

Transforming Undergraduate Education in Engineering

Phase III: Voices on Women's Participation and Retention

June 12-13, 2015 | The W Seattle Hotel, Seattle, WA

Breakout Session II: Engaging Men

Recommendations Institutionalize

- Weave/integrate/Develop
 - “cross cultural competence” into engineering curriculum
- Faculty Train
 - Aware e– Interest – Desire– Action
- Diversity = Value
 - Institution level
 - Dean/President – Faculty – Student (Involved committed)
- How to engage men?
 - Provide data/evidence + interpretation (awareness)
 - Don't minimize difference, embrace, Frame 4
 - Diversity = Value
 - Incentive/ accountability
- Inclusiveness
 - Transparency critical
 - Women in engineering class
- Threatened, scared, attacked, “meritocracy”
- Generational differences?
- Cultural differences?
- Why men engage:
 - Daughters, partners (personal relevant)
 - Had female mentor/boss/ role model
 - Sense fairness
 - Self-interest?
- Challenges of women accepting men
 - Share the burden...
 - If accountability
 - Intersection
 - If incentives can drive male engagement
- Advocate
 - Women diversity/equity not women

- “Change agent”
 - ENG/com science: power struck still male-dominated
 - Men & women as partner:
 - F: I can’t be partner if I’m always wrong
 - M: Can’t always shame when wrong need safe space
- Other Frames: black feminism
 - Is “Snarky” effective?
 - Especially if coming from women
- Be comfortable with being uncomfortable.
- Change language/ reframe
- Men can say same thing as women yet be perceived differently
- Assumption? Men want to engage
 - Why?
- Critical content
- Student – into to ENG. Class