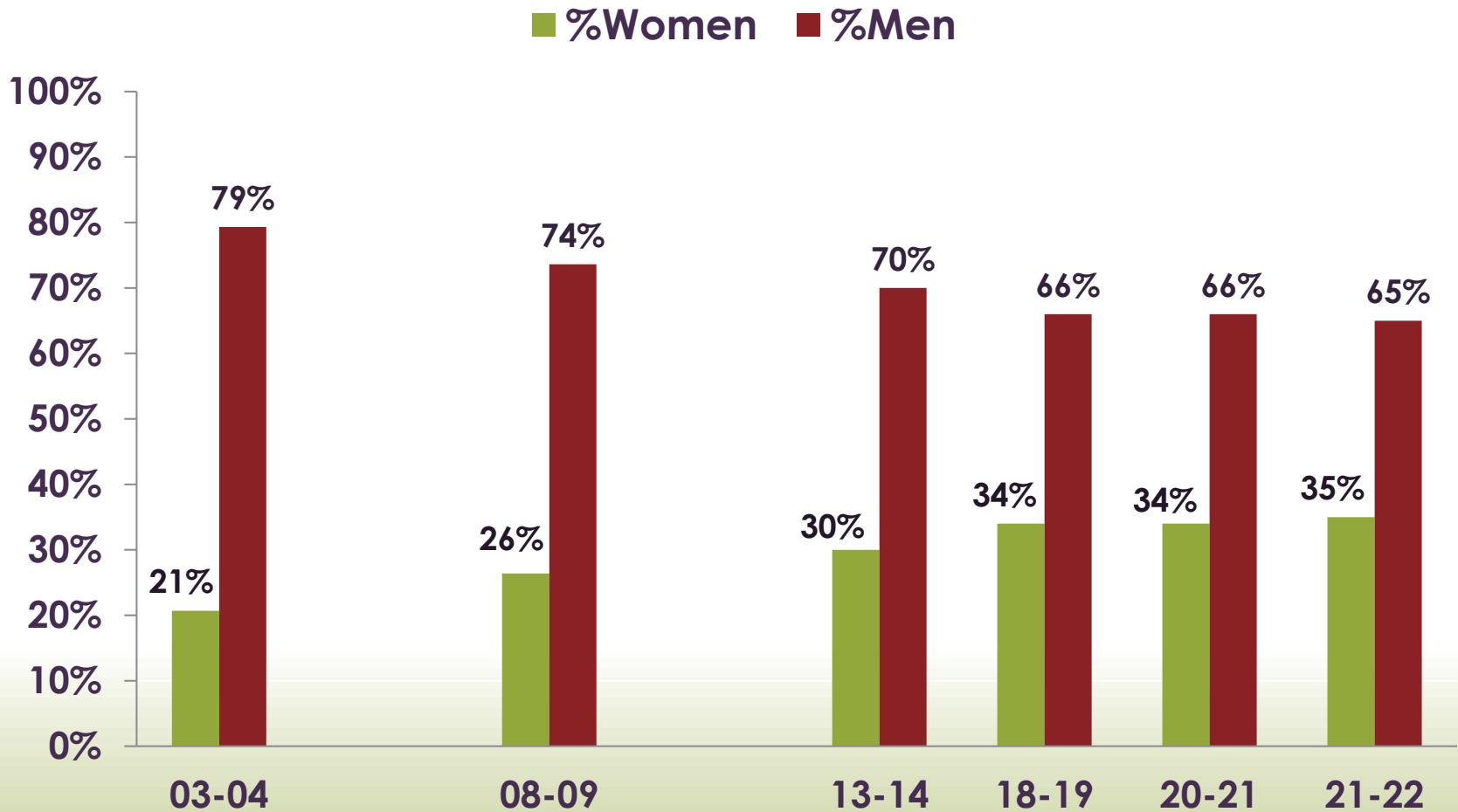
Poll Question

In a study of hiring decisions (Corbett & Hill, 2015), what percentage of the time is...

- the best candidate chosen: _____
- an underqualified man chosen: _____
- an underqualified woman chosen: _____

Your three percentages should add to 100%!

NDSU Tenure-Line Faculty by Gender



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/skills for success in teaching, research, and leadership
- Recognize men as vital partners and deliberately cultivate alliances with men faculty and administrators

Theoretical and Empirical Frameworks

- When an institution is dominated by one group, that group is often unaware of the ways in which the climate is set up to serve that group and disadvantage other groups
- When institutions are male-dominated, men can play an important role in creating a more inclusive and equitable climate
- Bottom-up approaches like Allies programs are as important as top-down approaches
- Leverage knowledge and methods of racial, disability, and other social justice causes

A Question

What factors most limit the engagement of men as gender-equity advocates?

Men as Gender-Equity Allies

- Key forces that undermine men's engagement include apathy, fear (status loss, making mistakes), and lack of knowledge (Prime and Moss-Racusin, 2009)
- Men are more likely to be skeptical about research showing that gender bias exists (Handley et al., 2015; Flaherty, 2015)
- There are effective strategies to engage men (Prime et al., 2009) and address the types of resistance common to change efforts (Moody, 2011)

Advocates and Allies Overview

- Began at NDSU with NSF ADVANCE IT, expanded with NSF ADVANCE PLAN-D, growing to 40+ universities/organizations
- Men faculty committed to personal action in support of women faculty and gender equity
- **Advocates:** men faculty with a record of supporting women faculty and who commit time and effort to the Advocates and Allies program
- **Allies:** trained men faculty who identify and behave as allies of women faculty

Advocates & Allies: Unique Features

- Primarily relies on action potential of men, a group that is not traditionally or fully involved in gender equity, thereby expanding capacity for institutional change
- Men-only format encourages candid discussions for men to gain knowledge and develop effective advocacy skills
- Recognizes that women cannot and should not have the primary responsibility to remedy acute organizational gender imbalance and inequity

Advocates and Allies Mission

- Introduce men to knowledge, skills, and strategies to effect positive personal, departmental, and institutional change
- **Emphasize men working with other men while maintaining accountability to women**
- Build a supportive network of men allies who are committed to gender equity

Stress “Advocate” as verb rather than noun

Advocates: Roles and Responsibilities

- Participate in educational programs, reading, and monthly discussion sessions
- Develop yearly individual action plans
- Develop and offer Ally Workshops, sessions
- Respond to gender-related issues on campus
- Identify and coordinate nomination of women for significant university awards

Poll Question

True or False: There is little evidence of gender bias in student ratings of instruction.

<http://benschmidt.org/profGender/>

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 and 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.

Getting Started as an Equity Ally

- Take a few Implicit Association Tests, such as the Gender-Career or Gender-Science IATs:

<https://implicit.harvard.edu/implicit/takeatest.html>

- Watch the 10-minute video “5 Ways Men Can Help End Sexism”:

<https://www.youtube.com/watch?v=o1ZctJat4pU>

- Check out the men advocates materials at www.ncwit.org/resources/customcatalog/male-advocates

- Begin a Personal Action Plan by writing down 1 action you will take to promote gender equity

Ally Workshops



Poll Question

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

- 1) 30% of the time**
- 2) 45% of the time**
- 3) 60% of the time**
- 4) 75% of the time**
- 5) 90% of the time**

Ally Workshops: Literature Review

Unconscious Bias and Systemic Disadvantage for Women

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

Ally Workshops: Relating Gender Discrimination and Advantage

Male Privilege: the social, economic, and political advantages or rights that are available to men solely on the basis of their sex

- **Never having somebody wonder: did his gender give him an edge in a grant award?**
- **Never having somebody raise the question: was he hired or promoted because of his gender?**

Your privilege is not your fault...

...but it is your responsibility.

Poll Question

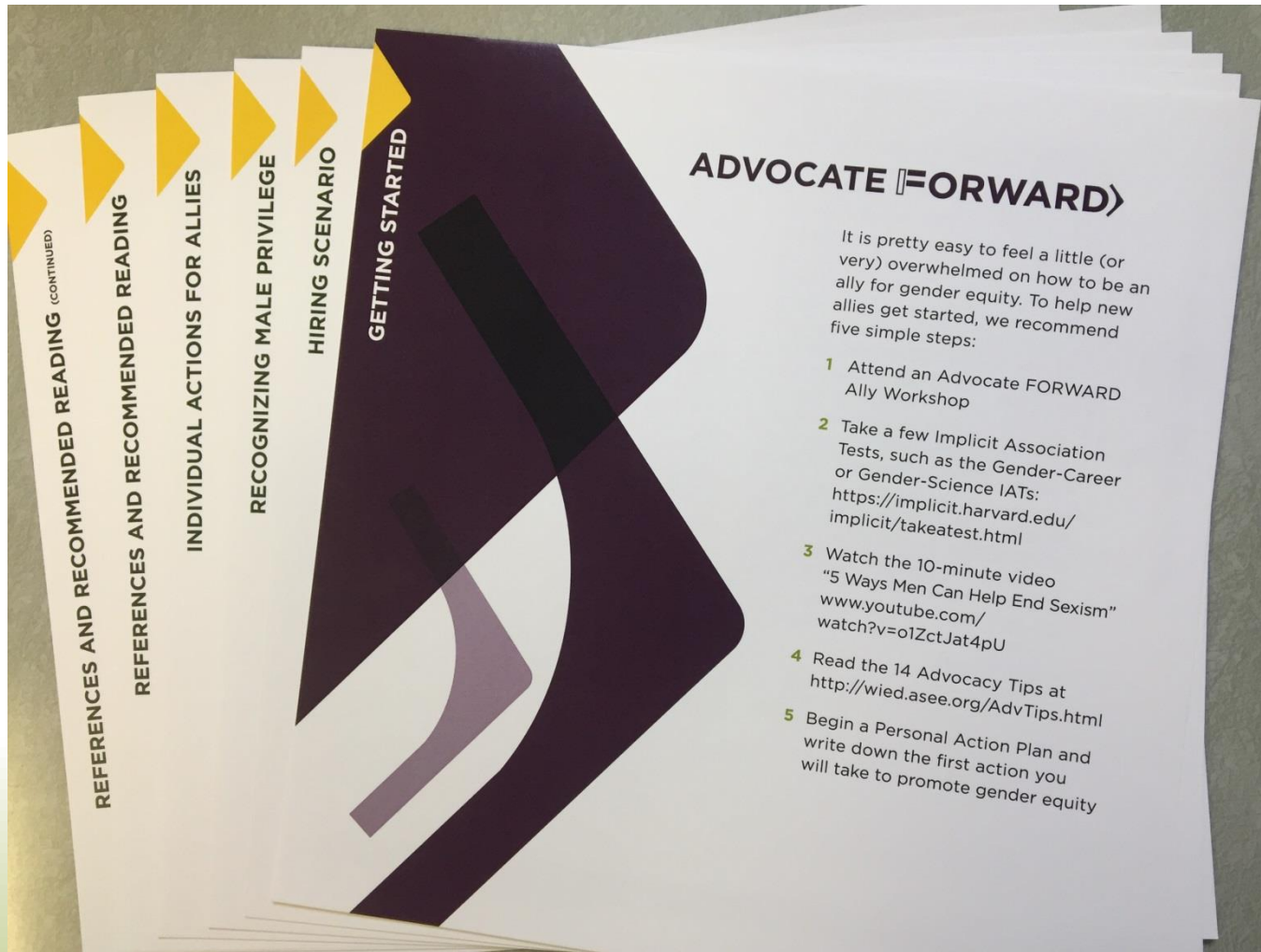
What is the most important action men can take to help support gender equity?

- 1) ask women about their research/work**
- 2) be a gender advocate on evaluation committees**
- 3) learn about unconscious bias and gender inequity**
- 4) listen to and avoid interrupting women**
- 5) talk to male colleagues when gender bias occurs**

Ally Workshops: Individual Actions

- Ensure women have equal opportunity to speak during meetings
- Tell women (and men!) that you are an ally
- Ask women about their experience with unit climate (and listen to their answer!)
- Ensure women are invited to informal work gatherings
- Talk to women about their research/work
- 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

Advocates and Allies Resources



Effectiveness of the Advocates & Allies Program

- About 90% of men attending Ally Workshops agree that they would be able to implement new strategies to promote a more equitable climate for women at NDSU
- 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...”**

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.

Interested in Learning More About Advocates and Allies? Contact Us!

- E-mail: ndsuforward@ndsuh.edu
- Website: <http://www.ndsu.edu/forward>

Related References and Resources

- C. L. Anicha, A. Burnett, and C. Bilen-Green, “Men Faculty Gender-Equity Advocates: A Qualitative Analysis of Theory and Praxis,” *Journal of Men’s Studies*, Vol. 23(1), pp 21-43, 2015.
- C. Bilen-Green, J. Carpenter, S. Doore, R. Green, K. Horton, K. Jellison, M. Latimer, M. Levine, and P. O’Neal, “Implementation of Advocates and Allies Programs to Support and Promote Gender Equity in Academia,” 2015 ASEE Annual Conference and Exposition, Seattle, Washington, June 2015.