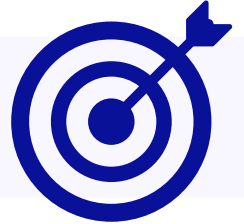




# Workshop: Addressing Gender Inequity in the Workplace & Classroom as Men

*\*\*\*Note: The term “allyship” may not be one that resonates with students. Ensure you adapt and tailor language to feel accessible for your community.*

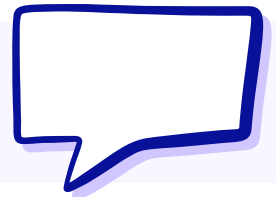
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Define sexism and provide examples of gender-based discrimination in workplaces.
- Recognize when their thoughts or actions perpetuate harmful work or class environments for women and LGBTQ+ people.
- List: a) Individual actions and b) Institutional actions that can be taken to promote gender equity and allyship in workplaces or classrooms.
- Describe what workplace “allyship” means in their own words.

## II SAMPLE INTRODUCTION



“Unequal, unsafe, and unfair treatment of women all take place in professional environments. This can include disparities in pay, disparaging language, or more. Today’s discussion is all about how we can make sure everywhere we work or learn is safe, respectful, and fair for everyone. To that end, we’ll be learning more about the details of inequality within professional settings and how we can put our values into practice as caring and responsible people in work or classroom environments.”



**III SAMPLE DISCUSSION QUESTIONS**



- ▶ Can anyone think of examples of how gender norms show up in the classroom or professional settings? How might women be treated differently than men in these places?
- ▶ What are examples of unfair treatment or degrading language directed towards women in workplaces?
- ▶ What are examples of what sexism looks like in the economy?
- ▶ Have you ever spoken with your classmates or coworkers about how to make class or workplace environments safe and equitable for women?
- ▶ Have you ever heard professors or supervisors talk about how to make their educational or professional environments respectful, safe, and equitable environments for women?
- ▶ What do you think men can do to be allies and promote safe and equitable classrooms or workplaces for women?



## IV SAMPLE TALKING POINTS



- Relevant statistics include:
  - [Women](#) earn 81% as much as men in the U.S., and Black, Latinx, and Native women earn 75% as much as white men.
  - Just 37 of Fortune 500 CEOs are [women](#).
  - [1 in 7 women](#) have sought a new job assignment, changed jobs, or quit a job because of sexual harassment and assault (Kearl et al., 2019).
  - [60% of women](#) say they have experienced unwanted sexual attention, sexual coercion, sexually crude conduct, or sexist comments in the workplace (Feldblum & Lipnic, 2016).
  - A [new study](#) showed that women attempt salary negotiations more than men, but are more likely to be rejected than men.
  - Gender discrimination and bias [lose](#) companies money.
- It's critical for men to be aware of how gender plays a role in whether people feel comfortable participating, leading, asking for support, or asking for raises in workplaces.



## IV SAMPLE TALKING POINTS (CONT.)



- ▶ One key action that men can take to promote welcoming and equitable environments is assessing our groups:
  - How often are men speaking compared to women or non-binary people?
  - What reasons or previous experiences might make someone uncomfortable participating (such as previous sexual harassment)?
  - Are there any behaviors or language that could make women uncomfortable?
- ▶ Every man can contribute to gender equity in workplaces or classrooms. This could look like interrupting disrespectful language, advocating for pay transparency, or creating leadership and mentorship opportunities for women.
- ▶ The pressures that men feel to be very masculine make us worse allies, for example being less likely to intervene at work when we hear a sexist comment. Creating a culture that doesn't pressure or shame other men is part of what it means to be an ally.



**V SAMPLE ACTIVITIES**



**ROLE PLAY:  
ALLYSHIP IN THE  
WORKPLACE**

*Provide an example of a social or professional setting in which demeaning behaviors or sexist language is used. For example, “During a class project, you notice that a few of the men in your group interrupt a female peer. Since then, she has seemed more disengaged. You pull your male peers aside to mention that the behavior feels unacceptable.”*

- Assign roles, role play the scenario, and debrief strategies for engaging in discussions that “call in” and educate peers about sexist behavior.
- Consider rotating roles and brainstorming real scenarios with your group.



**HIGHER OR LOWER:  
WORKPLACE INEQUALITY**

*Provide a fake statistic. Ask participants to respond whether they believe the true number is higher or lower than the one you provided. Provide an opportunity to discuss, then share whether the statement is true or false. Emphasize key talking points.*

**Sample “Higher or Lower” Statements:**

- 50% of men report that they would be likely to do nothing if their colleague makes a sexist comment at work. (Correct Answer: Lower, [28%](#))
- 25% of women report that they are interrupted or spoken over more often than others. (Correct Answer: Higher, [46%](#))
- 30% of Fortune 500 company CEOs are women. (Correct Answer: Lower, [7.4%](#))



**VI WORKSHOP RESOURCE LIBRARY**



- **Video:** Women in the Workplace: The Unfinished Fight for Equality | CBS Reports
- **Video:** Explained | Why Women Are Paid Less | Netflix
- **Article:** Female Fortune 500 CEOs reach an all-time high, but it's still a small percentage
- **Article:** Nine Tips for Being a Male Ally at Work
- **Research:** Interrupting Sexism at Work - Catalyst
- **Research:** Men Are Worse Allies Than They Think - David G. Smith, W. Brad Johnson, Kim Graham Lee, and Jeanette Thebeau
- **Research:** Men as Allies: Engaging Men to Advance Women in the Workplace - CENTER FOR WOMEN AND BUSINESS AT BENTLEY UNIVERSITY
- **Research:** 2023 Gender Pay Gap Report - Payscale
- **Research:** Now, Women Do Ask: A Call to Update Beliefs about the Gender Pay Gap
- **Research:** Measuring #metoo: A national study on sexual harassment and assault - Stop Street Harassment