

**NDSU Advance FORWARD**

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

**Roger Green, PhD**

*North Dakota State University*

**Robert Gordon, PhD**

*Auburn University*

**Southern Illinois University Edwardsville : March 4, 2021**



Support for this work is provided by the National Science Foundation's ADVANCE program (HRD-0811239, HRD-1500604, HRD-1935942). 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:** Elec. & Comp. Eng.     **Rob:** Psychology  
Long-time Advocates working with  
>30 institutions and > 1000 men

## Two Requests:

1) No audio/video recording, 2) “Vegas” rules

## Outline

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

# What's one thing you hope to learn today?

# 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)

# 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**

# 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

# Level of gender inequity at SIUE?

---

None    A bit    Some    Quite a  
bit    A lot    Extreme

# What is a barrier to gender equity at SIUE?



# Southern Illinois University Edwardsville: Context and Gender Equity Efforts

## Institutional Member

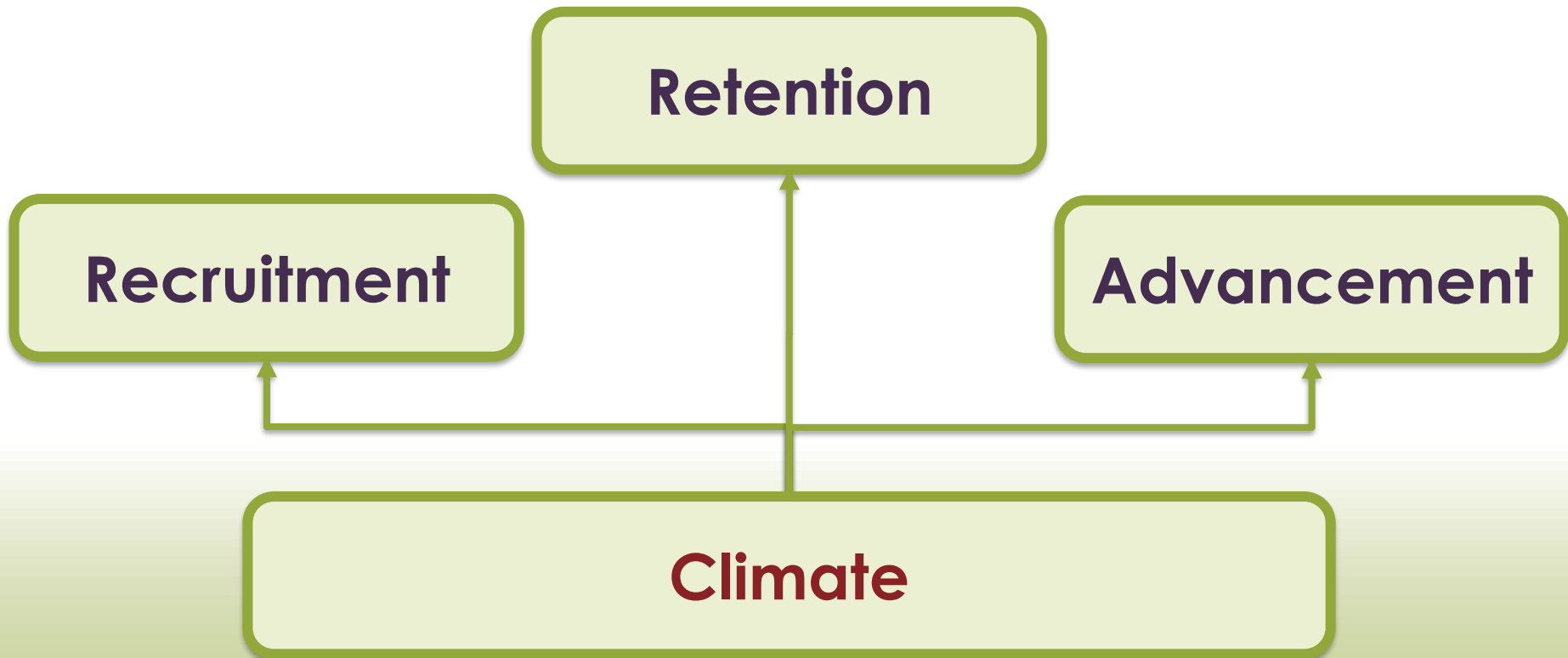
National Center for Faculty Development and Diversity (NCFDD)

## NSF ADVANCE

- Immersive Meaningful Practices for Accountable Campus Transformation (IMPACT) Fellows: Equity Advisors
- Dual Career Support Initiative
- Senior Academic Leader Initiatives
- Equity Scorecards
- Promotion and Tenure Committee Training
- Support and Leadership Development Opportunities for Mid-Career Women

# Data & Context

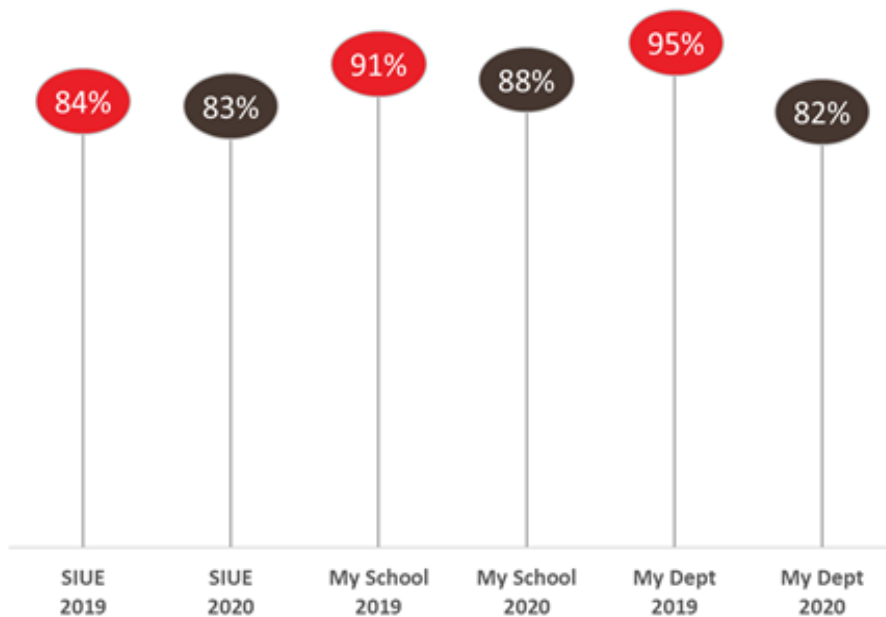
A snapshot of SIUE data that is consistent with national trends and highlights:



# SIUE Recruitment Perceptions

## RECRUITMENT

To what extent has each unit created a climate that encourages women to apply for STEM/SBS faculty positions? (*% in agreement or agreeing to a "great extent"*)



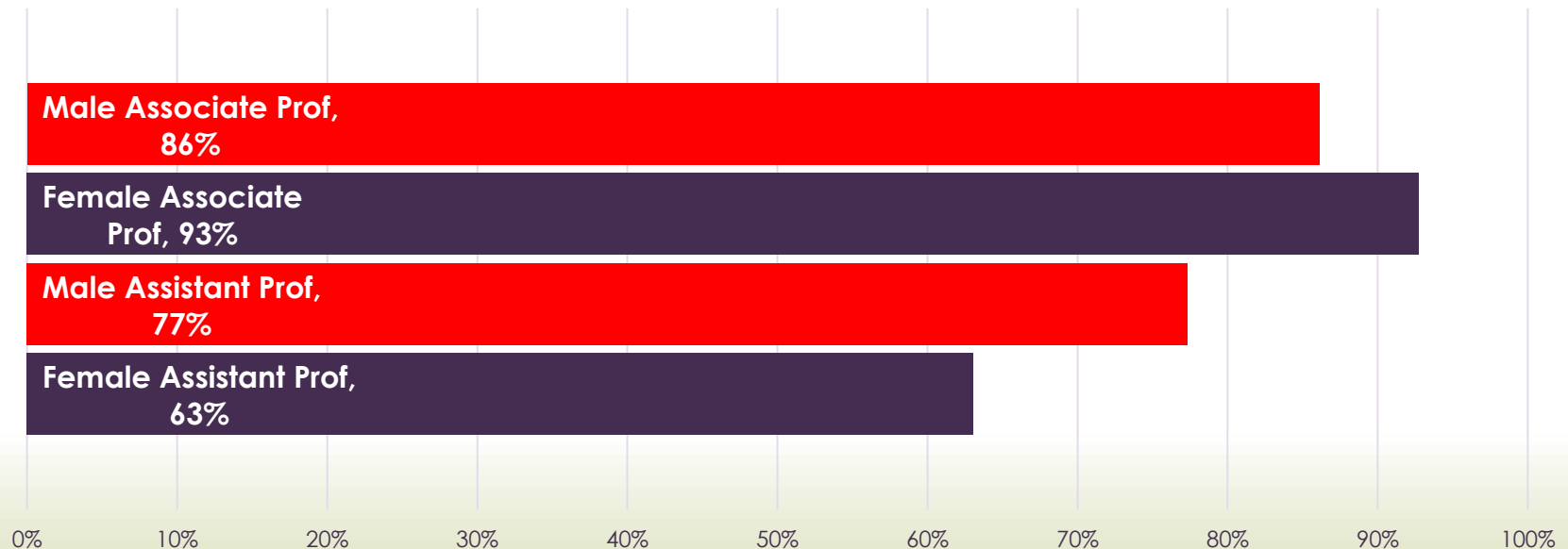
	2019			2020		
	N	AVG	ST DEV	N	AVG	ST DEV
SIUE	18	3.94	1.06	17	4.00	0.79
My School/College	19	4.21	0.71	17	4.12	0.78
My Department	19	4.37	0.60	16	4.19	0.91

Takeaway: In **2020**, fewer leaders agreed that recruitment efforts built a positive climate for women applicants, especially at the departmental level.

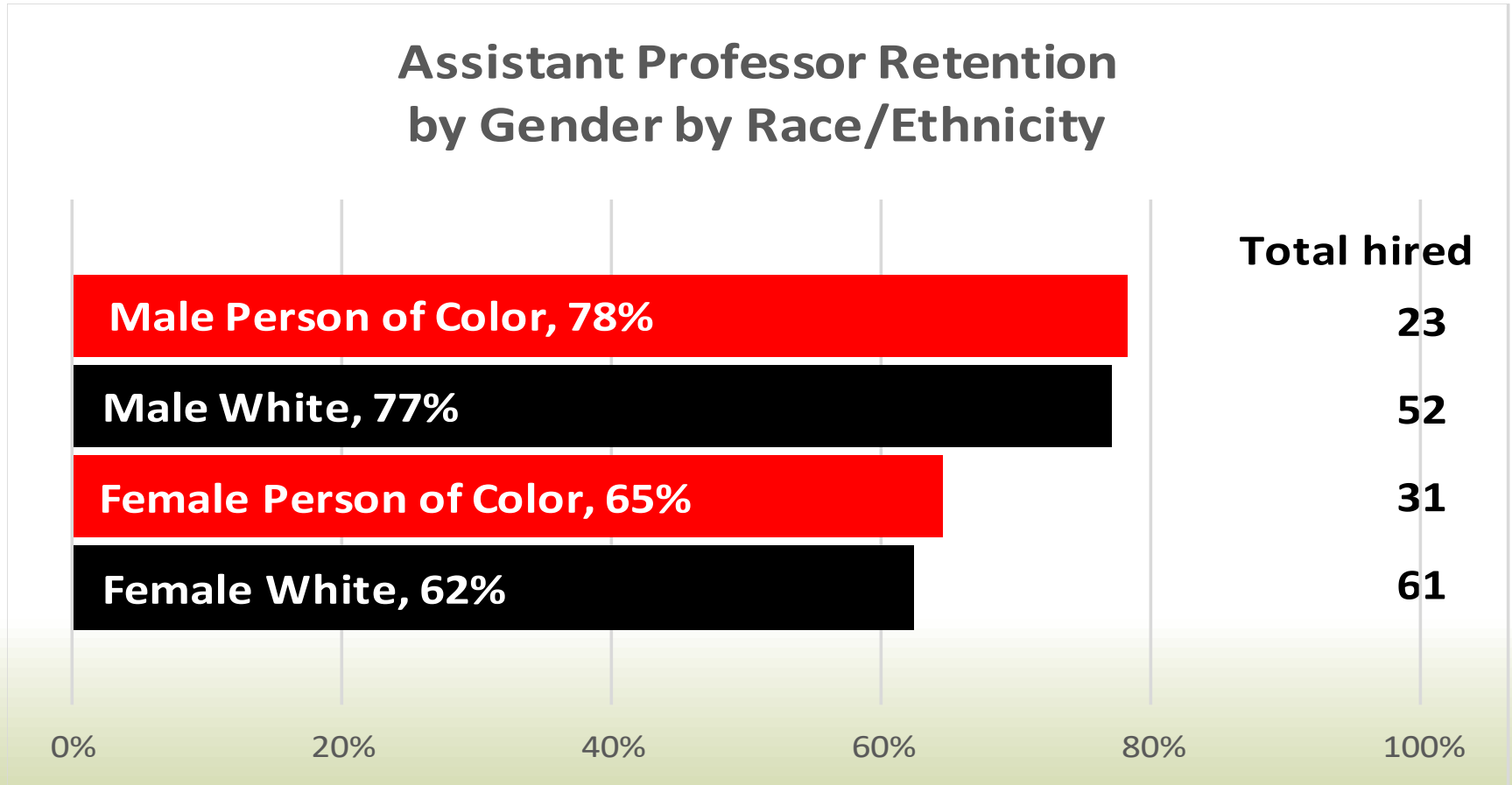
# Why Does SIUE Need Advocates? Challenges in Retention

SIUE has challenges retaining female faculty:

Faculty Retention by Rank by Gender

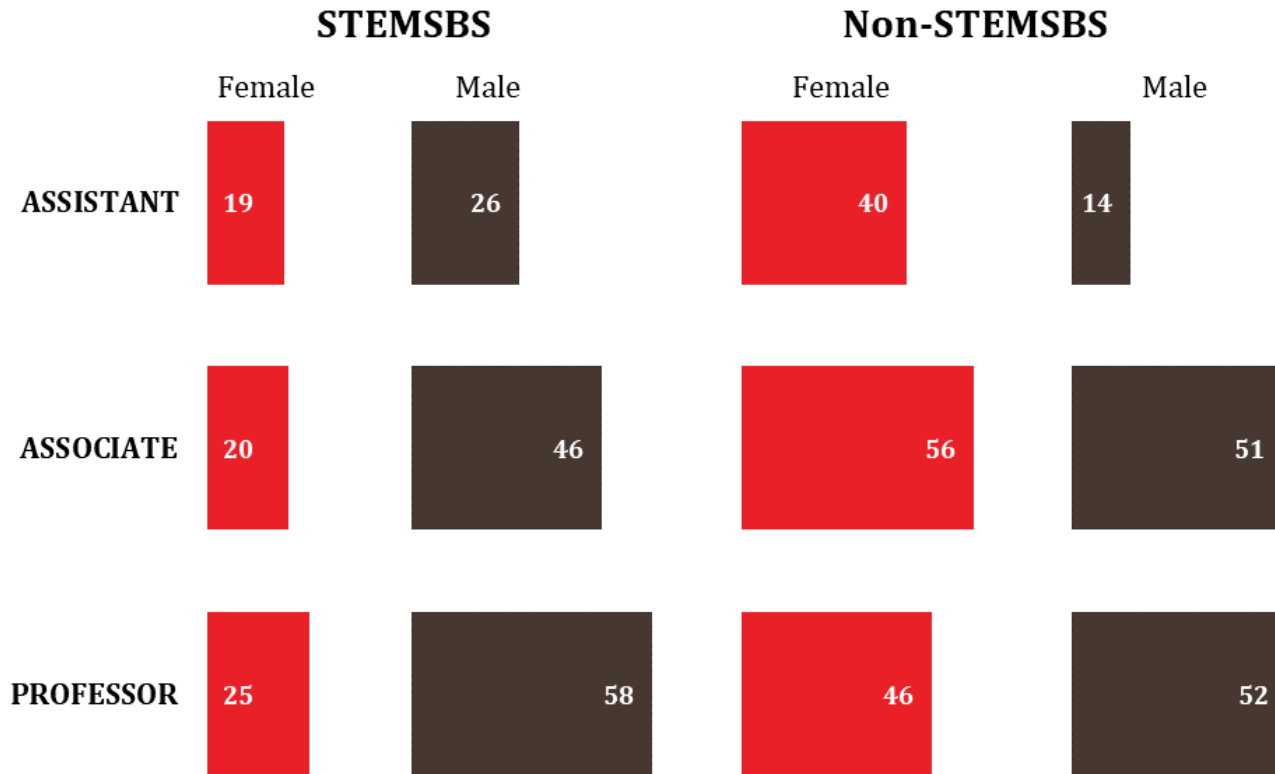


# SIUE Retention: Assistant Professor



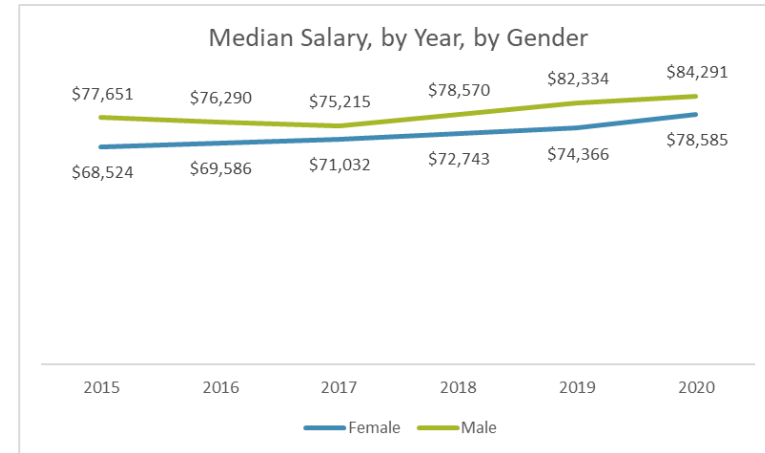
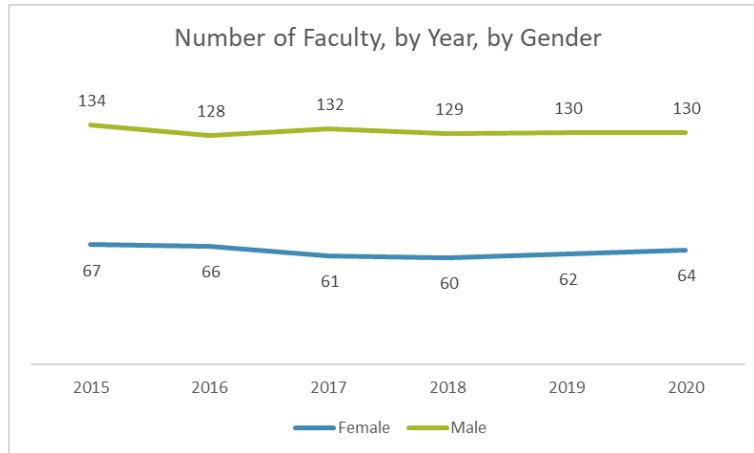
# 2020 Faculty Ranks by Gender

A 2020 comparison of faculty rank shows that there are more male faculty across all levels in STEMSBS departments, but especially at higher ranks.

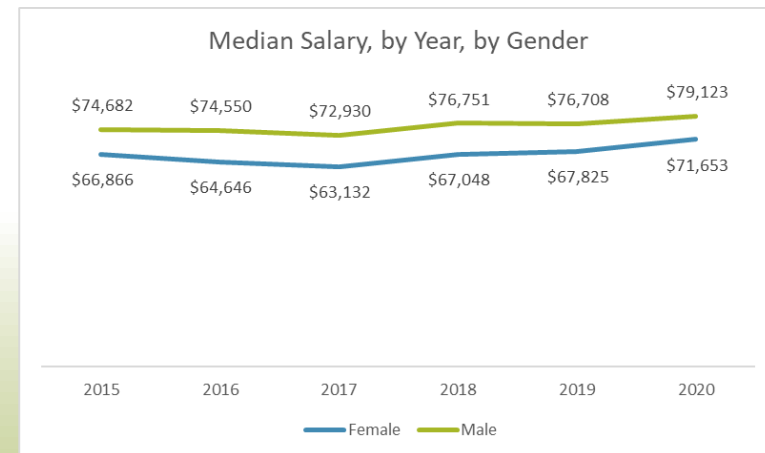
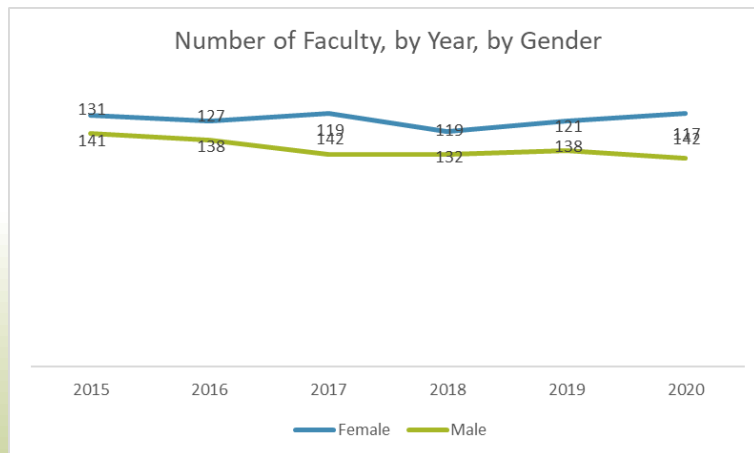


# 2020 Faculty Gender Distribution and Salaries

## STEMSBS

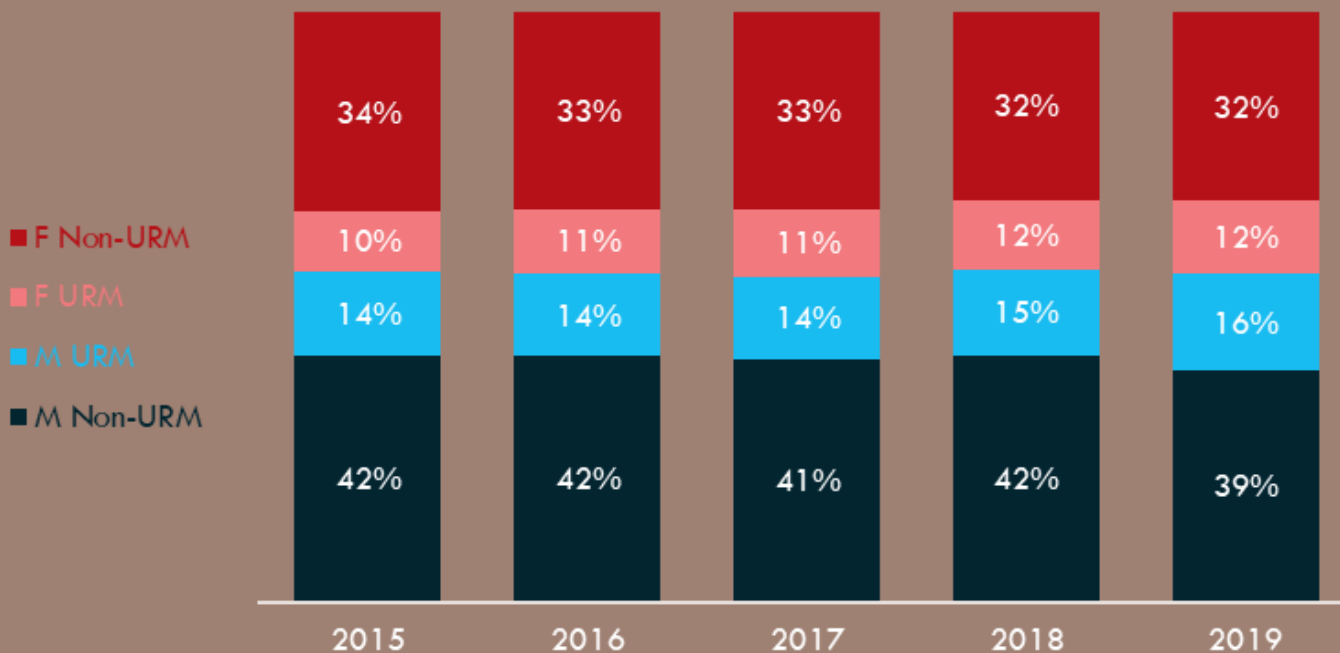


## Non-STEMSBS



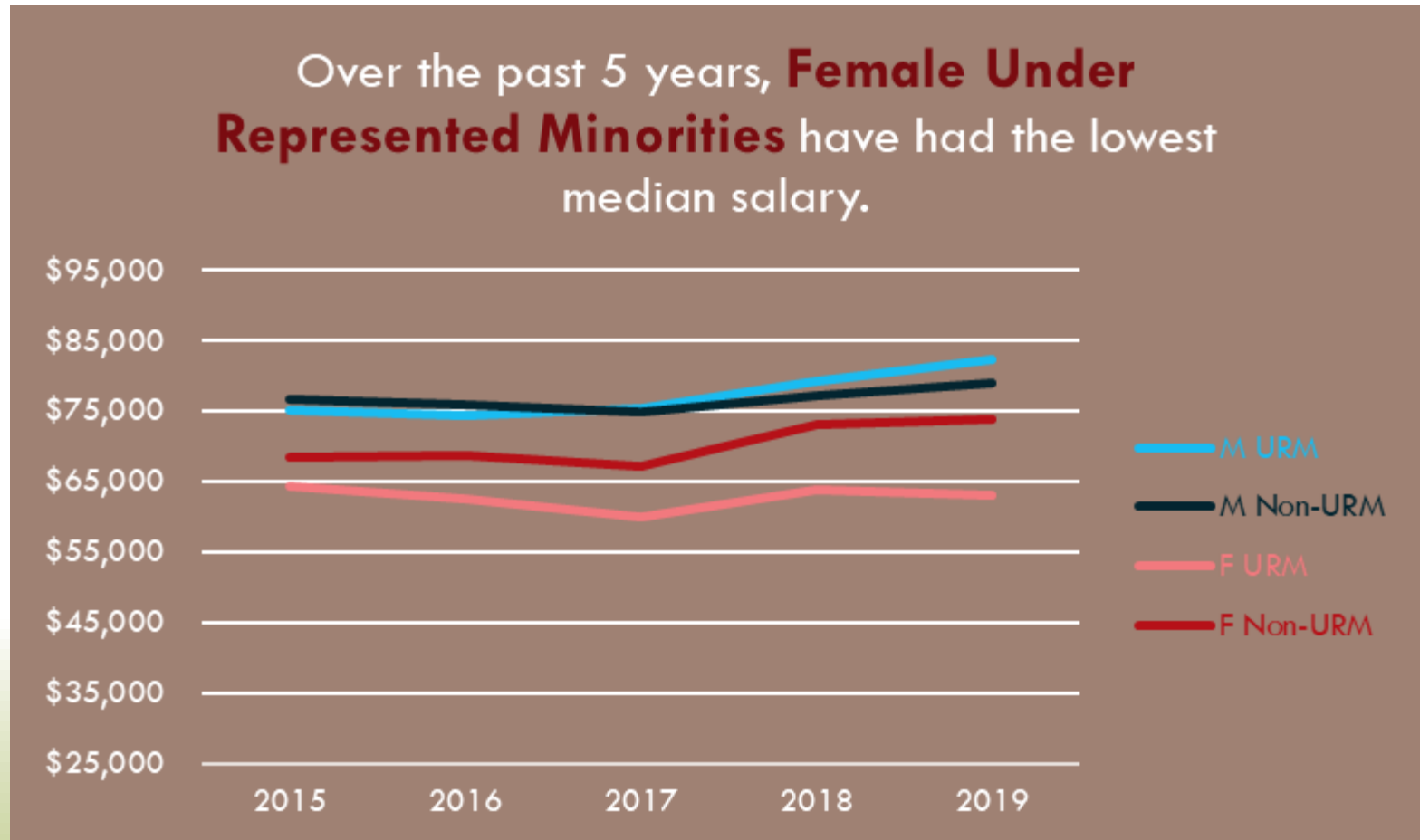
# 5 Year Trends: Faculty Representation

Over the past 5 years, **Female Under Represented Minorities** made up the smallest portion of University Faculty.





# 5 Year Trends: Faculty Pay Equity



# Why Does SIUE Need Advocates? 2020 Disparities in Leadership

**Few women in leadership positions in 2020:**

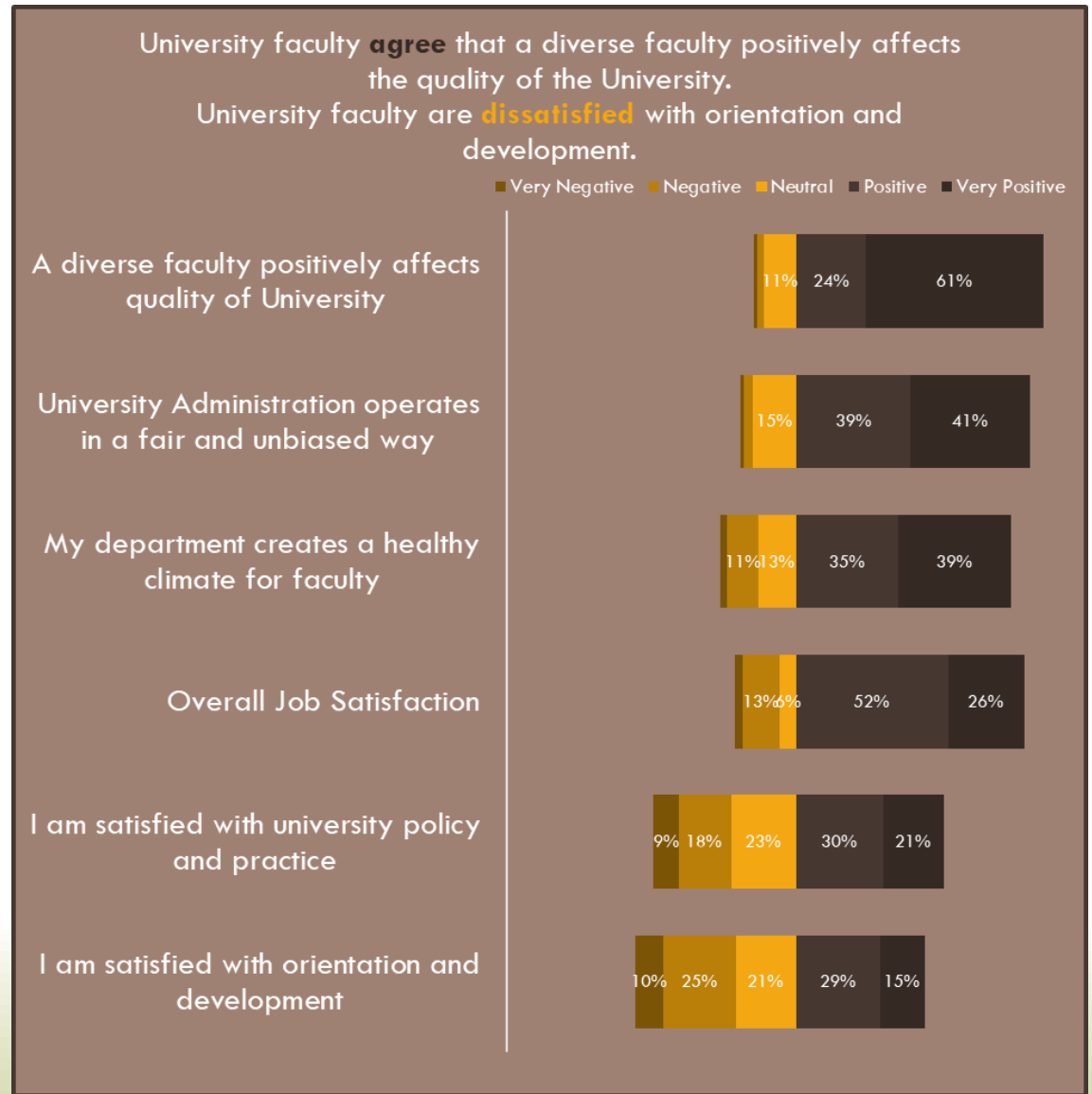
- **Of the 9 academic deans, only 3 deans (33.3%) are women (Education, Nursing, and Library), one of which is a person of color**
- **There are a total of 39 department chairs and 14 are women (35.9%)**
- **In the STEMSBS colleges, only 5 of 19 (26.3%) department chairs/heads are women**
- **In non-STEMSBS colleges, only 9 of the 20 (45%) department chairs/heads 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)*

# Why Does SIUE Need Advocates? Climate Challenges

- 2020 Annual Climate Survey
- N= 340 respondents of 661 faculty invited
  - (55.3% respondents were women)



# SIUE Climate Survey Examples

- **Engineering: 64% of male faculty and 50% of women faculty agreed that their department creates a healthy climate for all faculty**
- **Arts and Sciences: 81% of male faculty and 55% of women faculty agreed that their department creates a healthy climate for women of color**
- **Education, Health and Human Behavior: 100% of male faculty and 50% of female faculty agreed that their department creates a healthy climate for international women**

**What example of chilly climate have you witnessed at SIUE?**

# 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

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



**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**

# Factors That Increase the Expression of Unintended Bias

Two main factors:

- Lack of information
  - Lack of time

But also:

- Overwhelming amounts of information
  - Unclear evaluation criteria
- Inconsistent decision-making processes

# 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)

Pool A: 2 applicants  
Qualified Man,  
Underqualified Woman

Pool B: 2 applicants  
Qualified Woman,  
Underqualified Man

**For one stage of this study:**

- **Choose best qualified: 69% of the time**
- **For the remaining 31%, the underqualified applicant is selected.**

# Underqualified: men to women

17 to 14

19 to 12

21 to 10

23 to 8

25 to 6

27 to 4

29 to 2

31 to 0



# 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 were 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:

# Top descriptor when best teacher is a woman:

# 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 to wonder will this department ever promote a man to full professor?**
- **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?**

*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

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

# Getting Started as an Equity 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>
- Check out the men advocates materials at  
[www.ncwit.org/resources/customcatalog/male-advocates](http://www.ncwit.org/resources/customcatalog/male-advocates)
- 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

# 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.

# Hiring Scenario, Part 1

Department STEM at a medium-sized university has 10 faculty: 8 men and 2 women. The department was recently provided a new tenure-track assistant professor position, and it conducted a national search to fill it. Following a careful review of over 50 applications, the search committee members, in consultation with the other department faculty, identified three candidates for interview. Each of the three had two years of post-doctoral experience and good scholarly records. Following on-campus interviews, one of the two male candidates was clearly unacceptable to a majority of the faculty, while the other male candidate and the female candidate were both viewed as acceptable.

## Hiring Scenario, Part 2

Discussions about the two remaining candidates – involving all current faculty and the department head – failed to identify any features that clearly distinguished one candidate over the other. In light of the discussion, a junior female faculty member said, “Given that all things are pretty much equal, I would recommend that we bring in the woman. We need more women in the department.” In response to her comment, several of the faculty gave her looks indicating their disapproval, and another faculty member remarked, “We don’t need to bring gender into this discussion – we are trying to identify the best candidate, period.”

# 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?

Use this  
QR code:



# 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.