Ally Workshop: Men Allies for Gender Equity

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A Little Bit About Me

Electrical & Computer Engineering

Long-time Advocate working with >10 universities and 100’s of men

Outline

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

Name

Affiliation and position

Reason(s) for attending this workshop
Some Preliminaries on “Men”

- 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)
A Few Things We’ve Learned

- Slow pace of change is frustrating
- 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
- A little knowledge can be dangerous
- Good intentions aren’t enough
Advocates and Allies Overview

- Began at NDSU with NSF ADVANCE IT
- Expanding 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
Areas of Typical Interest & Challenge

- Recruitment
- Retention
- Advancement
- Climate
Pipeline: National Trends

Female PhD Awardees

Percent of PhDs Awarded Nationally to Women

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<td>Life Sci</td>
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National Trends: Women Engineering Faculty by Rank

Source: 2015 AAUW “Solving the Equation”

WEPAN Goal: 50/50 by 2050
PLAN-D Partners & National Women Engineering Faculty by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
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<tbody>
<tr>
<td>1</td>
<td>22%</td>
<td>15%</td>
<td>4%</td>
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<tr>
<td>2</td>
<td>27%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>9%</td>
<td>10%</td>
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<tr>
<td>5</td>
<td>18%</td>
<td>14%</td>
<td>0%</td>
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<tr>
<td>Natl.</td>
<td>23%</td>
<td>17%</td>
<td>9%</td>
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Challenges in Recruitment, Challenges in Retention... Why?

“Chilly” Climate

- Research indicates a chilly climate toward women at many institutions
- 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)

Small Group: Examples of Chilly Climate
Women Often Feel Less Respected & Integrated Than Men

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<tr>
<th>Perception</th>
<th>Women</th>
<th>Men</th>
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<tbody>
<tr>
<td>Treated w/ respect by colleagues</td>
<td>2.02</td>
<td>3.43</td>
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<tr>
<td>Treated w/ respect by department chair/head</td>
<td>3.20</td>
<td>3.67</td>
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<tr>
<td>Feel that colleagues value research</td>
<td>2.95</td>
<td>3.12</td>
</tr>
<tr>
<td>Feel that I &quot;fit&quot; within department</td>
<td>2.37</td>
<td>3.20</td>
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<tr>
<td>Feel excluded from informal networks in department</td>
<td>1.85</td>
<td>2.14</td>
</tr>
<tr>
<td>Feel isolated in department</td>
<td>2.14</td>
<td>2.37</td>
</tr>
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Source: 2013 NDSU FORWARD Worklife Survey

Focus on Resources for Women’s Advancement, Recruitment/Retention and Development
Why Do Institutions Need Allies?

- 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 & methods of racial, disability, & other social justice causes.
Unintended bias... stereotypes... schemas... implicit associations. Whatever the name, these are...

Implicit or unconscious 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.
Talk to Your Neighbors

- When have you personally observed unintended bias?
- Where do you think unintended bias might occur?
Gender Bias is Often Unconscious and Favors Men Regardless of Gender

- Explicit bias is 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).
The Literature is Clear: Gender Bias is Real and Widespread

- See the References and Recommended Reading handout

- For two outstanding research reports, freely download AAUW’s “Solving the Equation: The Variables For Women’s Success in Engineering and Computing” and “Barriers and Bias: The Status of Women in Leadership”
Rating Student Candidates

Male and female faculty rate female student candidates lower (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 hirable
- Women would be offered lower salaries
- Women were less likely to be offered mentoring
Letters of Recommendation

Biased 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.)
Rating Job Candidates and Hiring

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

Women are punished for trying to address diversity issues (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
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)

A teaching score of “3” has different meanings dependent on gender!
Further Evidence of Gender Bias in Ratings of Instruction

- 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 (MacNell & Shipman, 2014)

- Men are more likely to be described as a star, knowledgeable, awesome, or the best professor

- Women are more likely to be described as bossy, disorganized, helpful, annoying, or as playing favorites (Miller, 2015, in describing the work of Schmidt)

http://benschmidt.org/profGender/
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 a male

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

Understanding that the disadvantages faced by women faculty are part of a systemic problem and when a problem is systemic, in order to create change, we need to examine the other side of the system

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

- Never having to wonder will this department ever promote a man to full professor?
- Never having somebody wonder: did his gender give him an edge in that grant competition?
- Never having to wonder: would the department accept a man as a chair or head? Would the college accept a man as the Dean?
- 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.
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](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](https://www.youtube.com/watch?v=o1ZctJat4pU)

- Read the 14 advocacy tips at

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

Provides a framework on how individuals and organizations work toward gender equity (Kolb et al., 1998)

Frame 1: “Equip the Women”
Frame 2: Create Equal Opportunity
Frame 3: Value Difference
Frame 4: Re-Vision Engineering Culture

Efforts should focus in the higher frames!

Small Group: Individual Actions
Individual Actions for Allies

- Ask women faculty about their experience with department climate (and listen to their answer!)
- Ensure women faculty members have equal opportunity to speak during meetings
- Ensure women faculty are invited to informal departmental gatherings
- Talk to women faculty about their research
- 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
Micro Aggressions

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
Advocate or Advocate?

- Advocacy: an action, not a noun! (Utt, 2013)
- Advocate full-time, 24/7
- Continually educate yourself on issues of unintended bias and equity.
- Follow the advice of a master...
  Yoda: “You must unlearn what you have learned...”
  Luke: “Alright, I’ll give it a try.”
  Yoda: “No. Try not. Do. Or do not. There is no try.”
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