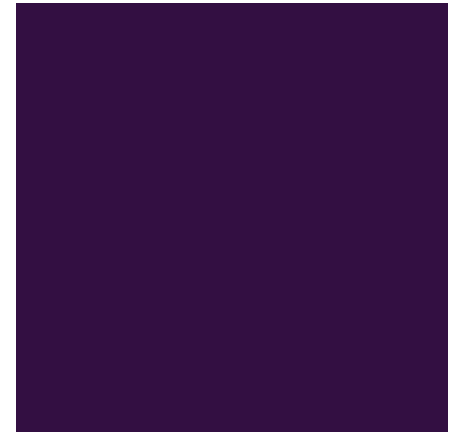
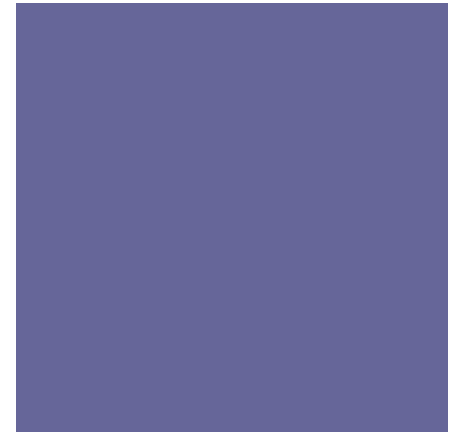




EXPANDING
ADVANCE'S
REACH:
HOW DO
ADVOCATES
AND ALLIES
WORK AT
MULTIPLE
UNIVERSITIES



CANAN BILEN-GREEN, NORTH DAKOTA STATE U
JENNA CARPENTER, CAMPBELL UNIVERSITY
STACY DOORE, UNIVERSITY OF MAINE
MARC LEVINE, LEHIGH UNIVERSITY

+ OUTLINE



- Survey: Gender equity pet peeves
- Male Advocates & Allies (A&A) for Equity
 - Advocates: Senior faculty men with a record of supporting women faculty
 - Allies: Trained men who identify themselves as allies of women faculty
- Stories from three institutions
- Recommendations to institutions starting their own A&A program
- Q&A/SWOT Analysis

+ SURVEY



- What is your “favorite” gender (in)equity pet peeve:
 - **Mansplaining?**
 - Being **interrupted?**
 - Having your **suggestions ignored?**
 - Being asked to **make coffee** or **take notes?**
 - Having your **authority questioned? expertise questioned?**
 - Being mistaken for the **secretary?**
 - Something else???



Gender (In)Equity Pet Peeve Word Cloud



- We will create a Word Cloud of your responses!
- Describe your pet peeve in one or two words.
- Text **CHUMMYMEADOW799** to **22333** to join the poll.
- Wait for your confirmation text “You’ve joined ‘s session...”
- Then text your one or two word pet peeve!
- Text **LEAVE** to leave the poll (one response per person)





GOALS of A&A PROGRAMS



1. Educate men faculty about gender inequity in academia
2. Introduce men faculty to strategies for bringing about positive change in their departments and colleges
3. Build supportive networks of male A&A for all faculty

A&A programs are intentional, ensure group and member accountability, meet regularly, engage in on-going education and activities, and report to a steering committee (women)



FORWARD ADVOCATES & ALLIES



- NSF ADVANCE IT grant (2008-2016, HRD-0811239)
- Developed as part of a multifaceted approach to institutional transformation
- Advocates: higher level of commitment, regular meetings, readings, Ally training, and yearly individual action plans, 8 → 22 Advocates
- Allies: participate in training, > 250 trained allies
- Provided Ally training to > 100 men outside NDSU, also provided Advocate facilitation at several institutions
- Further expansion to four other institutions via NSF PLAN grant



HOW DO
+ ADVOCATES & ALLIES
WORK AT OTHER
UNIVERSITIES?

+ LATECH A & A



- Advocates & Allies began in year 4 of our NSF ADVANCE Project in response to queries from male faculty on ways they could support and advance change
- NDSU conducted 3 Training Sessions on campus, attended by 23 male faculty
- Over the next two years, 20 male faculty attended one or more quarterly, one-hour A&A training seminars on climate-issues, impact, and strategies, led by two peers
- In the final year of our ADVANCE Project, the A&A Program switched to a self-guided model, lead by a steering committee of 3 male faculty who meet/plan programming for the following AY in the summer (supported by a small stipend)



ASSESSMENT

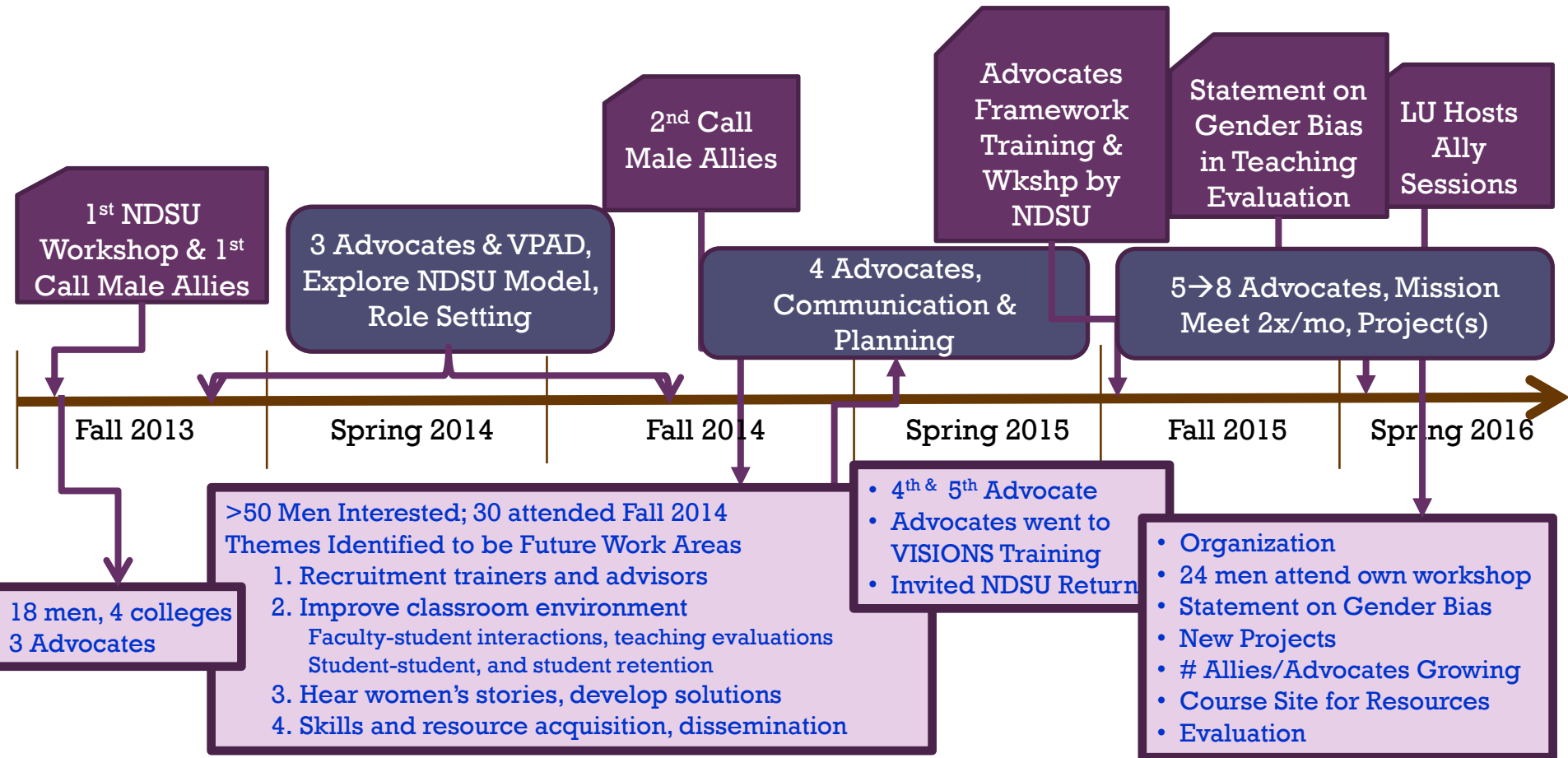
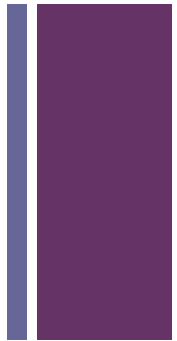
“I have a good understanding of gender-related work issues.”			
74% (2011)	75% (2012)	89% (2013)	81% (2014)
“I have a good understanding of ways to address gender-related work issues.”			
68% (2011)	69% (2012)	86% (2013)	78% (2014)

- Faculty gave the A&A Workshop high marks and said the A&A Program had increased their knowledge about gender-related work issues and how to address them. They appreciated that the workshops provided concrete suggestions for ways to address gender inequities.
- Male administrators said the program helped increase their awareness of equity issues and how to address them. They noted that the grant has been very good for the college/university. Male faculty found the A&A Program meaningful, noted that it exceeded their expectations, and appreciated the practical suggestions on how to be more supportive of female faculty



LEHIGH U

Ally & Advocate Journey





LEHIGH U A&A



- Men A&A: Critical to Sustaining ADVANCE and D&I Efforts
- 3 → 9 Faculty Male Advocates, ~34 men in “Ally” workshops, each college represented
- Core 4 Advocates attend training for common framework & language on “guidelines for conversations” about “-isms”
- Identified themes → objectives → projects
- >12 months later, entire climate shifting, diversity & inclusion are top-mind issues
- 1st Lehigh Advocate Organized Ally Workshop well received
- Statement on Gender Bias and Teaching Evaluation

MISSION

In support of the goals of LU ADVANCE, our mission is to exert a positive influence, primarily among men, on the campus climate regarding gender equity and fairness at Lehigh University.

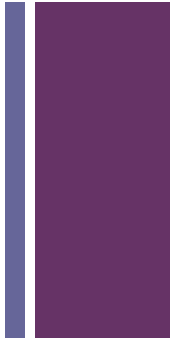
+ U MAINE A&A



- Allies Training: years 4 and 5 of ADVANCE grant (HRD-1008498)
 - NDSU visits and training - March and October 2014
 - Internal “Dine for Equity” allies training March 2015
 - Implicit Bias training April 2016
 - 59 Allies, 45 STEM/SBS and several upper administrators
- Advocates Established with NDSU October
 - 7 Advocates, 6 STEM/SBS, monthly discussion meetings
 - Leadership attends regular ADVANCE co-PI meetings
 - Web pages highlight implicit bias resources, recruitment
 - Focus group at the Rising Tide Center Networking Conference
 - Attended other ADVANCE training events
 - Through personal invitations increased attendance at other ADVANCE training events



U MAINE A&A ASSESSMENT & ACTIVITIES



- Advocate Action Journal Data – Evaluation Data Collection
 - Reviewed journal articles and reports
 - Nominated women for awards, mentoring
 - Recruited new allies and advocates
 - Identified actions in department/unit
 - Dissemination and Public Discourse/Dialogue
- Years 2 & 3
 - Facilitate regular discussions during Engineering faculty meetings by invitation of the Dean
 - Work within their own departments to start reviewing P&T guidelines and conduct department level trainings
 - Identify more in-depth training resources for the group
 - Consult with outside institutions on expanding program to other system campuses and across state



CHALLENGES



- Copy-Paste of NDSU structure didn't initially fit our context
- Commitment Issues:
 - Smaller university, faculty time
 - Service ?s: How to value Equity work for Research Faculty?
- Role Issues:
 - Fear “not expert enough”
 - Men don't want to be “rescuers”
 - Women don't want “to be rescued”
- Feeling pace too slow; number of engineers low
- Engaged ABOUT women, rather than WITH women
- Evaluating initiative impact while initiative evolves

+ RECOMMENDATIONS



- Engage men in frequent conversations with multiple leaders and women, early
- Smaller institutions' service context may benefit from including faculty in the development of a new initiative early, so value is known upfront
- Follow naturally occurring energy
- Use “project” or workstream approach to help meet goals



FROM OTHER UNIVERSITIES & ADVOCATES



- West Virginia University
- University of North Texas
- Rochester Institute of Technology
- Ohio State University
- University of Wyoming
- ...



+

Q&A

+ SWOT Analysis



■ What would be the:

■ *Strengths*

■ *Weaknesses*

■ *Opportunities, and*

■ *Threats*

of starting an A&A Program on *your* campus?

+ SWOT Analysis – A&A on Your Campus



Grab a handful of sticky notes.

Write one strength, weakness, opportunity or threat of starting an A&A on each sticky note.

Try to think of one (or more) of each.

Post your notes on the appropriate poster.

Pick a poster and talk with each other about the issues and ideas on your poster.

Summarize and share with the group.

+ CONCLUSIONS

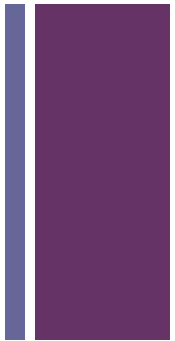


- Advocates & Allies programs are cost-effective and adaptable to other institutions.
- These programs can help equip hundreds of men to better understand unconscious gender bias and work toward gender equity.



RESOURCES – Engaging Male Faculty

- Implementation of Advocates and Allies Programs to Support and Promote Gender Equity in Academia, ASEE Annual Conference & Exposition Proceedings, 2015
<https://peer.asee.org/implementation-of-advocates-and-allies-programs-to-support-and-promote-gender-equity-in-academia>
- ASEE Gender Equality in Engineering Advocacy Tips. A National Imperative, 2014 <http://wied.asee.org/AdvTips.html>
- WEPAN WEBINAR: Male Allies Moving the Gender Equity Needle. <http://www.wepan.org/?page=maleallies>
- Activating Advocates and Allies for Gender Equity: Engaging with Male Colleagues, WEPAN Annual Conference Proceedings, 2013.
<http://ocs.sfu.ca/wepan/index.php/wepan2013/WEPAN2013/paper/view/421>
- Engaging Male Faculty in Institutional Transformation, ASEE Annual Conference & Exposition Proceedings, 2013
<https://peer.asee.org/engaging-male-faculty-in-institutional-transformation>





RESOURCES – Engaging Men



- **Engaging Men in Gender Initiatives Research Series**, Catalyst Knowledge Center, <http://www.catalyst.org/knowledge/engaging-men-gender-initiatives>. The summary is titled “Developing Male Champions by Engaging Men in Gender Initiatives” and includes links to the reports below which can be downloaded.
- Prime J, Moss-Racusin CA. **Engaging Men in Gender Initiatives: What Change Agents Need to Know**. In: *Research Reviews*. New York, NY: Catalyst; 2009.
- Prime J, Moss-Racusin CA, Foust-Cummings H. **Engaging Men in Gender Initiatives: Stacking the Deck for Success**. In: *Research Reviews*. New York, NY: Catalyst; 2009.
- Prime J, Foust-Cummings H, Salib ER, Moss-Racusin CA. **Calling All White Men!:** Can Training Help Create Inclusive Workplaces? In: *Research Reviews*. New York, NY: Catalyst; 2012.



Extra Slides

Possible questions/discussion items



What might male advocates/allies do?



From “**Ten Things You Can Do Now to Improve the Climate for Women in Your Department**”

- Give women your full attention when they are speaking
- Try not to interrupt women when they speak; when a woman gets interrupted ask that the conversation be redirected back to her
- Make sure women are invited to informal work gatherings
- Talk to women about their work
- Tell women you are an ally
- Ask women about the work climate and your commitment to listen to their concerns
- Pass along information equally to female and male colleagues



How to develop ally identity and effective ally behaviors?



- Potential allies must understand unearned advantage and how it works in their own lives as well as how it impacts the lives of systemically disadvantaged persons
- Successful ally development approaches educate, inspire, and support members of the dominant group
- Allies need opportunities to explore and practice ally behaviors, and hold themselves accountable to non-dominant group members



What motivates men to increase gender equity?



- A strong sense of fair play – biggest motivator
- Women mentors
- Personally knowing women (wives, mothers, sisters, daughters)



Is it OK to have single sex groups for gender equity?



- Male-only groups may reduce men's fear
 - of making mistakes
 - of being judged as sexist
- Obstacles to being a champion
 - Apathy
 - Fear of making mistakes, other men's disapproval
 - Ignorance –perceived and real