ENGINEER inclusion

HANDOUTS

Guidelines for Shifting from Gatekeeping to Stewardship in the Tenure Review Process

ENGINEER INCLUSION'S

SESSION PLEDGE

AKA: GROUND RULES, GROUP NORMS, SHARED AGREEMENTS, GUIDELINES

Invite all participants to commit to the following pledge statements at the start of each session.

STAY ENGAGED

- For the benefit of ourselves and others, we will stay present and involved.
- We will close apps and put away devices or distractors that detract from an optimal experience.
- We will actively and empathetically listen and trust that others will do the same for us.
- We resist overloading and rushing our agenda.

SHARE THE MIC

- Everyone's voice matters, and we will work to create space for each person to contribute.
- We will invite quiet voices to participate.
- We depend on each of us to draw participants in from the margins, fostering community and nurturing a sense of belonging.

SUPPORT OTHERS

- We will help others navigate the content with patience, kindness, and respect.
- We will ask for clarification when we don't understand.
- We reject stereotypes, prejudice, and bias and focus on un-filtered evidence.
- We choose to "call in" instead of "call out" when reminders are needed, treating everyone with compassion and empathy.

STRETCH & REFLECT

- We are all accountable for our words and actions.
- We believe that we can learn and improve our practice through effort, so we accept the challenge to stretch ourselves.
- We will take the time to acknowledge our individual and collective identities, and reflect on what we have done, learned, and celebrate successes.

MEET YOUR FACILITATOR

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Dr. Meagan Pollock envisions a world where personal and social circumstances are not obstacles to achieving potential, and where kindness and inclusivity prevail. An international speaker, teacher, engineer, and equity leader, her mission is to provide services, tools, and resources that inspire awareness and initiate action.

Meagan's company, Engineer Inclusion, helps people intentionally and systematically engineer equity and inclusion into their organizations: driving positive outcomes and effectively supporting employees and the community. She provides teaching, consulting and development services related to engineering, education, and equity to industry, non-profit organizations, and educational institutions across the globe. A storyteller at heart, Meagan connects with audiences through her authentic style, and her ability to facilitate tough conversations.

Since 2018, Dr. Pollock serves as the Chair of the Professional Development Committee for the American Society for Engineering Education Commission on Diversity, Equity, and Inclusion. In addition, she is an Associate Fellow at the Southern Methodist University Caruth Institute for Engineering Education.

A past recipient of the National Science Foundation Graduate Research Fellowship, Meagan holds a PhD in engineering education from Purdue University, an MS in electrical engineering from Texas Tech University, and a BS in computer science from Texas Woman's University.

Meagan began her career playing with light projection on tiny microscopic mirrors as an engineer for Texas Instruments. She now utilizes metaphorical projectors and mirrors to shine a light on micro and macro social systems that when adjusted, improve student and employee success in science, technology, engineering, and mathematics.

As an engineer turned educator, Meagan focuses on engineering equity into education and the workforce.

KEY TERMS

Gatekeeping	Gatekeeping is controlling, and usually limiting, general access to something. It is the use of minimizing language, discrediting suggestions, or exclusionary actions to prevent others from achieving something or even feeling a sense of belonging. Gatekeeping creates a hostile and exclusive environment.
Stewarding	Stewardship is being entrusted with what's in your care and creating an environment where people can grow and improve while enhancing their sense of well-being.
Ruling Relations	Ruling Relations are "the internally coordinated complex of administrative, managerial, professional, and discursive organization that regulates, organizes, governs, and otherwise controls our societies." *Smith, D. E. (1999). Writing the social: Critique, theory, and investigations. Toronto, Canada: University of Toronto Press. (p. 49)*
Oppression	Oppression is the combination of prejudice and power which creates a system that discriminates against some groups and benefits other groups. Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. Systems of oppression enable dominant groups to exert control over non-dominant groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing. There are four types of oppression: ideological, interpersonal, institutional, and internalized. These systems overlap and interact. Systems of oppression are designed by people, and upheld by people.
Social Capital	The elements of social capital, or the embedded resources in social networks, include the flow of information, social ties that exert influence, certifications of an individual's social credentials, and reinforcements of support and acknowledgement *Lin, N. (2002). Social capital: A theory of social structure and action. Cambridge, UK, Cambridge Univ Press.*
Funds of Knowledge or Cultural Resources *AKA different ways of knowing and doing*	Cultural resources include the knowledge, practices, beliefs, norms, and values that are derived from culturally specific lessons within the home space and local communities of people who have been subordinated by dominant society. *Dolores Delgado Bernal & Octavio Villalpando (2002) An Apartheid of Knowledge in Academia: The Struggle Over the "Legitimate" Knowledge of Faculty of Color, Equity & Excellence in Education, 35:2, 169-180*

ENGINEER INCLUSION'S

STEWARDSHIP PROMPTS

Stewardship is being entrusted with what's in your care and creating an environment where people can grow and improve while enhancing their sense of well-being. Stewardship cultivates an enriching atmosphere, the opposite of gatekeeping behaviors, which negatively influence performance, collaboration, and turnover. **Everyone can practice stewardship and facilitate belonging for those around them.**

Use the following prompts to guide you in reflecting on your individual and collective behaviors:

RELATION

- Are we choosing compassion and empathy?
- Are we building trust and maintaining integrity?
- Are we prioritizing others over our egos?

COMMUNICATION

- Are we communicating high expectations and our belief that our high expectations can be met?
- Are we encouraging and listening to diverse perspectives in this space?

LOCATION

- Are we making space for other ways of knowing and doing?
- Are we stepping out of the limelight to elevate the contributions of others?

SITUATION

- Are we intentionally engineering an environment conducive to growth and well-being?
- Are we perpetuating or upholding oppressive behaviors that limit access for traditionally marginalized or minoritized groups?

CASE STUDY

Coleen Carrigan, PhD, wrote the case study. *https://www.buffalo.edu/navigate-project.html*
Engineer Inclusion modified it to meet the needs of the activity and audience.

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
1		*INTERIOR MEETING ROOM, DAY; 4 OUT OF 6 MEMBERS OF THE PHYSICS DEPARTMENT HIRING COMMITTEE, A GROUP OF FULL PROFESSORS (PRESENT ARE APRIL, MIKE, PETER, AND NATHAN), ARE IN THE MIDDLE OF A MEETING CONCERNING THE APPLICATION FOR FULL PROFESSORSHIP BY THEIR COLLEAGUE KAREN. MIKE, THE DEPARTMENT CHAIR, WATCHES ALONG WITH PETER AND NATHAN AS APRIL FINISHES A PRESENTATION ON THE ISSUE.*									
2	APRIL	To conclude, Karen's passion for her research combined with her outstanding track record in teaching has more than proven her worth to this department and our need to grant her full professorship. Thanks!									
3	MIKE	Thank you again for the presentation, April.									
4	APRIL	Of course. I still wonder why we're doing this today when two of our committee members aren't here.									
5	MIKE	We all knew Jack was going to be out when the meeting was originally scheduled, and Greg's absence was last minute, but I believe the four of us can still come to a decision.									
6	APRIL	I don't feel comfortable voting when they're not here.									
7	PETER	I don't think their votes would change the outcome.									
8	APRIL	What's that supposed to mean?									
9	PETER	It means that they would probably agree with me when I say that Karen is not the right candidate for full professorship.									
10	MIKE	I'm with Peter. As popular as Karen has become in the community, if I'm going to promote a colleague to full professorship, it's going to be someone whose work is more relevant in our field.									
11	APRIL	Particle theory is not relevant to the field?									
12	MIKE	You know that's not what I meant.									
13	APRIL	I don't see how diversity education in the sciences is irrelevant to a physics department, either.									
14	MIKE	No! It's just that it shouldn't be the primary focus of a physics professor. It belongs to Sociology.									
15	PETER	Yeah, they can always use some more work. *PETER LAUGHS AT HIS OWN JOKE. NO ONE JOINS HIM.*									

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
16	MIKE	But my point is Karen's expertise is in particle theory. Hell, that's why we hired her in the first place.									
17	APRIL	I know. And when she was hired, she was under the impression that she would be able to teach particle theory. Instead, you've assigned her to teach intro classes for the last six years.									
18	PETER	*SARCASTICALLY.* She seems to do really well with those classes. You stated it yourself, her students give her glowing reviews. *PETER SCOFFS AND HUFFS EXAGGERATEDLY.* Nobody gets these kinds of ratings, so there has to be an explanation. I bet the male students just rate her highly because they want to sleep with her.									
19	NATHAN	That's out of line, man. I can't believe you said that.									
20	PETER	Thanks for joining the conversation Nathan. Plus, with her new "DEI" interest, it only seems fitting that we give her the biggest sample size possible.									
21	NATHAN	I don't think her research is concerned with large sample sizes. Seems to be more qualitative than quantitative.									
22	APRIL	So, what was the point of my presentation if everyone has already made their mind up?									
23	NATHAN	I haven't made my decision yet, at least. I actually enjoyed the presentation. Seemed to make a stronger argument than the Dean's assessment.									
24	MIKE	I didn't see anything wrong with assessment.									
25	APRIL	You can't be serious?! He critiqued her for being too involved in the community, included a note about her being aggressive, and he wrote about her attire being too feminine and her hair not being "professional," whatever that means. He was even critical of her maternity leave.									
26	MIKE	Even with that being the case... *HIS VOICE TRAILS OFF.*									
27	PETER	Yeah. I've got three kids, and I never took time off to take care of them.									
28	APRIL	They couldn't have been luckier. *ALL LAUGH BUT PETER.*									
29	NATHAN	So, when's Karen giving the big TEDx talk?									
30	APRIL	I think it's in September.									

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
31	NATHAN	That's fantastic.									
32	PETER	*ANNOYED.* Anyone can do a TED talk these days.									
33	NATHAN	Have you done one?									
34	PETER	No, because I've been too busy working in the lab. Doing my job.									
35	NATHAN	Promoting the department is part of our job. And no one has done that better than she has.									
36	MIKE	There's a fine line between promoting the department and stroking one's ego. We don't need celebrities, we need scholars.									
37	APRIL	Which is what we have. We have a scholar who just brought in 2 million NSF dollars for her program. That's larger than any single grant I've ever landed.									
38	NATHAN	It's the largest grant a member of our department has received in 4 years.									
39	PETER	The importance of our work isn't tied to a dollar sign.									
40	APRIL	No, but it sure helps.									
41	MIKE	OK, that's enough. We're clearly not going to change each other's minds, so I call to motion a vote.									
42	PETER	I second that motion. *APRIL LOOKS OVER AT NATHAN.*									
43	NATHAN	I third.									
44	MIKE	Good. All of those in favor of granting Dr. McGee full professorship?									
45	APRIL	Aye.									
46	NATHAN	Aye. *A SILENT MOMENT. WE SEE APRIL'S REACTION OF RELIEF.*									
47	MIKE	All of those opposed?									
48	PETER	Aye.									
49	MIKE	And aye. Looks like we have a draw.									
50	APRIL	Looks like it. Guess we'll have to wait for the other two to come back before we vote again.									
51	MIKE	Ok. Well, thank you everyone for showing up. I'll let you know when the next meeting will be.									
52	*MIKE GETS UP TO LEAVE. PETER FOLLOWS HIM OUT. NATHAN AND APRIL ARE LEFT ALONE IN THE ROOM. CUT TO BLACK*										

INTERLOCKING 4-I's OF OPPRESSION MODEL

Oppression is the combination of prejudice and power, creating a system that discriminates against some groups and benefits others. These systems include racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. The **Interlocking 4-I's of Oppression Model** is one way to understand how systems of oppression work together. To facilitate systemic change, we must address oppression at all four levels.

IDEOLOGICAL

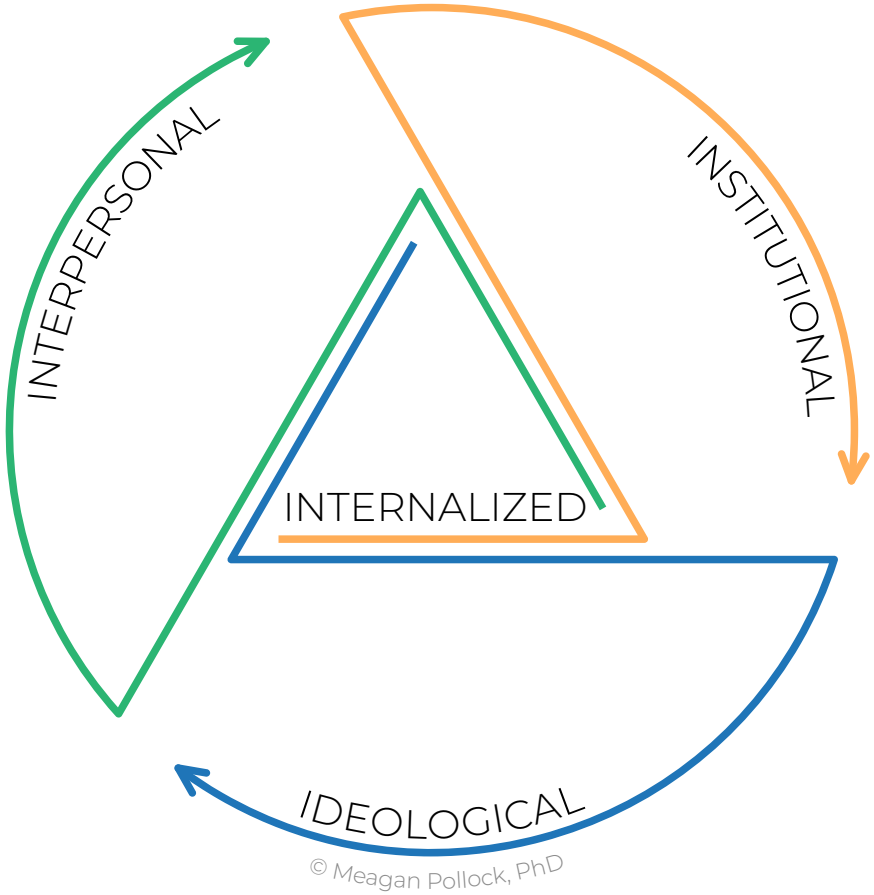
Ideology is the foundation of the four I's. It is the idea that one group is superior to another. Ideologies create a dominant narrative about a group and an "us vs. them" culture.

INTERPERSONAL

Interpersonal interactions are how ideologies play out in our daily interactions, including bias, micromessages, perpetuating/ not interrupting stereotypes, discrimination, prejudice, or not recognizing power and privilege.

INSTITUTIONAL

Institutional oppression creates a system of barriers limiting people based on their gender, race, sexuality, socioeconomic status, religion, nationality, ability, and many other dimensions of identity. The barriers can be invisible to those "seemingly" unaffected by them. Laws, customs, policies, norms, and practices can systematically reflect and reproduce inequities. Examples include wage gaps (institutionalized sexism and racism), school-to-prison pipeline (institutionalized racism), and reduced access to high-quality education (institutionalized classism).



Pollock, M (2021). Interlocking 4-I's of Oppression Model. Engineer Inclusion.
Bell, J. (2013).The four "I's" of oppression. YouthBuild USA.

See also, The Combahee River Collective Statement (1977) by Combahee River Collective.

INTERNALIZED

Oppression always begins from the outside of the oppressed group. Examples of internalized oppression include feelings of self-hate, believing negative messaging, powerlessness, and despair. Due to the nature of the interlocking systems, when people experience feelings about their oppression, they typically do not have the power to direct feelings back toward the dominant groups without consequence.

CONTRASTING VALUES

Cultural values influence how we interact with and evaluate others. Values can become so deeply embedded in a culture's way of knowing and doing that they become almost invisible to that group. The values are the perceived norm or the "right way" to do something. Cultural value sets can become almost hard-wired to those raised within the value set, and they can become an implicit mode of operation, even though you may have adapted other values.

If you are part of the dominant culture, you likely operate in a way that is generally similar to others around you. If you are not part of the dominant group, then your ways of knowing and doing can, unfortunately, often be seen as inadequate or wrong.

When we privilege one value set over the other, implicitly or not, we do not foster inclusive environments.

This resource provides a tool for reflecting on the contrasting values common to individualist and collectivist cultures.

NOTE: It is important not to generalize entire nations and people groups based on dominant ways of knowing and doing. For example, not all people in the USA are individualists, and not all Japanese people align with collectivist values.

INDIVIDUALISM

Individualism is the practice or principle of favoring freedom of action for individuals over the collective.

People from individualistic cultures are more likely to have an independent view of themselves: they see themselves as separate from others, define themselves based on their personal traits, and see their characteristics as relatively stable and unchanging.

Based on Hofstede's scale, the USA, Canada, and most Western European countries have the highest ratings of individualism.

COLLECTIVISM

Collectivism is the practice or principle of prioritizing a group over each individual.

People from collectivist cultures are more likely to have an interdependent view of themselves: they see themselves as connected to others, define themselves in terms of relationships with others, and see their characteristics as more likely to change across different contexts.

Collectivist cultures are often represented by Eastern philosophies such as those in Japan, China, and Korea; however, indigenous people groups and Central and South Americans are primarily collectivist cultures.

INDIVIDUALISM	COLLECTIVISM
SELF *BEFORE* GROUP	**GROUP *BEFORE* SELF**
★ Strong desire for freedom, self-sufficiency, and control over one's life. *I tend to do my own thing, and others in my family do the same.*	★ Priority to the duties and sacrifices needed to take care of others. *I have a responsibility to behave in a way that benefits all of us.*
★ Striving for one's own goals, desires, and achievements. *I take great pride in accomplishing what no one else can accomplish.*	★ Wanting to belong to and contribute to a group. *I take great pride in working with others to accomplish something together.*
UNIQUE	**CONNECTED**
★ Focus on one's unique, idiosyncratic qualities. *I am unique—different from others in many respects.*	★ Considering close others an integral part of the self. *To understand who I am, you must see me with members of my group.*
IDENTITY	**CONTEXT**
★ Knowing oneself; having a strong identity. *I know my weaknesses and strengths.*	★ Self changes according to context or situation. *How I behave depends on who I am with, where I am, or both.*
COMPETITION	**COOPERATION**
★ Preference for personal competition. ★ Focus on winning and conquering. *How do we know who wins? It is important to me that I perform better than others on a task.*	★ A preference for group work. ★ Concern for group harmony. *I would rather work together and make an effort to avoid disagreements with my group members.*
TAKE AND SAVE	**GIVE AND SHARE**
★ Tendency to stockpile resources others might need. *I better save this in case I need it.* ★ Thoughts and actions private from others. *If I share, someone might take my idea.*	★ Believes resources are for the group and shares generously. *If someone needed help or needed something I have, I would give my time and resources without much question.*

INDIVIDUALISM	COLLECTIVISM

SPEAK UP

- Focus on being heard. *I'll do what it takes to make sure my voice is heard.*
- Assertive, clearly and directly articulating one's wants, needs, and opinions. *I always state my opinions very clearly.*

LISTEN

- Focus on listening. *It is more important to me that I listen and learn what's being said.*
- Turning to close others for decision help. *Before making a decision, I always consult with others.*

STRUCTURED TIME

- Every minute counts. *Here is our agenda which outlines in detail the entire event. We start promptly at 8.*

FLEXIBLE TIME

- Time is relative. *We'll get started once everyone arrives. From there, let's see how things go, and where we need to spend our time.*

WORK ETHIC[1] "Live to Work"

- Principle that hard work, with an emphasis on diligence, discipline, and productivity, is intrinsically virtuous or worthy of reward. *I am always hustling, because that's the right thing to do.*

WORK VALUE "Work to Live"

- Principle that the meaning of work or the purpose of working takes precedence over the work itself. *I don't need work to give my life meaning.*

EGALITARIAN

- Does not automatically accept power structures (age, titles, rank, etc.) and prefers distributed power. *I don't care what their title is, this is unacceptable and we're going to do something about it.*

HIERARCHY

- Accepts, respects, and has a tendency to defer to authority and power structures. *I don't feel comfortable speaking up about this issue, as it's already been decided by the people in charge.*

Meagan Pollock adapted the content from multiple sources including Elizabeth Hopper's post on Healthypsych.com. The tables on this spread are adapted from "Table 1 Individualism and Collectivism Domains Assessed in Individualism–Collectivism Scales" from page 9: Oyserman, Daphna, Heather M. Coon, and Markus Kemmelmeier. "Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses." Psychological bulletin 128.1 (2002): 3.; Hofstede's work: https://hi.hofstede-insights.com/national-culture, and a web-archived resource that can be found at https://web.archive.org/web/20190516142620/http://www.literacynet.org/lp/namericans/values.html

1 If you are interested in learning more about the history behind work ethic, visit http://study.com/academy/lesson/puritan-work-ethic-definition-lesson-quiz.html and http://en.wikipedia.org/wiki/Protestant_work_ethic

CASE STUDY DISCUSSION

1. Where do you notice gatekeeping in the case study? Who was doing it and what did it look like?

2. In which ways was stewardship introduced in the conversation? What did it look like? Who challenged it?

3. What were some examples non-dominant ways of knowing and doing that were evident in the tenure candidate's application, or among the conversation between faculty?

4. What are examples of opportunities to build the social capital of the candidate?

APPLICATION OF TOOL

1. How might the case study scenario have played out differently if the committee members were aware of and openly discussed gate keeping and stewarding behaviors?

2. How might the case study scenario have played out differently if each committee member followed the stewarding prompts?

3. How can and will you incorporate the stewarding prompt tool into your practice?

AWARENESS → ACTION

Today, I learned:

1.

2.

3.

My awareness has increased in the following ways:

1.

2.

3.

I will continue to increase my awareness in the following ways:

1.

2.

3.

What was most challenging for you today?

What do you still want to know? Where will you seek to learn it?

As a result of what I've learned today, I will do the following differently:

1.

2.

3.

My IMMEDIATE action items are:

1.

2.

3.

My FUTURE actions items are:

1.

2.

3.

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