

NDSU Advance FORWARD

Ally Workshop: Men Allies for Gender Equity

Roger Green, PhD

North Dakota State University

Robert Gordon, PhD

Auburn University

University of Pittsburgh : Feb. 28-Mar. 1, 2019



Support for this work is provided by the National Science Foundation's ADVANCE IT (HRD-0811239) and PLAN-D (HRD-1500604) programs. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

NDSU **FORWARD**

A Little Bit About Us

Roger: Electrical & Computer Engineering

Rob: Psychology

Both of us are long-time Advocates working with >10 universities and > 1000 men

Outline

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

Speed Introductions

Name

Position/Department

**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)

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 male or female

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 a problem at the University of Pittsburgh?

Discussion Question

What are some barriers to gender equity at the University of Pittsburgh?

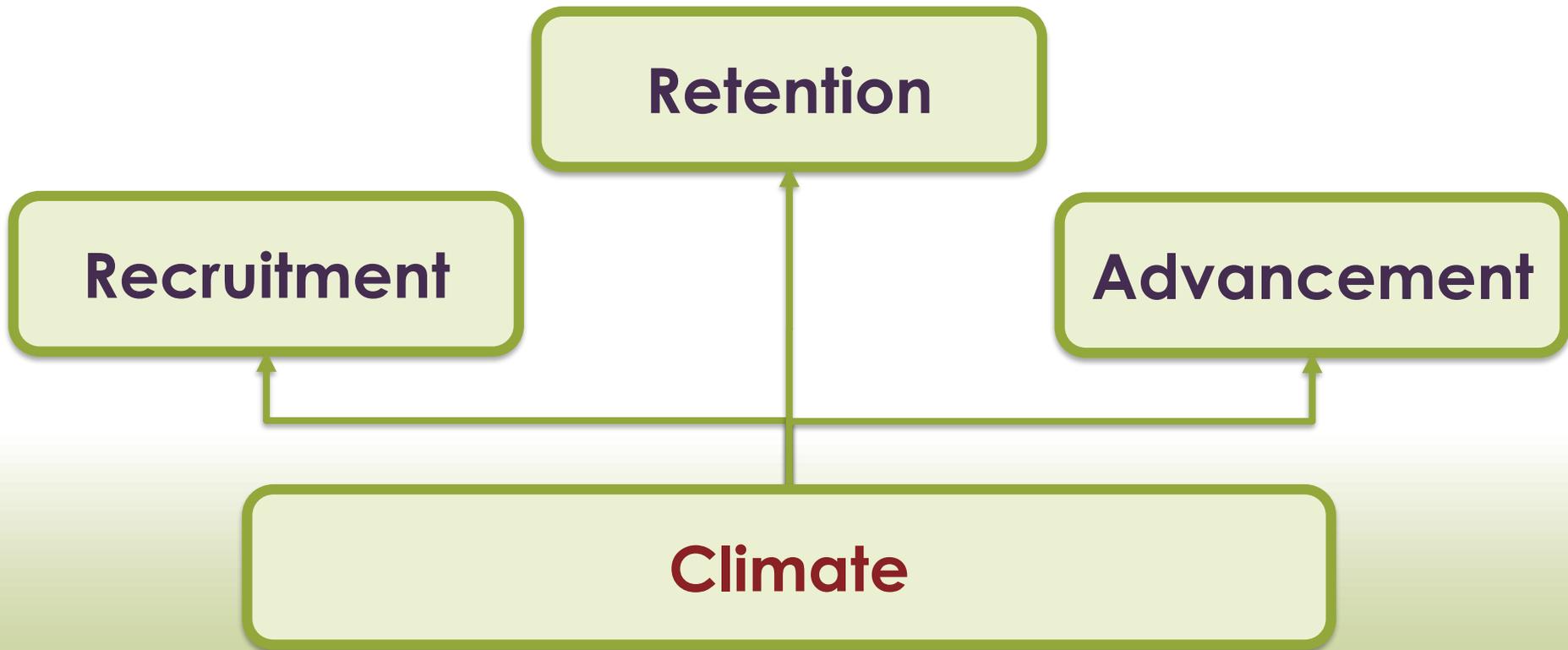
University of Pittsburgh: Context and Gender Equity Efforts

Initiatives and Campus Organizations:

- Office of Faculty Affairs, Development and Diversity
- IDEAL-N NSF-ADVANCE Project
- The Provost's Advisory Committee on Women's Concerns (PACWC)
- Resource Guide for Faculty Search Processes

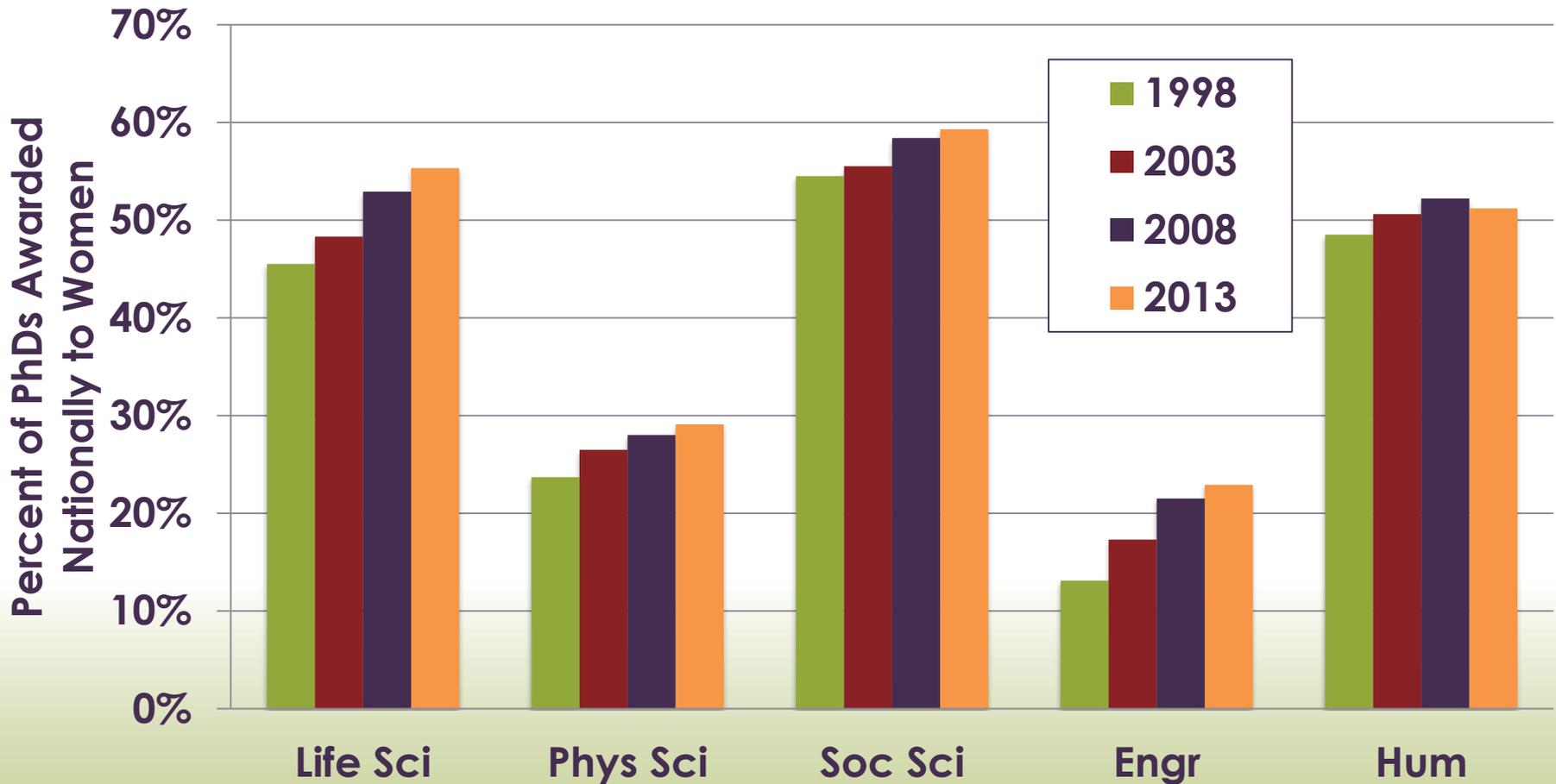
Data & Context

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



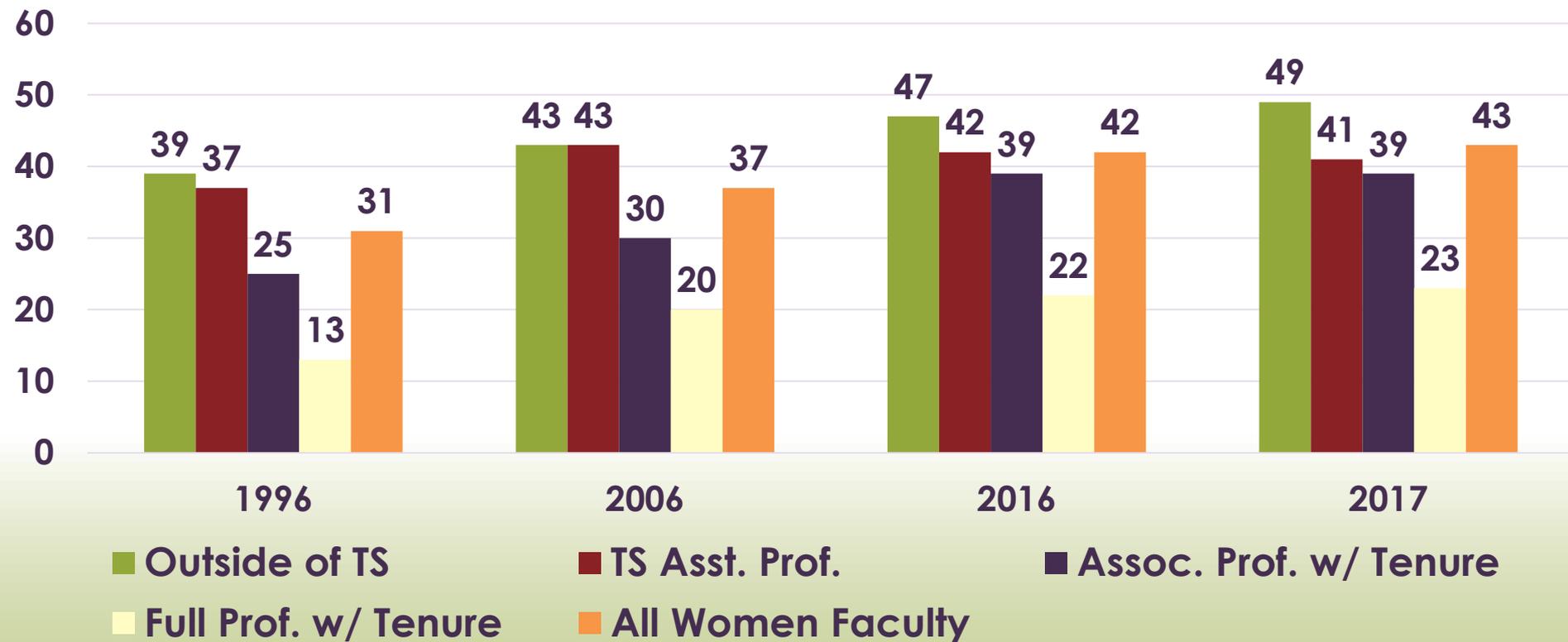
Pipeline: National Trends

Female PhD Awardees



Why Does Pitt Need Allies? Challenges in Recruitment

Percentage of Women Faculty by Rank



Why Does Pitt Need Allies?

Challenges in Retention/Advancement

- Across the university (2017), women comprised only 23% of full professors
- In science and engineering departments (2016), women comprised only 21% of tenured faculty and 26% of tenure-track faculty

Why Does Pitt Need Allies?

Disparities in Leadership

Few women in leadership positions:

- **Across the university (2017), women comprised 26% of department and division chairs (30 of 117)**
- **In science and engineering departments (2016), women comprised 22% of department chairs (4 of 18) and 14% of endowed chairs and distinguished faculty (5 or 36)**

Marginal Recruitment, Poor 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)

Discussion Question

What examples of chilly climate have you witnessed?

Why Does Pitt Need Allies?

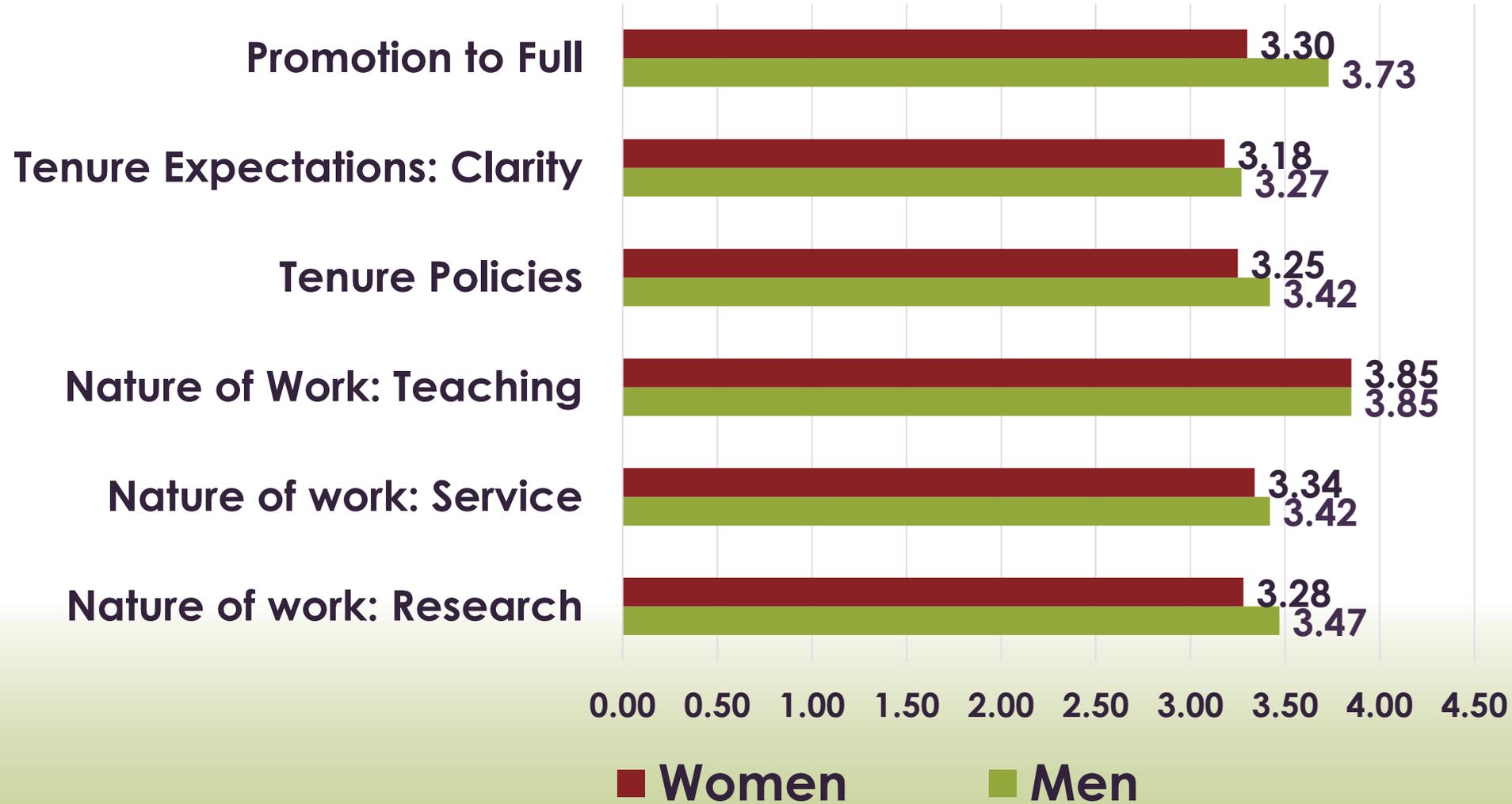
Underlying Challenges with Climate

Collaborative on Academic Careers in Higher Education (COACHE) survey:

- **Recruitment:** believe their department search processes generate diverse pool of candidates
46% of women vs. 58% of men
- **Retention:** believe their department is successful at retaining high-quality faculty members
57% of women vs. 64% of men
- **Promotion from associate to full professor:**
Women consistently perceive less clarity on promotion metrics than men.

2016 COACHE Survey Results

Average Faculty Satisfaction by Gender



2016 COACHE Survey Results Comparison to Peers and Cohort

Satisfaction with	Comp to Peers	Comp to Cohort
Nature of work: Research	1st or 2nd	Top 30%
Nature of work: Service	1st or 2nd	Top 30%
Nature of Work: Teaching	3rd or 4th	Top 30%
Tenure Policies	5th or 6th	Bottom 30%
Tenure Expectations: Clarity	5th or 6th	Bottom 30%
Promotion to Full	5th or 6th	Middle 40%

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

Discussion Question

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

**Unconscious 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**

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).

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 hireable
- 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**

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)

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 (MacNeill & 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/>

Evaluating Faculty Research

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

- 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.*

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

Stress “Advocate” as verb rather than noun

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 and safe spaces for men to develop effective advocacy skills
- Recognizes that women cannot and should not have the primary responsibility to remedy acute organizational gender imbalance and inequity

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 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

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

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.
- 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.