

**NDSU Advance FORWARD**

# **Ally Workshop: Men Allies for Gender Equity**

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NDSU **FORWARD**

# A Little Bit About Us

**Roger:** Electrical & Computer Engineering

**Rob:** Psychology

Both of us are long-time Advocates working with >20 universities and > 1000 men

## Outline

- Context & background
- What the literature tells us
- Advocates & Allies, individual actions

# Speed Introductions

**Name**

**Position/Department**

**Something you hope to gain  
by attending this workshop**

# Some Preliminaries

- All men aren't the same, and intersectionalities (race, ethnicity, etc.) should be considered
- Men are more likely to be skeptical about research that shows that gender bias exists (Handley et al., 2015; Flaherty, 2015)
- There are effective strategies to address the types of resistance common to change efforts (Moody, 2011)

# Equity vs. Equality (UNESCO)

**Gender Equality** does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are men or women

**Gender Equity** means fairness of treatment for women and men according to their respective needs

Equity is a means for the goal of equality

# Poll Question

**Is gender inequity an  
issue at the University of  
California Santa Barbara?**

# Discussion Question

**What are the barriers to gender equity at the University of California Santa Barbara?**

# Why Focus on Men?

- **Women are tired of educating men on gender-equity issues**
- **Women are tired of having prime responsibility to fix gender-equity issues**
- **Women like the idea of men working with other men but want accountability and transparency**
- **Involving men, a group that is not traditionally or fully involved in gender equity, expands the capacity for organizational change**

# University of California Santa Barbara: Gender Equity Efforts

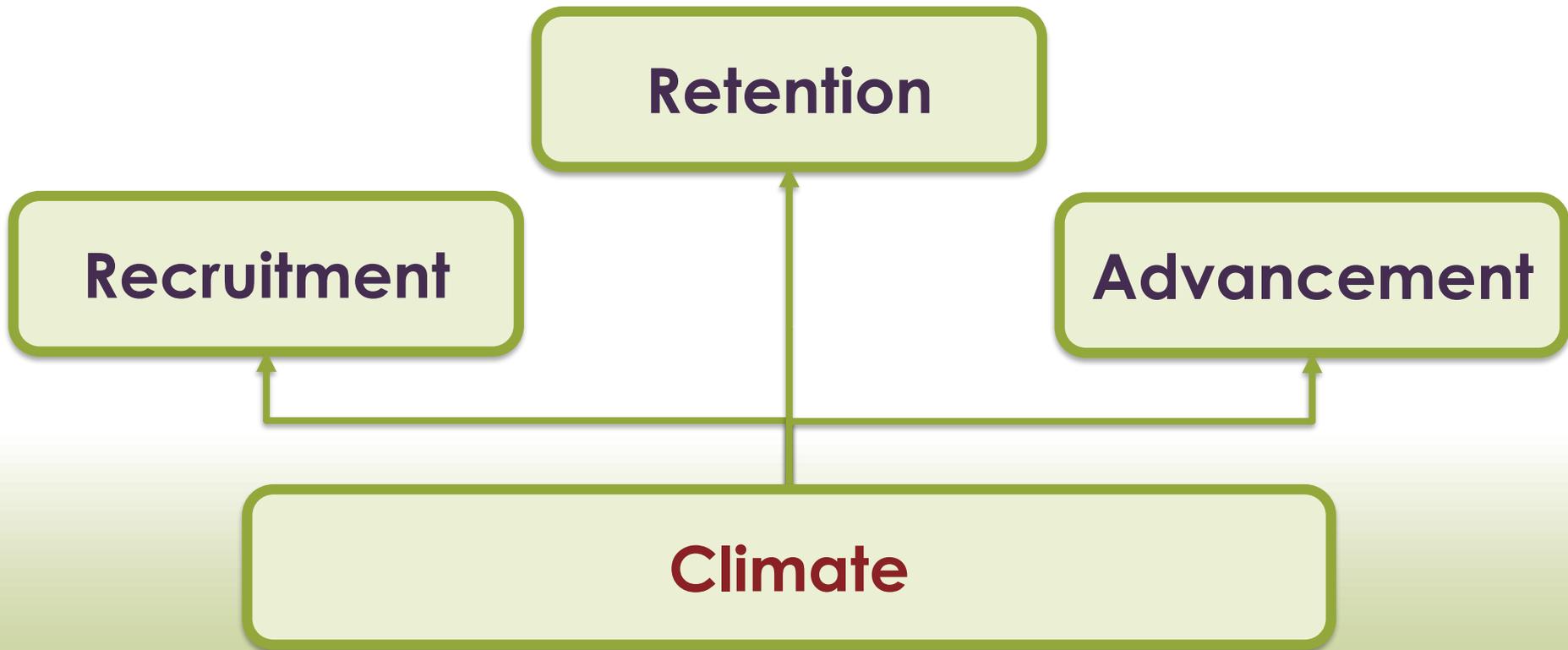
## College of Engineering and Math Mentoring Program

- UC Office of the President Advancing Faculty Diversity Program (\$ from CA legislature)
- Self-selected diverse assistant professors and LPSOE
- Team and peer mentoring
- Workshops

**Coming soon:** Faculty Equity Advisors for each division

# Data & Context

A snapshot of UCSB data that is consistent with national trends and highlights:



# Why Does UCSB Need Advocates? Challenges in Recruitment

UCSB recruits lower ratios of women than are available in the national available pool.

|                        | National Pool of Women | % of Women at UCSB |
|------------------------|------------------------|--------------------|
| College of Engineering | 22.4%                  | 17%                |
| MLPS                   | 41.5%                  | 23%                |
| Social Science         | 59.5%                  | 48%                |
| Humanities & Fine Arts | 50.7%                  | 47%                |

# Ladder-Rank Faculty in UCSB College of Engineering (2017-2018)

|                  | Total | Female | Male | % Female |
|------------------|-------|--------|------|----------|
| Chemical Engr    | 17    | 4      | 13   | 24%      |
| Computer Science | 31    | 6      | 25   | 19%      |
| Elec & Comp Engr | 38    | 3      | 35   | 8%       |
| Materials Engr   | 29    | 4      | 25   | 14%      |
| Mechanical Engr  | 26    | 7      | 19   | 27%      |
| Technology Mgmt  | 11    | 2      | 7    | 18%      |

# Ladder-Rank Faculty in UCSB MLPS (2017-2018)

|                                 | Total | Female | Male | % Female |
|---------------------------------|-------|--------|------|----------|
| Chemistry & Biochem             | 25    | 5      | 20   | 20%      |
| Earth Science                   | 22    | 4      | 18   | 18%      |
| Ecology, Evolution & Marine Bio | 32    | 13     | 19   | 41%      |
| Environmental Studies           | 12    | 5      | 7    | 42%      |
| Geography                       | 26    | 5      | 21   | 19%      |
| Mathematics                     | 34    | 4      | 30   | 12%      |
| Molecular, Cellular & Devel Bio | 29    | 5      | 24   | 17%      |
| Physics                         | 55    | 7      | 48   | 13%      |
| Psych & Brain Sci               | 31    | 12     | 19   | 39%      |
| Stat & Applied Prob             | 14    | 3      | 11   | 21%      |

# Why Does UCSB Need Advocates? Challenges in Retention

The University of California Santa Barbara has challenges retaining female faculty:

- On average, 62% of UCSB faculty retire, and 34% resign.
- But, women in all race-ethnicity categories have higher rates of resignation compared to men.

(UCSB Separation Statistics 2006-2016)

# Reason for Separation by Gender, (2006-2016)

|                         | Deceased<br>(%) | Resign<br>(%) | Retire<br>(%) |
|-------------------------|-----------------|---------------|---------------|
| Total Females<br>(n=83) | 0               | 47%           | 53%           |
| Total Males<br>(n=239)  | 5%              | 29%           | 66%           |

# Why Does UCSB Need Advocates? Disparities in Leadership

**Few women in leadership positions (2019):**

- **Of the 9 academic deans, only 1 (11%) dean is a woman (Graduate Division)**
- **In College of Engineering and MLPS, only 3 of 16 (19%) department chairs are women**
- **In SS, HFA, and GGSE, 17 of the 30 (56%) department chairs are women**

# Chilly Climate

- Research indicates a chilly climate toward women in many organizations
- What do we mean by climate?  
*“A range of informal practices and implicit policies which, despite their relative subtlety and the fact that they do not intend to be harmful, do systematically disadvantage women relative to men” (Wylie, 1995)*

# Discussion Question

**What examples of chilly climate have you witnessed?**

# Why Does UCSB Need Advocates? Underlying Challenges with Climate

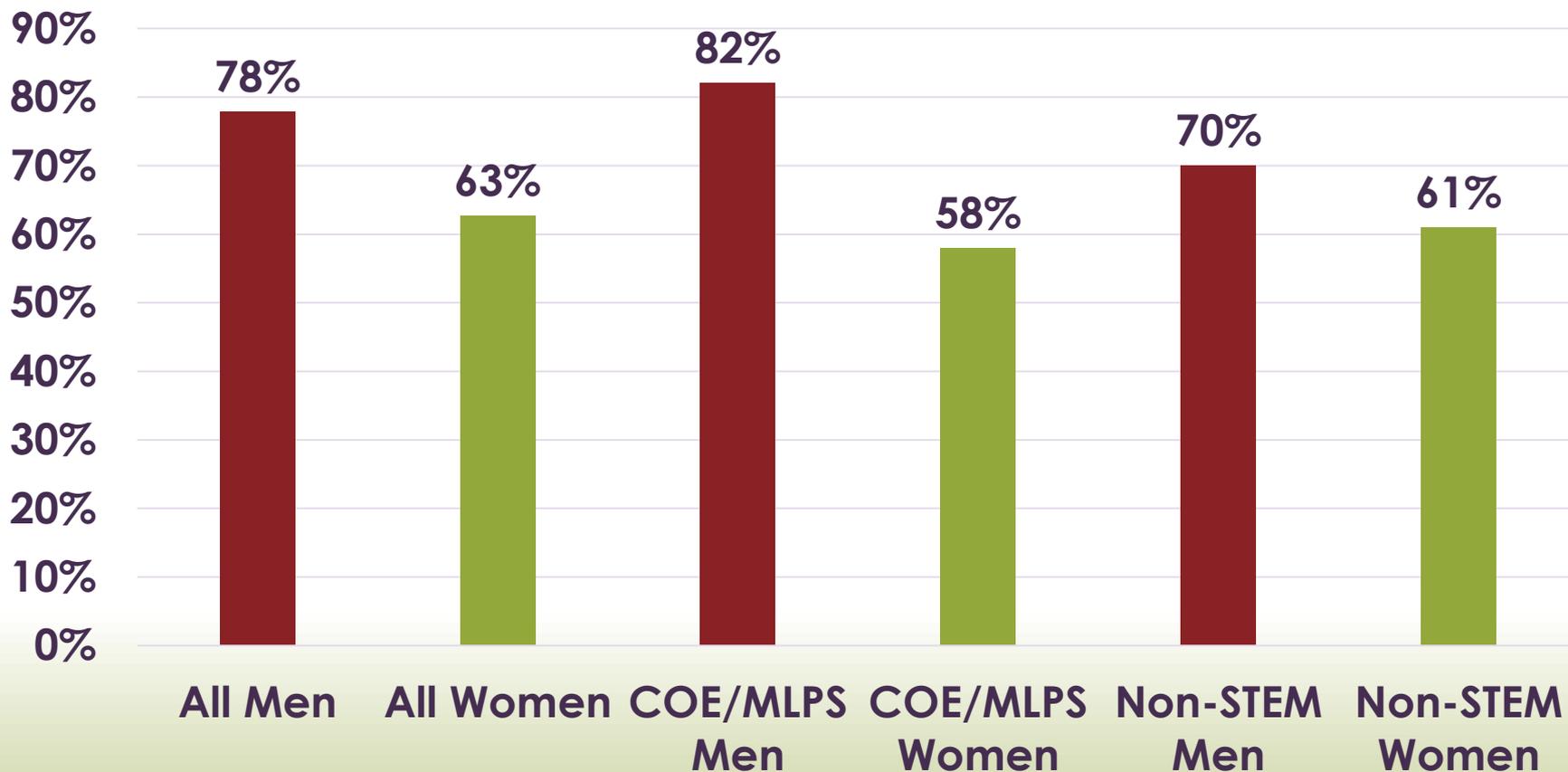
UC-wide climate survey conducted Oct. 2012 to Feb. 2013

- The majority of survey participants approve their campus climate.

Disadvantaged groups report the highest levels of dissatisfaction with their campus climate

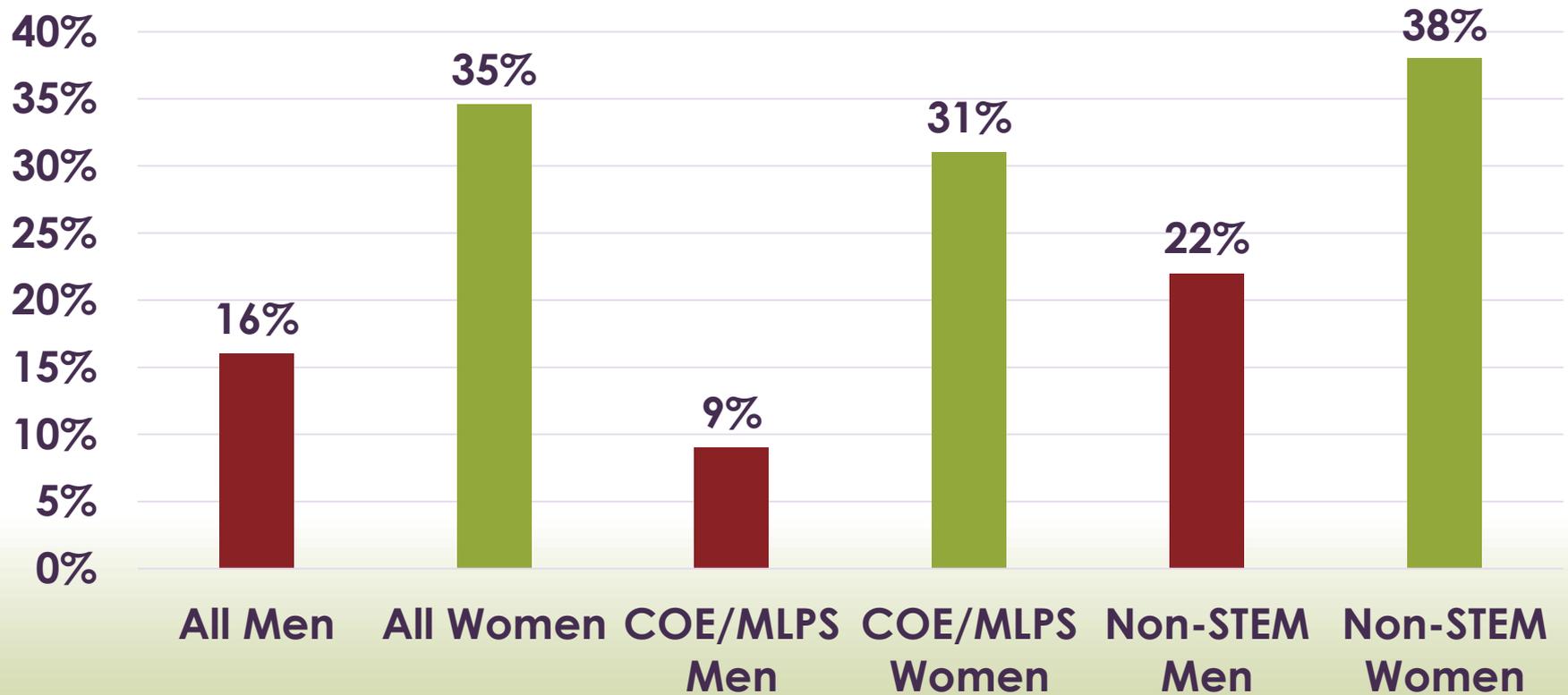
- Women report higher rates of dissatisfaction compared to men
- People of color report higher rates of dissatisfaction compared to whites

# Fewer UCSB Women “Feel a Comfortable Climate” in their Department



All UCSB ladder faculty respondents, n=306 (2012 UC climate survey)

# More UCSB Women “Experienced Exclusionary, Intimidating, Offensive and/or Hostile Working Environment”



All UCSB ladder faculty respondents, n=306 (2012 UC climate survey)

# Why Do Organizations Need Men Allies?

- When an organization 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 organizations 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 & methods of racial, disability, & other social justice causes

# Discussion Question

**What factors limit the engagement of men as gender-equity allies?**

**Unconscious bias... stereotypes...  
schemas... unintended bias.  
Whatever the name, these are...**

**implicit or unintended assumptions that  
influence our judgments...**

**sometimes about physical or social  
characteristics associated with race or ethnicity,  
gender, disability, and sexual orientation**

**or**

**about certain job descriptions, academic  
institutions, and fields of study**

# Discussion Question

**What factors increase the expression of unintended bias?**

# Gender Bias is Often Unintended and Favors Men Regardless of Gender

- **Explicit bias is generally on the decline, but implicit bias is pervasive**
- **People who have strong egalitarian values and believe that they are not biased will unconsciously or inadvertently behave in discriminatory ways (Dovidio, 2001)**
- **Influences both men and women**  
**Men and women were equally likely to give the male applicant better evaluations for teaching, research, and service and were more likely to hire male than female applicants (Steinpreis et al. 1999).**

# Rating Student Candidates (Moss-Racusin et al., 2012)

- Faculty were given identical applications with the exception of candidates having an obvious male or female name
- Women were given lower overall ratings
- Women were seen as less hireable
- Women would be offered lower salaries
- Women were less likely to be offered mentoring

# Letters of Recommendation (Schmader et al., 2007)

- Men are more often described with superlatives and in agentive terms (e.g., outstanding scholar or researcher)
- Letters for women used gendered adjectives or qualifiers (e.g., female faculty)
- Letters for women tend to be shorter and contain less detail about commitments to academia and specific skills as researchers
- Women were described in relational terms (e.g., caring, compassionate, etc.)

# Biased Ratings of Job Candidates (Rudman & Glick, 2001)

- Assertive male candidates were rated as more qualified
- Assertive female candidates were rated as less qualified and as lacking warmth

# Bias in Hiring Decisions (Corbett & Hill, 2015)

- Choose best qualified: 69% of the time
- Underqualified man to underqualified woman

**29 to 2**

# Advocacy: A Double Standard for Women (Hekman et al., 2016)

- Participants read about hypothetical hiring scenario in which a manager hired a new male or female employee
- Shown a picture of the manager (so gender and race was identified)
- Women who hired other women were seen as less competent and effective than women who hired men
- Men were judged as equally competent when they hired women as when they hired men

# Student Evaluation of Teaching: When 3 ≠ 3

When evaluating excellence in teaching, students evaluate male and female teachers differently (Sprague & Massoni, 2005)

- Top descriptor when best teacher is a man:  
**Funny (accomplish in-class, en masse)**
- Top descriptor when best teacher is a woman:  
**Caring (accomplish individually, time-intensive)**

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

# Further Evidence of Gender Bias in Ratings of Instruction (MacNell & Shipman, 2014)

**Experimental study involving an online class**

- **Online students give better evaluations to instructors they think are men – even when the instructor is actually a woman**
- **Perceived male instructors received markedly higher ratings on professionalism, fairness, respectfulness, giving praise, enthusiasm, and promptness**

# Recognizing and Evaluating Accomplishment

Women are often less likely to be nominated for awards or to receive them when they are nominated (Lincoln et al., 2012)

Biased evaluations of faculty (Wenneras & Wold, 1997)

- Women candidates needed substantially more publications to achieve the same rating as men
- Articles evaluated more favorably when attributed to men

# Being Heard

- **Women are more likely than men to be interrupted when speaking (Crawford, 1995)**
- **In mixed gender conversations, women are perceived as dominating conversations when they speak just 30% of the time (Spender, 1990; also Coates, 2004)**
- **Women tend to be nominated for speaking roles less frequently than men**

# The Relationship between Gender Discrimination and Advantage

- When one group is disadvantaged in a system, by necessity, another group is systemically advantaged
- Advantage is something that happens when systems or organizations have historically been (or currently are) dominated by a particular group

# Advantage → Male Privilege

**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 that competition?**
- **Never having somebody raise the question: was he hired because of his gender?**
- **Never having to feel like you stand out in a room full of men**

*Your privilege is not your fault...*

*...but it is your responsibility.*

# Advocates and Allies Overview

- Began at NDSU with NSF ADVANCE IT
- Expanded through NSF ADVANCE PLAN-D
- 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 significant time and effort to the Advocates and Allies program
- **Allies:** trained men faculty who identify and behave as allies of women faculty

# 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

# Advocate or *Advocate*?

- An advocate isn't something you are and it's not something you did, it's something you have to actively do, all the time (Utt, 2013)
- Continually educate yourself on issues of unintended bias and equity.

# Discussion Question

**What is one action you can take to support gender equity?**

# Getting Started as an 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>
- Read the 14 advocacy tips at  
<http://wied.asee.org/AdvTips.html>
- Begin a Personal Action Plan by writing down 1 action you will take to promote gender equity

# Individual Actions for Allies

- **Ask colleagues about their experience with organizational climate (and listen to their answer!)**
- **Ensure colleagues have equal opportunity to speak during meetings**
- **Ensure colleagues are invited to informal organizational gatherings**
- **Talk to colleagues about their professional work**
- **Stand up: hold yourself and other men accountable**

# Individual Actions for Allies, cont.

- Nominate women for awards, honors, and positions
- Volunteer to serve on committees with the purpose of being an ally for gender equity
- Volunteer to take minutes during meetings
- Don't be defensive when given honest and perhaps difficult feedback

## *Cautions:*

*Good intentions aren't enough*

*A little knowledge can be dangerous*

# Micro Aggressions

# Micro Supports

**Marginalizations**

**Acknowledge each other's contributions**

**Interruptions**

**Provide our full attention**

**Translations**

**Respectfully ask questions for clarification**

**Exclusions**

**Recognize strengths**

**Misidentifications**

**Hold each other accountable for micro-aggressions**

Adapted from 2009 LEAD presentation by Kecia M. Thomas, Ph.D., Professor of Psychology and Sr. Advisor to the Dean of the Franklin College of Arts & Sciences, University of Georgia

# Small Group: Scenarios

Form into small groups

Read and discuss:

“Hiring Scenario”

and

“Department Meeting Scenario”

Prepare to share observations with full group

# A Final Thought

“Discrimination isn't a thunderbolt, it isn't an abrupt slap in the face. It's the slow drumbeat of being underappreciated, feeling uncomfortable and encountering roadblocks along the path to success. These subtle distinctions help make women feel out of place.” – Meg Urry

Want  
these  
slides?

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# Related References & 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.
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