

# Allies and Advocate Programs at ADVANCE Institutions

## SUMMARY

North Dakota State University has the most accomplished and longest running Advocate and Allies program of the institutions surveyed and interviewed. They are also the only institution providing training on how to start a program and training for the selected advocates and allies. In fact, most other ADVANCE institutions have used NDSU to start their programs.

### Commonalities across the programs:

1. Many universities just started their programs and are therefore still figuring out what works best for them. Most programs were started about 2-3 years ago except for NDSU and Michigan (Michigan's program is men and women).
2. Goal of at least 1 advocate in every department
3. Takes about 1 year to get the project up and running, including recruiting the advocates and allies
4. Faculty lead, manage, and run these programs (set meetings, send out invites, manage training, etc)
5. Most Universities provide either course release or small summer stipends to advocates, allies, and project coordinators (faculty leading the project)
6. All allies and advocates receive training, often from NDSU; increasingly there is more training available
7. Advocates and allies develop their own action plans for their departments, coordinate through the project lead
8. Advocates and allies also work across departments if an issue comes up
9. Expected outcomes are departmental climate change and increased retention HOWEVER evaluation efforts have been minimal and ill defined
10. Mostly all male groups; often nominated to be advocate or volunteer;
11. Input from women faculty on the actual problems/climate issues to solve; or who should be an advocate
12. Formats: range, some are reading groups, others are more active in making change; always a mix of formal and informal activities

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**North Dakota State University (NDSU)**  
ADVANCE FORWARD (in 6<sup>th</sup> year)

**Tom Stone Carlson, Coordinator of Allies and Advocates Program**  
Professor of Human Development and Family Sciences  
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| How is the program structured?  | How is the program run?  | Resources used?   | How do you recruit to the program?  |
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| <p>When the grant was written they set it up to just have allies, but as they began to implement, they realized they needed to have a core group, a steering committee of more senior men with more influence who were already committed to the cause (advocates). They sought out some help to get started; It took them about a year to get up to speed (e.g., develop a mission, an activity plan, etc.). They modeled it after the <a href="#">Safe Zone</a> program. After training, if men want to sign a pledge they can. This year they have added in a requirement that advocates and allies attend one of their informal “coffee” meetings a year which are focused on working through scenarios related to gender bias, etc.</p> | <p>One of the advocates serves as the coordinator for the program for a one-year renewable period, usually decided by their Management Group, 6 – 7 people. The current Coordinator, Tom Carlson, has done this 3-4 years out of the 6. Coordinator also attends their Steering Committee meeting (20+ people, equiv. to Imp team). They coordinate the monthly Advocates meeting, keeps up with literature on gender bias, etc. &amp; disseminates this to advocates.<br/>They have submitted an ADVANCE PLAN grant proposal to continue their Advocates and Allies consulting/training program at NDSU and other schools; they expect to hear whether they got it any day now.</p> | <p>Modest compensation is provided to Advocates [\$500 summer salary, fully fringed]. Coordinator has gotten course release (one course/semester)<br/>Time spent: Coordinator: 5 – 8 hours/week; Advocates – monthly meeting &amp; doing their action plan<br/><i>NOTE: From the beginning NDSU provided money for almost all the ADVANCE initiatives to be expanded into all non-STEM departments.</i></p> | <p>They decided to develop the base from people who were already committed, to not worry about trying to change resisters. They focused on getting a big mass of supporters, figuring that if enough people got on board resisters would be in the minority and would feel more pressure to change.<br/>Faculty listservs, advocates/allies reaching out to colleagues in their departments; deans in every school, sponsored trainings, encouraging though not requiring male faculty to attend.</p> |

| What do participants do?  | Do they get training?  | What are the expected outcomes?   | Links & Materials   |
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| <p><b>Advocates</b> are expected to be active and effective proponents of gender diversity and equality specifically in terms of increasing the number of female faculty, encouraging the hiring and promotion of female faculty in administrative positions, and ensuring the fair and equitable treatment of women within their NDSU units. Advocates serve selected for one-year, renewable terms.” Advocates are required to develop an individual action plan related to their local environment. If a situation comes up [<i>DEH: perhaps something like a negative tenure decision?</i>], smaller groups of advocates will work together to address it. This part is unpredictable. Advocates do the Allies training; those who are trainers will probably spend more time than other advocates. [20 current</p> | <p>Yes.<br/><br/><b>They also offer consulting for the team and training for advocates and allies at other universities.</b></p> | <p>Output: an ally in every department (not just STEM; from the beginning they felt it was important to have allies across all schools)—they have almost reached that. They have 300+ allies—more than they hoped or planned for.<br/><br/>Outcome: Climate change—hard to measure; self-reported level of change, commitment to gender equity issues</p> | <p>Home page:<br/><a href="http://www.ndsu.edu/forward/advance_forward_initiatives/forward_advocates_and_allies/">http://www.ndsu.edu/forward/advance_forward_initiatives/forward_advocates_and_allies/</a><br/><br/>Advocate Application:<br/><a href="http://www.ndsu.edu/fileadmin/forward/advocates_and_allies_docs/Application_Call_AAGP-14.pdf">http://www.ndsu.edu/fileadmin/forward/advocates_and_allies_docs/Application_Call_AAGP-14.pdf</a><br/><br/>Ally Agreement Statement (participants must sign):<br/><a href="http://www.ndsu.edu/fileadmin/forward/advocates_and_allies_docs/Ally_Agreement.pdf">http://www.ndsu.edu/fileadmin/forward/advocates_and_allies_docs/Ally_Agreement.pdf</a><br/><br/>Evaluation results from training at West Virginia University:<br/><a href="http://www.ndsu.edu/fileadmin/forward/advocate">http://www.ndsu.edu/fileadmin/forward/advocate</a></p> |

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| <p>members; 9 emeritus members]</p> <p>“FORWARD <b>Allies</b> are faculty men willing to identify themselves as allies of faculty women. Although membership is open to all faculty members, we particularly seek the participation of non-tenured faculty members who will be tenured in the next five years in order to develop a pool of Allies from which future Advocate (see above) can be selected. To become a FORWARD Ally, a male faculty member needs to participate in a FORWARD Ally training session and complete the Ally Agreement below.” [20 current Advocates; <b>Over 300 allies!!! Including the president and provost</b>]</p> |  |  | <p><a href="#">s and allies docs/20140910-11 Report of WVU Advocate Training September 2014.pdf</a></p>  <p>Engaging Your Male Allies_NDSU_WEPAN.</p> |
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**Lehigh University**

In their 5<sup>th</sup> year; have applied for a no-cost extension

**Henry Odi**  
**Faculty Allies and Advocates Coordinator**  
 Vice Provost for Academic Diversity  
 610-758-5208

**Marci Levine**  
**ADVANCE Program Coordinator**

| How is program structured?  | How is program run?   | Resources used? | How do you recruit to the program?  |
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| <p>They are still developing this program; they plan for it to be their focus for their 6<sup>th</sup> year. Important context: Lehigh, following some highly publicized racially motivated vandalism in 2013, and a federal Civil Rights investigation, engaged VISIONS, a diversity consulting company, which is working with Odi and other in admin; so far they have run two full-day workshops. They’ve also had the Cornell interactive theater group in with sessions on recruitment, bias and campus interviews for faculty candidates. Oct 2013 NDSU did a training with 19 male faculty members. Four of the men (2 from Engineering, 2 from A &amp; S—one math, one theater) indicated an interest in continuing to work on this but none of them wanted to take the lead, all felt they didn’t have expertise or the time to do so; they didn’t even feel comfortable leading a reading group. Also “tumultuousness on campus fed into lack of action.” The 4 felt alone wanted more men, this lead to Odi and the provost inviting approx. 50 male faculty to gatherings (breakfast or lunch to allow more to attend) in December 2014. They introduced initiative to them— “responses were wonderful”; 12-15 who couldn’t attend all expressed strong interest. The 4, though still committed (and by now having participated in the VISIONS and Cornell theater workshops) were still reluctant to lead as solos so today (3/20/15) in a meeting just before this phone call, Odi &amp; Levine suggested joint leadership by all 4; they all agreed to this. “They have each other’s backs.” They still need to figure out how long they serve, succession, etc. They spoke a lot about supporting each other, getting people to share their successes, advertising people’s promotions, etc. It was very important to them to find their own style for their program, not just “cut and paste” from NDSU.</p> | <p>Still developing the program</p> <p>They are happy to consult with us further as we develop our program.</p> | <p>??</p>       | <p>They recruited to the December 2014 breakfast and luncheon based on nominations by the 4 now co-leaders who emerged (eventually) from the group that did the October 2013 NDSU training, the ADVANCE team and others. If men said, “this man gets the issues for women” they checked that out with women to see if they agreed. Invitation said, “you were nominated by a colleague.”</p> <p>Community building has been <i>the</i> focus of their grant with an emphasis on helping solo women in departments, and other women isolated by a two-campus institution (with a mountain in between) so recruitment is in that context. They had monthly luncheons to this end and got recommendations from these women about good male advocates</p> |

| What do participants do?                 | Do they get training?   | What are the expected outcomes?   | Links & Materials   |
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| <p>Program is still being developed.</p> | <p>They had specific training by NDSU; also diversity workshops from their consultants and Cornell theater workshops.</p> <p>NOTE: Only 18 men registered for the NDSU training; they called their NDSU consultant who said that was fine. “So don’t fret low initial uptake,</p> | <p>Outcome: To lay the groundwork/foundation so that more men will feel comfortable helping to create a welcoming climate in their departments for everyone, to support success for everyone. “If we create this, the rest [diversity, inclusion, decreased bias] will come from that.”</p> <p>Output: To have at least one, preferably 2 male advocates per department—all departments, not just STEM.</p> | <p>Homepage: <a href="https://advance.cc.lehigh.edu/lehigh-male-allies-gender-equity">https://advance.cc.lehigh.edu/lehigh-male-allies-gender-equity</a></p> <p>Good one page handout: <a href="https://advance.cc.lehigh.edu/sites/advance.cc.lehigh.edu/files/Ten%20Things%20You%20Can%20Do%20Now.pdf">https://advance.cc.lehigh.edu/sites/advance.cc.lehigh.edu/files/Ten%20Things%20You%20Can%20Do%20Now.pdf</a></p> <p>In addition to the items on a <a href="#">handout</a>, the faculty in attendance added the items below to the</p> |

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|  | <p>if that happens. Assess the factors and see what adjustments you can make. Highlight small wins.” (Lehigh has approx. 500 fulltime permanent faculty, 450 of which are TTT)</p> <p>Initial training provided by NSDU</p> | <p>Outcome: Eventually to work towards all men in each department being supportive.</p> <p>Outcome: Eventually they hope this will be integrated into what they do, will be seen as “the way we do business, not a side thing; it will be seen as normal and natural.”</p> | <p>list. <a href="https://advance.cc.lehigh.edu/Things%20Men%20Can%20Do">https://advance.cc.lehigh.edu/Things%20Men%20Can%20Do</a></p> <p>Web page – “Male Advocates for Gender Equity: How To” <a href="https://advance.cc.lehigh.edu/male-advocates-gender-equity-how">https://advance.cc.lehigh.edu/male-advocates-gender-equity-how</a> [from NCWIT]</p> |
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**University of Michigan** "FASTER" (Friends and Allies of STRIDE Toward Equity in Recruiting)  
 [Suggested by EAB member Sam Mukasa, UNH Engineering Dean, formerly of U Mich]  
 Part of first ADVANCE cohort, 2007 was their 6<sup>th</sup> no cost extension year;  
 their STRIDE committee has continued full-strength since 2007

**Cynthia Hudgins**  
 Senior Program Coordinator  
 734-647-9359

**Abby Stewart** (PI)  
[abbystew@umich.edu](mailto:abbystew@umich.edu)  
 734-615-6461

| How is program structured?  | How is program run?   | Resources used?   | How do you recruit to the program?   |
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| <p>FASTER is and always has been a group of men and women. Their original aim was to have FASTER be a "farm team" for the STRIDE committee, which is made up of full professors only. (They have always worked to have the STRIDE Committee have a male/female ratio of 60%/40%. "If you have a lineup of three women promoting an idea it isn't that well received.") Now in addition to that they use the group (or actually hand-picked members of the group) in two ways: (1) if the STRIDE committee wants to get feedback from friends/allies about a new program they've developed before it is released to the faculty at large (e.g., when they added the topic of race to their faculty recruitment workshops) or (2) to brainstorm about branching out in some new direction (e.g., expanding their program beyond recruitment to include climate concerns). Used to be more exclusively STEM; now more inclusive.</p> | <p>They usually have one 1½ day meeting a year—on a specific topic (e.g., feedback on new program or brainstorming new arenas—see Program Structure section); they have a database of all FASTER members with info on what STRIDE workshops they have attended, etc. They hand pick the members who will be most knowledgeable, helpful, and/or who are the movers and shakers; average about 15-20 people any given year. Their Senior Program Administrator does coordination; the head of the STRIDE committee (former PI) has a "robust conversation" with STRIDE committee to determine topic of meeting and which FASTER members to invite. They schedule the meeting in May or June after their academic year is over but before people are likely to be gone.</p> | <p>Senior Program Coordinator time: set up meeting, do invites, plan, get out materials ahead of time.</p> <p>Materials for the meetings: books &amp; articles to be read ahead of time, etc.</p> | <p>They use their networks to come up with appropriate people; they also add people who attended STRIDE workshops who appear positive. Since they had senior men and women on the committee from the beginning they had good strong networks to draw on. "Full professors are extremely well connected and respected."</p> |

| What do participants do?   | Do they get training?   | What are the expected outcomes?  | Links & Materials   |
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| <p>Attend 1½ day workshop to advise STRIDE committee on select topics. Read materials in advance, which may consist of articles, a book, etc. They also take information and ideas back to their departments</p> | <p>There is no specific training but many of them have attended various STRIDE workshops over the years. Some of them have academic expertise in some of the arenas STRIDE deals with</p> | <p>Outcome: Successful program, and ultimately increased percent of women on the faculty, and better climate. **Until recently their program evaluation has centered on "customer satisfaction" or "did this give you what you wanted?" and also "do you think this will affect your behavior?" They are working on more rigorous eval. techniques right now</p> | <p>No links or material for FASTER on the STRIDE web site</p> |

# Allies and Advocate Programs at ADVANCE Institutions

**Louisiana Tech**

PAID grant (like an IT but just for the School Of Engineering and Science plus Biology from another school); year 6 of the grant

**Dr. Jenna P. Carter, grant PI**


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[advance@latech.edu](mailto:advance@latech.edu) 318-257-2101

Assoc. Dean, College of Engineering & Science  
 Director, Office for Women in Science & Engineering  
 Prof. of Mathematics

| How is program structured?  | How is program run?   | Resources used?  | How do you recruit to the program?  |
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| <p>Jenna Carpenter is PI; she has a male co-PI. They did not have a Male Advocates and Allies in their original proposal but did have “Training for Administrators and Men.” Some of the men came to them and said, “we get that there is a problem; what can we do about it?” So they had NDSU come to do training. The program started with the ADVANCE Team selecting content and arranging the quarterly meetings (including recruiting male faculty to lead the meeting and content discussion). They have transitioned to a faculty team of three men (which PI and co-PI picked) responsible for selecting content and calling monthly luncheon meetings. All male faculty can attend that are interested. It is a strictly male-only group. “It needs to feel totally safe so the men can be fully honest. If there were women there the men would probably just give the party line. They are wrestling with issues and there is more freedom to do that without women.” The male PI goes to the meetings and reports (sans names, etc.) to Jenna. They do not have them sign a pledge; they do not require any particular commitment. Some men in the group get it from the beginning, some come around after hearing some of the speakers, some have gone to every event and still don’t believe what they’ve been hearing. But some of them still come to the group. “You’re feeling your way in the dark. You have to keep tweaking it to get it right.”</p> | <p>The leadership team of 3 men does most of the planning for the once a month meetings. They choose content. Recently they have chosen to hear from other diverse groups or individuals such as African American, blind, etc. instead of directly dealing with women’s issues. The men do the planning but can ask for PI/co-PI for assistance if they need ideas, etc. the grant admin. assist. also provides some logistical support.</p> <p>An informal observation: most of the core men who really get it have daughters; she thinks this is very important because the bias their daughters face comes home to them as fathers. When she came to speak, Virginia Valian said something like this as well (in general, not about them).</p> | <p>The ADVANCE grant has paid for lunch for the group but when the grant ends this year, they are hoping that the dean will pick up this expense. The grant has also paid each of the three men on the leadership team a \$1,500 summer stipend for their work which they also hope that the dean will assume. “We make sure we have “glamy” food [upscale, very nice] to attract people.” They said they checked with their program officer and if they are doing a working meal they <b>can</b> use ADVANCE funds for food.</p> <p>Observation about the monthly luncheon format: They get one nugget of information (e.g., about bias, work/life, etc.), not a firehose. Over the course of the six years of the grant (for the women’s luncheons, or for the men, the last couple of years), they’ve gotten a whole lot of training and info; it really mounts up.</p> | <p>At the beginning of their grant they sent invitations to their events to all faculty in all grant departments. From people who attended they developed a listserv. They have started encouraging the men to bring another man to the meetings—“we’ll see if that happens.”</p> <p>“I have had to learn to speak ‘guy.’ What can guys hear? That is very important. If you start talking about diversity the guys will ignore you. If you ask them, ‘do you want to be a leader?’ they’ll say, ‘Yeah!’ I have a guy who looks at everything I put out. He will say things like, ‘don’t say that, you sound like you’re whining. Say it this way instead.’ He sees everything before it goes out. You have to learn to speak ‘guy!’”</p> |

| What do participants do?  | Do they get training?   | What are the expected outcomes?  | Links & Materials   |
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| <p>They do not sign a pledge or agree to do anything specific. There is a broad range of commitment in the group. They have the once/month meetings. Occasionally they will assign “homework” or give out an article but they do not check up to see if they have read it. The three leaders do all the planning.</p> | <p>Their PAID grant has had 2-3 more major workshops every year open to all, and monthly luncheons for women (the men’s group 1/month schedule is modeled on this) for the duration of the grant. “We provided 6-years’ worth of training through our</p> | <p>They want the men to (a) be aware of what gender bias is, what the problem is (b) understand the impact of the problem/issues and (c) know what to do. In the survey their external evaluator did 85% of the men said they were now aware of the nature of the problems and 83% said they knew what to do</p> | <p>No home page</p> <p>Bibliography/Reading Material for Advocates &amp; Allies (borrowed from NDSU)<br/> <a href="http://www.advance.latech.edu/index.php?option=com_content&amp;view=article&amp;id=49&amp;Itemid=66">http://www.advance.latech.edu/index.php?option=com_content&amp;view=article&amp;id=49&amp;Itemid=66</a></p> |

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|  | <p>ADVANCE grant, so we have not provided additional training for the faculty leaders.” However, they did have NDSU come and do some training when they first started.</p> | <p>about it. They will come to her or stop her in the hall and say things like, “You’ll never believe what I heard in this search committee and I said to them...” Their evaluator has also done focus groups and face-to-face and telephone interviews to collect data.</p> |  <p>Allies poster LA<br/>Tech.jpg</p> <p>Great poster advertising training</p> |
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## Allies and Advocate Programs at ADVANCE Institutions

West Virginia University  
Duncan Lorimer, contact, Advocates Group

(304) 293-0270 (ADVANCE #)  
Professor, Astrophysics

| How is program structured?   | How is program run?  | Resources used? | How do you recruit to the program? |
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| The WVU ADVANCE Advocates Group, which was founded in August 2014, is a network of male faculty working with other male faculty to build, promote and sustain an equitable university for people of all genders. [7 members] | The group meets twice a month and is currently active on adding additional advocates from across the University, developing training materials and building a network of male faculty allies to help promote our objectives. |                 |                                    |

| What do participants do? | Do they get training?     | What are the expected outcomes? | Links & Materials   |
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|                          | Training provided by NSDU |                                 | Home page:<br><a href="http://advance.wvu.edu/wvu_advance_advocates_group">http://advance.wvu.edu/wvu_advance_advocates_group</a> |

## Allies and Advocate Programs at ADVANCE Institutions

University of Maine

Training provided by NDSU

Karen Horton, Rising Tide co-PI (former director)

Professor, Mechanical Engineering Technology


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207-581-2136

| How is program structured?   | How is program run?  | Resources used?   | How do you recruit to the program?   |
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| <p>UMaine is 60% STEM (land and sea grant); they had their Advisory Board in place (provost, deans, VP for Research, HR, EO, faculty from the STEM schools) 18 months before getting grant, but they did not have an allies and advocates program in their proposal. A lot of men on the Advisory Board and good support from them but not a coherent group of men across campus so consulted with NDSU. NDSU came in March 2013, did 2-3 [2 hour?] sessions of allies training, assessment of whether there was enough commitment to develop a more intensive advocates program (including one-on-one interviews with interested men) &amp; met with the PI/co-PIs several times to assess institutional culture, etc., then came back in October 2013 for a full day Advocates Development Conference with bias intervention training and time for advocates to set their mission and goals. This year they have 9 advocates; 32 allies. As with NDSU advocates have more responsibility and a more robust role.</p> | <p>They are invited to the PI/co-PI meetings (which meets twice/month for 2 hours) but they set their own agenda and their schedule for the year. Two leaders (one of whom was a person the co-PIs didn't expect to be a leader) but they work closely with the others.. They had their first program in Oct. 2014, a Dine for Equity luncheon with ally bias training, provided by WISELI folks. (As part of their costs, they will get WISELI's Train the Trainer material.) Rising Tide provided some admin. assist. time (getting caterer, etc.) but advocates did most of the planning and production. The Advocates meetings are open to anyone, male or female.</p> | <p>They offered stipends to their advocates but they advocates turned it down. [DEH note: I will contact one of the leaders for more info about amount of time spent, etc.]</p> | <p>They had their advisory committee operating 18 months before they got their grant, with many men involved with that so they already had a good group of men committed to dealing with gender equity issues (and other people at UMO had been working on gender equity for about 10 years prior). They just had people sign up; they did not use a nomination process, though they did make sure they had one man who studied gender dynamics so they knew he would know what was going on and how to deal with the issues. With a sign-up approach they acknowledge that there may be some people who you may not want representing ADVANCE but they feel it is better to get them in there getting good training</p> |

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| <p>"The Advocates will employ a multi-level approach that facilitates a consistent response to unconscious bias regardless of the context in which it is revealed. They will be prepared to question practices that result in disparate impact due to gender, and to recommend more equitable practices in their departments and colleges." [from Website] A large part of their training is "feet on the ground" (e.g., specific advice on what to do when someone on a search committee makes a biased statement)<br/>They mail each other (and the PI/co-PI team) relevant articles.</p> | <p>Yes, first had allies training with NDSU, then more intensive advocates training</p> | <p>"Their mission is simple – support the goals of the ADVANCE Rising Tide program to improve the climate for women and thereby enhance personal and professional outcomes for every member of the University of Maine community." [from Web site] The advocates are supposed to create individual development plans and journal their experiences; these will be used as qualitative assessment tools by their internal evaluator. [DEH note: I will contact evaluator for more info]</p> | <p>Home page:<br/><a href="http://umaine.edu/advancerisingtide/about-us/advocates-and-allies/">http://umaine.edu/advancerisingtide/about-us/advocates-and-allies/</a></p> <p>They link to ASEE's page "Gender Equality in Engineering Advocacy Tips: A national Imperative" by Roger Green of North Dakota State U:<br/><a href="http://wied.asee.org/AdvTips.html">http://wied.asee.org/AdvTips.html</a></p> <p>They also have a Bias Literacy Resources page which includes gender bias case studies, PowerPoint presentation, etc.:</p> |

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|  |  |  | <p><a href="http://umaine.edu/advancerisingtide/about-us/advocates-and-allies/bias-literacy-resources/">http://umaine.edu/advancerisingtide/about-us/advocates-and-allies/bias-literacy-resources/</a></p> <p><br/>Dine-for-Equity-AGE<br/>NDA-Mar-31-2015_UI<br/>Agenda for the Dine for Equity Program</p> |
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