

The 2019-2020 academic year *Connectivity Series* included:

Advocates & Allies: Ally Workshop: Men Allies for Gender Equity

When: December 10, from 3:00 - 4:30 PM

Where: Bamboo Room, CPC-2650

Participants joined in an interactive 90-minute long workshop that explored the factors that underlie the underrepresentation of women faculty in the STEM academic workplace and the arguments for changes needed in the academy in order for women to fully participate. This workshop was co-facilitated by faculty from AdvanceRIT and the Advocates program. Throughout the session, participants were in active discussion which were culminated in highlighting actions and ideas focused on what you can do to get started. Facilitators were Margaret Bailey (KGCOE) and Marcos Esterman (KGCOE).

There was a total of **24 participants at this session**. Feedback from this workshop showed that over 75% of participants found this session to be valuable, and anticipated to make changes to their current practices as a result from this session. Over half of the participants said that their knowledge on this subject enhanced the way they thought about this issue and every individual said they were interested in the topic. When asked what their significant take away from this session participants answered that there needs to be more advocates and more communication regarding this topic. They also commented on being more proactive in terms of departmental leadership engagement and developing an action plan to address barriers. Overall the workshop was beneficial for those involved.

President's Commission on Women

When: November 4th, November 6th, November 12th, December 9th, December 10th

The event gathered all interested members of the RIT community to explore the topic of “building a university culture that maximizes the wrap-around success of its women students.” By “wrap-around success,” we mean choosing the right school (prospective students); being comfortable and academically successful in that school’s culture

(current students); and finding professional success after graduation (alums). Professors Kit Mayberry (CLA) and Margaret Bailey (KGCOE) facilitated these discussions. Overall, there was a **total 34 participants with students from various colleges across the university along with both undergraduate and graduate students.**

Bystander Awareness Workshops: Studies, Stories, Systems in RIT's College of Liberal Arts

Faculty and Staff Session, Date: Tuesday October 28, Time: 2:00pm – 3:30am, Location: LBR-1251 S McKenzie Commons

Faculty and Staff Session, Date: Tuesday October 29, Time: 10:00am – 11:30am, Location: LBR-1251 S McKenzie Commons

Academic Leaders, Date: Wednesday October 29, Time: 3:00pm – 5:00pm, Location: LBR-1251 S McKenzie Commons

Faculty and Staff Session, Date: Thursday October 30, Time: 9:30am – 11:00am, Location: LBR-1251 S McKenzie Commons

The goals of these sessions were to bring awareness to the importance of being an active bystander in situations of microaggression. The workshops focused on tackling microaggressions as a bystander through the use of “micro-interventions.” The intent of the micro-intervention is to first make the microaggression visible, then disarm the microaggression, educate the perpetrator, and finally seek external reinforcement.

These sessions were facilitated by Dr. Maureen Scully, University of MA, Boston in collaboration with Tina Chapman, Director of the RIT Diversity Theater, Nancy McDonald-Stoler from RIT Human Resources, Stacy DeRooy from RIT Title IX and Compliance, and Joe Johnston from the RIT Ombud's Office.

At the first session, there were 10 participants who attended along with 11 participants, 14 participants, and nine (9) participants at the following three sessions, respectively. Feedback of the four workshops was overwhelmingly positive, with more than 80% of attendees anticipating making changes to their current practices as a result of attending this session, as well as reporting that this session has enhanced the way they perceive the issue. In terms of the most significant takeaways from this

workshop many commented about being more aware, and sensitive to those around them, as well as what they can do in their role. When asked what they can do differently as a result of the session multiple individuals said that they are going to look into their own micro-aggressive behavior, and always be open to the people and resources around them. Overall this session was effective for people to take a deeper look into being an active bystander and dealing with microaggressions.

Professional and Career Development: Tools you can use

Session 1: Creating an Inclusive and Vibrant Working Environment & the GROW Model for Coaching Yourself and Others

Thursday, October 24, 10:00-11:30 am

Session 2: Roundtable Discussion on Work-Life Integration

Thursday, October 24, 2:00-3:30 pm

Florence Hudson, founder and CEO of FD Hint, and Susan Puglia, retired Vice President of IBM, hosted two interactive workshops on October 24, 2019, to provide faculty and staff with tools to advance their professional and career development as well as improve work-life integration. The first session, "Creating an Inclusive and Vibrant Working Environment and the GROW Model, for Coaching Yourself and Others," focused on how to promote vibrant working environments through mentoring, coaching, and sponsorship. The second session, "Roundtable Discussion on Work Life Balance," centered on an open discussion where Florence, Susan, and other RIT faculty shared experiences and methods to successfully manage their personal and professional lives.

There was over 25 participants at the first session and almost 20 participants at the second session. Feedback from the two workshops were positive, with more than 75% agreeing that these sessions enhanced the way they think about the topics/issues discussed. Furthermore, over 60% of attendees planned to change their current practices to both support inclusive and vibrant working environments as well as improve work-life integration. Overall, the session was beneficial, with many attendees commented on the GROW model (set Goals, assess Reality, determine Options, Work it) and establishing networks as the main takeaways of the two events.

How to Make Your Voice Heard

When: Friday, October 11, 10:45am – 11:45am

Where: University of Rochester

Facilitators for this workshop were Professors Margaret Bailey (KGCOE), Carol Marchetti (COS/Math), and Sonia Lopez Alarcon (KGCOE) from RIT along with Professor Emily Liu from Rensselaer Polytechnic Institute. In this interactive workshop, participants learned about elements of dysfunctional and nonproductive behavior that limit the best thinking from being brought to the table and processed constructively during meetings. The session focused on tools and interventions to help “lead” a group into more effective discussions that bring out the best thinking, solutions and outcomes.

Strategic Mentoring Networks

When: Friday, October 11, 9:30am – 10:30am

Where: University of Rochester

This workshop explored the faculty experience and the role of mentoring in contributing to academic career advancement and success. Margaret Bailey (KGCOE) and Carol Marchetti (COS/Math) facilitated this workshop. In this interactive session, participants identified professional goals, strengths, and skills to develop. They then explored mentoring as a means of meeting goals. Participants also “mapped” their unique mentoring networks and discussed best practices for seeking, developing, and cultivating their networks. For those interested in further developing their mentoring and leadership skills, a brief introduction to the Drexel ELATES program was presented.

Leadership in Higher Education Conference: *The Importance of “How” in Faculty Salary Equity Studies*

When: October 5, 1:30pm – 2:30pm

Salary outcomes and pay practices are influenced by institutional structures and systems of power, are closely related to the quality of work life, and inform our knowledge of what (and who) is important to the organization. A salary equity study at an institution of higher learning can shed light on its pay structure. Undertaking and completing such a study shows that academic leaders are attentive to possible

inequities in pay. But **HOW** these studies are *conducted and discussed* is just as important as the study itself and may ultimately have a bigger impact on the university.

The top four learning goals of this session were (1) benefits of salary equity studies (2) the “win-win” of collaboration between faculty and administrators (3) trust – elusive but essential and (4) starting a healthy campus discussion around salary. Professors Margaret Bailey (KGCOE) and Carol Marchetti (COS/Math) were facilitators of this session.

CREW & AdvanceRIT Connections Welcome Breakfast

When: September 11

Where: SAU-1510, 1829 Room

Connections aims to build and grow relationships among women faculty at RIT. Participants enjoyed a delicious breakfast while connecting with faculty from all over campus regarding academic, research, teaching, social, and work-life balance issues. Participants also met members of AdvanceRIT and CREW, and caught up with other women faculty. The intended audience was new and returning women faculty. **There was around 26 faculty members who attended this breakfast!**

Solving the Equation Teaching Circle

When: September 10th, September 24th, October 22nd, November 5th, December 3rd

Solving the Equation: The Variables for Women’s Success in Engineering and Computing by Corbett and Hill explores the factors that underlie underrepresentation of women in the engineering and computing workplace. This report argues for changes in the academy in order for women’s full participation. The report emphasizes the need to combat stereotypes and biases, emphasize the social relevance of STEM, cultivating a sense of belonging and changing the environment.

We proposed a teaching circle dedicated to systematically reviewing the chapters in the report, connecting the content to RIT and reflecting on action that we could take to change the work environment. The facilitators for this teaching circle were Marcos Esterman (KGCOE) and Margaret Bailey (KGCOE). **There was a total of seven participants who contributed to the teaching circle as well.**

Why this matters to RIT, faculty and students: Diversity in the workplace contributes significantly to the performance of that workplace. We need to be part of the solution that ultimately leads to parity – we need to start with us!

While we discussed actions, the goal of this teaching circle was self-reflection, collaborative discussion and personal action. If something that benefitted the university in a more systematic way manifested itself, we would leverage it, but that was not the goal.

GCCIS: Creating an Effective and Inclusive Learning Environment

Coaches & Sponsors within Software Engineering Senior Design Session, Date: Thursday, August 22

Software Engineering Faculty Session, Date: Tuesday, August 27

First Year Software Engineering Student Session, Date: Tuesday, September 10

This three part series was designed to support the GCCIS software engineering (SE) department in creating a vibrant learning environment their students. There were three different sessions each geared towards the senior design coaches, faculty, and first-year students in the SE department, respectively.

The first session was designed for coaches and sponsors who work with our SE senior-year students within their final design course to create a vibrant learning environment that respects and values all individuals. This session first used gender related statistics and challenges that women face in the technical field for bias training and then built from this to provide practical instruction on how to implement a vibrant learning environment for their students. Learning objectives included using constructive feedback to encourage students to succeed, making a positive and encouraging atmosphere, and focusing on overcoming challenges that hinder the creation of a vibrant learning environment. Facilitators were Professors Margaret Bailey (KGCOE) and Carol Marchetti (COS/Math)

Over 30 individuals attended the coach/sponsor workshop, with positive reflections based on the surveys. Participants commented on their willingness to “encourage students to help identify challenging issues related to vibrant learning environments” and “be more patient and take more time to listen when someone has an issue”. Overall, this session encouraged great conversation and thoughts on how to achieve a vibrant learning environment for the SE senior design project course.

The second session was directed towards the faculty to reinforce the department's commitment to enhancing gender diversity and inclusion among all groups. As in the previous session, the goal was to encourage the faculty to think about how to implement a vibrant learning environment for the students, while also providing them with the necessary resources and tools. Facilitators for this session were Professors Margaret Bailey (KGCOE) and Carol Marchetti (COS/Math). **There were approximately twenty participants at this SE faculty focused session.**

The last session was specifically designed for first year SE students to engage in their thinking about what type of environment qualifies as vibrant, and what they want to see in their student group experiences. Creating the most inclusive and engaging learning environment was shown through hands-on activities and statistics about the SE field. Learning objectives included setting ground rules, comparing vibrant environments to non-vibrant environments, becoming aware of unconscious biases, seeing how society has shaped the way we see women and minorities, and how to overcome challenges that arise from trying to create a vibrant learning environment. The facilitators for this session were Professors Margaret Bailey (KGCOE), Carol Marchetti (COS/Math), and Sonia Lopez Alarcon (KGCOE).

Almost 100 students attended this session and the positive feedback was overflowing. This session inspired the students to think about their inner biases and what they want from their student groups. When asked how they may act differently as a result of participating in this session, many responded with their willingness to "be more aware of unconscious bias" and to "respect other's knowledge and be a positive influence". The student session stressed the importance of attitude and group communication to create an effective and inclusive learning environment.