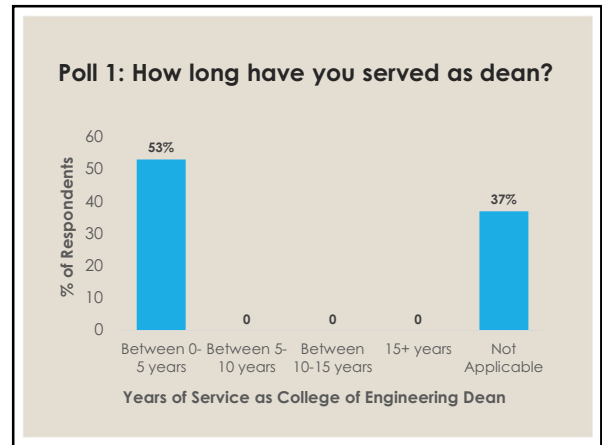


1

2

How long have you served as College of Engineering dean?

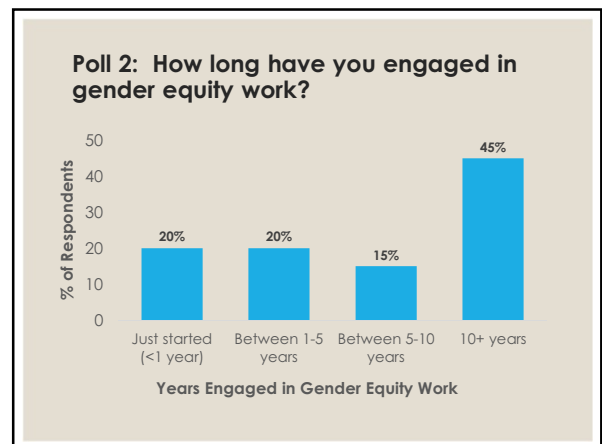
3



4

How long have you engaged in gender equity work?

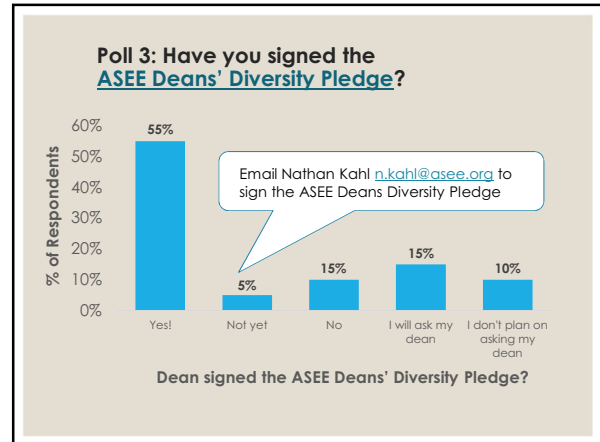
5



6

Have you signed the ASEE Deans Diversity Pledge?

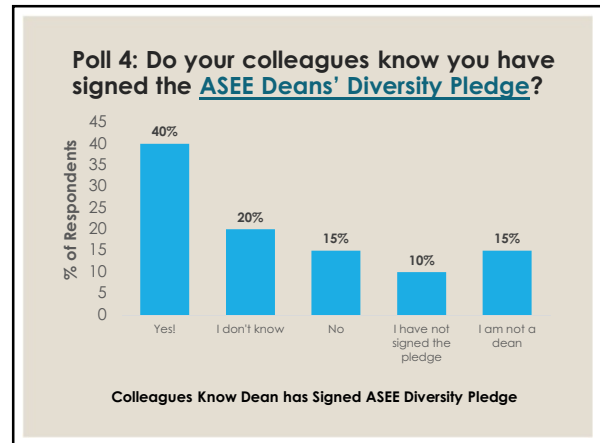
7



8

Do your colleagues know you signed the ASEE Deans Diversity Pledge?

9



10

What is the main problem behind gender inequity in engineering?

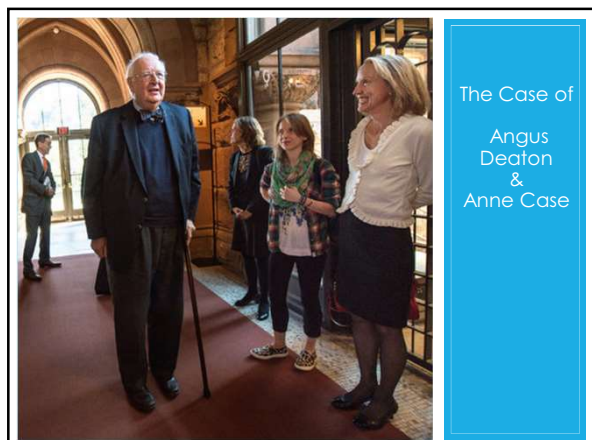
The image shows a target with a red bullseye and a white dart hitting the center. This is a metaphor for identifying the main problem or target in the context of gender inequity in engineering.

11

SPOILER ALERT!

- The problem is evaluation bias
 - We overvalue what men do, and undervalue what women do.

12



13

Journalist's Descriptions

- David Plotz, (*Slate*--online magazine): "Nobel Prize-winning economist Angus Deaton and Anne Case, who is *his wife*, and *also a researcher*"
- Ross Douthat, (*NYT*): "Nobel Laureate Angus Deaton and *his wife*, Anne Case"
- Gina Kolata (*NYT*): "the Deaton-Case analysis"
- Paul Krugman (*NYT*): "...a new paper by the economists Angus Deaton (who just won a Nobel) and Anne Case"

14

Who is Ann Case?

- Professor of Economics and Public Affairs at Princeton
- A leading health economist of her generation
- A fellow of the Econometric Society
- **THE FIRST AUTHOR** on the paper described!!

15



16

Key Takeaway

All of us give women less than their fair due

17

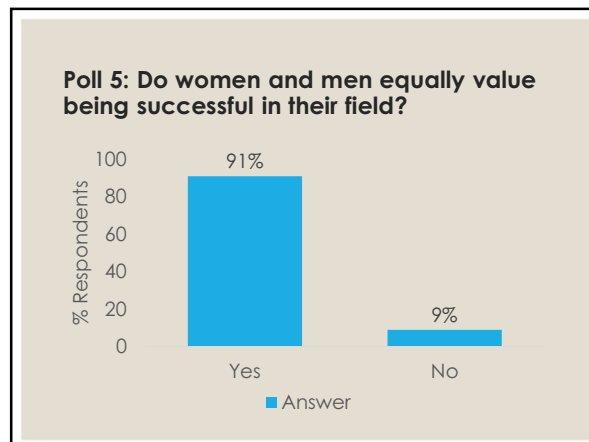
(2018) Nittrover et al.

Men are more likely to be selected as colloquium speakers than women

18

Do women and men equally value being successful in their field?

19



20

Gender inequity is not a function of women's choices.

A close-up photograph of a hand holding a red pen, writing on a document. A large red circle with a diagonal slash is superimposed over the image, indicating prohibition or negation.

21

Free photo 3626154 © Guillerio Buffi - Dreamstime.com

Key Takeaway

Gatekeepers influence women's opportunities

22

Free photo 5171494 © Glen Jones - Dreamstime.com

(2009) Cheryan et al.

Environment influences choice

23

We are responsible for creating an inclusive environment.

Free photo 6620355 © Woo Bing Sew - Dreamstime.com

24

Gender Schemas

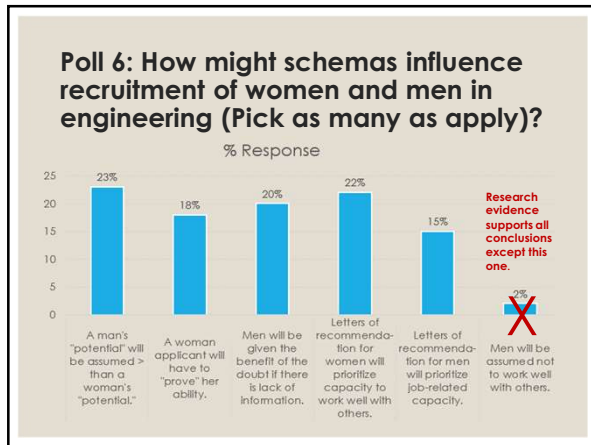
Cognitive constructs that organize beliefs and knowledge about women and men



25

How might schemas influence recruitment of women and men in engineering (Pick as many as apply)?

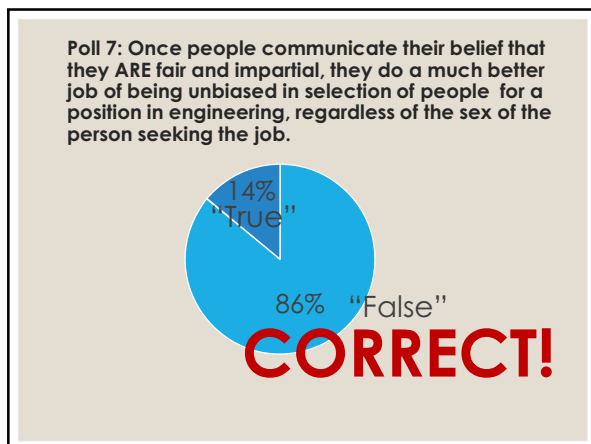
26



27

Once people communicate their belief that they ARE fair and impartial, they do a much better job of being unbiased in selection of people for a position in engineering, regardless of the sex of the person seeking the job.

28



29



(2010) Merrit et al.

Prior demonstration of lack of bias frees up the person to act in a biased manner in follow-up situations where gender schemas are activated.

30

NOTE !

- Thinking one *is* impartial leaves one free to be partial;
- *Striving to be impartial* acknowledges that one might not be and thus one works harder not to be biased.

31

(2019) ASEE EDGE Deans Survey

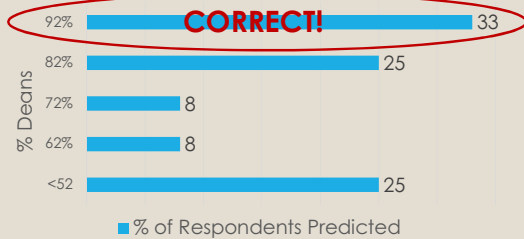
- N = 90 Engineering Deans
- Responses to questions regarding gender equity knowledge, attitudes, and behaviors

32

What % of deans would you predict say they hold faculty leaders accountable for fair and equitable teaching loads?

33

Poll 8: What % of deans would you predict say they hold faculty leaders accountable for fair and equitable teaching loads?

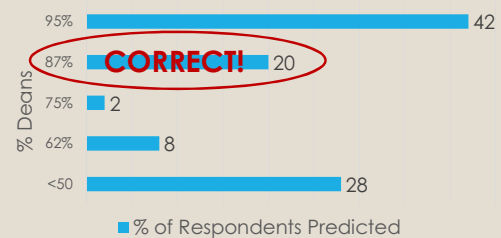


34

What % of deans would you predict say they hold faculty leaders accountable for fair and equitable service loads?

35

Poll 9: What % of deans would you predict say they hold faculty leaders accountable for fair and equitable service loads?



36



Deans SAY they hold leaders accountable

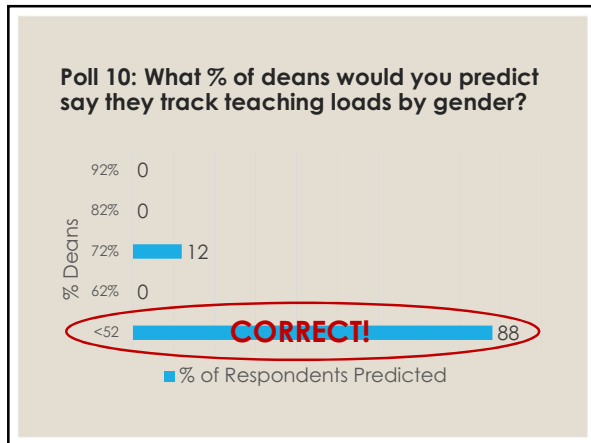
It is especially noteworthy that deans say they are holding leaders accountable for subtle inequities like teaching and service loads

Free photo 115628302 © creativecommonsstockphotos - Dreamstime.com

37

What % of deans would you predict say they track teaching loads by gender?

38



39

32% of deans say they track teaching loads by gender

Vs

92% of deans say they hold faculty leaders accountable for assigning fair and equitable teaching loads

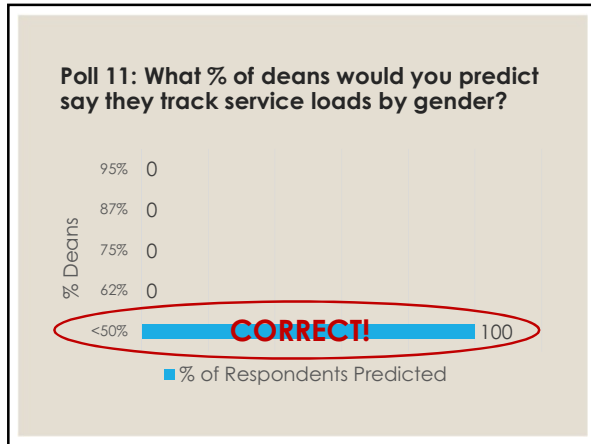
40

How can you hold people accountable if you don't collect the data?

41

What % of deans would you predict say they track service loads by gender?

42



43

26% of deans say they track service loads by gender

Vs

87% of deans say they hold faculty leaders accountable for assigning fair and equitable service loads

44

Again, how can you hold people accountable if you don't collect the data?

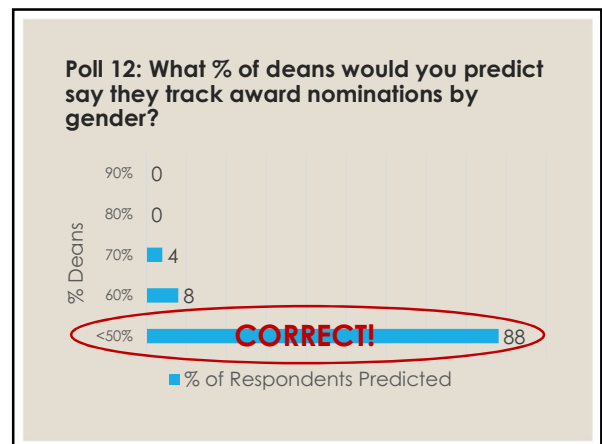
45

What about "gate keeping" behaviors like tracking award nominations and salary by gender?

46

What % of deans would you predict say they track award nominations by gender?

47



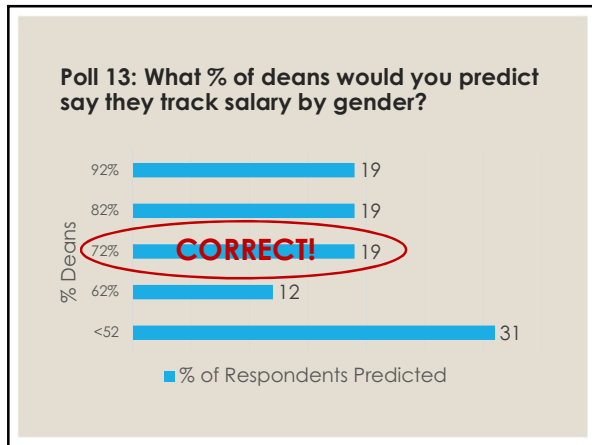
48

Only **34%** of deans say they track award nominations by gender.

49

What % of deans would you predict say they track salary by gender?

50



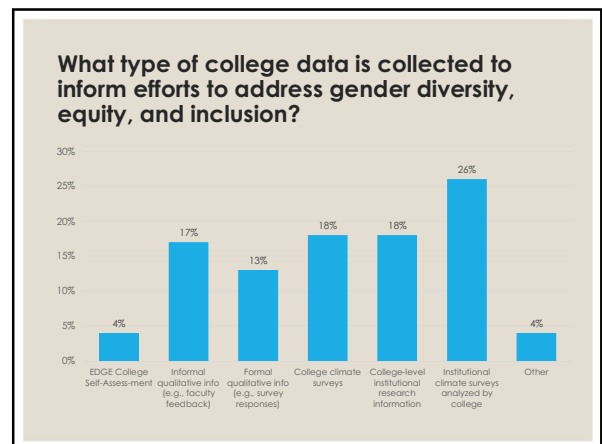
51

Even something as important as salary tracked by gender, only **72%** of deans say they track this data.

52

What type of college data is collected to inform efforts to address gender diversity, equity, and inclusion?

53




54



Recommendation 1

To improve gender representation, it is critical that deans collect the data needed to hold faculty leaders accountable for equitable actions.

55



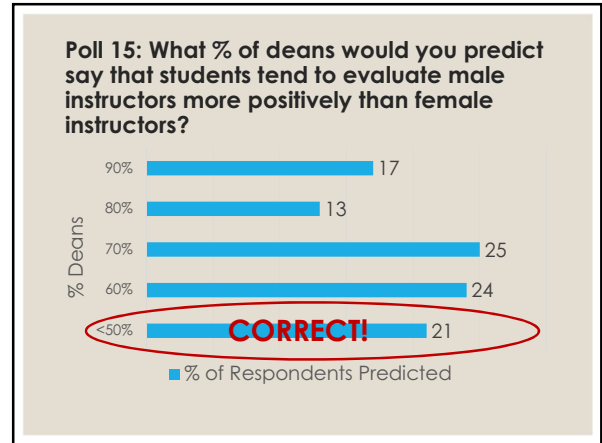
(2015) MacNell et al.

Students rated male & female instructors **LABELED as male**, higher than they rated male and female instructors **LABELED as female**.

56

What % of deans would you predict say that students tend to evaluate male instructors more positively than female instructors?

57



58

Only **39%** of deans strongly agreed or agreed that students tended to evaluate male instructors more positively than female instructors.


59



Recommendation 2

To improve gender representation, it is important that deans, and others who evaluate faculty, understand what indicators may or may not be valid measures.

60

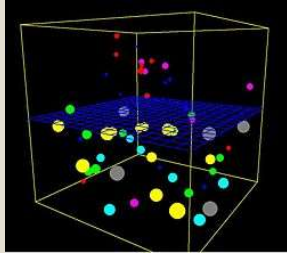


(1968)
Merton

Success is largely the accumulation of advantage, exploiting small gains to get bigger ones

Free photo 86307672 © publicdomainstockphotos - Dreamstime.com

61

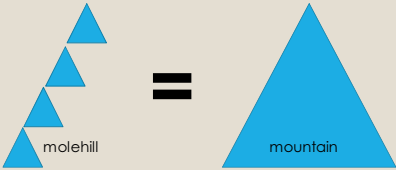


(1996)
Martell et al.

Computer simulation model demonstrated that 1% of advantage favoring men, resulted in 65% of men at the top level.


62

Conclusion:
White women, and men and women of color are likely to be slightly, but systematically, undervalued compared with white men.



molehill = mountain

63



Recommendation 3

To improve gender representation, it is important that we fix inequities in the system, rather than merely offer programs to help under-represented people persist in an inequitable system.

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64

ASEE EDGE Initiative "Asks"

We invite deans to:

1. Use the state-of-the-art EDGE College Self-Assessment Tool
 - Incorporates both qualitative and quantitative information
 - Tool is based on the self-assessment survey used for the [INCLUDES Aspire Alliance Institutional Change Network](#), and the [AAAS SEA Change Awards](#) opportunities
2. Help us identify a subset of questions from the EDGE College Self-Assessment Tool as basis for ASEE's National Gender Equity Indicators data base
 - Those interested in serving in this "pilot" group, please contact Greta Leibnitz (EDGE.Leibnitz@gmail.com)

65

Next Steps

- Sign the [ASEE Engineering Dean's Diversity Pledge](#) (contact Nathan Kahl N.Kahl@asee.org)
 - Share the fact that you have signed the pledge so with your colleagues!
- Join the [EDGE Listserv](#) to learn the latest gender equity information
- Review [Dr. Valian's Roadmap to Gender Equity](#) handout for evidence-based recommendations for promoting gender equity see [EDGE Webinar Series](#), and/or read [An Inclusive Academy: Achieving Diversity and Excellence](#)
- [Register](#) for the next EDGE Showcase Webinar: [EDGE College Gender Equity Self-Assessment Tool--The Foundation for Strategic Change](#); with K. Griffin, PhD & A. Mabe, PhD; Dec 11, 2019 03:00 PM Eastern Time

66

Next Steps (Continued)

- Review the resources on the [EDGE Website](#), including the:
 - [Action Steps Workshop Resources](#)
 - [2 Part EDGE College Self-Assessment Tool](#)
 - [Checklist, Tools & Resources](#) to promote gender equity change, especially the [Dean Personal Gender Equity Self-Assessment Questionnaire](#)
 - [EDGE Webinar Series](#) showcasing deans efforts to promote gender equity
 - [EDGE-ELATES Fellows & Travel Grants](#) to promote development of diverse women leaders and dean succession-planning
- Contribute to the [EDGE Deans "Pilot"](#) to develop the *National Gender Equity Indicators database* (contact Gretal Leibnitz, EDGE.Leibnitz@gmail.com)
- Contact [Gretal Leibnitz, Ph.D.](#), [EDGE co-PI](#) and [Project Director](#) with questions!

67



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