



# ADVOCATES & ALLIES

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# Academia Aligning with NSF ADVANCE Program

- NSF ADVANCE Program Goals:
  - Increase the representation and advancement of women in academic science and engineering careers
  - **Development of a more diverse science and engineering workforce**
- Encourages institutions of higher education and the broader STEM community to:
  - Address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators
  - Integral part of the NSF's multifaceted strategy to broaden participation in the STEM workforce
  - Supports the critical role of NSF in advancing the status of women in STEM

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# NSF Responds to National Context

- Increasing number of women have obtained STEM doctoral degrees, yet women continue to be significantly underrepresented in many STEM academic positions.
- Advancement to senior ranks and leadership is an issue.
- Representation and advancement affected by many external factors that are unrelated to their ability, interest, and technical skills, such as:
  - Organizational constraints of academic institutions;
  - Differential effects of work and family demands;
  - Implicit and explicit bias; and
  - Underrepresentation of women in academic leadership and decision-making positions.

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# Questions to Consider



- What is your department/college/campus dialogue like regarding gender equity?
- What are some of the concerns that a university would have about engaging in dialogue around gender equity?
- What are some of the apprehensions that faculty would have?

# RIT Institutional Context

- Private Institution
- 18,000 Students (15,000 undergrad)
- 1,000 Pre-tenured & Tenured Faculty
- Home to the National Technical Institute for the Deaf (NTID)
- Over next decade move from teaching to a “balanced teaching/scholarship” institution



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# NSF AdvanceRIT

NSF Award #1209115 [nsfadvance.rit.edu](http://nsfadvance.rit.edu)

## Goal

Increase representation and advancement of women faculty

## Institutional Transformation

Process of bringing fundamental change to the core concepts and values on which an institution is founded

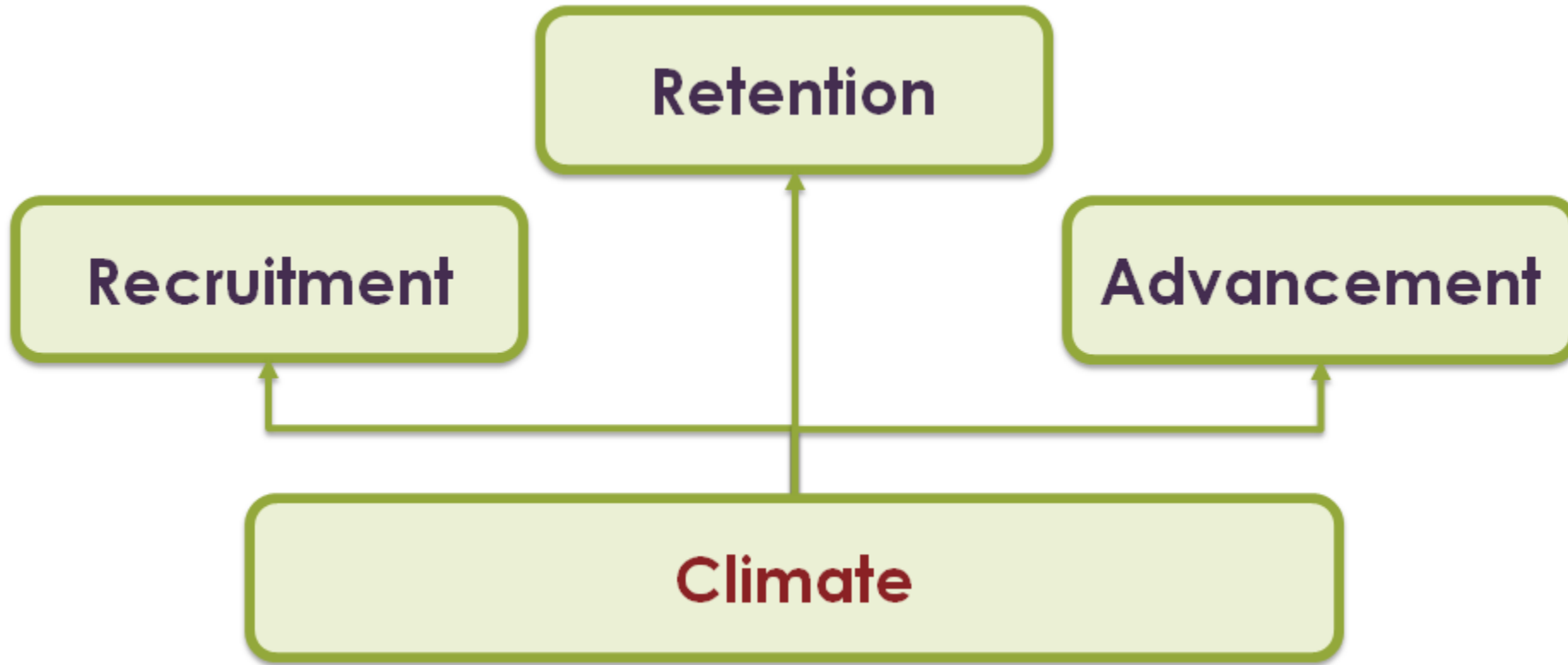
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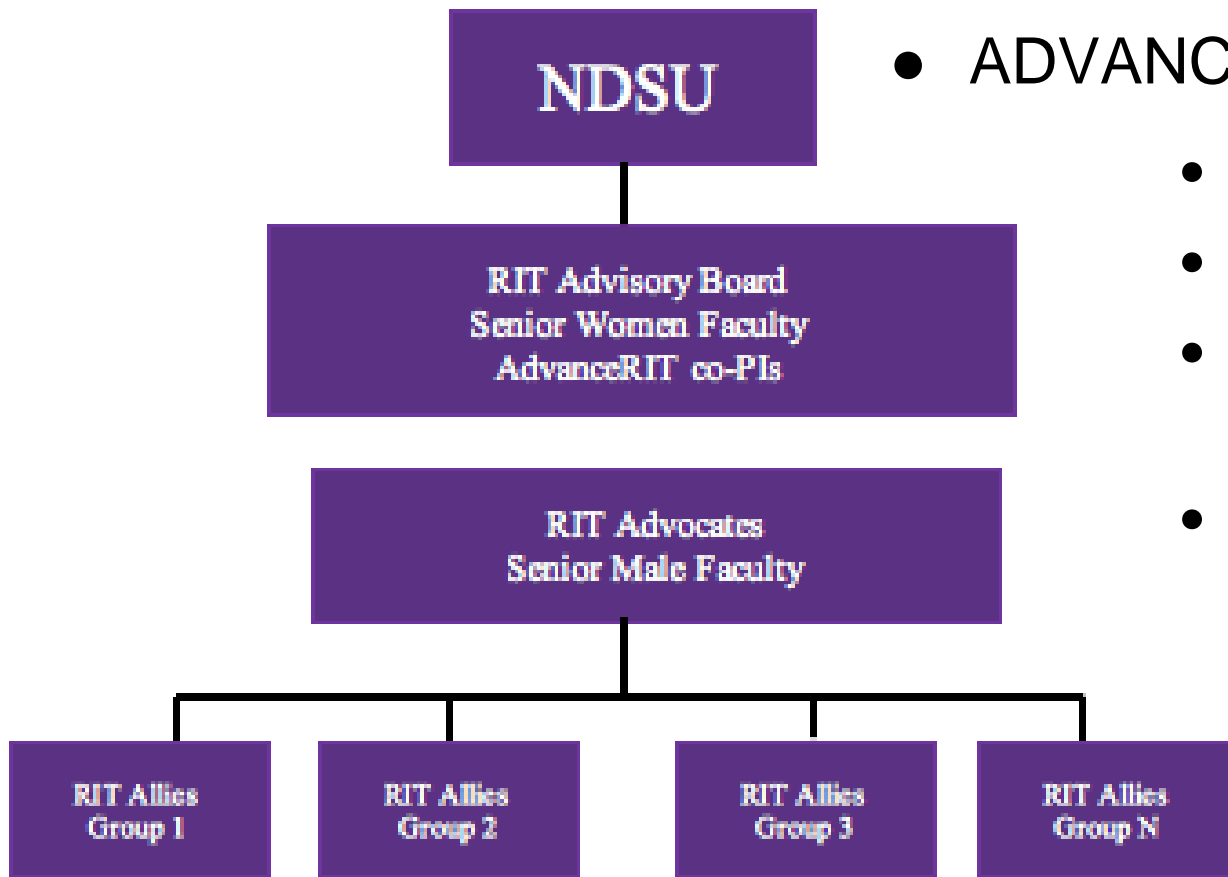
# Institutional Data



# Advocates and Allies from NDSU

- **North Dakota State University - NSF ADVANCE IT**

- ADVANCE PLAN-D Grant No. 150064



- Innovative approach
- Intentionally involve faculty men
- Transformation of departmental cultures and practices
- North Dakota State University leading:
  - RIT
  - The Ohio State University
  - University of North Texas
  - University of Wyoming

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# Advocate Role



# Ally Role



# Advocates & Allies Training Outline

- Context and institutional data
- Research and case studies
- Allies program and individual actions

# Understanding Privilege

- Never having to be the first male full professor in your department, or be an associate professor who has 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

# Recommended Actions for Allies (from NDSU)

- Tell women (and men!) faculty that you are an ally
- 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 promotion, tenure, search, and other committees with the specific purpose of being an ally for gender equity

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# Activities for Advocates & Allies to Engage with to Enact Cultural Change

- Michigan Players (The Fence)
- Photograph 51 Theatrical Reading
- Bystander Awareness (Maureen Scully, U MASS at Boston)
- Unconscious Bias Session for Academic Senate (norms/values) and Promotion Committees (gendered language)

# RIT Male Advocates Action Plan Examples

- Use the gained knowledge to provide better mentoring to female faculty and work with them to build up their portfolios for eventual promotion or tenure.
- Convince women colleagues to apply for promotion to full professor, especially those who tend to be a little reluctant to take risks.
- Help ensure women get an equitable treatment when serving on promotion and other committees.
- Make use of, or create, opportunities to discuss issues (faced by female colleagues) informally with men colleagues in my department, college and elsewhere in RIT

# RIT Male Advocates Action Plan Examples

## Understand

- Meet & talk to 2-3 KGCOE Women Faculty/month to start a dialogue with all 28 KGCOE Women Faculty
- Read at least 1 reference relevant reference/month and post summary in the google drive
- Faculty Diversity - Removing the Barriers by Joann Moody - Completed

## Attend at least 1 AdvanceRIT or ODI event/quarter

- May 17, 2016 - Toward a Diverse STEM Faculty, Dr. Pamela Cook, ADVANCE RIT



# Program Assessment & Evaluation

Central objectives are to:

1. understand the impact of supportive male colleagues on faculty perceptions of departmental and institutional climate
2. compile data on the best ways to address the difficulties women face in their departments; and
3. increase understanding to leverage more effectively male support in the success of engineering women colleagues.

# Program Assessment & Evaluation - NDSU Led

## Formative Evaluation:

- 1) Evaluate trainings for satisfaction, participants' learning, and participants' commitments to make behavioral and attitudinal changes
- 2) Observe trainings at each partner institution and compile ethnographic notes that reflect participants reactions to the training materials
- 3) Conduct Interviews with the advocates coordinator at each institution

## Summative Evaluation

- 1) NSF Indicator Data review
- 2) Pre and post Work-Life Climate Survey
- 3) Pre- and post-surveys of male participants to assess changes in their beliefs and commitments to engage in actions that promote gender equity on their campuses
- 4) Post surveys of women faculty members in colleges with engaged Advocates to assess changes that they attribute to having an Advocate program

Analyses of data collected through interviews that will help directly address the impact an Advocates program has had on each campus and how effective the advocates program has been in creating greater gender equity.

# Ally Training Feedback

**What is one strategy you have learned today that you will be able to implement to promote a more equitable campus climate for women faculty?**

- Promoting balance between roles and power.
- Focus on listening skills in meetings and (our) interactions.
- To recognize unconscious bias in meeting, committees, letters of reference etc.
- Actively solicit input from female faculty.
- Evaluations and letters that I write/read.
- Offering to represent gender equality even though I am a man.
- Think about words before you use them or write them down.
- Reduce/counter micro aggressions/implicit bias.

# Discussion Questions

- What is your campus dialogue like regarding any of the specifics discussed today? (Is there dialogue?)
- What type of faculty data is available (particularly if your institution is private)?
- What aspects of what you heard today might be possible at your campus?



# Audience Questions



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