

Facilitator's Manual

**THE CHILLY CLIMATE
FOR WOMEN IN COLLEGES AND UNIVERSITIES**

Warming the Environment

by

Susannah Joyce

associate editor

Melanie Stafford

**This publication was funded by The Ontario Ministry of Colleges and Universities
and
The Ontario Women's Directorate**

We dedicate this manual

to

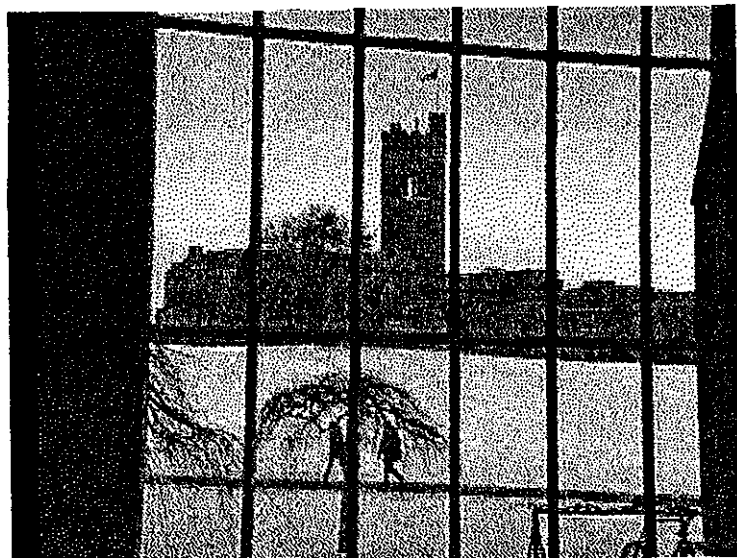
Constance Backhouse, Roma Harris, Gillian Michell, and Alison Wylie

authors of

**"The Chilly Climate For Faculty Women at U.W.O.:
Postscript to the Backhouse Report"**

for their vision and courage.

We especially wish to acknowledge all of the women who weathered
the chilly climate in order to contribute their voices to this endeavor.



**"A change of heart is the
essence of all other change,
and it is brought about by
a re-education of the mind."
— Emmeline Pethick-Lawrence,
My Part in a Changing World**



with thanks to Jenny White for her contribution to the cover design

© Copyright 1991 by The University of Western Ontario's Caucus on Women's Issues
and the President's Standing Committee for Employment Equity.

FORWARD

"The Chilly Climate" video and manual represent the culmination of a second phase in the efforts of Western's Caucus on Women's Issues to increase awareness of conditions concerning women in post-secondary education. In 1986, Louise Tamblyn, one of Western's first sexual harassment officers, worked with the Women's Caucus to obtain funding from the Secretary of State to produce "Breaking the Trust," an educational video about harassment issues, produced and directed by Kem Murch.

Caucus members recognized that the environment in which sexual harassment flourishes is a pervasive, often subtle set of circumstances in which women are treated as "other." The need to explore the day to day, frequently unrecognized and unacknowledged climate of discrimination against women employed on campus resulted in the pursuit by the Caucus, and in particular, by Alison Wylie, of funding for a second video to address these issues. With the support of The President's Standing Committee for Employment Equity and financial assistance from the Ontario Ministry of Colleges and Universities and the Ontario Women's Directorate, a joint committee was formed of representatives from Western and Fanshawe College who have provided direction, creativity, time and energy toward the successful completion of this project.

<u>A QUICK REFERENCE GUIDE</u>	<u>PAGE</u>
Introduction	3
Sample Agendas	4
Objectives	5-6
Practices that Contribute to the Chilly Climate	7-10
Facilitation	11-14
Introductions to the Video and Session	15-16
Possible Difficulties and Suggested Solutions	17-20
Exercises (Power, Vision and Action)	21-34
Suggested Strategies for Change	35-38
Additional Topics for Discussion	39-40
Resources, References, and Statistics	41-45

INTRODUCTION

In "The Chilly Climate" video women relate the pain they have felt at being excluded and undermined in their working and learning situations within colleges and universities. Their frustration and distress arise from an environment in which their presence and contributions are frequently regarded as unwelcome or unimportant, experiences shared by many women working in post-secondary education. Even when such discrimination is not blatant, women in academic settings are assailed by the accumulation of seemingly trivial incidents and behaviours, aptly captured by the "ton of feathers" analogy, that create an atmosphere in which no one feels welcome to bring their whole selves to the work they are capable of achieving.

The accompanying Facilitator's Manual is intended to build upon the material in the video and engage people in reflection and discussion that will result in action leading to change. The issues being raised: power and its shared distribution; difference, real and perceived, and our attitudes toward difference; fairness and courtesy in our practice, exist not only within educational settings, but throughout our culture. The chilly climate affects everyone, and all must be included in our search for solutions.

A single session on this topic will not resolve so pervasive a problem. In an initial discussion, however, we can acknowledge and honour the experiences we are hearing, plant some seeds of awareness and provide support for one another to move collectively toward educational communities of warmth and true collegial exchange.

SAMPLE AGENDAS

Welcome and Introductions	5 minutes	5 minutes
Video	30 minutes	30 minutes
Exploration of Power Exercise	5 minutes	5 minutes
Discussion Following Power Exercise	5 minutes	15 minutes
Creating a New Vision Exercise	5 minutes	5 minutes
Discussion Following Vision Exercise	5 minutes	15 minutes
Moving Into Action Exercise and Closing	5 minutes	15 minutes
	-----	-----
	60 minutes	90 minutes

The sixty-minute session works successfully as outlined; however, it is highly preferable to schedule a ninety-minute session to allow more time for discussion.

"The ideal college to me would not "manage" diversity . . .
but rather nourish diversity." — College Faculty Member *

OBJECTIVES

The Video provides information about chilly climate issues such as stereotyping, devaluation, trivialization and exclusion through women relating their experiences of those behaviours in academic settings. It can increase viewers' awareness of the subtleties of discrimination against women in colleges and universities and generate emotional involvement in the situation.

The Manual is designed to provide facilitators with some tools and strategies to assist people to move from their initial reactions to the video to a sense of their own experience of the issues and the causes. It is intended as a point of departure to generate discussion and provoke action. Some suggested strategies for change, topics for additional sessions, and resource information are also included.

"We must open up our value systems, curricula, and our research agendas.
Diversity is not achieved when we hire minority faculty -- and then
give them six years to become white males!" — Sue Rasmussen,
Affirmative Action Officer, University of Michigan at Ann Arbor *

- * Note: all speakers identified by name are cited in **Achieving Faculty Diversity**, Copyright 1988 University of Wisconsin System. All other quotes are cited from the script of the Chilly Climate videotape.

OBJECTIVES OF AN INITIAL SESSION

One approach to facilitating an initial discussion following a presentation of the video, is to utilize the **Exploration of Power, Creating a New Vision, and Individual and Group Action Exercises** outlined on pp. 21, 27, and 30 of the manual. The three exercises are designed to work in sequence, moving from feelings to analysis to action. This order provides people with an opportunity to deepen their conviction that change is necessary by first allowing them to establish empathy toward the issues.

This approach was developed with the assumption that only one opportunity for discussion may be available for many people, and so it attempts to address, if only briefly, several aspects of the situation: some parallels between the feelings and experiences in the video and those of the viewers, ways in which power is involved, envisioning an improved situation, and some actions to create change. Facilitators may wish to adapt the approaches and wording of the exercises outlined to meet their own objectives or to accommodate various groups. Space is provided below for you to develop objectives for a session based upon the particular circumstances and target group.

Facilitator's Objectives

PRACTICES THAT CONTRIBUTE TO THE CHILLY CLIMATE:



As college and university administrations begin to address some of the more overt policies that discriminate against women, many people believe that unfair practices, such as those outlined below, are no longer prevalent on campus. Upon closer examination, however, it is apparent that a number of barriers still exist to the full participation and contribution of women to academic life. Conditions that create the chilly climate, referred to as "micro-inequities" by Bernice Sandler in The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students, are frequently dismissed as trivial or non-existent. Often such behaviours occur unconsciously, and it requires careful, ongoing analysis to acknowledge the subtle ways in which women are treated differently and unfairly.

The systemic under-representation of women at all levels of academic life allows many chilly climate practices to flourish. The fact that women remain few in most faculties and administrations, particularly in senior and tenure track positions, results in the burden of "tokenism." As Nellie McKay writes, **"one constantly feels the pressure of a double-edged sword: simultaneously, a perverse visibility and a convenient invisibility. The small number makes it easy for others to ignore our presence, or be aware of it."** ("Black Woman Professor — White University," Women's Studies International Forum, Vol. 6, No. 2, p. 144, 1983.) As one university faculty member in the video said, **"It singles you out and you're always feeling you're representing more than you. It's not just the person they want there; it's womankind."** Some brief descriptions of chilly climate practices follow:

Stereotyping: the sexualization of roles and of the men and women in them, and treatment of women very differently from men in the same roles or of the same status. For example, in the video a college administrator said **"I found that in spite of the fact that I have a degree and that I taught in Law School and I did well in my law career, I would give an interpretation and someone would say 'Well, I think we ought to have our lawyers look at that.'"** Or as a university faculty member put it, **"In people's minds, scholarship and research are male things. So if you're nice and warm and friendly... it doesn't fit with one's image of a strong scholar. On the other hand, if you speak out, or [don't take time to deal with people's feelings, or with your students, because your research is a priority] then all of a sudden you're not behaving like a good woman."**

How to Tell a Male From a Female Academic



He is assertive. She is aggressive.
 He is good on details. She's picky.
 He worked very hard. She slept her way through graduate school.
 He loses his temper because he's so involved in his job. She's bitchy.
 When he's depressed (or hungover), everyone tiptoes past his office. She's moody, so it must be her time of the month.
 He exercises his authority. She's power mad.
 He follows through. She doesn't know when to quit.
 He drinks because of the excessive job pressure. She's a lush.
 He's confident. She's conceited.
 He stands firm. She's hard.
 He has good judgment. She has women's intuition.

Devaluation/Marginalization: the tendency to explain away women's successes, to question their credibility more readily than that of a man, and devalue their work, (e.g. the university faculty member who was asked "if we let more women into philosophy, won't the quality of philosophy suffer?" Women's issues are "ghettoized" by the assumption that only women should take them seriously, or that these issues are their primary interest, such as the university professor whose male colleague knocked on her door, saying, "**Did you read this in the newspaper? This is terrible -- you people better do something about it!**" . . .by you people he means you feminists." Feminist research is often discounted, as experienced by one graduate student "It is, of course, extremely ironic that my thesis on Simone de Beauvoir's The Second Sex should fail . . . because we know what she talks about in that — women's experience of being marginalized by a lot of the institutions."

Exclusion: the isolation of women through standard interactional patterns: interrupting women more frequently than men or juniors, ignoring their remarks and attributing their contributions to others, making sexist jokes, and excluding them from informal working groups or social interaction in a professional context (e.g. the university staff member whose contributions to meetings were repeatedly ignored, the college staff member who was not consulted about a major impact reorganization in her department, and the university professor whose colleagues avoided inviting her to lunch.)

"Thank you for writing this excellent thesis on me. It is so rare for anyone to treat the literary side of my work that your study, so intelligent, so subtle, has given me very great pleasure. It taught me things about my work that I had not noticed: and that hardly ever happens. Thanks again, and in great warmth" — Simone de Beauvoir
(from a letter to the author of the thesis)

Double Discrimination: women who are members of minority groups may be discriminated against based on race, ethnic origin, or disability, as well as gender. Many of these women face marginalization from their own groups (e.g. from men of their race based on gender or from white women based on race.) As one university staff member in the video put it "**People don't see you as a person; people see you as an oriental woman. . . they expect you to achieve a lot more, and if you fail, they expect you to fail.**" A graduate student added, "It's very difficult for us and for people like me, to know what's racist, what's sexist, what's individual . . . if I do a lousy job, then somebody who looks like me later will not be granted an interview." Because of their heightened visibility, these groups experience increased susceptibility to the entire range of chilly climate behaviours.

Sexual Harassment: "a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome... a sexual advance or solicitation made by a person who is in a position to grant or deny a benefit to another, when the person making the solicitation or advance knows, that such behaviour is unwelcome... a threat or reprisal by a person who is in a position to grant or deny a benefit against the person who rejected his or her sexual advance." (Ontario Human Rights Code, 1981.) The term harassment as it is legally defined includes a wide spectrum of chilly climate behaviours that cumulatively create a toxic or "poisoned" environment for people who experience it. For further interpretations of sexual harassment please see pp. 43-44.



FACILITATION

A facilitative approach involves guiding people to explore, clarify, and articulate their ideas and opinions on a chosen topic. Facilitation, as opposed to lecturing, fosters communication by all group members, and assists them to stay focused, resolve conflicts, and reach consensus on required action.

Co-facilitation

We recommend that sessions be co-facilitated; ideally, in most instances, by a woman and a man, although an all-women's group may benefit from two women facilitating. Co-facilitation presents a strong model of collaboration and shared responsibility to the group. Whether you're a female or a male facilitator, working in partnership can increase credibility through an additional voice, provide valuable assistance with technical tasks such as operating equipment, recording ideas on a flip chart, etc., and offer assured support in dealing with difficult situations, such as a potentially defensive audience.

Discuss ahead of time with your co-facilitator your respective strengths and weaknesses in facilitation (confidence in a group setting, empathy toward audience members, deflecting awkward situations) so that you are aware of ways to balance and support one another. If you are relatively inexperienced in facilitation or unfamiliar with your target audience, it is especially advisable to co-facilitate with someone who has more background in those areas. If you must facilitate alone you may wish to determine if there will be anyone you know attending the session, whom you might ask for minor assistance, such as help with lights, distributing handouts, etc.

STEPS IN INITIAL PREPARATION

- Watch "The Chilly Climate" video ahead of time at least once with your co-facilitator.
- Reflect on your reactions to the video, as well as your own experiences of the issues. Discuss your responses with one another, and how you might share them with the group (hearing your comments can help others to feel freer in discussion). If you must facilitate by yourself, you may wish to discuss your reactions to the video and the issues with a sympathetic friend or colleague.
- Read through the entire manual together. Try out the exercises and discuss your reactions as well as some that might occur in the group. Some possible difficulties and ideas for solutions are listed on pp. 17-20. It may be a good idea, when working through the "Power Exercise," to determine where you place yourself within the power structure and what effects that may have on the group you will be facilitating.
- Plan the session together — who will be responsible for what tasks. Some of the responsibilities will include: sending out announcements, booking a room, reserving equipment, deciding who will take primary responsibility for various aspects of the discussion (e.g. posing questions in the exercises).

SETTING THE SCENE

Who: Who will the target audience be? The same exercises can be used for any group, but your approach may vary somewhat depending on who is in attendance. For example, in an all-women's group you may want to spend more time focusing on how people feel they have power in situations and how they choose to exert it. Groups of students and staff may also find it valuable to place more emphasis on achieving power, whereas senior administrators, deans, and chairs may benefit from more discussion on redistributing power and setting an example for change through policies and procedures.

Consider the mix of the group — will there be people in positions of authority as well as those who report to them, or women who experience "double jeopardy" due to race, age, or disability? You may want to sensitize people to that fact, without calling undue attention or embarrassment to any individual or minority group. Try to determine in advance what will be most helpful in engaging members of your audience and putting them at ease. Get a sense of the size of the group — if it will be larger than 30-35 people, try to hold several smaller sessions.

What: Determine whether you will need more than one monitor, if there are stands to place them on for easier viewing, and if extension cords are available. Reserve a flip chart if you plan to use one, and photocopy handouts (p.14). Right before the session play a portion of the video to ensure the equipment works and to check volume levels.

Where: If possible, hold the session in a setting where people can relax physically and emotionally. The space should easily accommodate the maximum number expected. Check for shades or curtains if there are windows, location and nature of lighting, washrooms. Make every effort to find space that is accessible to people who have physical disabilities. If the room is set up in classroom or theatre style, consider moving chairs to form a semi-circle, or some format more conducive to discussion. Always see a room in person before you reserve it!

When: Determine how much time you have for the session (1 1/2 hours is very workable, but most will likely be 50-60 minutes). Is the room available immediately before and after the session?

Why: Be clear in your invitation, regarding time, date, place, and purpose. You may want to include some information on the topic as part of a flyer that people receive in advance.

Suggestions for handouts include Practices That Contribute to the Chilly Climate (pp. 7-10), Individual Action for Warming the Climate (p. 32), Suggested Strategies (pp. 35-38), and Resources (pp. 41-45). You may also wish to have handouts listing local contacts for counselling, sexual harassment, race relations and employment equity.

INTRODUCTIONS

Introducing Yourself

Welcome people and thank them for coming. When introducing yourselves, state who you are and your role in relation to this topic. If you are the primary source for information on chilly climate issues on campus, you may want to let people know how to reach you or another contact.

Introducing the Video and the Session

- Deal with logistical issues first (washroom locations, breaks if there will be any). Mention that you will be available after the session if anyone wants to speak with you.
- Call attention to the amount of time allotted for the session (instructions in the manual are based on a 1 hour session with suggestions for expanded discussion when time allows.)
- State that a number of men as well as women have asked for more information on chilly climate issues and that the video and subsequent discussion are one means of answering this request.
- Emphasize that these issues are embedded throughout our culture and that the purpose of this session is not to lay blame but to work together on making things better.

- Call attention to the "ton of feathers" principle here — that women are speaking of an accumulation of incidents that can build to an intolerable situation.
- Be direct about the fact that the video relates some painful experiences, and may cause a range of uncomfortable reactions among the group.
- You may wish to mention briefly your own initial reactions and reassure people that it is possible for them to acknowledge both their feelings **and** the experiences of the women in the video.
- Tell the group that because audiences have been deeply affected by the video, and people may need a moment to collect themselves, there will be a short pause following the video and you will move into introducing the first exercise with the lights still dimmed (if applicable.)
- Mention that the video is approximately 28 minutes long and that you would like to involve the group in several exercises afterwards that will move from looking at reasons behind the issues, toward visions for change and some practical solutions. Take a few moments to briefly outline the objectives of the video and the discussion that will follow. Most groups appreciate having an agenda posted at the front of the room as a reference.
- Thank the group for their courtesy in listening to the women's experiences and ask that they extend that same respect to audience members during the subsequent discussion.

SOME POSSIBLE DIFFICULTIES AND SUGGESTIONS THAT MAY HELP

- **If someone has an extreme emotional response, such as sobbing openly . . .**

You can listen, validate what they're expressing, allow the co-facilitator or group members to play a role in comforting without problem-solving, ask the person what they need right now, mention you'll be available after the session to talk.

- **If people express guilt, anger, outrage . . .**

You can acknowledge the feeling (such as the naturalness of feeling angry, or that no one person is to blame for these issues) and point out that it can be most helpful to use emotions as a departure point for changing the situation.

- **If someone is openly hostile or arrogant about the issues . . .**

One strategy is to say, "That's interesting; have you considered what it is that might lie behind your reaction? How do other people in the group feel about that?" You may also try calling attention to policy or law that backs up an issue (pp. 43-44).

- **If someone makes jokes about the issues . . .**

It's okay to laugh if a joke is funny and not hurtful; it is also a good idea to mention that it is often a natural reaction to make jokes in uncomfortable situations, and suggest they make an effort to look beyond the humour for a while, and stay with the discomfort.

- **If someone monopolizes the discussion . . .**

Thank them for their viewpoint, call attention to the time constraint, and mention that you would like to give some opportunity to speak to as many people as possible. You could refer to the possibility of future sessions to pursue discussion, and you could invite the person to write down other thoughts on the issues, for their own benefit or to share with you later.

- **If someone trivializes the issues, suggesting that it's no big deal, or only the experience of a few people who are always complaining . . .**

You could use the "ton of feathers" analogy, and quote one or two statistics (p. 45) that show the pervasiveness of these experiences. You could also point out that even if these behaviours did only affect a small number of people such practices are still not acceptable.

Denial of the Situation

- **"That may have happened to some others, but it's never happened to me."**

You might want to ask the person what they think it is about their work environment that makes chilly climate issues less prevalent, and if they think that their outlook would be shared by their co-workers.

- **"That doesn't happen here. . ."**

It can be useful to point out that frequently women haven't felt it was safe or appropriate to speak up about their experiences, and ask if they think it would be worthwhile, because the issues are often subtle, to take another look, or ask co-workers if they would agree. You may cite the example from the video of the university administrator who said he had not heard of a single instance of sexual harassment in 17 years, and how he later felt that to be a naive statement.

- **"We're handling that — we've already solved the problem . . ."**

One strategy is to ask to hear more about that. How is it being handled? Ask if there are ways that they could build on or expand what they're doing, or if the group could find ways to incorporate their approach.

Other Responses

- **"It's a women's issue . . ."**

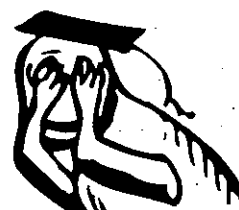
Acknowledge that women and people who are minorities do experience more of the problems but that the issues affect everyone and we will need the participation of men to reach solutions. You could talk about the costs of these behaviours to men, such as increased strain on work relationships, as well as losses to the institution in decreased productivity and low morale.

- **"There are already too many changes around here!"**

Ask how the changes have had a negative effect on them — try to help them see that the "enemy" is not women but unfair aspects of the system. You may want to ask the person or the group about an example of a change that would benefit everyone and you could also refer to Glenda Simms' remark about change that improves the standards.

- **"What can you do? "That's life!" or "Men are just like that!"**

Ask the person what one **can** do — what might make a bit of difference? What do they think does lead to change? Ask the group to help think of something. You could also tell them that there will be a chance in a few minutes to think about strategies for change (pp. 30-38).



"And that's why I think we have to move the focus of the discussion away from intentions — did you mean to hurt me, did you mean to exclude me — and to focus instead on the effects of certain actions." — University Professor

EXPLORATION OF POWER EXERCISE

Purpose of the Exercise



This exercise should help people to re-direct their emotional responses to the video toward a comparison with situations in their own lives that may have been similarly affected by the structures and uses of power. The group is asked to consider power from several vantage points — as one who has experienced the unfair use of power over them, as one who has used power over others unfairly (unintentionally or otherwise), and finally, as one who has participated in a situation where power has been equitably shared.

The exercise is designed to move somewhat quickly, allowing people some time to reflect on each question, but not enough for them to begin analyzing or intellectualizing at this point. Allowing people to deal with the questions internally at first should provide them with more freedom to be honest and to sort through emotional responses.

Introducing the Power Exercise

22

- Following the end of the video mention again that there will be a short pause (about 15-20 seconds is comfortable.)
- If there are no dimmer switches and the lights are of the "on/off" type only, you will have to turn them back on for the exercise.
- After the pause tell the audience that you would like to involve them in an exploration of some of the ways that power plays a part in the chilly climate situations in the video, as well as in their own experiences. You may want to cite an example from the video where power has been exerted over someone, (e.g. the Race Relations Counsellor's observation about the typical classroom, "It's always one-sided . . . the instructor presenting information. . . the student never has the chance for that back and forth communication, the sharing aspect."
- Mention that the word "**power**" carries a lot of associations with it; ask people to try to put aside for a moment how they think of the word and to recall its original meanings: "**to be able, to act.**" Remind them that power can be used positively, as a tool, or negatively, as a weapon, as Glenda Simms says education can be used, in the video.
- Tell the group that you will be asking them some questions about different kinds of power — "power over," "power with," and "power within," which they will have a short time to reflect on. Mention that following the questions there will be some time to talk about their responses in the group. Thank them for participating in the exercise.

Facilitating the Power Exercise

When you read through the exercise in advance, get a sense of the timing between questions. Approximately 5-10 seconds per question is comfortable. The entire exercise should take about 5-7 minutes. Begin with a statement such as the following:

I'd like to ask you some questions now, about power, and you'll have some time after each question to think a bit about it to yourself: (Mention that if it helps them to write down their thoughts to go ahead and do that)

- Who do you perceive as having power in your everyday work environment?
- Who do you see as having the most power?
- Who seems to have the least?
- Where do you see yourself within that power structure?
- Now I'd like you to think of a situation where a person or a group has had power over you and it felt unfair. It may be a situation at work, or it could involve some other aspect of your experience. It may be occurring now, or have happened at some other time in your adult life. You may have been new to a school, a job, a town. Perhaps you were treated unfairly because of some difference, and maybe the difference was imagined, or maybe it was real, but it wasn't a difference you could control.

- How did it feel to be in that situation? Were there parts of yourself -- talents and abilities that you valued but weren't able to share? How did it feel to withhold those aspects of yourself? What did you lose from withholding them? What did others lose?
- Now think of a situation where you have had "power over." How is that feeling different from what you just experienced? Did you find yourself interacting in ways that made you uncomfortable? Did the way in which you acted feel like the only option open to you at the time?
- Now, think of a situation, at work if possible, where you have "power with", where there is a sharing, an ongoing give and take. How does that situation feel? Who do you share power with?
- Are you involved in many situations at work where there is a comfortable sharing of power?
- And, finally, what circumstances help you to feel your own power, your sense of power within?



Facilitating Discussion following the Exercise

- Turn up the lights, if they are still dimmed, and allow people a few moments to re-focus.
- Mention the amount of time available to talk about responses to the power exercise and the video. In a one hour session, there will only be time to get a few reactions, but at least people will have reflected on the issues. You could mention that an additional session is one way to continue the dialogue.
- Ask people to listen respectfully to one another's comments, even if they disagree.
- If people in the group are reluctant about sharing responses, you may begin by relating your own briefly.
- If people become analytical or get into problem-solving, encourage them to stay with their emotional responses for now, and remind them that they will be moving into seeking solutions in a few minutes.
- If the discussion of power takes longer than you intended, and you feel it is valuable to continue, you can save time by combining the vision and action exercises (pp. 27-34.)

Questions to Encourage Discussion

It may be most effective to ask questions that link the exercise and the video together, such as:

- When you were thinking through the questions in the exercise, did you experience any feelings similar to those expressed in the video?
- What roles do you think power played in your situations or in the ones the women described in the tape?
- When you were in the positions of "power over", as a recipient or as a perpetrator, did other ways of interacting in a situation occur to you?
- Were there any surprises in who you identified as having power, and where you saw yourself within that system? Were you satisfied with the power structure the way it exists?
- Did an experience from the video or from the power exploration affect your feelings about the environment you work in?
- What circumstances did you identify as helpful in supporting your inner power?

"I have a vision of a time in this country . . ." — Glenda Simms

CREATING A NEW VISION EXERCISE

Purpose of the Exercise

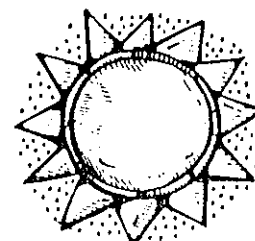
Providing people with some time to imagine what a really welcoming learning and working environment would be like will help them to focus on change and give them a model, a goal, to work towards.

Introducing the Exercise

State that in this exercise you will be asking the group some questions in a manner similar to that of the power exploration, but that this time, instead of thinking of a situation from the past or present, you'll be asking them to be open to images of a desirable future. Mention that trusting the first images that occur to them usually works best, even if those images seem a bit unusual. Remind the group that there will be opportunities to discuss responses immediately following the exercise.

An optional approach to this exercise which combines **Creating a New Vision** and **Moving Into Action** and may take less time, would be to ask people to think of some changes they can make to warm their work situation, and what an improved environment will look like.

28



Facilitating the Vision Exercise

(approximately 5-10 seconds between questions should be sufficient)

Begin with a statement such as:

We are beginning to move toward creating workplaces that are warmer and more inclusive. Using those qualities as a general criteria for improving the climate of your college (or university), I'd like you to take a moment now, and picture to yourself the ideal place where people come to learn, and to teach, and to work to help others to do so. What is that place like?

- What does the physical environment look like? What makes up the surroundings inside and outside? What are the colours? The sounds?
- Who do you see there? What faces do you see? Are there different sorts of people around? What are they doing there? Who is doing what? What are you doing? What sorts of relationships and interactions are happening? Between others? Between yourself and others?
- How does this environment look for the people you felt had the least power?
- Does anything else stand out? Take a final moment to notice.

Facilitating Discussion Following the Vision Exercise

If time allows, people could meet for a short period (possibly 10 minutes) in small groups first to discuss their images of a positive environment.

Ask people what they saw and experienced when they pictured their ideal environment. If people are reluctant to speak, you may again relate what you saw when you participated in the exercise. You might also refer to Glenda Simms' closing speech in the video and ask if there were any similarities to her vision.

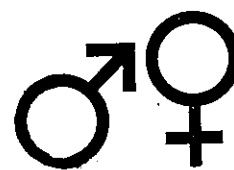
You could write down some of the features people mention, on a flip chart or blackboard, and ask them what qualities the features represent, or what characteristics it would take to create that vision.

People may discount the ideal, observing that it is impossible, or start to relate all the reasons why things cannot change. Try to gently re-focus them on their vision for the moment and let them know that there are small ways they can begin to make a difference now, such as how they interact with others, and that the group will be discussing strategies momentarily (pp. 30-38).

"Universities have to stop thinking like lawyers about equal opportunity guidelines and start thinking like coaches. Coaches go out and find the talent they need. Coaches don't put ads in the Chronicle and then sit back and wait."

— William Muse, President of University of Akron, Ohio

MOVING INTO ACTION



To introduce the segment about change and taking action, you could refer to both of the previous exercises. Creating a positive vision can assist people to focus on the direction they want to pursue in shaping the future. The exploration of power should help to clarify people's sense of their ability to make some change. You can also mention that we all have personal power regarding the ways in which we interact with others.

State that you would like to address briefly both individual and collective solutions to making a positive difference in your work climate.

You might also remind them that changes benefit everyone in the environment, men and women.

"The university crying that it can't find minority candidates is like General Motors claiming that it can't find Cadillacs; we produce the product that we claim is in short supply."

— James E. Jones, Jr., Law Professor, University of Wisconsin

Individual Action

Tell the group that most people find change easier when it feels manageable, and so at this time you would like to ask them to think of one thing they could do right now, given the time and energy and resources they already have. You might mention something you've decided to do individually, or several actions you are taking within a particular area.

Distribute the handout on p. 32, mention that it is for their own use, and suggest that they may want to jot down some ideas now, based possibly on a situation that has occurred to them during the session. Point out the questions about obstacles and supports on the handout.

Allow a short time for people to reflect and write down ideas, and then ask them to talk about their solutions with the group.



Individual Action for Warming the Climate

- What are some things I already do to contribute to warming the climate at work?
- What is one thing I can do right now, given the time, energy, and resources I already have, that will add some warmth to my work climate?
- What obstacles exist in myself and around me that make it harder to take this step?
- What supports exist, or do I need to find or create, that will make it easier to take this step?

"I happen to have a very, very strong belief in the power of education, that's what we're about. And if we don't believe in its power with the people that work here, then what are we doing trying to pass that on to students?" — College President

Collective Solutions

Mention that in addition to our individual, personal power we also have a wealth of resources when people come together in groups.

Refer to the fact that there has not been much time for people to speak about their responses or discuss solutions to the issues that are being raised.

Suggest that some people may wish to meet again, and tell the group you will be passing out sheets on which each person can put their name, a contact number, and any ideas for a future session. You may want to share a few of the ideas from the manual (pp. 35-38), or talk about others that you or group members come up with. This topic is conducive to small group discussion if time allows.

Pass out sheets with self-addressed envelopes, in case people prefer to contact you later.

Be clear with the group about how they will be kept informed regarding follow-up and who (yourself or another) will be a contact person.



CLOSING

Thank people for attending and participating in the discussions.

Mention that you will be available for a period of time following the session to talk. If the room where the session is held is unavailable, choose another space nearby.

"And I think that is what we are working for, to come out of our solitudes, and establish that crucial connection that makes us one." — Glenda Simms

SOME STRATEGIES TO REMEDY CHILLY CLIMATE ISSUES

Administrative

- develop policies that deal with chilly climate practices, such as harassment and other issues, that clearly state such behaviours will not be tolerated
- develop a standing committee on chilly climate issues, to explore and report on those conditions, as well as to provide training and make recommendations to improve the situation
- establish policies to hire more women at all levels of the college or university, especially in senior administrative and tenure track positions
- schedule training sessions and promote educational resources on chilly climate issues as ongoing aspects of staff and professional development within the college or university
- adopt a language policy that is free of bias in references to gender, race, age, disability, and sexual preference; develop guidelines to implement the policy and distribute them at all levels of the college or university
- actively reward departments or individuals who promote change regarding chilly climate issues

Faculty

- examine fairness to women regarding course loads, advisory responsibilities, committee membership, research, and access to teaching assistants and clerical support
- foster mentoring opportunities for women at all levels of the college or university
- include female colleagues in informal professional and social gatherings
- support research and funding for women's studies, and network with groups on campus, such as women's caucuses and women's studies departments
- evaluate whether programs for minorities are fully inclusive of women and programs for women address special concerns of minorities
- initiate evaluations from women students regarding the climate of the department and regularly ask them for suggestions to improve conditions
- encourage organizations for women students

Individual

- if you experience chilly climate behaviours, discuss your feelings and reactions with sympathetic colleagues: determine what resources are available on campus to address the situation
- support women who relate chilly climate experiences by believing them, taking their reactions seriously, discussing possible solutions with them
- actively express disapproval of sexist behaviours, jokes, and remarks
- know who the contacts are on campus for chilly climate issues, sexual harassment, race relations, and employment equity
- remain aware of how you interact with women, and what type of example or role model you are providing to others

Some Success Stories from other Institutions *

University of Wisconsin has a "Target of Opportunity Plan" that provides a floating full-time position to departments identifying "hot" minority candidates so they can be hired immediately regardless of staff or budget constraints.

University of Delaware provides matching funds to departments inviting minorities as visiting scholars.

State University of New York at Buffalo considers the success record of departments in meeting diversity goals as part of "merit raise" decisions.

University of California has initiated a "cluster hiring program" (where women and minorities are hired in groups of two or more) to avoid the burdens of "tokenism" for these new faculty members.

Ohio State University requires an affirmative action officer to sit on every search committee.

University of Cincinnati has a Women's Advocacy Committee that educates women faculty regarding their contractual rights, and chilly climate behaviours they might expect to encounter. A representative from the committee accompanies women faculty members to all reappointment, promotion, and tenure reviews as well as appeals of these reviews.

* (Source: Achieving Faculty Diversity, Copyright 1988 by the University of Wisconsin System)

SUGGESTIONS FOR ADDITIONAL TOPICS OF DISCUSSION

- A key factor in chilly climate issues is how we respond to difference. It can be valuable to facilitate an exchange about our attitudes toward difference in others (real or perceived), what we fear about difference, when we are able to be comfortable about it, and how we learn to recognize the positive contributions of difference in our lives.
- An opportunity for more people to share their stories may be worthwhile. A safe environment and ground rules about listening are essential. This may work best, initially, in a group of women only.
- An exploration of leadership, what it means, and various styles and interpretations of being a leader, can build on the exploration of power. Models of shared leadership are increasingly popular with management and can be a convincing strategy with administrators to create more inclusive work environments.
- Group brainstorming sessions can help motivate people and provide a forum for planned action and change. Observe the guidelines for brainstorming, problem-solving and creating action plans as outlined in various literature on group dynamics and social action.

- Ask people to spend some time articulating their personal vision regarding their work. Why did they choose their field? How did they/do they hope to make a difference through their work? This exploration can help people to become more aware of discrepancies between what they want to accomplish and how their work environment supports or hinders those goals.
- Put together a short quiz with questions about representation (what are numbers and percentages of women in senior administrative and faculty posts, women graduate students enrolled in fields such as applied sciences, engineering or trades and technology, etc.) Other areas you might address are recruiting and hiring practices for women, policies regarding salaries, promotion and distribution of work load, and availability of support services (women's center, childcare center.)
- Ask people to role play solutions to various scenarios that demonstrate chilly climate issues. For example, what would you do to help a recently hired female member of your college faculty, who uses a wheelchair, to feel welcome? How would you help her to make connections on campus and in the community, so that she would have a network of support systems?

SUGGESTED RESOURCES

Academic Women: Working Toward Equality, by Angela Simeone. Bergin & Garvey Publishing, Hadley, MA. 1987. (check local women's bookstore or library)

Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories (1988) and Retaining and Promoting Women and Minority Faculty Members: Problems and Possibilities (1990) both available from: Office of Equal Opportunity Programs and Policy Studies, University of Wisconsin System Administration, 1802 Van Hise Hall, 1220 Linden Drive, Madison, WI, 53706.

Breaking the Trust (1986), a video-based educational package on sexual harassment issues. Available from Kem Murch Productions, 322 Queens Avenue, London, Ontario, N6B 1X4.

The Campus Climate: A Chilly One for Women? (1982), Out of the Classroom: A Chilly Campus Climate for Women (1984) and The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students? (1986) by Bernice R. Sandler and Roberta M. Hall. All available from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, DC, 20009.

The Chilly Climate For Women Faculty at U.W.O.: Postscript to the Backhouse Report (1989) by Constance Backhouse, Roma Harris, Gillian Michell, and Alison Wylie.

Employment Equity for Women: A University Handbook (1988) Published by the Committee on the Status of Women, Council of Ontario Universities, 130 St. George St., Ste 8039, Toronto M5S 2T4.

Journal of Social Issues, Vol. 41, No. 4, 1985 (special issue on women in the academy). Check library.

MisEducation: Women and Canadian Universities, (1987) by Anne Innis Dagg and Patricia J. Thompson. Published by the Ontario Institute for Studies in Education, 252 Bloor St. W., Toronto M5S 1V6.

Transforming the University: Envisioning a New Academy (1990). Proceedings of the Fifth Annual Conference for Status of Women Officers in Ontario Universities. Available from Dr. Pamela Milne, Dept. of Religious Studies, University of Windsor, Windsor, N9B 3P4.

Vision 2000: Quality and Opportunity. What Should Ontario's College System Look Like in the Year 2000 — and How Do We Get There from Here? Published by the Ontario Ministry of Colleges and Universities, 790 Bay St. 10th Floor, Toronto, M5G 1N8.

Without Bias: A Guidebook for Nondiscriminatory Communication (2nd ed.) Editor, Judy E. Pickens. John Wiley & Sons, New York, NY. 1982. (check library or bookstore)

Women in Educational Administration (1988), by Charol Shakeshaft. Sage Publications, Newbury Park, CA. (check local women's bookstore or library)

Women of Academe: Outsiders in the Sacred Grove (1988), by Nadya Aisenberg and Mona Harrington. University of Massachusetts Press, Amherst, MA. (check bookstore or library)

For additional copies of "The Chilly Climate" kit (video and manual) or information regarding resources and speakers please contact: Department of Equity Services, 295 Stevenson Lawson Building, University of Western Ontario, N6A 5B8, (519) 661-3334, FAX (519) 661-3888.



POLICY AND LEGISLATION:

The Ontario Human Rights Code (1981) states:

"It is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and **having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person** so that each person feels a part of the community and able to contribute fully to the development and well-being of the community...

...every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offenses, marital status, family status or handicap...

...every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of..." the grounds cited above.

Bell and Korczak v. Ladas, the first sexual harassment case tried under the Code set a strong precedent; many subsequent cases have followed this reasoning.

"... the forms of prohibited conduct that, in my view, are discriminatory run the gamut from overt gender-based activity, such as coerced intercourse, to unsolicited physical contact, to persistent propositions, **to more subtle conduct such as gender-based insults and taunting which may reasonably be perceived to create a negative psychological and emotional work environment.** There is no reason why the law, which reaches into the workplace so as to protect the work environment from physical or chemical pollution or extremes of temperature, ought not to protect employees as well from negative psychological and mental effects." Ontario Board of Inquiry (Canadian Human Rights Reports [C.H.R.R.], vol. 1, 1980 p. D/156.)

Sucha Singh Dhillon v. F.W. Woolworth Ltd:

"Verbal harassment of a racial nature in itself, is in my view prohibited conduct under the code. **The atmosphere of the workplace is a 'term or condition of employment' just as much as more visible terms or conditions such as hours of work or rate of pay . . . it need only be shown that the working environment has been poisoned by unwelcome sexual harassment.**" Ontario Board of Inquiry (C.H.R.R., Vol. 3, 1982, p. D/743.)

Bundy v. Jackson, the leading case in the U.S., echoes this reasoning:

"Conditions of employment include the psychological and emotional work environment and the sexually stereotyped insults and demeaning propositions to which Ms. Bundy was indisputably subjected and **which caused anxiety and debilitation, illegally poisoned that environment.** U.S. Court of Appeals, (641 F.2b 934, p. 943.)

Robichaud v. Brennan and the Treasury Board:

"The facts clearly showed **a pattern of sexual inquiry and innuendo . . . the cumulative effect was to create a poisoned work environment** for Mrs. Robichaud. In addition, the facts showed that this pattern of harassment and abuse of authority extended not only to Mrs. Robichaud but to at least one other female. . ." Federal Review Tribunal Decision under the Canadian Human Rights Act, (C.H.R.R., Vol. 4, 1983 p D/1274.)

The Supreme Court of Canada upheld this decision on appeal and further ruled that an employer is directly liable for the actions of its employees, ordering The Treasury Board to pay damages to Mrs. Robichaud:

"Indeed, if the Act is concerned with the effects of discrimination rather than its causes (or motivations) it must be admitted that **only an employer can . . . provide the most important remedy -- a healthy work environment.**" (C.H.R.R., Vol.8, 1987 p. D/4326.)

SOME USEFUL STATISTICS:

- Across Canada, women earn 55% of bachelor's, 45% of master's, and 30% of doctoral degrees. Women are still disproportionately concentrated in stereotypically "feminine" disciplines (of university degrees awarded at all levels in 1989, 88% were in education, humanities, and the social sciences, while only 12% were in math, science, and engineering.) -- **"Women in Science and Engineering," Industry, Science, and Technology, Canada, Ottawa, 1991.**
- Women make up 53% of students enrolled in colleges and 37% of students in trade and vocational programs. Female college students are also concentrated in stereotypically "helping professions" such as social sciences, health sciences, secretarial sciences, and nursing programs (79%) with fewer in traditionally male-dominated fields of technologies (11%), and primary industry (10%). -- **Women in Canada, Statistics Canada: Housing, Family and Social Statistics Division, 1990.**
- Since 1971, the percentage of women earning PhD's has increased from 9% to 30%. Yet their representation as full-time faculty has increased only from 13% to 18%. In colleges, women represent 33% of teaching faculty. -- **Statistics Canada: Education, Culture and Tourism Division, 1990.**
- Women are still disproportionately concentrated at lower faculty ranks and are paid less than their male counterparts. They represent 7% of full professors, 18% of associate professors, 33% of assistant professors, 52% of lecturers, and 55% of next lower rank. Of all female full-time faculty across Canada, only 13% are at the senior rank of full professor, as opposed to 41% of all male full-time faculty. -- **Statistics Canada: Education, Culture, and Tourism Division, 1990.**
- In a survey of Harvard faculty and students, 32% of tenured faculty women, 49% of untenured faculty women, 41% of female graduate students, and 34% of female undergraduates reported that they had encountered sexual harassment. -- **On Campus with Women, Vol. 13, No. 3, Project on the Status and Education of Women, Association of American Colleges, Washington D.C., 1984.**