

Advocates and Allies Across Multiple Institutions – A Discussion of Best-Practices to Support Gender Equity

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Advocates and Allies Across Multiple Institutions – A Discussion of Best-Practices to Support Gender Equity

Abstract - In this paper, we discuss advocacy and allyship activities aimed at gender equity that have been implemented at four different academic institutions – North Dakota State University (NDSU), Marquette University, Indiana University Bloomington, and University of Dayton – as part of programming sponsored through either NSF ADVANCE grants or internal funding designed to improve primarily gender equity. The goal of this ongoing discussion is to identify best-practice strategies that involve men faculty in addressing gender equity issues in higher education institutions. This review identifies the importance of three activities: training workshops, advocacy from within university committees, and women faculty serving as advisory boards as underlying successful strategies. This is a practitioner rather than a research track paper, and as such, the intention is to share details about the implementation of Advocates and Allies programs at four different universities. We focus on these four universities because three of them - Marquette University, Indiana University Bloomington, and University of Dayton – had adapted the Advocates and Allies program from NDSU and engaged NDSU Advocates through their “*Men allies for gender equity workshop*”, which allowed the formation of an initial relationship between several Advocates at these institutions. This relationship represents also the basis on which we are announcing the launch of a national emailing list, ADVOCATES-GLOBE, and invite members of advocates groups to join. The list is intended to serve as a platform to discuss and disseminate best practices and resources in support of gender equity.

1. Introduction

Previous studies [1], [2], [3] showed that engaging men in helping lead departmental efforts aimed at gender equity issues is crucial, particularly in units, such as chemistry, physics, and engineering departments, where there are so few women. For example, among all the activities to improve climate at North Dakota State University (NDSU), the “Advocates and Allies” (A&A) was one of the most effective programs. NDSU’s ADVANCE FORWARD (Focus on Resources for Women's Advancement, Recruitment/Retention, and Development) program has been sponsored by several National Science Foundation (NSF) ADVANCE grants as early as 2008 [4], [5]. A unique initiative within the Campus Climate component of the FORWARD program, NDSU designed the A&A initiative to intentionally involve men faculty in institutional change to transform departmental cultures and practices. Based on the premise that men play a central role in deconstructing and/or perpetuating gender-inequities, the signature A&A method supports men faculty, in consultation with women faculty, in gender equity efforts. It includes two essential components [6]: (1) *recognizing the implicit and explicit intersectional manifestations of gendered discrimination* and (2) *effectively and systematically generating individual behaviors and institutional policies that interrupt inequities and foster gender justice*.

While women will benefit from allyship from both other women and men, it is allyship from men that is the emphasis of this paper because there are no solutions of which we are aware that would suggest that women should fix themselves because “Women aren’t the problem. Organizational practices are” [7]. Therefore, the approach that we advocate is what recent

literature suggests as well: women and their allies, particularly men, should work with their organizations to systematically address gender equity problems [7],[8],[9],[10].

The success of the NDSU A&A program motivated ADVANCE efforts at other institutions to replicate – as much as possible given institution-specific contexts – the A&A concept. The Advocates group at NDSU has already provided consulting or directly helped establish A&A programs at several institutions, including Lehigh University, Louisiana Tech University, the University of Maine, and West Virginia University. NDSU also led Ally Workshops and/or conducted Advocate facilitation at more than 35 institutions and organizations.

In this paper, we discuss advocacy and allyship activities aimed at gender equity that have been implemented at four different academic institutions – North Dakota State University, Marquette University, Indiana University Bloomington, and University of Dayton. The next sections present the cases of each institution, emphasizing especially success stories. This review identifies the importance of three activities: training workshops, advocacy from within university committees, and women faculty serving as advisory boards as underlying themes across these institutions. The discussion section is followed by a call to all Advocates to join a newly created emailing list dedicated to Advocates.

2. The Case of North Dakota State University (NDSU)

The Advocates and Allies concept was created by North Dakota State University as part of a 2008 NSF ADVANCE Institutional Transformation grant (HRD-0811239) and was refined in a five-institution NSF ADVANCE PLAN-D grant (HRD-1500604), involving NDSU, the Ohio State University, Rochester Institute of Technology, the University of North Texas, and the University of Wyoming. The concept continues to be incorporated into additional grants, such as Clemson’s ADVANCE grant (HRD-1629934) and the four-institution NSF ADVANCE partnership grant (HRD-1935960), involving Iowa State University, NDSU, Michigan Technological University, and Western Michigan University. Since 2008, NDSU has worked with more than 35 institutions and organizations on Advocates and Allies programs and workshops. These partnerships and NDSU’s 14 years of experience in running its own Advocates and Allies program have helped NDSU identify, refine, and implement several effective strategies and activities to engage men in support of building gender-equitable workplaces. Next, we summarize the fundamental elements of NDSU’s Advocates and Allies program that have facilitated its success.

Advocates Group. The foundation to any Advocates and Allies program is a sustained membership of men Advocates [6]. At NDSU, we strive to maintain an active membership of six to ten Advocates at any given time. NDSU Advocates serve renewable one-year terms, meet at least monthly, and are expected to participate in formal and informal actions in support of gender equity on campus. Advocate membership and activities are reviewed and approved by a women’s advisory board.

Advocates engage in a mix of individual and group level activities. Individual activities include the development of yearly action plans, reading relevant literature, and supporting gender equity through measures such as disrupting gender-biased behaviors by colleagues. Group activities

include development and delivery of Ally workshops, policy review and revision, and other campus-wide actions, such as monitoring campus awards, encouraging equitable nomination practices, conducting search and promotion, tenure, and evaluation (PTE) training, and responding to various campus issues that might arise.

To help manage the group and its activities, one Advocate is selected as an Advocate Coordinator. The Advocate coordinator arranges monthly meetings, organizes logistics of training sessions, serves as a liaison between Advocates and the Advocates and Allies Advisory Board, and performs other functions to ensure smooth operation of the Advocates group. The NDSU Advocate coordinator manages Advocate membership recruitment, keeps meeting minutes, plans training schedules, maintains reading lists, and conducts other activities.

Regular, Continuous Initiatives. A core part of the work of the Advocates is to promote gender equity in their day-to-day activities in their academic unit, their college, and the university as a whole. This work includes being a voice for equity and serving as an up-stander in their immediate areas of responsibility. Beyond individual units, Advocates have responsibility to routinely advance equity across the university. For example, Advocates discuss prestigious university awards prior to award deadlines each year to identify and nominate highly deserving women faculty who may otherwise be overlooked. Additionally, Advocates regularly serve as co-facilitators for various campus-wide trainings to identify areas for potential bias and promote equity and inclusion. Such trainings include a search committee training, which is required for all chairs of search committees, to address the potential for bias in faculty and administrative searches, training for PTE reviewers to identify sources of bias in faculty evaluation, and training at the beginning of new faculty orientation each fall focused on promoting an inclusive campus community.

In addition to these routine efforts, Advocates regularly assume a leadership or support role when various campus issues and concerns occur. For example, when state lawmakers targeted research by two women faculty aimed to reduce teen pregnancy, Advocates helped provide support and pressure to challenge the legislative over-reach. When the possibility was raised of closing the on-campus daycare center, and when recent discussions occurred of replacing snow days with virtual classes, Advocates emphasized the differential impact the decisions would have on women faculty. In situations like these, Advocates have the responsibility to ensure that equity, and particularly gender equity, are at the forefront when important decisions are made.

Workshops and Campus Outreach. To promote understanding of the problems of gender inequality on campus, the Advocates & Allies group at NDSU conducts regular workshops for men faculty and informal discussions involving both men and women faculty. Our workshops, typically held once a semester for interested men faculty, last between 1.5 and 2 hours, with two Advocates leading groups through a slide deck containing statistics and concepts on gender discrimination, implicit bias, privilege, and other pertinent issues, with breaks for discussion in between sections. The training concludes with a discussion of several hypothetical scenarios involving gender discrimination, allowing participants to apply concepts they have just learned. On leaving, participants are provided with a compendium of articles referenced and further reading, and encouraged to advocate for women colleagues in the future. From these trainings, we maintain a database of men allies on campus, from which we can recruit future Advocates.

In addition to these regular trainings, we have also conducted focused trainings for different groups, and, more recently, incorporated mixed-gender informal discussions. In November of 2018, at the request of the chair of the Department of Architecture and as a result of recent gender equity concerns, our group conducted a focused training session solely for men faculty in that department, which was tailored to its concerns and history. In April of 2020, we conceived and scheduled a training for university administrators, though the actual event was postponed due to COVID-19. More recently, we have conducted two informal, mixed-gender virtual “coffee” conversations, which involved presenting approximately 15 minutes of research-based information followed by free-flowing discussions of specific topics. In November 2021 our topic was “Gender Bias in Letters of Recommendation,” and we followed up with another session in February 2022 on “Differential Impacts of Covid on Women.” These additional events have allowed us to both focus on university specific sub-populations through tailored conversations and to expand our reach via more informal discussions engaging both those who have attended A&A workshops and those who have not.

Policy Work. Among their diverse activities, NDSU Advocates work to support development of new policies and revision of existing policies to promote gender equity on campus. It is important to note that the group itself does not directly work on or sponsor new policies or revisions. Instead, members serve on various university-level committees, advocating from within for critical policy changes that may improve the climate for women at our institution. A prime example of such a committee is the Commission on the Status of Women Faculty, a product of the original ADVANCE IT grant, which has worked over the past 10 years to revise policies that govern all facets of academic life, including student evaluations of teaching, evaluation of academic administrators, accommodating children in the workplace, announcement of positions, hiring processes, and conversion between positions. On recruiting policy, the Commission is working to more clearly and fairly define processes for conducting searches to fill interim and permanent positions.

A second example of university-level advocacy is a faculty senate committee charged with revising and updating NDSU’s policy on PTE. Over the past seven years, this committee, with representation from all colleges, has continuously worked to make evaluation criteria and the PTE process more transparent and equitable. Positive changes have included making tenure-clock extensions automatic in cases of childbirth and adoption and allowing candidates and reviewers to identify conflicts of interest.

A third example that parallels the work of PTE changes is a group of faculty senate committees charged with revising NDSU’s policy on assessment of teaching to require that information be considered beyond student course evaluations. While student input provides important information, additional sources of data from peers and the instructor themselves were deemed essential for a holistic understanding of teaching effectiveness. These efforts also led to two additional committees during the eight-year process to revise the campus-wide course evaluations to further decrease bias in the assessment of teaching.

A fourth, and most recent, example of our active engagement in policy work is an ad-hoc committee that developed recommendations for support of faculty impacted by COVID-19,

including adjustment of workloads, teaching schedules, and PTE timelines and criteria. In each of these cases, Advocates have served and continue to serve as a voice at the table supporting gender equity.

3. The Case of Marquette University (MU)

Marquette University (MU) was awarded an Adaptation ADVANCE grant in 2019. As part of its programming, we decided to adapt and implement A&A activities. The Advocates group at Marquette was thus formed in Fall 2019 [11]. While the specific focus of the ADVANCE Program at MU is on (i) equitable and inclusive faculty recruiting and (ii) improving department climate, the Advocates' primary goal is to develop best-practices that involve men faculty for addressing gender equity issues. Next, we describe the A&A activities implemented so far and ongoing at Marquette.

Advocates Reading Group. In the first phase, the Advocates group focused on recruiting men faculty from Science, Technology, Engineering, and Mathematics (STEM) and Social, Behavioral, and Economic (SBE) sciences departments. The group meets regularly to discuss related topics. The primary format has been that of a reading group, where selected research articles are discussed with the goal of advocates' self-education – on gender equity issues as well as on advocacy and allyship. As part of this learning process and to reach to a broader audience, the group hosted the “*Men allies for gender equity workshop*” offered by Dr. Roger Green of NDSU. To spread the word about the ADVANCE program at MU in general and about the Advocates in particular, and to reach beyond just men faculty, the group organized “*What would an ideal family-friendly higher-ed institution look like?*” panel with panelists from several academic institutions, including MU, NDSU, Hampton University, and University of Arizona. While such activities are necessary as first steps, they are not enough; they should ideally trigger actual changes in institutional policies and procedures. We report such a successful change, which was fostered by the Advocates activities. The promotion and tenure (P&T) committee at the university level was provided with a compact write-up on considerations for avoiding bias in promotion and tenure decisions, specifically related to student evaluations of women faculty [12],[13], service expectations [14], and family and childcare [15],[16]. The write-up was created by a sitting member of the P&T committee, who is also an Advocate. This change confirms the best practice – highlighted in the previous section by NDSU – of working from within such committees to advocate for critical policy changes that may improve the climate for women at the institution.

Concrete Ways to Engage Women Faculty. The Advocates group's goal here is to increase campus-wide awareness about the group and its activities and to create mechanisms for receiving feedback from women. Our intent is to collect and validate ideas about what may work and what may not work in allyship practices. Here, we decided to implement a “consultancy approach” to represent our adaptation of the concept of allyship. Along this line of action, we started with synthesizing a presentation to be used in various women meetings or events on campus. The presentation is intended to introduce the audience to who the Advocates are and what we do, to present known best-practices for gender equity, and to serve as a starter for discussion and collection of feedback and experiences from women.

Intersectionality of Identities in Addition to Men-vs-Women. Initially, the A&A concept was discussed or studied predominantly in the context of men advocacy and allyship for women. However, as a result of feedback from the panel “What would an ideal family-friendly higher-ed institution look like?”, we are examining our advocacy beyond its initial gender-binary approach to support institutional policies and practices that recognize the challenges faced by faculty due to intersecting identities. Here, we are interested in answering questions such as: Can allyship be extended to other groups or individuals with possibly multiple identities? How is this related to the retention issue? This is an ongoing effort, and current discussions focus on the following identities: black women and persons with disabilities.

National Advocates Groups. In an effort to expand beyond the institutional boundaries, the Advocates at Marquette initiated a discussion with other Advocates groups from other academic institutions. The objective is to collect, learn about, and then disseminate best practices of “what works and what does not work” at the respective institutions. This manuscript is a direct result of the intermural dialog. More generally, we are starting a national network of Advocates, built around an emailing list, to facilitate national-level discussions. Details on this ADVOCATES-GLOBE emailing list and how to subscribe are provided in a separate section below.

4. The Case of Indiana University Bloomington (IUB)

Allies and Advocates for Equity (A&A) was initiated through the Center of Excellence for Women and Technology [17]. In addition to its more specific mission, the Center serves as a community for women in science/STEM. The Center is funded primarily by the Provost’s office, but secondarily by other campus partners. The mission of A&A is to be a group of men faculty/staff, working as an auxiliary to the Center, interfacing primarily with other men, to promote and support efforts toward gender equity at Indiana University Bloomington. The roots of the A&A initiative date back to a February 2016 roundtable discussion. Eight men from various units across campus (not just STEM units) attended that initial meeting. The major messages of the discussion were that men considered men’s participation in gender equity vitally important, but men had little idea how to begin advocating for women or even how to be a better ally to women. There was a strong feeling expressed that gender inequity was occurring at all levels of administration and that advocacy for equity was required at all administrative levels for it to be successful. It was felt that any significant movement toward gender equity must involve the whole institution, including both women and men. The recruitment of men as allies/advocates may be especially important in units where women are historically underrepresented, but those would not be the only units where advocacy would be helpful.

The original 8-member leadership team for A&A was trained by members of the A&A group from NDSU. In the beginning, the main objective of A&A was to recruit men affiliates (allies) to the Center while also educating them about gender inequity on campus and how to recognize gender bias. This recruitment was done primarily through a single-gender anti-bias workshop offered four times per year that drew 20-30 men participants per workshop.

In 2020/21, we initiated a two-year plan to redesign our programming. With approximately 20% of men faculty on campus becoming men affiliates of the Center (allies) by attending one of our gender anti-bias workshops, our emphasis shifted to developing programming to further engage those affiliates. The established anti-bias workshop was re-envisioned as our “entry-level” offering. It is offered twice in back-to-back weeks in the fall semester, one session for men only and the other for all genders. We set about developing a set of “second-tier” events that would appeal to Center affiliates of all genders because they build on the lessons of the entry-level workshop. We also introduced a weekly “Ally Tips” email that is sent to Center affiliates of all genders. Next, we present the main IUB A&A activities.

Introduction to Gender Bias: This workshop introduces the concepts of power/privilege, gender roles and stereotypes, and implicit bias. It is offered in two formats, one where the participants and facilitators are men and one where the facilitators and participants are of all genders. Its focus is on recognizing bias, with the intention that successive workshops would focus on more specific aspects of gender inequity and building skills for intervention.

Community Discussion/Talk Back Session: This event combines an information session about the mission of A&A and a question and answer period. It is intended to increase transparency about the activities of A&A and is mainly attended by women.

Better Allies and Co-Conspirators: This workshop introduces participants to the concept of allyship as a continuum and a journey with specific focus on the term “co-conspirator.”

Equity in the Classroom: This workshop focuses on equity and bias in the classroom setting and introduces the concepts of belonging and growth mindset.

Traps in Allyship: This workshop establishes the idea that our intentions as allies do not always match the impact our actions actually produce. It examines more than a dozen common examples of how intentions and outcomes can be mismatched with respect to gender allyship.

Beyond Bias - Bystander Intervention: This workshop introduces a modified version of the 5Ds of bystander intervention that is focused on responding to gender bias incidents.

“Ally Tips” Repository: We send out a weekly “tips” email that focuses on a different sub-topic within allyship each week. Each tip is formatted with a “reflect” section that introduces the concept and data, a “learn” section that explains how it manifests and how to recognize it, and a “change” section that suggests how to act on the new information. Most of the topics address some aspect of intersectionality with gender and the timing is synchronized with national recognition of specific groups (e.g., highlighting Native American women in academia during Native American Heritage Month).

Data Review Group: In collaboration with the Vice Provost for Faculty and Academic Affairs, this group examines institutional data for trends with regards to gender equity for use in our training materials.

5. The Case of University of Dayton (UD)

Within the context of a number of institutional efforts to advance diversity, equity and inclusion efforts, including the launch of our university's first-ever comprehensive climate survey, a team of faculty, staff, and administrators from the University of Dayton (UD) began planning for its Advocates and Allies Program, renamed as UD Men for Gender Equity, in 2018 [18]. While we did not have designated external funding to develop and implement the initiative, we received financial commitment from senior leadership, the university's President and Provost, to pilot the effort as part of the university's stated support for advancing the Common Good. Leadership also committed to attend and encouraged other leaders across the university to participate. Housed in our Women's Center, the UD Men for Gender Equity Initiative is intended to be a sustainable educational initiative with sufficient staff support and dedicated funding to support its efforts.

We approached our adaptation of the Advocates and Allies program both with an intentional inclusion of men-identified faculty and staff and with a broader focus beyond the STEM disciplines. We are also intentional about ways to both lean into and problematize the gender binary. While we function as an initiative with a women-identified leadership structure and men-identified trainers, our communications encourage our community to opt into sessions that most closely align with their identity and/or lived experience. We also work closely with our Office of Diversity and Inclusion and the President's Commission on the Status of Women, to scaffold our educational efforts into a larger framework of professional development efforts for faculty and staff. Key features and initiatives of our effort are described next.

Women's Advisory Council (WAC). Comprised of women-identified faculty, staff, and administrators, with representation from units across campus, the WAC works to identify and onboard Equity Advocates, oversees curricular efforts of the initiative, and collaborates with the Equity Advocates to advocate on behalf of women-identified employees. The Council also works to connect to the varied experiences of women across role and rank to better inform our educational and advocacy efforts.

Online Training Modules. Because of the disruptions caused by COVID-19, we moved our foundational Equity Allies training to our online course management system, Isidore. The Equity Advocates developed self-paced training modules that cover the core content offered in a typical in-person training, such as developing a common language around gender equity, gender equity challenges at our university, and men's role in gender equity work. The content is reviewed by the WAC and draws on data collected by UD's Women's Center, including data on the composition of women's leadership (disaggregated by gender and race) at UD. This partnership with the Women's Center allows the Advocates to have access to real-time climate and institutional data to frame their efforts. It also helps make gender equity concerns more 'real' for our community as opposed to abstract practices.

Monthly e-Newsletter. This opt-in newsletter provides articles, videos, and other resources to our campus community focused on some dimension of equity work, with an intersectional lens.

Discussion Groups and Coffee Hours. Informal opportunities (both in-person and remote) for men-identified faculty and staff to discuss timely topics and articles. Led by the Equity

Advocates, these sessions have covered topics such as caregiving demands and bodily autonomy within the context of the pandemic.

6. Discussion

In the previous sections, we presented many activities that were implemented, are continuing, or are being planned at our four institutions. While many of these activities have been developed within specific institutional contexts - and we believe they could be successfully used by other Advocates groups - we identify three major common underlying themes:

- 1) Recruiting and training of advocates and allies has been done successfully through *workshops*. These workshops can be delivered by experienced Advocates - such as those offered by NDSU at more than 35 other institutions – or be organized internally with many different focuses – such as those organized by Indiana University Bloomington and University of Dayton (e.g., online training modules).
- 2) Advocacy *from within committees* at all levels (e.g., department/unit, college, university) are effective ways to achieve policy/practice changes. Examples include NDSU's Commission on the Status of Women Faculty and faculty senate committee, Marquette's university-level P&T committee.
- 3) Women *serve as advisory boards*, consultants, or vetting/sounding groups and sometimes are the ones who initiated the formation of men Advocates groups. Engaging women, but without over-burdening them, helps to establish communication and feedback mechanisms.

7. Launching Advocates Groups and Assessment

In this section, we discuss possible paths for starting new groups of Advocates at universities and assessment strategies. The majority of the Advocates groups at universities launched as part of the programming or activities of awarded NSF ADVANCE grants. However, in some instances – in the context of this paper, the case of the University of Dayton and Indiana University Bloomington – the Advocates group started without NSF funding; instead, it emerged as part of ongoing DEI efforts and with support from the senior leadership at the university. In most cases of Advocates groups funded by ADVANCE awards, their formation was as Adaptation (one of the types of NSF ADVANCE awards) of the advocacy concept. In these cases, the groups were developed by replicating or adapting (considering specific institutional contexts) the Advocates groups idea started at NDSU and then implemented at many other universities, for example in the case of Marquette University. To help with the initial steps of group formation and training, all three universities (i.e., Marquette University, Indiana University Bloomington, and University of Dayton) had initial training through the “*Men allies for gender equity workshop*” offered by Dr. Roger Green of North Dakota State University and possibly additional workshop follow-up meetings for group facilitation. Therefore, we observe two possible paths for Advocates group formation: as part of NSF ADVANCE awards or as an institutional effort with direct support from senior personnel (i.e., provost and president).

The Advocates group usually starts with one or a few Advocates (e.g., co-PI or senior personnel on the NSF ADVANCE award), and then more Advocates join the group – either by invitation (e.g., recommended by the women advisory board) or self-selection from among the Allies group

(formed by those who participated in training workshops). Advocates are engaged in more than training and most often they serve because they are committed personally to addressing gender inequity rather than for any form of compensation. In both of the above group formation paths, the Advocates and Allies effort can be recognized as service to the university and therefore listed as such by faculty to be considered for promotion and tenure evaluations.

The assessment of Advocates and Allies programs can be challenging, because the changes that are sought will be done over long periods of time and because it is difficult to develop quantitative measures to evaluate the practical impact of activities that such programs have on gender equity issues. Nevertheless, aspects of institutional climate, faculty satisfaction, and harassment or bias reporting can be investigated through periodic institution-wide climate or satisfaction surveys and examination of other institutional data. More specific evaluation methods include documenting the percentage of faculty that voluntarily participated in ally training workshops and concrete changes to policies and procedures (e.g., write-up on considerations for avoiding bias in promotion and tenure decisions at Marquette University, development of new policies and revision of existing policies to promote gender equity on campus at NDSU). A more immediate evaluation can be conducted with the affiliates of the program by surveying any change in attitudes or behaviors that can be attributed to their participation. In addition, each NSF ADVANCE award has its own assessment instruments and external evaluation plans.

8. Announcement of ADVOCATES-GLOBE Emailing List

As part of this initial discussion and collaboration between North Dakota State University, Marquette University, Indiana University Bloomington, and University of Dayton, we have launched a national emailing list called ADVOCATES-GLOBE. With this effort, we would like to expand our discussion and engage other Advocates groups from other institutions. The emailing list is intended to be used a communication platform for announcements that may be of interest to the list members, to disseminate relevant information, examples of best practices and other resources in support of gender equity. To this end, we extend an invitation to all Advocates out there to subscribe and join the list.

The list operates as typical emailing list, managed at [18]. Members can post messages, which are vetted by the list administrators, and receive mailing list digests with all the posted messages. Members can subscribe or unsubscribe at any time. Subscribing to the list is easy. One only needs to send an email as described below, then follow the instructions provided in a return email.

How to subscribe to **ADVOCATES-GLOBE** emailing list ":

- Address an e-mail to Listserv@listserv.nodak.edu
- Leave the e-mail subject line blank
- In the body (not subject) of the e-mail enter the following:
SUB ADVOCATES-GLOBE yourFirstName yourLastName
- Send the e-mail

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10. Conclusion

In an effort to identify best-practices in advocacy and allyship for gender equity, we discussed Advocates activities from four different academic institutions – North Dakota State University, Marquette University, Indiana University Bloomington, and University of Dayton. We find that, across institutions, training workshops, advocacy from within committees at all levels, and women serving as advisory boards are particularly effective ways to bring people on board and to achieve policy and practice changes. We hope the discussion between NDSU, MU, IUB, and UD is only the beginning of a wider discussion that we would like to have with all Advocates out there. To that end, we have launched a national emailing list, ADVOCATES-GLOBE, and invite members of advocates groups to join the list. The list is intended to serve as a platform to discuss and disseminate best practices and resources in support of gender equity.

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