## Year 2 Public Description of Work for
## Action Collaborative on Preventing Sexual Harassment in Higher Education

# Santa Barbara City College

# Creating Male Allies and Champions

**Relevant Rubric Area(s):**

Prevention (Ally or Ambassador Programs, as well as Audience-Specific Anti-Sexual Harassment Education)

**Description of Work:**

The focus of this effort has been to create instructional modules that could be employed in a variety of STEMM disciplines in an effort to create male allies and champions with respect to gender issues and sexual harassment and to employ these modules early on in undergraduate educational settings and widely across disciplines and institutions. This effort has been championed by Nick Arnold, Professor of Engineering at Santa Barbara City College, and grew originally out of his Introduction to Engineering course.

Prior to the development of this module, general discussions around gender issues and sexual harassment in STEMM disciplines were spread out informally throughout this Introduction to Engineering course but lacked specific focus and follow-up. In an effort to more directly impact the creation of male allies and champions in the course and beyond, this separate instructional module was developed. It is designed to be data-informed, engaging, and thought-provocative, in order to inform incoming undergraduate Engineering students and build an early foundation for potential allyship. In contrast to focusing on changing behavior through sexual harassment prevention training, the approach here is to inform and awaken men who are potentially compassionate about gender issues, and hence create male allies and champions.

The initial module is a one-hour interactive lesson entitled “Gender Issues in STEMM”. It begins with presenting data demonstrating the existing issue in one specific or across several STEMM disciplines. It provides compiled data, such as the percentage of working professionals who are women (over the last several decades), the percentage of students (women and men) who graduate in the discipline but who do not enter the profession, and the percentage of degree recipients (women and men) who leave the discipline within the first five years. For the Introduction to Engineering course, this data is specific to Engineering, but it could be easily adapted to other STEMM disciplines. This data presentation is then followed by a needs analysis, illustrating the loss of valuable talent, in addition to the overall need for addressing the underlying issue.

## Year 2 Public Description of Work for
## Action Collaborative on Preventing Sexual Harassment in Higher Education

The first iterations of this module in the Introduction to Engineering course have shown that this data and needs presentation and analysis is new and eye-opening to many of the incoming undergraduate students. This stimulates interest and provides the basis before the module continues by showing three contentious videos. The first video is factual about gender bias in the workplace, with examples from sociology research studies (excerpts from "Creating a Level Playing Field" by Professor Shelley Correll at Stanford University). The second video ("Inspire Her Mind", from a commercial by Verizon Communications) portrays the societal norms that often steer women away from careers in STEMM. The third video ("Throw Like A Girl", from a commercial by Always) covers the power of words and imagery and the damage and harm they can cause. After each video is shown to the students, the concepts are further explored and expanded upon using the "think-pair-share" collaborative learning strategy. The instructor moderates the subsequent discussions and interjects to further highlight major points of the lesson. Students are given a writing assignment to put the issue into their own words, to further internalize the content of the lesson.

Initial data from student participants in the module shows that many male students express shock and concern about the obstacles women face in pursuing their STEMM careers, and ask how they can help, furthering the discussion on the topic, including several follow-ups throughout the remainder of the course. In addition, it has shown that instructor preparation is critical for addressing counteracting and potentially negative and misinformed arguments during the introduction of the lesson. The selected data pieces and order of the videos described above have been important valuable tools in addressing common misconceptions among the students, thus enabling a deeper and more informed discussion.

The described instructional module has gone through several modifications. It was offered face-to-face in Spring 2020 and then converted to a fully online module in Fall 2020. It has been disseminated through the Engineering Liaison Council and is now used at several other institutions in similar introductory courses, although primarily in Engineering.

Our goal is to implement similar modules in additional STEMM disciplines at Santa Barbara City College, with appropriate instructor training and using discipline-specific data. In addition, we hope to expand dissemination efforts to go beyond Engineering at other institutions, while also exploring opportunities for longer term evaluation of the potential success and effectiveness of these modules.

**Website for further information (if applicable):**

**Point of Contact Name:** Jens-Uwe Kuhn

**Email Address for Point of Contact:** jkuhn@sbcc.edu