

NDSU Advance FORWARD

**Engaging Men Faculty
as Advocates and Allies for
Women and Gender Equity**

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A “Simple” Question

Is gender inequity a problem at Michigan Technological University?

A Little Bit About Me

ECE faculty, long-time Advocate working with 10's of universities training 1000's of men

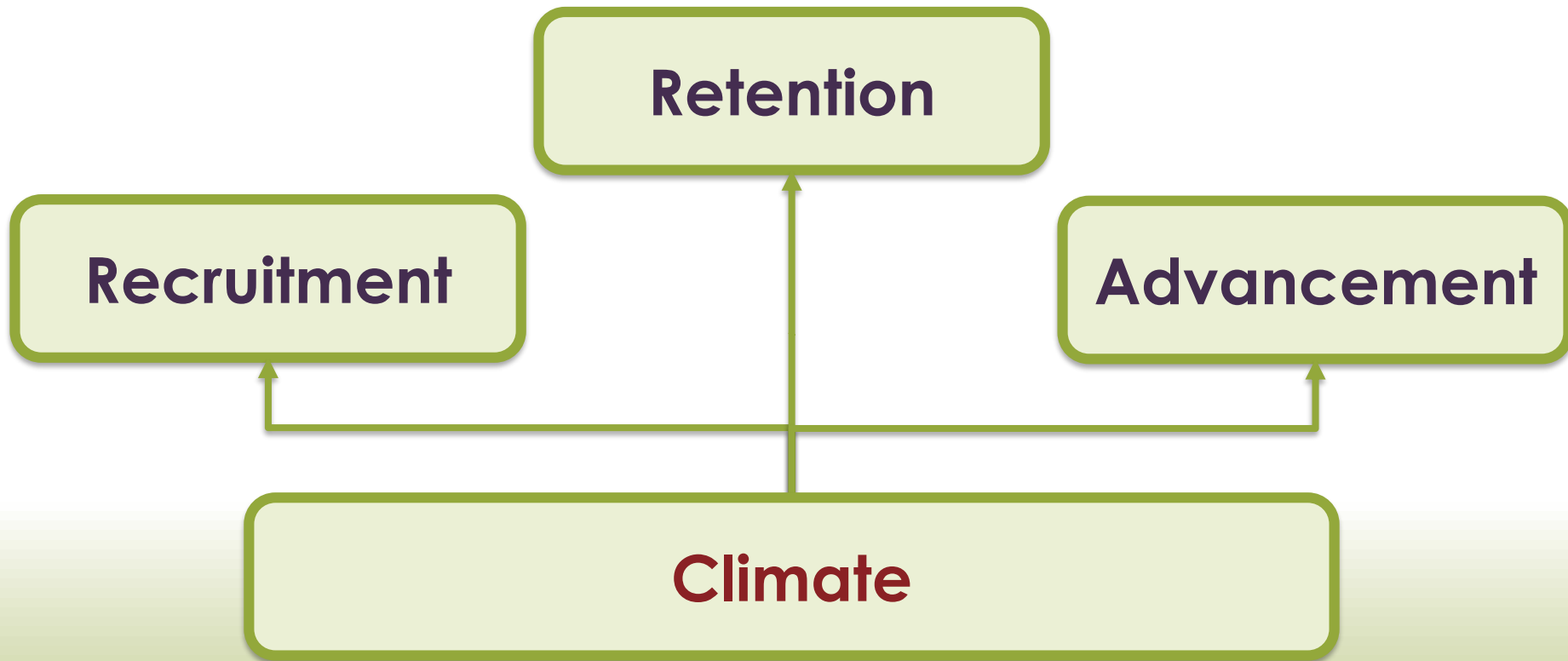
Outline

- Context & Background
- Advocates & Allies Introduction
- Program Effectiveness, Advocates & Allies at Other Universities
- Discussion and Next Steps

Discussion Question

What do you view as a primary barrier to gender equity at Michigan Technological University?

Working for Gender Equity: Areas of Interest & Challenge



Theoretical & 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 & methods of racial, disability, & other social justice causes

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 Institutional Culture

Advocates and Allies programs focus on the higher frames.

Advocates and Allies Overview

- Began at NDSU with NSF ADVANCE IT, expanded with NSF ADVANCE PLAN-D, growing to many other universities
- 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

A Question

What are some potential risks of men-only groups working in the gender-equity space?

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 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

A Question

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

Men as Gender-Equity Allies

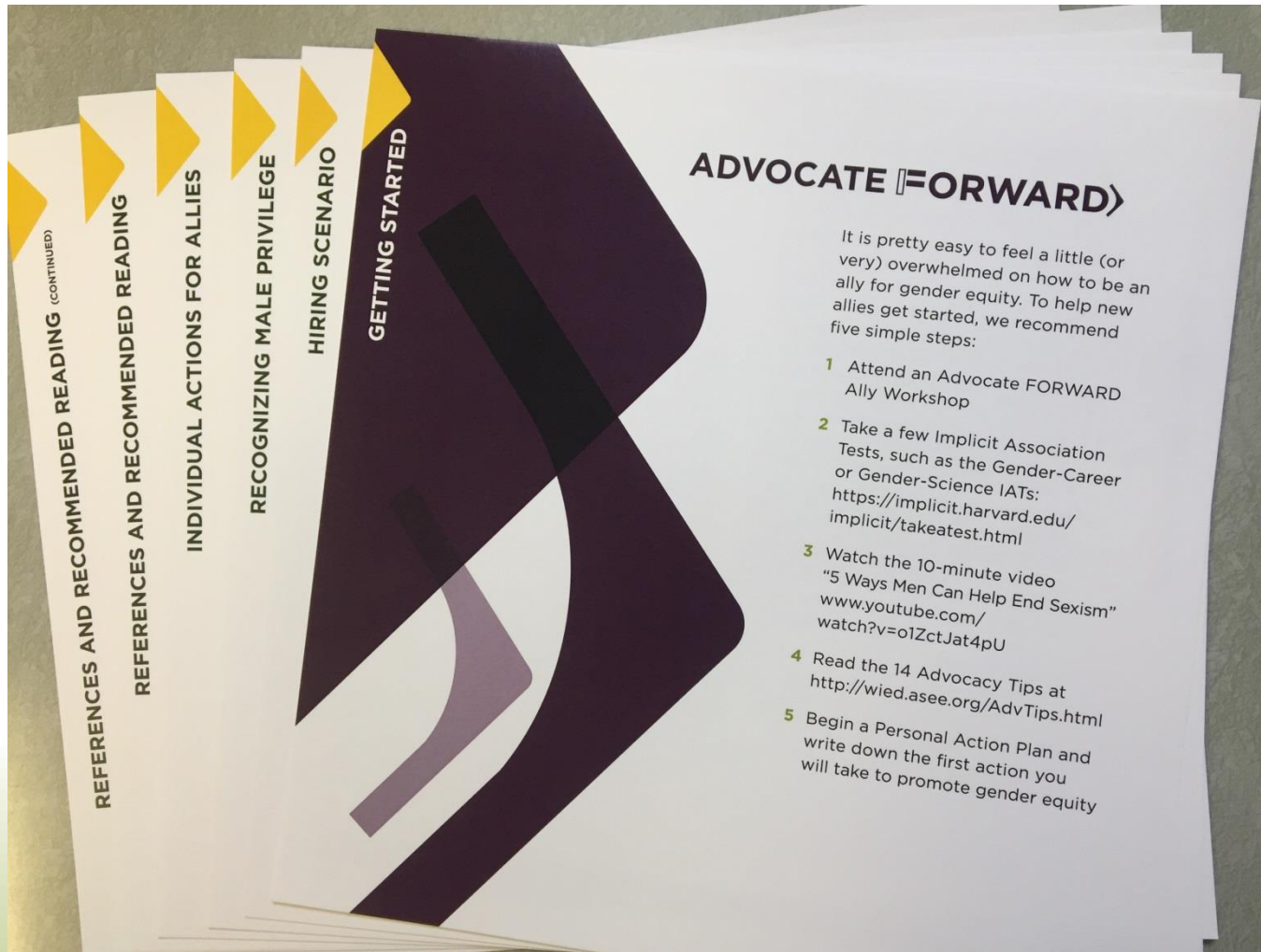
- Key forces that undermine men's engagement include apathy, fear (status loss, making mistakes), and lack of knowledge (Prime and Moss-Racusin, 2009)
- Men are more likely to be skeptical about research showing that gender bias exists (Handley et al., 2015; Flaherty, 2015)
- There are effective strategies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

Four Key Aspects of Being an Ally

1. Awareness
2. Knowledge/Education
3. Skills
4. Action

**Ally Workshops help men
develop in all four areas**

Advocates and Allies Resources



Responsibilities of (NDSU) Advocates

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

Advocate Facilitation

Two-day intensive facilitation session to help form new Advocates groups, including:

- **Team building**
- **Mission statement**
- **Organization plan and meeting schedule**
- **Action items**
- **Presentation to women advisory group**

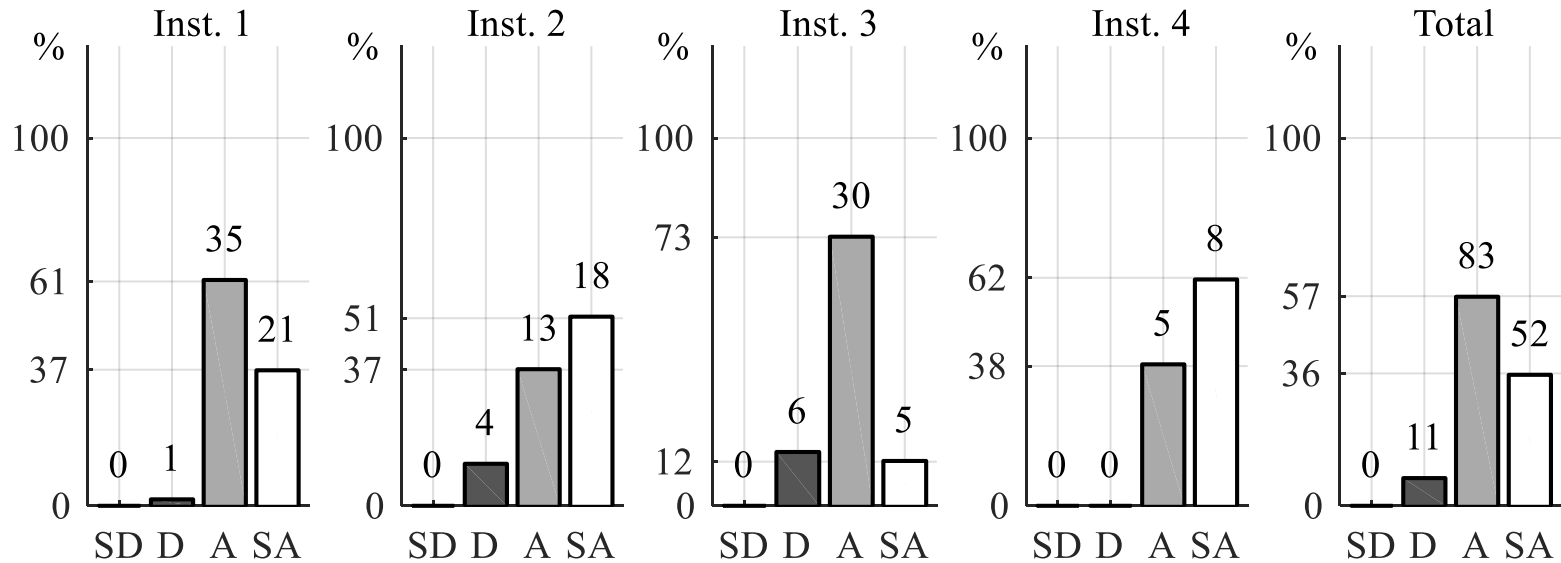
Advocates & Allies Initiatives

- **North Dakota State University**
 - **Louisiana Tech University**
 - **West Virginia University**
 - **Lehigh University**
 - **University of Maine**
 - **The Ohio State University**
 - **University of North Texas**
 - **Rochester Institute of Technology**
 - **University of Wyoming**
 - **Bucknell University**
 - **Clemson University**
 - **Indiana University**
 - **University of Portland**
 - **University of Cincinnati**
 - **University of Wisconsin-Milwaukee**
 - **Auburn University**
 - **University of Dayton**
 - **University of Missouri Columbia**
 - **ASEE Annual Conference, WEPAN CLF, CoNECD**
 - **Multiple webinars**
- More to come in 2019!**

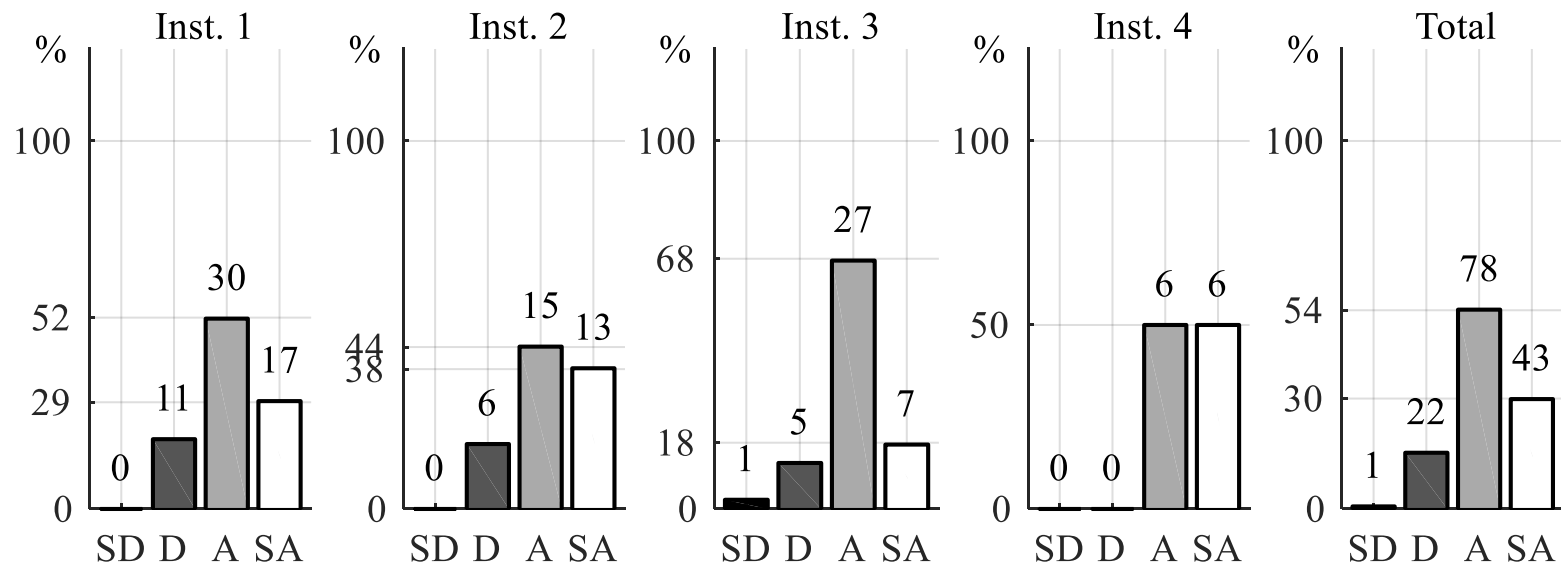
Effectiveness of the Advocates & Allies Program

- Strong majorities of men attending Ally Workshops agree that their knowledge has increased and that they are able to implement new strategies to promote a more equitable climate for women
- External evaluator-conducted qualitative interviews with Advocates suggest 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

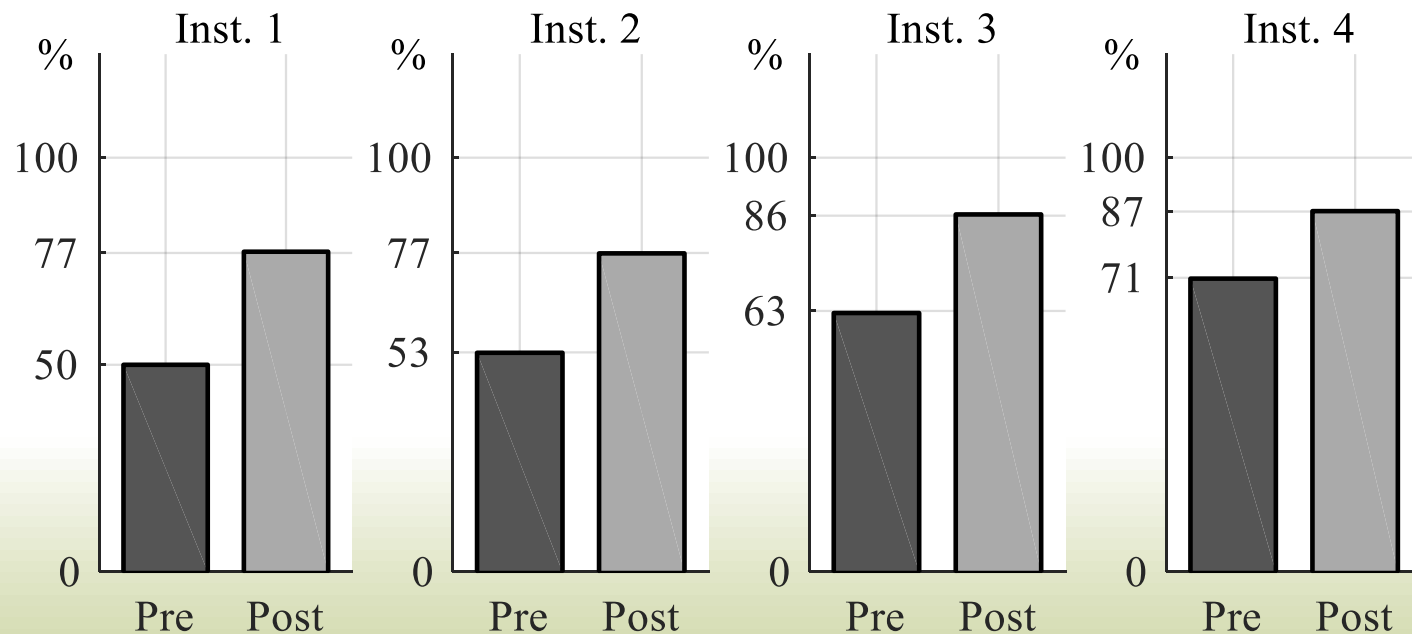
Knowledge of Unconscious Bias and Impact on Campus has Increased



Able to Implement New Strategies to Promote More Equitable Climate



Strongly Agree: “I Am Personally Committed to Addressing Gender Bias and Discrimination Experienced by Women at My Institution”



Why Do Men Become Advocates?

Motivation	#	Example/Definition
See a need	40	General comments about few female faculty, few female students, few women in leadership, an “old boys” network, etc.
Example of a wrong-doing	16	Specific examples such as a colleague who made an inappropriate remark in a meeting, an idea credited to a male faculty member that a female faculty member presented, a female faculty member stuck at the associate professor level, etc.
Commitment to/knowledge about social justice	15	Commitment to gender equity or diversity; or knowledge about social justice through previous workshops or through participant’s own research/work
Want to help	12	Desire expressed to be a change agent
Education/self-improvement	12	Desire to learn more, to not be part of the problem
Female family member	9	Wife, daughter, or sister either in STEM or hopes for more equality in the future for women
Influence/experience	6	Belief in ability to influence change due to status or level of experience
Invitation/nomination/prodding	6	Advocate asked to attend training via invitation, nomination, or prodding
Total	116	

Some Personal Observations

- 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

Concluding Thoughts:

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.

Questions? Discussion?