

THE WOMEN'S FUND OF CENTRAL OHIO GENDER BY US™ TOOLKIT EVALUATION

FINAL REPORT

August 2017

Authors: Samantha Bates, LMSW;
Rebecca McCloskey, LISW; Dawn-Anderson-Butcher, LISW-S, PhD

*This report was commissioned by The Women's Fund of Central Ohio and
may be accessed by visiting: womensfundcentralohio.org*

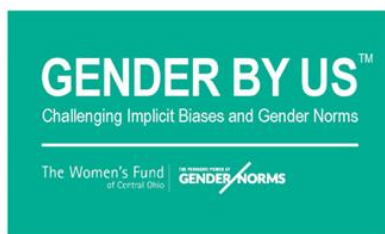


TABLE OF CONTENTS

METHODS.....PAGE 4

- Description of Four Phases of Gender By Us™ Evaluation

RESULTS.....PAGE 8

- Overall Perceptions of the toolkit and Conversations
- Process-Related Factors: Host and Participant Experiences with Gender By Us™ toolkit and Conversations
- Key Outcomes of Gender By Us™ toolkit

RECOMMENDATIONS.....PAGE 39

- Recommendations about the Process
- Overall Recommendations

APPENDIX.....PAGE 53

REFERENCES.....PAGE 63

FINAL REPORT

Gender Norms is an overarching area of focus for the Women’s Fund of Central Ohio. The Women’s Fund work prioritizes increasing awareness and understanding of gender norms, or implicit and explicit perceptions of rules, expectations, and standards placed on men/women and girls/boys, and their impact. As such, the Women’s Fund has identified specific goals such as raising community awareness of

The Women’s Fund
of Central Ohio

gender norms, assessing the influence of gender norms on access and opportunities, and supporting programs and policies that challenge gender-related biases. One key product of this work was the creation of a Gender By Us™ toolkit. Gender By Us™ is disseminated to

stakeholders who desire to host conversations focused on enhancing the awareness of gender biases and the impact of gender biases on women’s opportunities and access. While the Gender By Us™ toolkit is already in use throughout central Ohio, we engaged in several research activities to examine its effectiveness. Specific research questions explored whether (or not) conversations facilitated by the toolkit result in shifts in attitudes, engagement, and behaviors. Several methodologies were used. This final report summarizes the overall findings of the four evaluation phases, as well as offers recommendations to refine the Gender By Us™ toolkit so further impacts may be made.

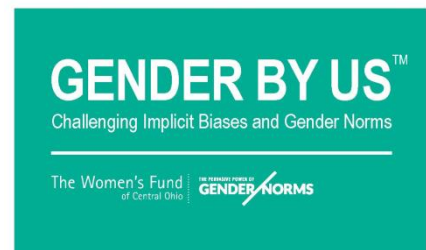
METHODS

Four methods were used to evaluate the Gender By Us™ toolkit. Phase I involved surveying people who had or downloaded the toolkit. In Phase II we observed Gender By Us™ conversations facilitated by The Women’s Fund and individually interviewed people in attendance. In Phase III we interviewed and surveyed hosts and participants of conversations that were not facilitated by The Women’s Fund. Last, in Phase IV we ran a pilot study using an experimental design to explore outcomes (i.e., shifts) associated with participation in Gender By Us™ conversations. All procedures were approved through The Ohio State University Institutional Review Board. Additional details about each of the phases are described in the text. Following the description of the research procedures, a summary of findings across the four phases, specific to the process of participating in and/or hosting a Gender By Us™ conversation, are highlighted.

PROCEDURES DESCRIBED BY PHASE

Phase I: Survey People who Downloaded or Received the toolkit

At the time of the survey, approximately 350 individuals had either been given the Gender By Us™ toolkit and/or had downloaded the toolkit from The Women’s Fund website. We designed an online survey to ask participants questions about their motivations behind downloads to determine if and how they hosted a conversation, and to distill information from them about how any conversations they hosted went. We contacted these individuals via email, and



asked them to participate in an online survey. The survey explored various questions about why people downloaded the toolkit, their experience hosting a conversation and what impact they perceive the toolkit had on their participants in attendance. Overarching, we also wanted to identify what, if any, action people took after they received or downloaded the toolkit.

In total, 90 individuals (22.5% response rate) took the online survey. Full demographics are reported in the Appendix of this report. The following bullets provide a general summary of the demographics of the survey respondents.

- 2/3 of survey respondents were between the ages of 35 and 64
 - 26% ages 35-44
 - 18% ages 45-54
 - 23% ages 55-64
- 40% of respondents reported being affiliated with The Women’s Fund (self-identifying as either donors, Board members, volunteers/members, and/or grant partners)
- 92% of survey respondents were female
- 84% reported their race as White
- 93% of respondents reported attaining a Bachelor’s degree or higher
- 70% of respondents reported having an annual household income between \$50,000 and \$199,999

Phase II: Explore Past and Future Women’s Fund facilitated Gender By Us™ Presentations

The Women’s Fund staff have facilitated Gender By Us™ conversations with key entities such as the Columbus Library, AEP, The Columbus Foundation, treetree, and various law firms. We attended 4 of these conversations to observe the process by which the Gender By Us™ intervention is implemented. Utilizing an observation tool specifically created for this evaluation, we measured the fidelity of the implementation of the toolkit at each event. This allowed us to better understand the intervention, observe how Gender By Us™ was implemented, explore participant engagement and responsiveness, and understand the overall theory of change behind the intervention. We were also able to see similarities and differences in the toolkit’s implementation.

Additionally, we worked with The Women’s Fund staff to determine the best process for reaching out to past participants in conversations facilitated by The Women’s Fund (i.e., those hosted by AEP, Law firms, etc.). We were able to get the contact information for agency representatives who recently participated in a Women’s Fund facilitated conversation. These key contacts invited past Gender By Us™ participants to be interviewed by researchers. Additionally, The Women’s Fund made a social media post asking former conversation participants to contact researchers if they were willing to be interviewed. In total, 20 individuals volunteered for 15-minute telephone interviews. Participants included 16 women and 4 men.

The interview guide used in these interviews included questions related to participant experiences, their ability to define gender norms and implicit bias, their likes and dislikes about the conversation, and

suggestions for improving the conversation and/or The Gender By Us™ toolkit. Finally, we questioned participants regarding specific shifts, if any, that occurred since their conversation. This included shifts in Definition, Behavior and Attitudes, Engagement, Policy, and Maintaining or holding the line. The following demographics overview the characteristics of the 20 individuals interviewed who participated in Gender By Us™ conversations facilitated by The Women's Fund:

- 16 women & 4 men
- Average number of conversations attended: 1.3
 - The majority of participants (80%) attended 1 conversation
 - 20% attended 2 -3 conversations
- 65% were invited to the conversation via their workplace; the majority were invited to a conversation hosted at Barnes & Thornburg
- 15% were invited to the conversation via The Women's Fund
- 15% were personally invited to the conversation by a friend, family member, or colleague
- 1 person downloaded the toolkit online first and then reached out directly to The Women's Fund to participate.

Phase III: Follow New People who Hosted (and Their Participants) a Conversation in the Community

Community members who are not part of The Women's Fund staff often became interested in hosting a Gender By Us™ conversation. We followed these individuals as they planned and facilitated their session, as well as attempted to follow-up with the people who attended their conversation. Essentially, individuals who expressed interest in hosting were asked to allow us to "follow" their efforts as they designed and implemented the intervention. We monitored their planning and recruitment efforts, the implementation fidelity of their "hosting," and the barriers, challenges, and facilitators they experience. We also observed their hosted conversations to document discussion items and processes. Additionally, participants in these Gender By Us™ conversations were asked if we could follow up with them individually via phone or email, and answer questions about their experiences and whether their involvement contributed to any "Shifts" in their behaviors or attitudes (i.e., did they "move from implicit bias to conscience choice and action?"). This allowed us to see how Gender By Us™ is implemented by lay people who are not trained facilitators, but simply informal leaders who desire to take action.

In the end, Phase III included 10-15 minutes interviews with 7 hosts who facilitated conversations using the toolkit in the community, as well as a brief survey conducted with conversation participants (approximately 54 people). Three of the hosts identified as either previous Board members or as members of a Women's Fund committee, while the other 4 individuals self-identified as graduate students or working professionals (vague to maintain confidentiality of participants). Of the 54 people surveyed at community conversations, 37% were male and 12% reported being affiliated with The Women's Fund of Central Ohio.

Phase IV: Experimental Design to Explore Outcomes

Methods associated with Phase I-III examined Gender By Us™ implementation and outcomes through an applied lens. In order to more systematically explore outcomes, we implemented a small pilot study using experimental design strategies. Two members of our OSU team were trained by The Women's

Fund on how to host a Gender By Us™ conversation. We then recruited individuals (e.g., ages 21-55 and employed full-time) to participate in a pilot study via the research and on-campus dissemination outlets available at OSU (e.g. ResearchMatch and StudySearch). After recruiting two groups of people who met the study criteria, participants either received the Gender By Us™ intervention (N=11) or not (rather a generic control group conversation; N=12), then all participants completed baseline, post-, and 2-week follow-up surveys. We randomly assigned the condition to each of the groups (i.e., flipped a coin to see what group would receive the intervention and what group would receive the control). The experimental group participated in a Gender By Us™ conversation according to the instructions and activities outlined in the toolkit. In contrast, the control group participated in a more generic conversation guided by a similarly designed toolkit about personal experiences, opinions, and societal views of a variety of topics (i.e., family traditions, life questions, preferences, etc.). Participants, regardless of whether they received Gender By Us™ or not, received an incentive (\$10 gift card) each time they completed a survey.

Questions were designed to measure perceptions and changes in perceptions relevant to gender norms and bias. As such, valid psychometric instruments were used in the study, in addition to questions created by the researchers. The validated measures used in the study include: 1) The Social Dominance Orientation scale (Ho et al., 2012), the Modern Sexism Scale (Swim et al., 1995), and the Neosexism Scale (Tougas et al., 1995). Using a data software package, survey data were analyzed by assessing the scale means, standard deviations, and differences between the intervention group and the control group in their responses in Phase IV of the study. The following table reports the demographics of participants in Phase IV.

Phase IV: Demographics	Intervention Group (n=11)		Control Group (n=12)	
	Count	Frequency	Count	Frequency
Age				
21-25	2	18%	1	8%
26-30	5	46%	1	8%
31-35	1	9%	3	25%
36-40	0	0%	3	25%
41-45	2	18%	2	17%
46-50	0	0%	1	8%
51-55	1	9%	1	8%
Gender				
Male	3	27%	2	17%
Female	8	73%	10	83%
Level of Education				
Some college, no degree	1	9%	2	17%
Associates degree	1	9%	1	8%
Bachelor's degree	5	46%	1	8%
Graduate degree	2	18%	7	53%
Professional degree	2	18%	1	8%
Race/Ethnicity				
Asian	2	18%	1	8%

African American	2	18%	1	8%
White, Caucasian	6	56%	9	74%
Other	1	9%	1	8%
<hr/>				
Income				
<hr/>				
Less than \$25,000	3	27%	1	8%
\$25,000 - \$34,999	1	9%	0	0%
\$35,000 – \$49,999	1	9%	4	33%
\$50,000 – \$79,999	4	36%	7	58%
\$80,000 - \$99,999	1	9%	0	0%
\$100,000 - \$149,999	1	9%	0	0%
<hr/>				
Occupation				
<hr/>				
Architecture & Construction	1	9%		
Business Management & Admin.	3	27%		
Education & Training	2	18%		
Health Science	3	27%		
Earth Science	1	9%		

Together, results from Phases I-IV are synthesized in the following sections: 1) Overall perceptions of the Gender By Us™ toolkit and conversations; 2) Insights into process-related factors (i.e., downloading, recruitment, etc.); and, 3) Key outcomes related to the Gender By Us™ intervention (i.e., based on participating in the conversation in different contexts). Overall perceptions of the toolkit are described next.

RESULTS

Overall Perceptions of the toolkit and Conversations

Combining results from all phases of the study suggest that participants were satisfied with the Gender By Us™ conversations facilitated by The Women’s Fund. Individuals enjoyed discussing gender bias with others of diverse ages, cultures, and experiences. The conversations were described as “enlightening,” “engaging,” “frank,” “relaxed,” “comfortable,” and “impactful.” Sharing real life, personal experiences of gender norms provided opportunities for reflection and increased awareness. Additionally, the materials in the toolkit provide an accessible entry point to discussions about gender norms; interviewees reported that the conversation cards and data points were good conversation starters.

Among individuals interviewed, participants were satisfied with the introduction and facilitation of the large group discussion provided by The Women’s Fund. Nearly a third of participants made it a point to praise The Women’s Fund for pursuing an evaluation of the toolkit, as they believe it is a worthwhile effort toward increasing the overall effectiveness and dissemination efforts. Highlights regarding participants’ satisfaction are provided in the following table:

Overall Perceptions of the toolkit and Resulting Conversations			
Phase I: Online Survey of Stakeholders Who Received or Downloaded toolkit (N=90)	Phase II: Individual Interviews with Participants of Gender By Us™ Conversations Hosted by The Women’s Fund (N=20)	Phase III: Interviews with Gender By Us™ Hosts in the Community (N=7) and Surveys of Their Participants (N=54)	Phase IV: Pilot Study - Gender By Us™ Conversation Participants Compared to Control Group (N=23)
<ul style="list-style-type: none"> • 79% of online survey respondents (N=90) reported they were satisfied with the product • 77% of those who hosted conversations (N=15) reported they would host another Gender By Us™ conversation • 92% of hosts (N =15) reported recommending the toolkit to others (primarily co-workers – 42%) 	<ul style="list-style-type: none"> • 80% of those interviewed (n=16) said they were satisfied with the conversation and that it was personally beneficial • <i>“I thought it [the conversation] was really productive. I think it is important work.”</i> • <i>“I’m really intrigued hearing people’s stories. One woman has a high level position in her company and is in</i> 	<ul style="list-style-type: none"> • Hosts were highly satisfied with the toolkit overall and were often reporting attending a conversation facilitated by The Women’s Fund or having experience as a trained teacher/facilitator • Hosts report high levels of engagement, women gaining support from other women, and raising the awareness of their participants 	<ul style="list-style-type: none"> • <i>“[It was} fun, interesting to hear people’s thoughts.</i> • <i>“We all were from different backgrounds - race, gender, origin, sexual orientation - but we all understood that same problem and could communicate effectively. I like that everyone was patient and polite.”</i> • <i>“Great dialogue with intelligent and thoughtful people. Everyone quickly</i>

	<p><i>charge of these things and then gets really rude comments from board members about her capabilities based on her womanness. Hearing these stories, knowing they are happening on a daily basis – are good reminders.”</i></p>	<ul style="list-style-type: none"> • 91% of participants felt comfortable at the conversations; 91% reported they learned something new; and, 98% reported they were glad they attended the conversation 	<p><i>become open and willing to discuss the issues in an open and thoughtful manner.”</i></p> <ul style="list-style-type: none"> • <i>“Very enjoyable! Everyone was so open and insightful.”</i> • <i>“I really liked the kit - I thought it was really helpful to get the conversation started.”</i>
--	---	---	--

Insights on Process-Related Factors

This section of the report highlights process-related factors and outputs related to using the toolkit and organizing a conversation. Topics include process-related steps such as: 1) Downloading, 2) Recruitment, 3) Challenges Prior to Hosting, 4) Preparation to Host, 5) Hosting a Conversation, 6) Modifications, 7) Participant Experiences, and 8) Recommendations to Improve the Process.

Downloading

Of the 90 respondents who took the online survey, 51 reported they downloaded the toolkit, indicating another 39 people received the toolkit by some other means than downloading (i.e., someone gave them a toolkit). Of those who downloaded the toolkit, 98% reported no difficulty in downloading. Additionally, 79% of all respondents reported they were satisfied with the product.

Recruitment

In relation to recruitment, hosts (N=15) who participated in the online survey reported they most commonly invited family and friends (n=6) to their conversations. Others (n=5) reported they recruited via various community groups to attend a conversation:

- *“The group was comprised of women participants in the Temple Israel group.”*
- *“The Gender conversation was the monthly program for the group.”*

Others (n=2) mentioned they invited work related colleagues in their office. For instance, one respondent wrote on the survey, *“I emailed the entire office and invited them all to participate.”* Lastly, a few respondents (n=2) reported they were college professors who recruited their students. For example a respondent wrote, *“They were students at my university -- one group was in my course, the other was a group of students on an alternative spring break with me.”* Another reported, *“I use the toolkit in my Business Ethics classes - both traditional undergraduate as well as the MBA classes.”*

Challenges Prior To Hosting

In total, 61 respondents who took the online survey commented on why they have not yet hosted a Gender By Us™ conversation. Another 14 people chose not to report whether or not they hosted a conversation yet. Of those who did report they have not hosted a conversation, the most commonly cited reasons for not yet hosting a conversation were related to recruitment difficulties and concerns about the comfort and receptivity of their participants. Others reported the conversation about gender norms was no longer a priority for them or they are planning to host a conversation in the future. More specifically, 31 respondents reported a lack of time and scheduling challenges; 6 reported uncertainty about how to facilitate the conversation; 5 reported that it is no longer a priority and/or that they were headed in different direction (i.e., in their professional settings); and, 5 reported they are planning to host in the future. Additional responses and quotes demonstrating why people had yet to host a conversation are described below.

Reasons for Not Hosting	Quotes about Reasons for Not Hosting
Lack of time and scheduling challenges (N=31)	<ul style="list-style-type: none"> • <i>“Simply timing. We still plan to host the conversation at a time that is workable for the groups we intend to invite.”</i> • <i>“Just too busy to get one scheduled. Still have interest, but time is an issue.”</i>
Uncertainty about facilitation and audience receptivity (N=6)	<ul style="list-style-type: none"> • <i>“Not clear on how to present it.”</i> • <i>“...didn't know if my culture would be that receptive to it. They don't invest a ton of time into improving.”</i> • <i>“It isn't a challenge of the kit, but I'm not sure my friends/family and I are the right audience for the product.”</i>
Changing direction(s) and other priorities (N=5)	<ul style="list-style-type: none"> • <i>“It's not part of our current priorities.”</i> • <i>“Changing work role - no longer professionally relevant.”</i> • <i>“That format is not relevant to our work.”</i> • <i>“The direction I've taken is to write about gender norms, use social media, and include it in my leadership training through my business...”</i>
Planning to host a conversation in the future (N=5)	<ul style="list-style-type: none"> • <i>“I will coordinate with my school to plan for a conversation in the 2017-2018 academic year.”</i> • <i>“I have not had a chance to host a conversation. I think I would like to participate in one first, or have a co-facilitator.”</i>
toolkit information used in other ways (N=2)	<ul style="list-style-type: none"> • <i>“Ideas were incorporated into a treatment group setting.”</i> • <i>“Used toolkit for ideas to start a conversation about women in politics.”</i>

Additionally, when asked how satisfied they were with the toolkit, 21% of respondents on the online survey chose “unsure.” These respondents explained that they had not yet used or reviewed the toolkit. Three people reported that the toolkit did not fit their needs, while two other people mentioned they were not sure how to use the toolkit effectively. One other person reported they were “unsure” because they preferred a physical toolkit over the downloaded version. Examples of responses are provided:

- Did not yet review or use the toolkit (N=8)

- *"I haven't had a chance to utilize/really look at it yet, although keenly interested."*
- *"I have had no opportunity to use kit."*
- *"I haven't had time to thoroughly review content."*
- *"Downloaded but didn't review or use so can't say at this time."*
- Others reported the toolkit was not personally useful (N=3)
 - *"I would have preferred a more concise 'guide.'"*
 - Two people suggested that the toolkit may be best for those new to the gender norms conversation, but may not be appropriate for those already familiar with these issues:
 - *"Our conversations in my setting are far passed the duality/binary."*
 - *"It was a nice tool for people who are new to gender issues. But, I didn't find it personally useful."*
- Two people reported they were not sure how to use it most effectively (N=2)
 - *"Still looking at ways to use it for best effect."*
 - *"Not sure how to use it effectively."*
- Lastly, one person preferred the physical toolkit over the downloaded version (N=1)
 - *"It wasn't as easy to use as the physical box, so I requested several for my conversation."*

Preparation to Host

Results from the online survey of stakeholders who received or downloaded the toolkit showed 100% of hosts (N=15) felt prepared to host a Gender By Us™ conversation. When asked in an open-ended question why they felt prepared, key themes emerged from their responses: attending a conversation facilitated by The Women's Fund, the design of the materials in the toolkit, and prior experience as a teacher or facilitator. The following themes suggest not only the tangible resources in the toolkit, but the qualities of the hosts who facilitate their own conversations help hosts feel prepared. These themes and supporting quotes are presented below.

Attending a Gender By Us™ Conversation Facilitated by the Women's Fund: Results from the online survey suggest 42% of respondents attended a Gender By Us™ conversation before they downloaded the toolkit. Of the 15 who hosted, 6 reported having previously attended a Gender By Us™ conversation. In their responses, the following quotes summarize overall perceptions, indicating hosts reported that attending a conversation before hosting helped prepare them as a facilitator:

- *"Attending the Gender By Us at The Women's Fund was a great hands on experience for how to engage with the toolbox. I really just used their model and it seemed to work pretty well."*
- *"Having gone through the conversations as a participant, I felt like I could facilitate a similar discussion."*

Results from Phase III with hosts in the community corroborated the aforementioned results. For instance, four of the seven hosts interviewed previously attended a Gender By Us™ conversation facilitated by The Women's Fund. One interviewee commented, *"It was helpful to have seen the conversation so I saw the struggles and could tailor it to my group."*

Design of the Materials: Results from community hosts who were interviewed over the phone (N=7) felt the toolkit helped them facilitate their conversations well. Several hosts reported the toolkit was “helpful” not only in terms of its layout, but also as a support and guide.

- *“I liked the way it was laid out – almost like a board game was helpful because people could choose their adventure. The directions in the box were pretty crucial – what the group needed to do – helpful.”*
- *“Made sense how everything was laid out and the definitions.”*
- *“Show and tell – people seemed to be able to grasp what to do.”*
- *“People like the cards – helpful to get the conversation started.”*
- *“The cards took the pressure off me as the facilitator.”*
- *“Data are helpful – especially when doing things with men.”*
- *“The notecards made it very easy to have a conversation.”*
- *“I thought the Kit made it very easy to conduct the conversation.”*
- *“...the toolkit is intended to be user friendly and I found it to be so.”*

Prior Experience as a Teacher or Facilitator: All seven of the hosts interviewed who facilitated a conversation on their own in the community had previous experiences either with public speaking, teaching, or facilitating groups. For example, one host reported, *“I have experience with presenting and delivery.”* Another host mentioned, *“It helped that I had facilitation skills (teacher, lecturer, etc.) so I could do time management, demonstrate leadership (like with my slideshow) and encourage/gear them up for discussion/participation.”* Similarly, one host ran groups in a previous job and reported having experience as a teacher and facilitator working for a health-related non-profit organization for women.

Additionally, 4 online survey respondents reported on an open-ended response question that their experience as a teacher or facilitator helped them feel prepared to host the conversation:

- *“The process is straightforward, however, the conversation can get complex. I previously taught college-level courses that discuss power, privilege, and identity, so this likely aided in my feeling of preparedness to facilitate this dialogue.”*
- *“I am comfortable with women's issues and an experienced facilitator.”*

Together, results suggest that potential hosts who do not have prior experience in a facilitator role may need more support and direction than those who do. In addition, 77% of hosts (N=15) who took the online survey reported they think they will host another Gender By Us™ conversation and 92% recommended the toolkit to others. Hosts most commonly reported recommending the toolkit to co-workers (42%).

Hosting a Conversation

To understand the process of hosting a Gender By Us™ conversation, researchers observed several conversations. In total, we observed four Gender By Us™ conversations facilitated by The Women’s Fund. All conversations started in a large group setting, introducing The Women’s Fund, the Gender By Us™ toolkit, reading the definitions of gender norms and implicit bias, and setting the stage for a

respectful and safe conversation. Three of the four conversations then broke into smaller groups. In some sessions small groups were made via the people sitting closest to each other. In one group, participants were encouraged to join a small group of people of whom did not work with each other on a regular basis. Additionally, some conversations had a diverse mixture of attendees in terms of age, race, ethnicity, and gender. In other cases the group was quite homogenous and did not include male participants at all. Two of the conversations had lunch provided; two were hosted in the late afternoon outside of a meal time. The opening Man/Woman box activity was facilitated by The Women's Fund staff in a large group. From there small group participants self-guided through the toolkit, using conversation cards or data points to stimulate their gender norms discussion. The subtle differences relative to the organization and implementation of the toolkit are important to consider as they may influence the group process as well as potential outcomes of the conversation.

Next, we identified process outcomes from those who downloaded the toolkit. Of the 90 online survey respondents, 51 downloaded the toolkit and 39 were given the toolkit, but only 15 reported they hosted a conversation. Of these 15 people who hosted conversations in the community, nearly half of the respondents (48%) reported their conversations lasted on average about 60-90 minutes. Further, hosts reported their conversations had an average of 16 participants in attendance (Please note: some of these conversations were facilitated by community hosts, but The Women's Fund recruited the participants). The successes and takeaways reported by the 15 hosts who took the online survey included high levels of engagement, seeing women gain support from other women, and raising the awareness of their participants.

Engagement: Several stakeholders commented they felt people were highly engaged in the conversations. Examples included high levels of participation and asking a lot of questions.

- *"The level of engagement – everyone participated."*
- *"People asked really dynamic questions. Really interesting that we talked about men's experiences with masculinity."*

Women Relating to Other Women: Other respondents noted the ability of the conversation to connect women to each other's experiences. For example, one respondent reported:

- *"I am struck by the power women get from each other. Hearing each other talk and understanding they are not alone. Although I'm passionate about men hearing these issues, it is good for women to hear the judgments they make of others. A lot of where women were relieved and reported out what they had been talking about."*

Raising Awareness: Lastly, respondents reported feeling more aware of gender norms. The conversation appeared to challenge their assumptions and enhance their understanding about the prevalence of gender bias.

- *"Some people come in not thinking this is prevalent, but then in answering questions recognized it is."*

- *“I assumed people were farther along in the conversation than I think they are...but it didn’t feel like I was preaching to the choir. I do think it has value. It felt good doing it, if that’s worth anything.”*

Modifications

Some individuals who hosted conversations in the community and who were interviewed about their experiences (N=7) reported changing the toolkit to meet their particular needs. For instance, 8 of the 15 hosts who took the online survey (53%) reported they modified the toolkit (instructions or format). Notably, some of these participants referenced themselves as “instructors” and their participants as “students,” however the ages of the students remain unclear from interview transcripts. The table below organizes comments made by 8 hosts explaining why they made modifications.

Modifications	Quotes about Modifications
Instructors made changes for students to better support discussion and improve student learning (N=3)	<ul style="list-style-type: none"> • <i>“The language was over their literacy level in most cases so we needed to adjust accordingly so the conversation would go smoother.”</i> • <i>“For one of the sessions, we had students ONLY choose from the question pile of cards, as they were most relevant and helped generate discussion better.”</i> • <i>“I had the students randomly chose questions to discuss in small groups and then share this with the class. I also have had each student chose a question for them to write their experiences on the topic.”</i>
Reorganized information (N=3)	<ul style="list-style-type: none"> • <i>“I transposed the information contained on the cards onto a one-page handout.”</i> • <i>“A little rearranging of information for better conversation and flow.”</i> • <i>“I only made two small changes: 1) I made a PowerPoint presentation that had the logo of the women's fund so that it was clear that it was your product and also I made slides with the main instructions b/c I was working with a group of 25 and wanted to keep them on track. 2) I took out conversation cards and data points cards that I thought would distract our group (of men only) from talking about gender bias directly.”</i>
Changed some questions (N=1)	<ul style="list-style-type: none"> • <i>“We changed some of the questions to be more action-oriented. (What can we do as individuals to address the challenges raised within the conversation?)”</i>
Facilitation (N=1)	<ul style="list-style-type: none"> • <i>“We divided the group into two parts, with a facilitator for each group. One group created one-on-one pairs to answer questions; the other discussed the questions as the whole group.”</i>

Most made changes in efforts to further support a productive discussion. For instance, adjustments were made to account for different facilitation styles, developmental levels, levels of awareness, and for practical reasons. The following quotes demonstrate why hosts reported making modifications or changes.

- *“Students in the first go-around had a tough time figuring out how to use the statistics cards, so we only used the question cards.”*

- *“When reviewing the material, we felt as though the conversation, while thought-provoking, left us all feeling like the questions were not action-oriented. Rather, we had the sense that the questions pointed out inequalities and we could have a dialogue on it but that we wanted to have participants leave the conversation feeling more empowered. We also focused the conversation around workplace issues (or those that directly impacted workplace issues such as childcare.)”*
- *“Some are not willing to participate - and some feel that this may make them feel that they are the problem - especially the male students so I attempt to make the questions fit with all genders.”*
- *“To make sure the teens understood what the conversation is about.”*
- *“The group was large and I divided the women into smaller groups. The handout allowed the women to view the discussion cards without having multiple sets of the cards.”*

Participant Experiences

The majority of participants interviewed who attended conversations facilitated by The Women’s Fund (N=20) reported that they didn’t know the other participants in conversations well (70%). Despite this, 80% reported feeling “comfortable” during the conversation:

- *“Having small groups helps with comfortable level. The way it’s designed is to make it that way. It allows people who are more shy to speak up.”*
- *“It was comfortable, except for being the only man...I was nervous initially, but after 20 minutes realized no one was there judging...it made it easier to open up and own my biases.”*

Respondents who participated in community conversations not facilitated by The Women’s Fund (N=53) also had favorable perceptions of the facilitation of the conversation. Overwhelmingly, people somewhat or strongly agreed with feeling comfortable (91%) during their conversations, learning something new (91%), and reported they were glad they attended the conversation (98%). However, when facilitated in the community, fewer respondents reported they would like to facilitate a conversation in the future (67%). Perhaps because all of these individuals were working professionals who attended conversations in their place of employment, they perceived their employers to be the ones who should continue to host these types of conversations. To see the full results see Table 2 under Phase III in the Appendix.

Summary of Process-Related Factors

Overall, results suggest that The Gender By Us™ toolkit seems to be effective at engaging the community in conversations about gender norms and related bias. Toolkit users reported that the materials were easy to access and provided strong starting points for gender norm discussions. Both conversation hosts and participants reported personal value in the conversations and recommended conversations to others.

Primary challenges in organizing and facilitating Gender By Us™ conversations involved in recruitment and scheduling. There were also concerns expressed with the audience, and many wondered if the “right” individuals were participating. In particular, survey results describing individuals who attended conversations hosted in the community revealed that many were already knowledgeable about gender norms and implicit biases prior to their involvement. In addition, reports from interviewees suggest

hosts and past participants believed there was a need to reach other types of groups who might be less familiar with concepts such as gender norms and implicit bias. Therefore, it might be valuable for The Women's Fund to look for opportunities to engage a broader range of participants, and also help hosts recruit more diverse individuals as well. Furthermore, some potential hosts thought they would benefit from increased training and/or support to develop their confidence in facilitating a conversation. There may be a need for The Women's Fund to provide advice, training, and strategies to reduce any potential barriers to facilitation and maximize the number and impact of conversations in the community.

Several challenges with the process also emerged. For example, hosts who downloaded the toolkit reported modifying the materials to meet their own needs and contexts. While the initial toolkit appears to be helpful, when people change an intervention, participant outcomes also may change and be inconsistent. Concerns with implementation fidelity are evident. Identifying why and how to ensure people deliver the intervention in a way that supports fidelity to its purpose may be an important next step for The Women's Fund. Finally, results indicated that those who feel the most prepared to host conversations seem to be the ones who were already trained as facilitators and/or educators. Others without this background who downloaded the toolkit seemed to be less confident in their facilitation skills (and hence perhaps never hosted conversations). There seems to be a need for additional implementation supports, especially with these individuals who are inexperienced facilitators or educators. Trainings and phone call consultations might be offered to community stakeholders to increase their likelihood of hosting and improve their facilitation so conversations are maximized.

Overall, the toolkit appears to be a popular instrument among its users and other tips for successful implementation were noted. As such, The Women's Fund might increase the successful adoption of the toolkit by encouraging potential hosts to attend a Gender By Us™ conversation before facilitating one on their own, offering increased support, consultation or training to individuals planning to host a conversation, helping hosts to better recruit certain audiences who may "need to participate" the most, pursuing the development of advanced levels or prompts for individuals beyond a beginning knowledge of gender norms, and emphasize potential action steps to continue raising awareness about gender bias. All results related to the process are reported, as well as summarized in the following table (p.16). Recommendations related to the process are made toward the end of this final report.

Summary of Process-Related Factors

Downloading & Recruitment	Challenges Prior to Hosting	Preparation to Host	Hosting a Conversation	Modifications	Participant Experiences
<ul style="list-style-type: none"> • 98% of online survey respondents (N =51) reported no difficulty downloading the toolkit • 79% of online survey respondents (N = 90) reported they were satisfied with the product • Results from the online survey suggest people are most commonly inviting their friends and family, followed by co-workers; others are using the toolkit in educational settings with students 	<ul style="list-style-type: none"> • 51% of online survey respondents (N =90) cited a lack of time and scheduling as the most common reasons people have not hosted a conversation • The second most cited reason for not hosting, as reported by online survey respondents, regarded feeling uncertain about how to facilitate a conversation 	<ul style="list-style-type: none"> • 62% of hosts who completed the online survey (N =15) reported attending a conversation facilitated by The Women’s Fund prior to hosting their own • Hosts who took the online survey (N=15) and hosts in the community (N=7) felt the design and materials within the toolkit supported the conversation well • Hosts who took the online survey and hosts in the community reported that they commonly engaged in conversations because they had experience as a trained teacher/facilitator 	<ul style="list-style-type: none"> • Results from hosts who took the online survey (N=15) suggested conversations last on average 60-90 minutes • Hosts who participated in the online survey (N=15) and those who hosted in the community (N=7) reported a high level of engagement from participants, seeing women relate well to other women, and raising the awareness of their participants 	<ul style="list-style-type: none"> • 53% of hosts who took the online survey reported they modified the toolkit • Reasons given for modifying included: 1) to better support discussion and student learning; 2) to reorganize the information to make it more accessible to host and participant; 3) to make the questions more action-oriented; and, 4) to have a facilitator in each group • 45% of participants who participated in a conversation facilitated by The Women’s Fund said they’d like the conversation to have tracks or be tailored to people entering the conversation at different levels of awareness 	<ul style="list-style-type: none"> • 70% of participants who participated in conversations facilitated by The Women’s Fund reported they didn’t know other people in the group • 80% of participants who participated in conversations facilitated by The Women’s Fund (N = 20) and 91% in conversations facilitated by community hosts (N=54) reported feeling comfortable during the conversation(s) • 50% of participants who participated in a conversation facilitated by The Women’s Fund said they’d like the conversation to end with an action item or next step to continue engagement in the topic

Key Outcomes

Next, key outcomes are organized by Phase because different questions and items were asked of different groups, depending on their experiences either as individuals who downloaded and potentially chose to host or not to host a conversation (Phase I), participants who attended a Gender By Us™ conversation facilitated by The Women’s Fund of Central Ohio (Phase II), or among individuals who hosted a conversation in the community and participants who attended conversations in the community (Phase III). Lastly, results of a small pilot study examining the effects of the intervention versus a control group are described (Phase IV).

Phase I: Downloading and Hosting in the Community

Overall, we wanted to know how those who downloaded and hosted a conversation perceived their knowledge of gender norms and implicit bias before and after the conversation. Results suggest the perceptions of hosts regarding their knowledge increased after hosting the conversation. For example, scores on items assessing perceived knowledge of gender norms before and after the Gender By Us™ conversation (i.e., on a scale of 1-10) and on items assessing perceived knowledge of implicit bias before and after the Gender By Us™ conversation both increased by 47%. Notably, respondents were more likely to report being moderately knowledgeable (e.g., 4 or 5) about gender norms and implicit bias before hosting the conversation and more likely to report being extremely knowledgeable (e.g. 9 or 10) after hosting the conversation. See Table 1 (or Table 18 in the Appendix for the full breakdown of items).

Table 1. Knowledge Prior and After (N=15; Hosts who took online survey)

	Extremely Knowledgeable (i.e., 9 or 10) PRIOR to hosting	Extremely Knowledgeable (i.e., 9 or 10) AFTER hosting
Gender Norms	38%	85%
Implicit Bias	38%	85%

When asked in an open response question on the online survey, “what, if anything, was learned,” 100% of hosts (N=15) who took the online survey (indicating they downloaded the toolkit) reported they learned something as a result of hosting the Gender By Us™ conversation. Three themes about what hosts learned emerged including increased awareness of the impact of gender norms and implicit bias, the importance of individual experiences, and the differences that exist in experiences generationally. Quotes to support each theme are identified next.

Increased awareness of the impact of gender norms and implicit bias (N=8)

When asked about learning that may have occurred as a result of hosting Gender By Us™ conversations, online survey responses most often cited personal growth in terms of awareness of gender norms and their effects.

- *“I became much more aware of how Gender bias infiltrates every aspect of our culture; and I have become much more aware of my own actions.”*
- *“It really made me question the little things we do in our lives that affect us and those around us in terms of implicit biases. I have learned to become more aware.”*

- *"I learned a lot about how men perceive gender, how it impacts them, and how it impacts those around them. It was insightful for me and the work I do."*
- *"The fact cards were informative as well, providing specific numbers of which I was not previously aware."*

Individual experiences are important to consider (N=5)

Five individual hosts from the online survey also commented about the importance of recognizing and understanding individuals' unique experiences related to gender norms.

- *"Everyone's experiences are unique and different but often going through the same struggle."*
- *"That it is incredibly important for those hosting this discussion to understand intersectionality -- which the gender boxes need to be explained carefully because what may be in the gender box for a white middle class able American heterosexual woman is not the same as what would be in the box for another woman. In other words, gender norms vary by culture and other dimensions of our identity. If people start to note norming behaviors that are predominantly tied to white American women, and the process has not already been contextualized, the facilitator will struggle."*
- *"This facilitation opportunity reminded me of how varying coworkers can be in their understanding of gender and its interplay in everyday happenings."*

Differences in experiences generationally (N=3)

Three hosts said they recognized differences in experiences and understanding of gender bias that can occur based on individuals' ages and generational context.

- *"Amazing to see how younger generations are not as gender-biased as I am -- even when I strive not to be."*

Perceived Outcomes of Participants

When hosts were asked what they perceived their participants learned from the conversation, three themes emerged. These themes included: 1) increased awareness of the impact of gender norms and implicit bias and 2) stories of bias and individual experiences are impactful. Quotes to support each theme are identified next.

Increased awareness of the impact of gender norms and implicit bias (N=10)

In addition to personal learning experienced by Gender By Us™ hosts, 10 hosts said they believe their participants learned about gender norms and implicit bias and thought about the impact of gender bias on themselves and others in a novel way.

- *"It allowed them to think about gender - to have a working definition of gender norms to work from was really important for this group as it is new to them. So I feel that this is a great 101 intro to gender bias and norms and provides great questions and data to inspire deeper conversations."*
- *"I think they learned that each of them have faced gender bias in their lives. They also confronted some of their own gender assumptions. It is quite freeing to realize you view your life through a gender lens."*

- *“One male in my classroom noted that he had been shamed for wearing a feminine shirt as a young boy. The pain and embarrassment stuck with him and influenced him to heighten his masculinity as he grew older. Dissecting that experience helped him to understand how women are coerced into excessive femininity.”*
- *“One person mentioned about being more aware of not attributing pink and blue to girl and boy colors. For them, they didn't think much about it until we had this conversation.”*

Stories of bias and individual experiences are impactful (N=4)

Four hosts commented on the importance of recognizing each person’s unique experiences of gender bias via the online survey. Individuals’ stories are impactful and seem to resonate with hosts and participants.

- *“One woman and all of the women she worked with were denied credit cards of their own. (They needed their husband's name on the application)”*
- *“I think they learned that it's important to listen and hear about other people's experiences when it comes to gender norms. I think they will learn to change the way they think and react to break the cycle of gender norms.”*
- *“One woman talked about her father who was a police officer. She said that her father had many female qualities, (soft spoken, empathetic, and emotional). Through the discussion she came to realize that although police officers are thought to be macho: in fact, it was the feminine qualities he presented that helped him to be as good as he was in his capacity as a policeman.”*
- *“Several young women talked about working in a mostly-male environment. One woman said she was viewed as a peer, having no issues with her colleagues. Another woman said she was very careful about what she wore to work so as to not have her wardrobe become a topic...she has created something like a "uniform," and when she varies (dresses up for a meeting, e.g.), she gets lots of comments on her clothing and looks which makes her uncomfortable. “*

Phase II: Conversations Facilitated by the Women’s Fund

Researchers attended four Gender By Us™ conversations facilitated by The Women’s Fund staff to observe the process by which the intervention is implemented. Additionally, researchers completed 15-minute telephone interviews with 20 individuals (16 women; 4 men) who participated in The Women’s Fund led conversations. Key findings of the observations and interviews are highlighted below. Findings were analyzed using thematic analysis which involves organizing quotes or phrases that are linked by a common theme or idea. Overall, themes or outcomes reported by participants who attended conversations led by The Women’s Fund included: personal benefits of attending a Gender By Us™ conversation and its ability to raise awareness; reports of shifts in definition, attitudes, and/or behaviors; and, increased knowledge and articulation of definitions of gender norms and implicit bias. Themes and quotes of each area are described below.

Personal Benefits: The conversations were described as “enlightening,” “engaging,” “frank,” and “relaxed.” Respondents believe the toolkit is a helpful tool in generating gender bias conversations. The large majority of participants (80%) identified something they liked and/or said they personally benefitted from the conversation.

Personal Benefits

Interviewees cited their conversation(s) as productive, personally beneficial, and a positive means to raise awareness (N=16; 80%)

- *“I thought it [the conversation] was really productive. I think its important work.”*
- *“I’m really intrigued hearing people’s stories. One woman has a high level position in her company and is in charge of these things and then gets really rude comments from board members about her capabilities based on her womanness...hearing these stories, knowing they are happening on a daily basis – are good reminders.”*
- *“I have a deepening awareness of the issues and feel like I have the tools to be more aware of them in my day to day.”*

Shifts in Definition, Attitudes, and/or Behavior: Many interviewees also gave examples of personal shifts in definition, attitudes, and/or behavior, as a result of having participated in a Gender By Us™ conversation (65%); 60% gave an example of a personal shift in attitude or definition as a result of the conversation and 45% gave an example of a personal shift in behavior as a result of the conversation.

Shifts

Personal examples of shift in attitude or definition (N=12; 60%)

- *“It [the conversation] certainly raised a lot of eyebrows...They are pretty startling statistics...It was very interesting for us to realize just how many women are in desperate situations around the state and the city. You know, a lot of how we form our biases so early in life...you don’t realize it, but you’re starting to create that biases even in grade school...and what that does to you as you grow up – how you hire, what the future, I guess, consequences are, of those biases.”*
- *“It was interesting that women were very open about the fact that we all hold the biases and it’s not a male/female issue. I have a deepening awareness of the issues and feeling like I have the tools to be more aware of them in my day to day.”*

Personal examples of shift in behavior (N=9; 45%)

- *“I’ve been more thoughtful that I don’t just clique up with the other ladies at work and I try to mentor the younger male attorneys as well. Maybe men need things too and trying to integrate that into conversations with colleagues.”*
- *“I made a comment here recently about something and a coworker called me out on it. I said something about a job opening and that I had a bad experience years ago working for a woman and I said I didn’t want to work for a woman again...I shouldn’t have taken that one experience and applied it all women. The light bulb went off and I’m learning and trying to be more careful. I then thanked her for calling me out and told her she’s right.”*
- *“I’m more vocal now...I had an opportunity to work with someone I’ve been mentoring. Instead of letting her do all the work, I tried to promote her in a group setting so others could see the positive qualities of her that I see...I used to do that more one on one.”*

Participants Can Define “Gender Norms” and “Implicit Bias”: When asked to define the key terms introduced in the toolkit, 80% were able to define the term “gender norms;” 70% were able to define the term “implicit bias.”

Key Terms Defined

Participants able to correctly define “gender norms” (N=16; 80%)

- *“The way society has typically and historically described how people should behave based on their visual, identifiable gender.”*
- *“I’d say they are the unspoken rules that folks identity as boy or girl – feel influenced by in regards to behavior, dress, from a very young age. For example, girls are taught to play with dolls; boys taught to play with trucks, bats, and balls.”*

Participants able to correctly define, implicit bias” (N=14; 70%)

- *“I’d describe that as ways people are, sort of, automatic cognitive processes that can influence perceptions and behavior in ways that people aren’t necessarily aware of.”*
- *“Those are the things that our brain, through experiences, and you know, education from those around us, are the categories we’ve built about people, group, expectations, --- helps our brain make decisions more quickly, can lead to judge people or groups based on these...it’s embedded and we’re not aware of it.”*

Phase III: Hosts and Participant Outcomes (Facilitated in the Community)

In total, a brief survey was administered to 54 participants who attended conversations in the community with new hosts (i.e., law firms or those who attended at a university function). Overall, outcomes from Phase III are positive, but perhaps also showcase that many individuals who attended community conversations were already aware and knowledgeable about gender norms and implicit bias. Respondents reported increased knowledge of gender norms and implicit bias when asked about their perceptions of knowledge on these topics before and after the conversation. For example, 71% reported they were very or extremely knowledgeable before the conversation, and 93% reported they were very or extremely knowledgeable after the conversation. Thus, knowledge of gender norms, as reported by participants, before and after the conversation increased by 12%. Similar results were identified for knowledge of implicit bias (i.e., 70% very/extremely knowledgeable before versus 85% after the conversation). Scores increased by 15% in relation to participants’ perceptions of reporting being very or extremely knowledgeable about implicit bias after the conversation. While results are positive, it is important to note the majority of participants who attended these conversations (i.e., 70%) felt very or extremely knowledgeable about gender norms and implicit bias. See Table 2 for full results.

Table 2. Knowledge Prior and After (N=54)

	PRIOR to the Gender By Us™ conversation, how knowledgeable were you about the concept of gender norms?	AFTER the Gender By Us™ conversation, how knowledgeable were you about the concept of gender norms?	PRIOR to the Gender By Us™ conversation, how knowledgeable were you about the concept of implicit bias?	AFTER the Gender By Us™ conversation, how knowledgeable were you about the concept of implicit bias?	
	Not at all or	2%	0%	6%	0%

Slightly knowledgeable				
Moderately knowledgeable	27%	7%	24%	15%
Very or Extremely knowledgeable	71%	93%	70%	85%

Respondents in Phase III also reported favorable perceptions of understanding, identifying, and taking action against the negative effects of gender bias. For instance, 89% reported they somewhat or strongly agreed that they “understand the concept of gender norms and how gender bias operates.” Further, 91% stated they would somewhat agree or strongly agree that they would intervene if they noticed the expression of gender bias in their environment. In total, 94% somewhat or strongly agreed they are “committed to challenging the effects of gender bias” as a result of the Gender By Us™ conversation. Considered together, these results suggest the conversations lead to outcomes that may be actionable as people reported high levels of motivation and commitments to challenging the effects of gender norms and implicit bias in the environment. However, without further long-term follow-up, it may be difficult to assess if and how people took action or changed their behaviors. See Table 3 for full results.

Table 3. Knowledge, Skills, Behaviors (N=54)

As a result of the Gender By Us™ conversation...	Strongly or Somewhat disagree	Neither agree nor disagree	Somewhat or Strongly agree
1. I understand the concept of gender norms.	0%	11%	89%
2. I understand how gender bias operates.	0%	11%	89%
3. I feel equipped to accurately identify instances where my actions are impacted by gender norms	2%	13%	85%
4. I am able to identify instances where gender norms may be operating in my environment.	0%	16%	84%
5. I am motivated to find ways to avoid acting on my own biases.	0%	4%	96%
6. I am motivated to intervene if I notice the expression of gender bias in my environment.	0%	9%	91%

7. I am committed to challenging the effects of gender bias in my environment.	0%	6%	94%
--	----	----	-----

Overall, results from Phase III show participants reported positive outcomes related to their participation in the conversations. Participants also reported feeling motivated to avoid their own biases, as well as intervene if they notice gender bias in their environments. Notably, in comparison to hosts who completed the online survey, growth in Phase III participants' self-perceptions regarding knowledge of gender norms and implicit bias were smaller (i.e., 12%-15% versus 47% in Phase I). Results may indicate hosts who facilitate their own conversations learn more about gender norms and implicit bias by teaching the materials to others, while participants who receive the intervention gain greater knowledge and understanding in smaller increments. Further, participants in the community who attended these conversations appear to feel very knowledgeable about gender norms or implicit bias when they enter the conversation. If the goal of this intervention is to raise the awareness and knowledge of individuals who are not aware or knowledgeable about gender norms, hosting conversations in law firms and on university campuses may result in smaller changes in attitudes and behaviors than among people who gain more from these conversations. Importantly, respondents do report high levels of motivation and commitment after attending the conversations, and may be more likely to use their knowledge in actionable ways.

Phase IV: Receiving the Gender By Us™ Conversation Intervention Compared To Those Who Do Not

To reiterate, in Phase IV we recruited two groups of participants and randomly assigned them to a condition. The two conditions included either receipt of the Gender By Us™ intervention (N=11) or a generic control group conversation (N=12). Then all participants completed baseline, post, and two week follow-up surveys. Questions were designed to measure perceptions and changes in perceptions relevant to gender norms and implicit bias.

Valid psychometric instruments were used, in addition to questions created to assess the perceptions of participants about the toolkit. The validated measures used in the study included: 1) The Social Dominance Orientation Scale (Ho et al., 2012), the Modern Sexism Scale (Swim et al., 1995), and the Neosexism Scale (Tougas et al., 1995). Using a data software package, survey data were analyzed by assessing the scale means, standard deviations, and differences within and between the intervention group and the control group in their responses in Phase IV of the study.

Results from the pilot study were analyzed using a repeated measures analysis of variance (ANOVA). ANOVA is a statistical method used to analyze the differences between and within groups. ANOVA analyses assess differences in the means between two different groups (i.e., intervention and control). ANOVA analyses also assess within mean comparisons assess changes over time (i.e., pre-test, post-test and two week follow-up). Thus, using repeated measures ANOVA, comparisons between groups and from the three different time points are compared. Since the samples of both groups are small,

significance level at $p < .10$ was chosen to assess for significant differences between and within groups. Statistical significance at the $p < .10$ level indicates the relationship in two variables is caused by something other than random chance.

Social Dominance. The Social Dominance Orientation Scale (SDO) is a 16-item measure that assesses psychological orientations underlying a person’s preference for group-based dominance and inequality using a 7-point scale (1 = strongly disagree and 7 = strongly agree). Higher scores on the SDO indicate one's degree of preference for inequality among social groups. As such, SDO is negatively correlated with empathy, tolerance, communality, and altruism. Essentially, higher scores represent greater intolerance, while lower scores represent greater empathy and tolerance.

Results from the pilot study showed mean scores for the intervention group on the Social Dominance Orientation Scale (SDO) (designed to assess perceptions of group-based dominance and inequality) did not significantly differ from the control group at post-test or two week follow-up. However, changes in the mean scores between the intervention group and the control group at two week follow-up neared significance ($p = .13$; see Table 4). While results were non-significant at $p < .10$ level, lower scores over reported by the intervention group indicate greater empathy and tolerance when compared to the control group.

Table 4. Social Dominance Orientation Scale Between Group Comparisons

	Intervention (N=11)	Control (N=12)	Between Group Comparisons <i>p</i> value
Pre-test	2.04	2.42	.27
Post-test	1.79	2.28	.15
Two week follow-up	1.77	2.27	.13

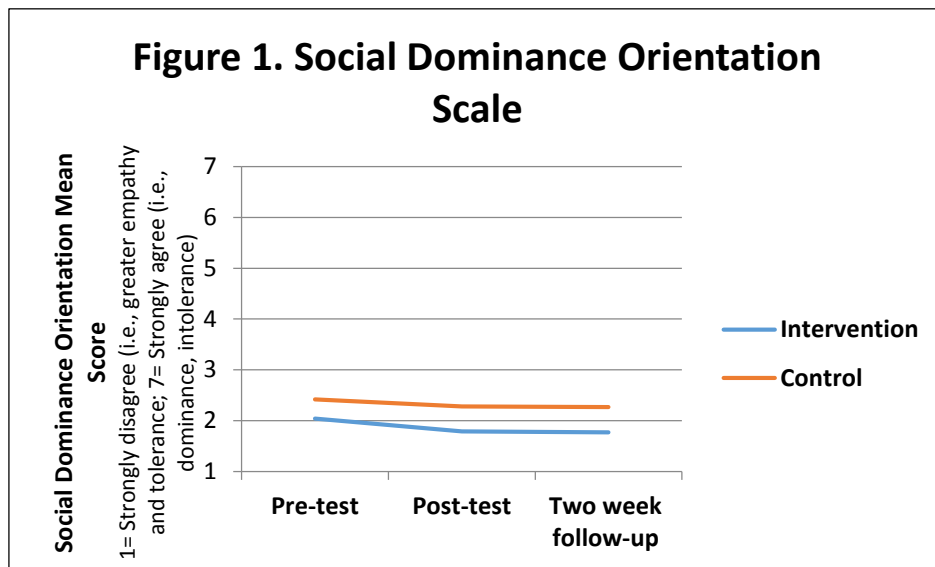
*Significant $p < .10$.

Results from the pilot study also showed mean scores for the intervention group on the Social Dominance Orientation Scale (SDO) decreased from pre-test to post-test, nearing significance ($p = .10$). Similarly, changes in the mean scores for the intervention group from pre-test to two week follow-up neared significance ($p = .13$; see Table 5). While results were non-significant at $p < .10$ level, lower scores over time signify increased empathy and tolerance toward group-based dominance and inequality among participants in the intervention group. Figure 1 shows changes in mean scores on the SDO Scale for the intervention and control groups.

Table 5. Social Dominance Orientation Scale Within Group Comparisons

Changes Over Time	Intervention (N=11)		Control (N=12)	
	Δ	Within Group (Time) <i>p</i> value	Δ	Within Group (Time) <i>p</i> value
Pre-test - Post-test	-.25	.10	-.14	.46
Post-Two week follow-up	-.02	.86	-.01	.98
Pre-Two week follow-up	-.27	.13	-.15	.60

*Significant $p < .10$.



*Please note statistical significance helps quantify whether a result is likely due to chance or the intervention of interest. When a finding is significant, it simply means you can feel confident that's it real and likely associated with the intervention, and not that you just got lucky (or unlucky) in choosing the sample.

Neosexism. In addition to examining perceptions toward inequality in general, participants were asked to complete a scale that assessed their attitudes and perceptions about policies regarding women. The Neosexism Scale developed by Tougas, Brown, Beaton, and Joly (1995) was used to examine this topic among the intervention and control groups at pre-test, post-test, and two week follow-up. The Neosexism Scale examines respondents' (lack of) support for policies designed to enhance the status of women. The scale is measured on a 1-7 scale where 1 = strongly disagree and 7 = strongly agree. According to Tougas et al. (1995) contemporary sexists are under pressure to adopt egalitarian norms, but questions about affirmative action policies allow the neosexist to express underlying negative affect toward women in socially acceptable forms. Thus, higher scores indicate a lack of support for policies designed to enhance the status of women, while lower scores represent support for policies designed to enhance the status of women.

To assess how the intervention and control groups viewed policies toward women, and to examine whether the Gender By Us™ conversation had any effect on these perceptions, researchers conducted a repeated measures ANOVA ($p < .10$) on mean scores between groups and within groups on the Neosexism Scale. Results from the pilot study showed the intervention group mean scores on the Neosexism Scale did not significantly differ from the control group at either pre-test or post-test. Yet, results indicated the intervention group scores at two-week follow-up significantly differed from the control group ($p = .05$; see Table 6). Findings suggest the intervention group reported more support toward policies designed to enhance the status of women at two week follow-up compared to the control group.

Table 6. Neosexism Scale Between Group Comparisons

	Intervention (N=11)	Control (N=12)	Between Group Comparisons <i>p</i> value
Pre-test	1.47	1.87	.14
Post-test	1.60	1.83	.37
Two week follow-up	1.45	1.94	.05*

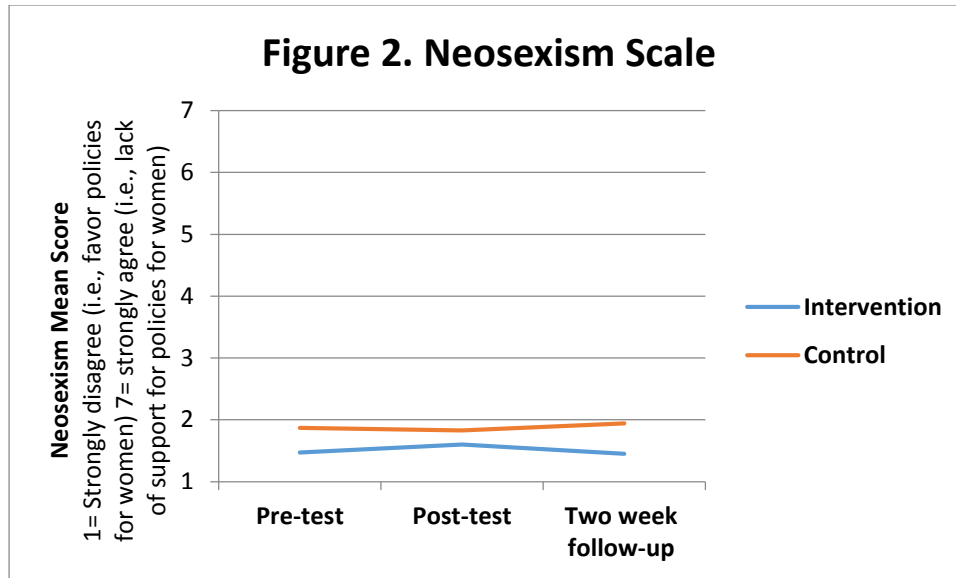
*Significant $p < .10$.

Comparisons within groups (across time points) further revealed the intervention groups mean scores significantly differed over time from pre-test to post-test (.13; $p = .05$), while the control groups scores did not see significant changes over time (See Table 7). Mean scores indicate participants in the intervention group reported an increased lack of support for policies designed to enhance the status of women at post-test compared to at pre-test. Findings indicate immediately after the conversation the intervention group was significantly more likely to lack support for policies designed to enhance the status of women compared, however at two week follow-up scores show levels of support almost mirrored perceptions reported at pre-test. Future research examining why participants reported increased lack of support about how they felt toward policies that aim to enhance the status of women after the intervention may be needed to better understand these results. Perhaps people felt policies would not help women, rather challenging gender norms or implicit biases would need to happen first in order to see change. Figure 2 shows changes in mean scores on the Neosexism Scale for the intervention and control groups.

Table 7. Neosexism Scale Within Group Comparisons

Changes Over Time	Intervention (N=11)		Control (N=12)	
	Δ	Within Group (Time) <i>p</i> value	Δ	Within Group (Time) <i>p</i> value
Pre-test - Post-test	.13	.08*	-.04	.37
Post-Two week follow-up	-.15	.17	.11	.73
Pre-Two week follow-up	-.02	.82	.07	.84

*Significant $p < .10$.



Gender discrimination. To examine gender discrimination and a lack of sympathy for women’s issues, researchers used The Modern Sexism Scale (Swim et al., 1995) at post-test and two-week follow-up for both the intervention and control groups. This scale was not asked at pre-test so as not to indicate to the control group the purpose of the study. The Modern Sexism Scale (Swim et al., 1995) assesses denial that gender discrimination continues to exist, resulting in unsympathetic resistance to gender equality efforts. Higher scores on this scale represent greater acknowledgement of gender discrimination, while lower scores represent denial of gender discrimination. The scale is measured on a 1-5 scale where 1 = strongly disagree and 5 = strongly agree.

Researchers conducted a one-way ANOVA ($p < .10$) on mean scores between groups and within groups on the Modern Sexism Scale. Results from the ANOVA showed the difference between mean scores of intervention group (who participated in Gender By Us™) and the control group were statistically significantly at post-test ($p = .00$; see Table 8). Findings indicate the intervention group had higher scores, representing greater acknowledgement of gender discrimination compared to the control group initially following the intervention, but their scores more closely reflect the control group at two week follow-up.

Table 8. Modern Sexism Scale Between Group Comparisons

	Intervention (N=11)	Control (N=12)	Between Group Comparisons <i>p</i> value
Post-test	4.31	2.91	.00*
Two week follow-up	2.20	2.45	.10

*Significant $p < .10$.

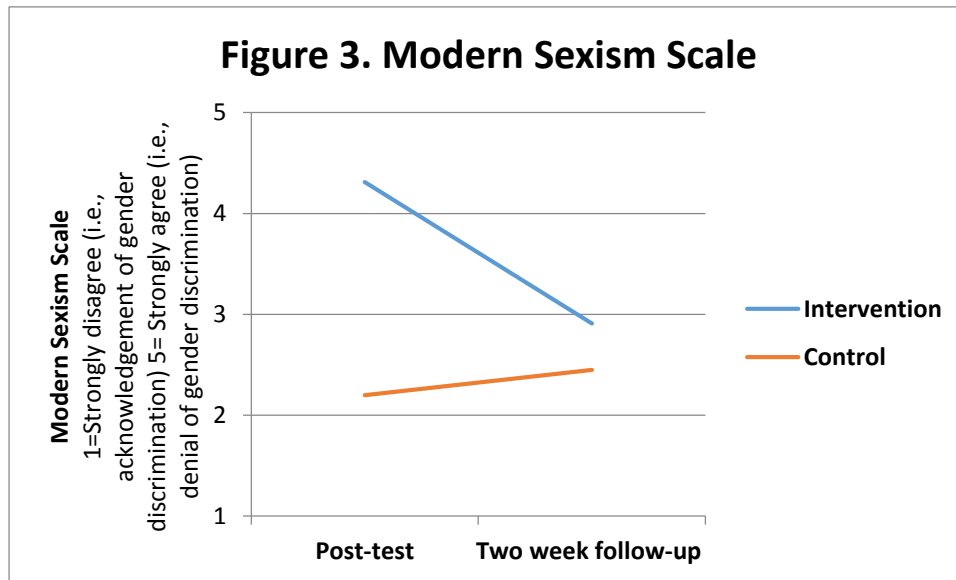
When comparing changes over time, results of paired samples t-tests showed both groups mean scores

significantly decreased over time. The intervention group significantly decreased (-2.11; $p = .00$), as did the control group (-.45; $p = .04$; see Table 9). Results may suggest the intervention played a role in increased acknowledgement of gender discrimination at post-test, but two weeks after the intervention participants were more likely to deny gender discrimination and reflect the control group. For the control group, scores were low to begin with and decreased (indicating higher levels of denial) from post-test to two week follow-up. Figure 3 shows changes in mean scores on the Modern Sexism Scale for the intervention and control groups.

Table 9. Modern Sexism Scale Within Group Comparisons

Changes Over Time	Intervention (N=11)		Control (N=12)	
	Δ	Within Group (Time) p value	Δ	Within Group (Time) p value
Post-Two week follow-up	-2.11	.00*	-.45	.04*

*Significant $p < .10$.



Participants also were asked about their perceptions of the conversations they engaged in with the other people in attendance. The measure was designed to examine how participants perceived the conversations, and what, if any, influence it has on their ability to identify gender norms and motivations to intervene if they notice gender bias in their environment. The scale was 10-items measured on a 1-5 scale with 1 = strongly disagree and 5 =strongly agree. Thus, higher scores on the items and overall on the scale indicate more favorable perceptions of awareness, knowledge, and behaviors toward gender bias. To explore participant responses, a mean score for each item was calculated, along with an overall mean score. Using an independent samples t-test the overall mean scores were compared to one another to see if they differed significantly from one another at $p < .10$ level.

Results showed the intervention group item means were higher on items such as “As a result of the conversation I am able to identify instances where gender norms may be operating in my environment.” Moreover, results showed the interventions group overall mean score (3.90) significantly differed from the control group (3.07; $p=.00$).

Table 10. Perceptions of the Conversation (Item Means and Overall Mean)

Items	Intervention Mean	Control Mean
1. I was comfortable expressing my thoughts during the conversation.	4.27	4.25
2. I personally benefitted from the conversation.	3.91	3.58
3. My understanding of gender norms was enriched by participating in the conversation.	3.64	2.64
4. My understanding of implicit bias was enriched by participating in the conversation.	3.45	3.00
5. As a result of the conversation I understand how gender bias operates.	3.45	2.67
6. As a result of the conversation I feel equipped to accurately identify instances where my actions are impacted by gender norms.	3.60	2.50
7. As a result of the conversation I am able to identify instances where gender norms may be operating in my environment.	4.00	2.58
8. As a result of the conversation I am motivated to find ways to avoid acting on my own biases.	4.18	3.50
9. As a result of the conversation I am motivated to intervene if I notice the expression of gender bias in my environment.	4.18	2.92
10. As a result of the conversation I am committed to challenging the effects of gender bias in my environment.	4.27	3.00
Overall Mean Score*	3.90	3.07

Note. 1 = Strongly disagree; 5 =Strongly agree. *Significant $p <.10$. Item frequencies for both the intervention and control group are presented in Table 34 in the Appendix.

Qualitative responses. Lastly, the intervention and control groups were asked open ended questions about their experiences and behaviors after attending the conversations. Results are summarized in two tables. The first table below compares binary responses (e.g. either yes/no or correct/incorrect) to the qualitative survey between the Gender By Us™ intervention group and the control group, which received the faux toolkit. Results are organized by each group and whether or not the question was from the initial post survey immediately after the conversation, or post survey 2-weeks later, or both. The second table provides more detail and explanation regarding the same responses and includes quotes to better illustrate the meaning behind the data.

Group Comparisons of Qualitative Survey Responses: Content Analysis

Question	Gender By Us™ Intervention Group (N=11)		Control Group (N=12)	
	Post	2-week Post	Post	2-week Post
As a result of the conversation you participated in, did you learn anything new? If yes, please give an example.	8 – Yes (73%)	n/a	5 – Yes (42%)	n/a
Has participating in the conversation changed any of your thoughts/beliefs about gender norms and roles? If yes, please explain.	5 – Yes (45%)	5 – Yes (45%)	0 – Yes (0%)	1 – Yes (9%)
Has participating in the conversation changed any of your actions or behaviors related to gender norms and roles, in the past 2 weeks since completing the last survey? If yes, please explain.	n/a	2- Yes (18%)	n/a	0 – Yes (0%)
Since the last survey, 2 weeks ago, are you doing anything differently, as a result of having had the conversation? If yes, please explain.	n/a	6 – Yes (54.5%)	n/a	3 – Yes (25%)
Did you do anything (i.e., post to social media, make a phone call, send an email, ask for a raise)?	n/a	5 – Yes (45%)	n/a	0 – Yes (0%)
Did you tell anyone about the conversation you had? If so, what did you tell them?	n/a	7 – Yes (64%)	n/a	4 – Yes (36%)
In your own words, how would you explain the term, “gender norms?”	11 – Correct (100%)	11 – Correct (100%)	10 – Correct (83%)	11 – Correct (92%)
In your own words, how would you explain the term, “implicit bias?”	9 – Correct (82%)	11 – Correct (100%)	7 – Correct (58%)	6 – Correct (50%)

Group Comparisons of Qualitative Survey Responses: Focus on Interpretation and Quotes

Question	Gender By Us™ Intervention Group (N=11)	Control Group (N=12)
As a result of the conversation you participated in, did you learn anything new? If yes, please give an example.	<p>8 – Yes (73%) (post)</p> <p>Of the 8 people who said they learned something new from their conversation, 6 gave examples specific to the impact of gender norms and/or implicit bias.</p> <ul style="list-style-type: none"> • <i>Women on average (average being our group) don't ever think about asking for a raise or compensation.</i> • <i>I learned how hard it can be to ignore or overcome implicit bias.</i> • <i>I was shocked to learn that our male group member didn't get any paid paternal leave for either of his children - instead had to use vacation time. I also was surprised how common many of our experiences were.</i> 	<p>5 – Yes (42%) (post)</p> <p>While 5 people in the control group said they learned something new from their conversation, none reported learning anything specific to the impact of gender norms or implicit bias.</p> <ul style="list-style-type: none"> • <i>I learned many new things like people's names and opinions, but nothing of significant impact to my life.</i>
Has participating in the conversation changed any of your thoughts/beliefs about gender norms and roles? If yes, please explain.	<p>5 – Yes (45%) (post)</p> <p>5 people said that the Gender By Us™ conversation changed their thoughts or beliefs about gender norms and roles immediately after the conversation (post survey) and again when surveyed 2 weeks later.</p> <ul style="list-style-type: none"> • <i>It confirmed a need to be mindful and examine gender normative roles on an individual basis.</i> • <i>Definitely yes. I was surprised by how subtle some of these beliefs can be. I will be on the lookout for them now - for all genders, whereas before I had really only considered what it was like from my own.</i> <p>5 – Yes (45%) (2-wk post)</p> <p>Similarly, at the 2-week post survey, 5 people said the conversation changed increased their awareness of the impact of gender norms and implicit bias.</p> <ul style="list-style-type: none"> • <i>Yes, we talked about a lot of things that I had not really spent much time thinking about previously. Once it was brought to my attention, it has been much easier to spot their influences in our society. It seems to be lurking in the back of my mind continually.</i> 	<p>0 – Yes (0%) (post)</p> <p>None of the participants said the conversations changed any of their thoughts or beliefs about gender norms and roles after the conversation (post survey).</p> <ul style="list-style-type: none"> • <i>No. Gender norms or bias didn't really come up...</i> <p>1 – Yes (9%) (2-wk post)</p> <p>Two weeks later, when surveyed again, one person reported having changed thoughts or beliefs as a result of the conversation. She wrote that the she was stimulated to research the definition of key terms (gender norms and implicit bias) after completing the initial post survey. The control group received definition cards for the terms, "belief" and "stereotype;" they did not receive the definitions cards for "gender norms" or "implicit bias."</p> <ul style="list-style-type: none"> • <i>YES, I was not aware or exposed to the terms gender norms or implicit bias. So after the survey's I researched these terms." has always been my motto.</i>

	<ul style="list-style-type: none"> • <i>It has made me more aware of the different experiences women have in the work force.</i> 	
Has participating in the conversation changed any of your actions or behaviors related to gender norms and roles, in the past 2 weeks since completing the last survey? If yes, please explain.	<p>2- Yes (18%) (2-wk post) Just 2 people reported a change in behavior or a specific action as a result of participating in the Gender By Us™ conversation. However, this was more than the control group.</p> <ul style="list-style-type: none"> • <i>Yes I've been mentoring this woman at work and standing up for myself more.</i> • <i>Yes...it has helped me have these conversations with others when the opportunity presents itself</i> 	<p>0 – Yes (0%) (2-wk post) No one reported a change in behaviors or action related to gender norms or roles as a result of their conversation. One participant noted that her small group conversation did not address these topics:</p> <ul style="list-style-type: none"> • <i>No because we did not address the topic of gender norms or roles in our conversations.</i>
Since the last survey, 2 weeks ago, are you doing anything differently, as a result of having had the conversation? If yes, please explain.	<p>6 – Yes (54.5%) (2-wk post) More than half of participants reported they were doing something differently (e.g. a change in awareness, increased empathy, increased self-assertiveness), 2 weeks after their conversation:</p> <ul style="list-style-type: none"> • <i>Examining my implicit biases.</i> • <i>I take a moment to think before I respond. I try to put myself in the other person's perspective and try to understand why they may think/feel/say/do something.</i> • <i>Yes standing up for myself and being less apologetic and feeling more deserving.</i> • <i>I'm paying more attention to how women are being treated at my work.</i> 	<p>3 – Yes (25%) (2-wk post) 3 participants reported they were doing something differently (e.g. increased awareness and thoughtfulness), 2 weeks after their conversation. As conversation prompts were more general and/or encompassing of issues besides just gender (e.g. race, disability, age, etc.), responses reflected this. None commented specifically on the impact of gender norms.</p> <ul style="list-style-type: none"> • <i>I'm trying to be more aware of my thoughts and reactions to other people.</i> • <i>Considering ageist beliefs more.</i> • <i>If anything, I think more about whether my actions may result in unintended discrimination or bias against a certain group of people.</i>
Did you do anything (i.e., post to social media, make a phone call, send an email, ask for a raise)?	<p>5 – Yes (45%) (2-wk post) Five participants responded that within the 2 weeks since completing the Gender By Us™ conversation that they participated in a related activity:</p> <ul style="list-style-type: none"> • <i>Started saying no to unreasonable requests at work.</i> • <i>Yes, I applied for a job that I previously thought I was under-qualified for (I didn't get the job).</i> 	<p>0 – Yes (0%) (2-wk post) Two weeks later, no one reported completing any specific activity as a result of participating in the conversation.</p> <ul style="list-style-type: none"> • <i>No. Just drove home.</i>
Did you tell anyone about the conversation you had? If so, what did you tell them?	<p>7 – Yes (64%) (2-wk post) The two males in the group both said they told their wives about the conversation. Additionally, other participants commented on discussing gender norms and implicit bias</p>	<p>4 – Yes (36%) (2-wk post) While 4 people reported telling others they participated in the conversation study, just 1 shared anything related to content discussed.</p>

	<p>with others after of the conversation:</p> <ul style="list-style-type: none"> • Yes. I told them about gender norms and implicit bias and how surprised I was to see the words we came up with the box exercise. • Just one person. I told her about the conversation and how we were discussing gender norms and specifically women in society and the biases that they encounter. This wasn't anything new to her, but she did find it interesting that an active conversation on the topic was constructed, and that those involved were as open as they were. 	<ul style="list-style-type: none"> • I discussed a few items of conversation. I mentioned the varying levels of participation in the conversations. And I discussed my thoughts about the conversations - mostly feeling that I could see my own opinion and the difference between it and others. • I told them that we had a conversation and then I answered questions that asked about topics not discussed in my group.
In your own words, how would you explain the term, "gender norms?"	<p>11 – Correct (100%) (post and 2-wk post)</p> <p>All participants correctly defined the term, "gender norm" on the post survey and again on the 2-week post survey.</p> <ul style="list-style-type: none"> • Society's beliefs and expectations of what a woman is/should be and what a man is/should be. • Societal beliefs about what a woman or man should or should not be. These rules may not be stated outright, but are generally accepted by most. • Gender norms are expectations of one gender based on socially imposed/accepted perceptions. 	<p>10 – Correct (83%) (post)</p> <p>As previously mentioned, the control group was read the definitions for "belief" instead of "gender norms." Despite this, 10 of 12 participants were able to correctly define gender norms on the initial post survey.</p> <ul style="list-style-type: none"> • Societal and cultural expectations of looks, behaviors, actions, beliefs, based on gender only. <p>11 – Correct (92%) (2-wk post)</p> <p>Two weeks later, 11 of 12 participants provided a correct definition for "gender norms."</p> <ul style="list-style-type: none"> • The way that people are expected to act according to their gender. For instance, as a woman I should wear makeup, style my hair, wear dresses, and enjoy "girly" activities, while my husband should enjoy working with his hands or outdoors, and hunt or fish.
In your own words, how would you explain the term, "implicit bias?"	<p>9 – Correct (82%) (post)</p> <p>Nine of 11 participants were able to defined implicit bias on the post survey immediately after the Gender By Us™ conversation.</p> <ul style="list-style-type: none"> • Unconscious thoughts and reactions to groups which are built on preconceived notions and false generalizations that discount the individuality in individuals. <p>11 – Correct (100%) (2-wk post)</p> <p>Two weeks later, all 11 respondents provided correct definitions for "implicit bias."</p>	<p>7 – Correct (58%) (post)</p> <p>The control group was read the definition of "stereotype" instead of "implicit bias." Immediately after the conversation, 7 of 12 participants gave a correct definition of implicit bias:</p> <ul style="list-style-type: none"> • Internalized, subconscious, naturally occurring bias imposed by experience, culture, society, and upbringing. <p>6 – Correct (50%) (2-wk post)</p> <p>Two weeks after the conversation, 6 of 12 participants provided correct definitions for implicit bias."</p> <ul style="list-style-type: none"> • Implicit bias is one's own bias towards an individual based on their race, religion, sex, etc. that a person doesn't realize

	<ul style="list-style-type: none">• <i>Unconscious or passively learned perceptions of people that derive from being immersed in a culture that tacitly teaches us to associate certain traits with specific groups of people.</i>• <i>The unconscious thoughts and opinions that we have about groups that differ from our own (though those thoughts are often in comparison to our own) that impact our thoughts, actions, and reactions with those different groups.</i>	<p><i>immediately that they hold. It is how they interact with these individuals, different from others, based on their bias.</i></p>
--	---	---

Other/General comments from Gender By Us™ intervention group:

- *“This could be beneficial to others not included in study.”*
- *“Thank you to everyone who put this on. It was a really great experience.”*
- *“I would have liked more time to talk to group...I feel like the conversation could have lasted for hours and I might have had more opportunity to learn from others' experiences.”*
- *“It was nice to talk about some of these issues and to bring it to the front of my mind!”*

Overall, the large majority of the 23 participants in the pilot study demonstrated high levels of awareness regarding gender norms and implicit bias. This is evidenced by their ability to correctly define these terms immediately after the conversation and again 2-weeks later. However, the Gender By Us™ participants more often provided correct definitions at both time points when compared to the control group. Moreover, for every qualitative question, a side by side comparison demonstrates that the Gender By Us™ intervention group reported more positive responses at each time point surveyed. When compared to the control group, the Gender By Us™ participants were more likely to report learning something new, changing thoughts or beliefs, changing actions or behaviors, and communicating with others about their conversation.

Summary of Key Outcomes

Key outcomes were explored using an experimental approach to provide information about how the Gender By Us™ conversation may influence different groups of people. Overall, findings indicate attending the Gender By Us™ conversation had a small, but positive effect on participants in the intervention group compared to the control group. Gender By Us™ participants demonstrated increased empathy and tolerance toward group-based dominance and inequality and more favorable perceptions of policies designed to enhance the status of women when compared to those in the control group, suggesting that the toolkit and subsequent conversation may have increased participants' awareness and shifted attitudes about the impact of gender norms. However, future research with a larger sample is needed to better understand the influence of the intervention on participant outcomes.

Results further suggest the intervention can result in positive attitudes and perceptions toward women and policies that aim to enhance the status of women. However, the effects of the conversations may be short-term. For example, results from the Modern Sexism Scale indicated the intervention group had significantly higher scores than the control group at post-test, suggesting greater acknowledgement of gender discrimination. However, at two-week follow-up the intervention group scores no longer differed from the control group. Results may suggest the effects of the intervention raise awareness about the influence of gender discrimination and bias, but without additional boosters, participants reverted back to denial about the influences of bias in their environment. Decreased scores from post-test to two week follow-up also were significant; perhaps indicating as more time went by the participants became more likely to deny the presence of gender discrimination.

Moreover, results showed the intervention and control group mean scores on the SDO decreased over time, indicating greater empathy and intolerance toward group-based dominance and inequality.

However, the intervention group did not significantly differ from the control group at post-test or two week follow-up. Further, results also suggest the intervention group perceptions of empathy, tolerance, communality, and altruism toward inequality among groups did not significantly increase or decrease as a result of participating in either the Gender By Us™ conversation.

Favorable results were found when exploring how the Gender By Us™ conversation influences perceptions toward policies that aim to enhance the status of women. The intervention group was more supportive of policies designed to enhance the status of women at two week follow-up compared to the control group. Results further indicate the intervention group reported less favorable attitudes about policies that aim to enhance the status of women immediately after participating in the Gender By Us™ conversation (as evidenced by a statistically significant difference in scores from pre-test to post-test).

Furthermore, the perceptions of the intervention group were significantly more favorable than the control group about how the conversation helped them to identify gender norms and motivated them to intervene if they notice gender bias in their environment. Qualitative results corroborated these findings as the intervention group reported more positive responses at each time point surveyed. Further, the intervention group reported higher frequencies of discussing the conversation with other people or taking action in some way. These results suggest the toolkit and its intentional design and message do more than a generic conversation about diversity and other topics to raise awareness, increase knowledge, and motivate behaviors that seek to challenge rigid gender norms.

To summarize findings related to outcomes, the following table summarizes the findings from each phase. Based on a synthesis of the results, recommendations are described next to build upon, improve, and better disseminate the Gender By Us™ toolkit.

Key Outcomes By Phase

Phase I: Online Survey of Stakeholders Who Received or Downloaded toolkit (N=90)	Phase II: Individual Interviews with Participants of Gender By Us™ Conversations Hosted by The Women’s Fund (N=20)	Phase III: Interviews with Gender By Us™ Hosts in the Community (N=70) and Surveys of Their Participants (N=54)	Phase IV: Pilot Study - Gender By Us™ Conversation Participants Compared to Control Group (N=23)
<ul style="list-style-type: none"> • Scores on items assessing perceived knowledge of gender norms before and after the Gender By Us™ conversation (i.e., using a scale of 1-10) and on items assessing perceived knowledge of implicit bias before and after the Gender By Us™ conversation both increased by 47%. • Qualitative outcomes for hosts: Increased awareness of the impact of gender norms and implicit bias (N=8); the importance of considering individual experiences (N=5); and, differences in experiences generationally (N=3) • Qualitative outcomes for participants (perceived by hosts): Increased awareness about gender norms and implicit bias (N=10); and about the impact of stories of bias and individual experiences (N=4) 	<p>Qualitative outcomes:</p> <ul style="list-style-type: none"> • 80% said the conversation was personally beneficial and increases awareness (N=16) • 80% were able to define the term “gender norms” • 70% were able to define the term “implicit bias” • 65% reported a shifts in attitude or definition (N=12) • 45% report a shift in behavior (N=9) such as mentoring males and females, applying for job, speaking up • Participants who previously attended a Gender By Us™ conversation were able to define key terms: <ul style="list-style-type: none"> ○ 80% defined gender norms (N=16) ○ 70% defined implicit bias (N=14) 	<ul style="list-style-type: none"> • 71% of respondents reported they were very or extremely knowledgeable of gender norms before the conversation and 93% reported they were very or extremely knowledgeable after the conversation (i.e., scores increased by 22%). • 89% reported they somewhat or strongly agree that they understand the concept of gender norms and how gender bias operates • 91% stated they would somewhat or strongly agree that they would intervene if they noticed the expression of gender bias in their environment • 94% somewhat or strongly agreed that they are committed to challenging the effects of gender bias as a result of the Gender By Us™ conversation 	<ul style="list-style-type: none"> • SDO scale scores decreased from pre-test to post-test, and from pre-test to 2-week follow-up, nearing significance ($p = .10$ and $p = .13$, respectively). While results were non-significant, lower scores signify increased empathy and tolerance toward group-based dominance and inequality among participants in the intervention group • Neosexism Scale results showed the intervention group was more supportive of policies designed to enhance the status of women at two week follow-up compared to the control group ($p = .05$) • The overall perceptions of the intervention group were significantly more favorable than the control group about how the conversation helped them to identify gender norms and motivated them to intervene if they notice gender bias in their environment ($p = .00$).

RECOMMENDATIONS

Recommendations are organized in two sections. First, recommendations related to the process are offered, followed by broader recommendations to continue to improve and better disseminate the Gender By Us™ toolkit.

Recommendations to Improve the Process

Several themes emerged as participants provided suggestions for improving the Gender By Us™ toolkit or its facilitation. These are to: 1) conclude the conversations with practical action steps and 2) develop various “levels” of the conversation to match degrees of awareness of participants. Additional suggestions mentioned much less often included the promotion and marketing of the toolkit to larger audiences, tailoring the toolkit to different professions (e.g. legal or healthcare), and providing suggestions for how to increase engagement in Gender By Us™ conversations among men and individuals in leadership positions. All participant recommendations are listed below in the order of frequency mentioned.

End Conversations with Action Step(s): To improve Gender By Us™, the most commonly suggested recommendation (50% of participants) among those interviewed was to end conversations with action steps to maintain engagement and promote change ongoing. Participants are eager to maintain the momentum initiated by the Gender By Us™ conversation and seek to advance their personal knowledge and ability to critically think about gender issues.

Participants explicitly request that conversations end with action item (N=10)

- *“I find discussions like this, like a wrap session. People talk, but there’s nothing actionable. Women talking about topics we always talk about, but nothing seems to change.”*
- *“Great conversation starter [emphasis added]. But, then what are we going to do...how to we continue conversations, move them along? The kit gets people through step #1, but it feels like there’s more, need step #2, etc...Additional conversation guidance for people doing repeat conversations to move agenda forward. Maybe results oriented following first conversation and setting up continued conversations.”*
- *“Maybe give homework...nothing told me what to do when I left...What do I do next? Give a challenge...or something that drives some level of accountability to ourselves, profession, improving the whole. People need action items to affirm their time...and this is why this is important and this is what you do next. If I invite them [The Women’s Fund] back, do we get follow up? I don’t know what that looks like, but busy people like stuff that moves the ball...”*
- *“We all agree that this is important, but what is the next step? I can have 15 conversations, but if I’m not advocating on a bigger level, what’s the point? I’ve had lots of conversations, but nothing changes. What’s the end game here? Can we use this to advocate for something in particular? The idea is to get people to do things differently, but how?”*

Create Various Levels of Conversations: The second most common recommendation from those who attended conversations facilitated by The Women’s Fund (45% of participants; N=20) was for the development of various levels of conversation. Most interviewees thought the toolkit was ideal for those new to the gender norms discussion. However, those who had greater awareness of gender bias and those who attended multiple conversations reported a desire to advance their knowledge and cultivate more critical thinking about related issues.

Participants look to advance their awareness of gender norms beyond what is provided in toolkit (N=9)

- *“I’d make the toolkit and conversation more targeted to the audience, to people maybe already sensitive to these implicit biases re: gender, race, age, etc...taking us to next few steps ahead...it needs some provocative questions where we think. The questions – from the cards – didn’t generate new knowledge for us.”*
- *“My personal preference: I’d like a more in depth look and analytical lens on these issues. I want to think, talk more critically.”*
- *“In certain contexts, you might lose an audience who has more exposure to these things.”*
- *“I was surprised with how elementary the discussion was.”*
- *“I understand how it might be helpful for people who’ve never thought about it before, but for most of the people in my group – we were 3 steps ahead of it. Doesn’t start the conversation where my group needed it to start.”*

Consider a “Check-In” of Small Group Conversation: While most participants were pleased with both large and small group conversation facilitation, 25% of interviewees who attended conversations facilitated by The Women’s Fund (N=20) reported feeling frustrated with the small group experience. Since small groups did not have a designated moderator, participants said 1) waiting for a natural group leader to emerge delayed the conversation; 2) a couple individuals monopolized the discussion; and/or 3) the conversation did not progress beyond sharing negative personal experiences.

Participants think small group needs a facilitator or monitor (N=6)

- | | |
|---|--|
| <p>A couple of individuals monopolized small group discussion (N=2)</p> | <ul style="list-style-type: none"> • <i>“One of the members of the group monopolized it and that ended up being not a really positive experience.”</i> • <i>“Without a moderator or something taking charge it can go off the rails ...it turned into sharing of war stories and I don’t think anyone left learning anything new. I think people had a good time, felt like a cocktail party, but not what I think the exercise was meant to achieve.”</i> |
| <p>Conversation got stuck on negative experiences (N=2)</p> | <ul style="list-style-type: none"> • <i>“I think the small groups need a facilitator or a check-in – a trained facilitator would be great or someone to lead the group to keep it moving along the path that it is intended.”</i> |

Lack of leadership
delayed conversation
(N=1)

- *“The small group kind of made the assumption that I would lead the small group conversation and I wasn’t ready for that...maybe it would be helpful to assign someone. We stared at each other for a while before I took the lead...”*

Provide Suggestions for How to Engage Others to Come to Conversations: Some participants who attended conversations facilitated by The Women’s Fund expressed concern and urgency about engaging those who are not yet joining Gender By Us™ conversations. Men and other individuals in positions of power were explicitly identified as key stakeholders missing from conversations (20%).

Participants commented about the need to actively engage more male participants and other individuals in positions of power (N=4)

- *“I don’t make policy. Managing partners do and they didn’t attend.”*
- *“We need different people in the room who didn’t self-select. Many managing partners didn’t come nor did they send representatives. Most managing partners are men. There were only a small handful of men there.”*
- *“As a female in the organization, you struggle to get the next opportunity...the message in the exercise is extremely powerful, but you might be preaching to the choir. I think about the moms who are worried about putting food on the table for the kids...we need to get to the people who have the power to make the real change. You need to get to the senior leaders, which are all guys, who may or may not sympathize with the people we are trying to empower.”*

Explicitly and/or Personally Invite Male Participants: Relatedly, researchers asked male interviewees (N=4) who attended conversations facilitated by The Women’s Fund about their suggestions for increasing receptivity and attendance among male stakeholders. Men spoke about the importance of clear, personalized invitations to the conversations. They also talked about the value of having a male leader participate and encourage others to participate. This was further echoed by one female participant noted the powerful influence of her male superior’s invitation to a Gender By Us™ conversation: *“I was very interested in the conversation and the fact that the invitation came from a male managing partner from a firm...I recruited my partner and we went together.”*

Personalize invitations to male guests (N=4)

Highlight the
desire for male
attendance in
invitations:
(N=2)

- *“I think it needs to be emphasized in the invitation that male attendance is encouraged... If you look at the organizing party, it comes from a women’s organization – you don’t want to be the ‘guy crashing the party,’ so to speak...making it more clear that men are welcome might be helpful. It took a nudge like that for me to respond...”*
- *“Ask companies in the chamber of commerce, and ask people, men specifically to participate. In our office, we’d get a few, men who would do that...ask*

organizations to specifically send men – our diversity and inclusion people would listen to that.”

Find trusted male “champions” to recruit other men to attend (N=2)

- *“...find a couple of champions with respect in a company and elevate that person within the event space. Don’t position them as an expert, but as a participant to energize and others. I’m not sure that has a lot of data behind it, but finding good champions is important. Otherwise some men may feel the conversation is aimed at them, may lead to blame and shame...Ask men specifically, invite as guests with a trusted peer...gathering male involvement is really hard and you need more men to make more men feel comfortable attending and learning.”*
- *“...an invitation is important. An invitation from someone people know, like, are familiar with – a spouse, respected peer, etc.”*

Increase the marketing of the Gender By Us™ toolkit to larger audiences (15%): When asked for recommendations on how to improve the toolkit or its resulting conversations, 3 out of the 20 individuals interviewed who attended conversations facilitated by The Women’s Fund suggested that The Women’s Fund should promote Gender By Us™ to audiences outside of the Columbus area and to other groups and organizations who have not yet experienced it.

- *“If you want it to be outside central Ohio, you could have more generic or national stats...I do like it – I’m all about promoting that idea.”*
- *“I think maybe getting to a larger audience from a facilitation standpoint...some big companies, at least on the surface appear supportive, but there are many others who need to get more engaged in this. This isn’t reflective of the kit, but the promotion of the toolkit might be lax. It may be more marketing than anything else.”*

Tailor the toolkit materials to specific professions (15%): Another 3 individuals interviewed said they would like to see The Women’s Fund offer a kind of personalization of the toolkit for different professions (e.g. attorneys, physicians). Respondents said some gender-related issues are unique to different kinds of careers and/or businesses and altering the conversation prompts could make them more meaningful to the context.

- *“Do they have the resources and desire to tailor some of the conversation cards or points even more to the specific profession or industry that they are occurring in? Maybe it’s a mix of general questions, but for a legal profession or medical profession you have additional questions or conversation points, that are unique to that field.”*

Individuals interviewed who hosted conversations in the community (N=7) also noted several areas for improvement such as providing more background on dual gender conversations, providing hosts with other forms of media, and making sure hosts know upfront that snacks and beverages may be one way to increase the comfort of participants [this recommendation is made in the existing toolkit, but perhaps should be further emphasized].

More Research: Three of the hosts who facilitated conversations in the community reported wanting more research on the intervention and capturing outcomes associated with the Gender By Us™ toolkit.

- *“There’s not a lot of research looking at how this kind of intervention changes anything. Seems like more intensive, deliberate conversations are needed to really make an impact, at least based on the research I’m familiar with. I guess I think maybe if facilitators had more training these could be more effective, but that’s from the little I know about related research in my field. I do think facilitation is important.”*
- *“I think this has the potential to go into any setting and environment and generate interesting conversations. The challenge to The Women’s Fund is being able to capture impact in terms of awareness and options changing.”*
- *“How do you actually measure the outcomes? What are the goals? How are we getting to these goals by getting this?”*

Provide Background on Dual Gender Conversations: One of the hosts who facilitated a conversation in the community mentioned, *“Maybe a little background about how in dual gender conversations how to address the elephant in the room. I think that thing at bringing a male versus female is meant to bring everyone in, but I wonder if it still doesn’t make some people uncomfortable.”*

Offer Other Forms of Media to Download: Another host who facilitated a conversation in the community stated, *“I think the pdf online is difficult. I didn’t want to cut the paper and they weren’t really cards – extra prep would be needed to make them useable – so I think other forms of media are needed.”*

Explicitly Suggest Hosts Have Snacks to Increase the Comfort of Participants: Finally, another host who facilitated a conversation in the community said, *“I felt like when you have a more formal group there was some disorganization. We had water, but we didn’t have snacks. I think we should have to get people get more comfortable. I wish we would have had something to snack on. It was a missed opportunity.”*

Overall Recommendations

Based on a synthesis of the results, the following broader recommendations are offered to The Women’s Fund to continue to improve and better disseminate the Gender By Us™ toolkit.

Continue to Host Gender By Us™ Conversations

Results suggest the Gender By Us™ toolkit is engaging community members in conversations about gender norms and implicit bias, and increasing participants’ perceived knowledge and awareness about said topics. It is evident from results that once individuals who are trained facilitators and educators see the conversation facilitated by The Women’s Fund, they are the ones who are most likely to host another conversation in the community. To increase community conversations, it might be helpful for The Women’s Fund to explicitly recruit groups of educators and facilitators to participate in a

conversation hosted by The Women's Fund. In doing so, The Women's Fund could train those who may be the most confident and motivated to disseminate the toolkit in the community to others. By training these individuals on the process, perhaps The Women's Fund would increase the number of conversations taking place in the community and promote positive outcomes for participants who attended these future conversations.

Strengthen Facilitation of Gender By Us™ Conversations

As previously mentioned, educators and trained facilitators appeared to be the most likely to host a conversation, but other hosts reported they would have hosted a conversation if they felt more comfortable about their ability to facilitate the conversations. Recognizing this is a great opportunity to educate and increase skills of men and women in the community (also in alignment with The Women's Fund priority area of Leadership for Women), The Women's Fund might consider developing a train the trainer model where community members can become more confident in their ability to host a conversation. Within this training, The Women's Fund could address several of the process-related recommendations made earlier in this report. For example, a train the trainer model would help increase the confidence of facilitators in the community, allow The Women's Fund to provide background information to future hosts about facilitating dual gender conversations, and provide hosts with important recruitment and hosting information (i.e., personally invite men or providing snacks and refreshments to make the conversation more comfortable). In addition, The Women's Fund might incorporate tips to avoid negative experiences for participants when training the trainers. For example, telling hosts to check-in on small group conversations to make sure everyone has a chance to speak may improve participant experiences, as well as avoid situations where individuals monopolize the conversations. This model could be multi-leveled and include hosting in-person trainings or creating video trainings for potential hosts to increase their skills and knowledge about hosting their own conversations.

Develop Additional Resources and Ways for People to Engage

Interviews, surveys, and pilot study results indicated that people who participate in the Gender By Us™ conversations want more opportunities to continue the discussion or facilitate their conversations in their workplaces, homes, or communities. A few suggestions that came from individuals who participated in this evaluation included offering other forms of media to download or an App or interactive conversation guide where printing is not required. Respondents thought additional media platforms would allow more people to access the resources and to host conversations. Second, professionals in different contexts (i.e., law, medicine, etc.) expressed interest in toolkits that were tailored to their professional fields. For instance, lawyers wanted to discuss statistics about gender bias and its influence in their profession. Others in fields of medicine and education also voiced a desire to see tailored toolkits. Respondents suggested having data points that are specific to their fields would further promote the conversation and perhaps make them more useful as professional development trainings or continuing education courses. Lastly, people indicated they would appreciate different levels of the conversation to further increase their knowledge and awareness about gender bias. Some respondents mentioned they already had a heightened awareness of gender norms and implicit bias, but wanted more advanced or complex resources that would further support ways to promote social

change. Perhaps an additional set of cards with more advanced prompts would further support the learning and growth of participants with greater knowledge and awareness about gender bias.

Develop an Action-Step and Additional Boosters

Another recommendation involves developing an action-step or homework assignment for participants within the toolkit to help them commit to one action or behavior change. Homework may be useful and allow for greater reflection and thought after the conversation. The commitment to one or two actions after the conversation also is a great way to further engage participants in either the work of The Women's Fund or other gender related issues in their communities. Perhaps having participants share their future action steps and following up with them via an email or APP to see if they have engaged in their commitment would support greater action post-conversation. Further, results from the pilot study showed participants reported increased acknowledgement of gender discrimination immediately after participating in the conversation, yet their scores regressed at two week follow-up. Results indicate there is a need for a higher dosage and continued efforts to boost the awareness gained from the conversations.

Continue to Evaluate the Outcomes Associated with the Intervention

Pilot study findings suggest that the toolkit had some influence on the participants who participated in Gender By Us™ conversations versus those who did not. The program dosage, however, may need to be increased (i.e., more than 1 conversation for 1 hour) and tracked further, as the effects overall were very small. It may be that the dosage (1 conversation for 1 hour) may not be enough to result in shifts in behavior or engagement in the long-term, but rather results in increased knowledge and awareness in the short-term. As evidence by our results of the pilot study, only about 18% (2 out of 11 people) who received the intervention reported some change in their behavior or taking action after having a Gender By Us™ conversation. We believe the dosage may need to be increased (i.e., more than 1 conversation for 1 hour) and tracked over time to better understand how increased doses of the intervention can support broader behavior or action-oriented outcomes. Furthermore, people who participated in conversations appear to already be very aware and knowledgeable about gender bias. Results across the phases suggest participants and hosts actually report beginning the conversations with fairly high levels of knowledge and awareness about genders norms and implicit bias. For instance, of participants who attended conversations facilitated by community hosts, about 70% of participants reported being very or extremely knowledgeable about gender norms prior to engaging in the conversations. In addition, these individuals appeared to be highly educated and White/Caucasian. For instance, approximately 16% - 35% of participants across all study phases identified as racial/ethnic minorities. A lack of diversity in these conversations may result in more privileged and dominant views emerging. The selection effects of who participated in the study also explain these results. However, without diverse participants and those with more implicit bias and/or limited knowledge of gender norms, the conversations may be inhibited and fail to engage people in conversations with others who have different levels of knowledge or contrasting experiences, thoughts, opinions, and attitudes.

LIMITATIONS

Although overall findings are fairly positive in relation to Gender By Us™, results should be interpreted with several limitations related to selection effects in mind. Foremost, findings would suggest that individuals who were involved in conversations or engaged as hosts seem to already be knowledgeable and aware of gender norms and/or implicit biases, as well as may motivated to do something about them. As such, the initial “user” of the toolkit may already have favorable perceptions related to the work. Results may be skewed more positively as a result. Other selection effects are evident among study participants. Individuals involved in all phases of the study volunteered to participate, and thus may have been more favorable in relation to their perceptions and experiences than those who chose not to be involved. For instance, 90 individuals had received the toolkit, but only 15 actually hosted a conversation. Of those receiving the toolkit, 26% (90 of the 350) people recruited completed the survey. Of those recruited who were hosts, only 7 were able to be reached by phone for an interview. As a result, those who have more favorable experiences or who are closely tied to The Women’s Fund may be the ones choosing to be involved in the study, and therefore findings are more positive as a result. This also is the same in Phase IV, where individuals were recruited outside of The Women’s Fund network. The individuals involved in the experimental or control conditions seemed to be motivated, well-educated participants (for instance, there data at pre-test were already favorable). Additionally, we randomly assigned the group to the intervention or control group, as opposed to the individuals. Pilot results should be interpreted with caution, as true randomization was not used and findings were indicative of some positive changes. The Women’s Fund should continue to explore the value of the Gender By Us™ toolkit for people of varying backgrounds and perspectives, and consider using more rigorous research designs to build on the findings presented here.

As the previous tables highlight key findings based on the process-related factors and key outcomes of the intervention, the following tables synthesizes all of the results and presents the primary recommendations for hosting a Gender By Us™ conversation to maximize both host and participation satisfaction, as well as to increase the knowledge and awareness of future hosts and participants.

Recommendations to Improve the Process		
Recommendation	Explanation/Context	Why Recommended
End conversations with action step(s)	At the end of the conversation, hosts should bring all participants together and provide a wrap-up. This should include a takeaway item: something participants can do after the conversation is over (i.e., have participants commit to a small activity or practice they will utilize in the future).	Participants and hosts in the community wanted to walk away with a tangible next step. By having participants commit to an action after the conversation, the toolkit can promote ongoing learning, a commitment to challenging gender bias, and give participants the tools to make changes and continue to stay involved.
Create various levels of conversations	Many hosts and participants believe the existing toolkit is ideal for individuals new to conversations on gender norms and implicit bias. Others want additional and more complex conversations. The Women’s Fund should consider ways to advance conversations utilizing the toolkit for more experienced/aware participants.	Many interviewed believe they have basic knowledge regarding gender norms and would like to advance their knowledge and levels of understanding. By advancing or creating different levels of the conversations, individuals may be more likely to stay involved and active in challenging gender norms and implicit bias.
Consider a check-in of small group conversations	Results from participants and hosts suggested some conversations, when self-guided in the small groups, may get “stuck” on a particular data points, conversation cards, or sharing “war stories.” Additionally, some participants reported conversation getting “stuck” when individuals monopolized the discussions.	To improve the process and avoid negative experience for participants, The Women’s Fund may look to provide instructions for hosts to check in on small-groups during the conversations. Results suggest this may help participants feel more supported by the host and allow for opportunities to remind individuals to share the floor with fellow group members to keep conversations moving forward.
Explicitly/personally invite male participants	Results from interviews with community hosts suggest male participants may be hesitant to participate in Gender By Us™ conversations. Successes were identified when community hosts sent personal and explicit invitations to male co-workers and friends asking them to attend the conversation. Determining the best ways to engage men is crucial to move the conversation forward and to create social change.	Results showed personally inviting men and/or having a male leader encourage male participation was important and increased male participation. The Women’s Fund may look to design an effective invitation for men to increase their engagement in these conversations (i.e., email or personal cards). Helping to create a template invitation that can be disseminated either in-person or by email is a recommended first step, followed by perhaps adding these resources to the online Gender By Us™ materials to better support future hosts.

Increase marketing of toolkit to larger audience	Currently, the toolkit is being used primarily among those affiliated with The Women’s Fund in Central Ohio. The toolkit can be marketed to larger audiences and to organizations outside of Columbus.	Hosts and conversation participants felt strongly that it was important to grow the conversation and reach more people using the Gender By Us™ toolkit. Their perception was greater outreach, marketing, and dissemination of the toolkit would play a larger role in creating social change and the continued efforts to challenge rigid gender norms.
Tailor toolkit to specific professions (i.e., lawyers, physicians, etc.)	Certain professions (e.g. law, medicine, education) may have unique gender bias circumstances and reported a desirability for a more personalized toolkit to guide conversations within their career fields.	In interviews with participants and community hosts, individuals reported they had a desire for The Women’s Fund to provide options to personalize the toolkit to specific professions. Respondents felt having personalized cards and data points may increase engagement and knowledge-building. Several people felt if the toolkit was tailored to their field it would have a greater influence and have the applicability to be used as professional development trainings or in continuing education events.
Provide background for hosts on facilitating dual gender conversations	The Women’s Fund may look to provide increased support and/or trainings to hosts to increase their confidence and likelihood of hosting a conversation.	Our findings indicate community hosts that are most successful have experience as teachers/facilitators. If community hosts feel prepared, they are more likely to host conversations and, thus, expand the reach of Gender By Us™. Training and enhancing the facilitation skills of potential hosts may be an important step forward.
Offer other forms of media	Consider the creation of an App or a more interactive web-based platform for individuals who do not have a physical toolkit or for those who desire other options.	Making the toolkit more accessible in other ways other than just in pdf form was attractive and recommended by several community hosts (i.e., PowerPoint or Prezi). This allows for increased ease of access to the intervention, thus increasing the ease of dissemination of the toolkit.
Tell hosts to provide snacks and beverages	Although the Gender By Us™ toolkit instructions recommend the host bring snacks, several hosts wished this instruction was better communicated or emphasized.	Community hosts and The Women’s Fund recommend providing snacks and beverages to provide a comfortable and welcoming atmosphere. However, some community hosts wished the instructions more explicitly prepared them to have snacks and refreshments available for participants.

<p>Conduct more research on the outcomes of the conversations</p>	<p>Hosts and participants desire more information about toolkit outcomes.</p>	<p>This report documents the outcomes of a small pilot study which should be shared with past participants and hosts. In the end, rigorous studies provide the best evidence for intervention outcomes. We recommend The Women’s Fund continue to document the outcomes of the intervention and report out on its effectiveness as this provides credibility and means to increase engagement.</p>
--	---	--

<p>Recommendations for Best Gender By Us™ Conversation Outcomes</p>		
	<p>Best Scenario and Outcomes</p>	<p>Doing it on Your Own: Additional Tips For Success</p>
<p>How to recruit people to come:</p>	<ul style="list-style-type: none"> • People are excited about attending the Gender By Us™ conversations in the community when they are hosted by their employers or by The Women’s Fund of Central Ohio. • When recruiting, hosts and The Women’s Fund should think about their target audience. Who are you trying to reach to increase awareness of gender norms? Most of the negative rigid gender norms influence women and men in the workplace; thus, hosts may look to engage full-time professionals or those who control policies in the workplace to engage people who can take action against biased policies. Also, engaging trained facilitators and educators may be important to have individuals who continue to host the conversations elsewhere in the community. • The most promising community conversations had diversity in their participants. During their recruitment efforts, they personally invited men to attend the conversation and highlighted their desire for male participants. • For corporations and organizations, having a lead administrator or boss encourage employees/co-workers to attend is helpful for recruitment. 	<ul style="list-style-type: none"> • Having the space and time to host the conversation are important. • The hosts should offer snacks and beverages to further support the comfort of their participants. • In general, a minimum of one hour is required to host or attend a conversation. • Most people are reaching out to co-workers, followed by their family and friends to attend a conversation. • Individual and personal invitations may be helpful if individuals do not respond to a mass email or social media invite. • Scheduling and time will likely be a barrier; be patient and persistent. It’s OK to host even a very small group of people. All community hosts reported that their participants were highly engaged in the conversations, so the toolkit is a great way to start this important conversation.
<p>Who should attend:</p>	<ul style="list-style-type: none"> • All people: Encourage diversity in terms of organizational hierarchy, age, gender, race/ethnicity, etc. • Men should attend the conversation in conjunction with women. • When breaking into small groups, make sure at least two men are in each group. 	<ul style="list-style-type: none"> • Consider starting with a small group of friends and/or family members; other ideas: reach out to people at work, in the community or in religious groups. • The more diversity, the better. Keep in mind that men may feel more comfortable attending if they aren’t the only male in attendance.

<p>How to organize the conversation:</p>	<ul style="list-style-type: none"> • Seat people in a large group and have snacks/beverages on hand. Where possible, have a key institutional leader join in and welcome participants. • Have hosts do the icebreaker (Man/Woman box activity) in the large group setting to increase implementation fidelity (i.e., delivering the intervention the way it was designed). • After the icebreaker (Man/Woman box activity) break into smaller groups (approximately 5-7 people). • Tell participants the small groups are self-facilitated, but put instructions in the toolkit that instruct the facilitator to check-in on the small groups during the conversation. • Provide an end of conversation wrap-up in a large group setting. Design and implement a homework assignment or action-step into the toolkit to wrap up the conversation. • Connect participants to other women’s related events or activities at the end of this conversation. People are looking for additional ways to stay involved. 	<ul style="list-style-type: none"> • Emphasize sharing the floor so all have equal opportunity to contribute to the conversation. <ul style="list-style-type: none"> ○ Checking-in on small groups during the conversations may help to ensure everyone receives a chance to speak and discuss the conversation cards/data points. • Emphasize/encourage each person to choose a card that resonates with them.
<p>What to do as a host:</p>	<ul style="list-style-type: none"> • Attend a Gender By Us™ conversation hosted by The Women’s Fund first (if possible). • Read the instructions in the toolkit thoroughly in advance of the conversation and review again before hosting. • Set expectations regarding language that can be used throughout the conversation and time to be allocated to each activity within the toolkit. • Wrap up the conversation with key points, takeaways, and an action item <ul style="list-style-type: none"> ○ Provide opportunity for participants to commit to challenging gender bias ongoing (e.g. host their own conversation; make a social media post about gender bias; join an existing organization that supports social change). • Follow up with participants after the conversation <ul style="list-style-type: none"> ○ Thank them for attending; Encourage them to take action and/or host their own conversation; Ask if they would like to attend another conversation. 	<ul style="list-style-type: none"> • Once people are seated in their small groups (if they don’t know one another) ask them to introduce themselves and share why they chose to attend the conversation. • Some people have concerns about making everyone feel comfortable; emphasize and create an open and safe environment for discussion and learning. Also, be sure to reiterate that there are no right or wrong answers. • Think about the physical environment: <ul style="list-style-type: none"> ○ Need enough space for smaller groups to meet separately (and converse without having to talk over one another) ○ Comfortable seats ○ Room temperature ○ As recommended, offer food or beverages • If new to facilitating, reach out to The Women’s Fund for guidance. You may also consider co-facilitating with someone you trust.

What participants will learn:	<ul style="list-style-type: none">• Empathy and increased awareness of the personal and unique experiences and impact of gender norms on individuals and groups.• Greater knowledge of gender norms and implicit bias.	<ul style="list-style-type: none">• Change isn't always immediate; consider any engagement in a discussion a step toward increasing awareness about the impact of gender norms and gender bias.
--------------------------------------	---	---

CONCLUSION

In the end, the Gender By Us™ full final report summarizes the CAYCI-OSU's evaluation work with The Women's Fund of Central Ohio. Findings provide insights in relation to outcomes associated with the Gender By Us™ toolkit, including strengths and weaknesses of the process and outcomes associated with attending the conversations in different contexts. The report also revealed areas where The Women's Fund may look to improve or further their influence in creating social change by educating and raising awareness about gender norms and implicit bias. The findings in this report can help focus and refine the goals of the toolkit and align the process with desired outcomes. In the end, several recommendations were provided which may guide next steps and future planning efforts among leaders at The Women's Fund in regards to the Gender By Us™ toolkit.

For more information about this report, please contact Dr. Dawn Anderson-Butcher (614-292-8596; Anderson-butcher.1@osu.edu). Additionally, we would like to mention the contributions of several individuals who have made this work possible, including the many stakeholders who participated in the interviews, focus groups, and on-line survey, the members of The Women's Fund Ad-hoc Evaluation Committee, Nichole Dunn and Sarah Pariser of The Women's Fund, Sherri Rinderle of the College of Social Work at The Ohio State University, and Rose Kegler Hallarn of the Center for Clinical and Translational Science at The Ohio State University.



APPENDIX

PHASE I:

Table 1. Did you attend a Gender By Us™ conversation before you received or downloaded the toolkit?

Answer	%	Count
Yes	42%	38
No	58%	52
Total		90

Table 2. Of those who attended a conversation, they attended at the following locations (open-ended):

Location	Count
The Women's Fund	7
Boathouse for Columbus Metropolitan Club	6
Wexner Center for the Arts	5
Columbus Metropolitan Library	3
Columbus Museum of Art	2
Capital University Law School	1
Ohio State University Mershon Auditorium Lobby	1
IGS Entergy	1
Columbus Cultural Arts Center	1
Key4Women Meeting	1
Bottoms Up Coffee Shop	1

Table 3. How did you learn about the toolkit? (open-ended response):

Response	Count
Email	16
Online/website	7
At a workplace or community event	6
Being involved with The Women's Fund	5
Colleague or friend	4
Being Board Member	3
Social media	2

Table 4. Did you download the toolkit?

Answer	%	Count
Yes	61%	51
No	39%	32
Total		83

Table 5. Did you have any difficulty downloading the toolkit?

Answer	%	Count
Yes	2%	1
No	98%	49

Total	50
-------	----

Table 6. After receiving or downloading the toolkit, were you satisfied with the product?

Answer	%	Count
Yes	79%	59
No	0%	0
Unsure (please explain)	21%	16
Total		75

Unsure (please explain responses):

- Haven't had a chance to utilize/really look at it yet although keenly interested
- I would have preferred a more "concise" guide
- Not yet reviewed
- I had no opportunity to use kit
- I haven't had time to review content

Table 7. Since receiving or downloading the toolkit, have you hosted your own Gender By Us™ Conversation?

Answer	%	Count
Yes	20%	15
No	80%	61
Total		76

Table 8. Where did you host the conversation?

Answer	%	Count
My Residence	40%	6
My Place of Work	33%	5
A Public Forum (Please write-in location)	20%	3
Other (Please write-in location)	7%	1
Total		15

Public Forum/Other Locations:

- First Unitarian Universalist Church of Columbus, Atheists and Skeptics group.
- Temple Israel women's group
- Equivita Cafe, Hess St. Grandview

Table 9. How many separate conversations have you hosted?

Answer	%	Count
1	80%	12
2	13%	2
3	0%	0
4	0%	0
5 or more	7%	1
Total		15

Table 10. Did you make any modifications to the instructions or format of the conversation?

Answer	%	Count
Yes	53%	8
No	47%	7

Total

15

Table 11. How long on average did your conversation(s) last?

Answer	%	Count
15 minutes or less	7%	1
15-30 minutes	7%	1
30-45 minutes	21%	3
45 - 60 minutes	21%	3
60 - 90 minutes	43%	6
90 minutes - 2 hours	0%	0
More than 2 hours	0%	0
Total		14

Table 12. Did you feel prepared to host the Gender By Us™ conversation?

Answer	%	Count
Yes	100%	14
No	0%	0
Unsure (please explain)	0%	0
Total		14

Table 13. Did you learn anything as a result of hosting the Gender By Us conversation?

Answer	%	Count
Yes	100%	14
No	0%	0
Total		14

Table 14. Do you think your participants learned something by attending the Gender By Us™ conversation?

Answer	%	Count
Yes	100%	14
No	0%	0
Total		14

Table 15. Do you think you will host another Gender By Us™ conversation?

Answer	%	Count
Yes	77%	10
No	0%	0
Unsure	23%	3
Total		13

If you plan to host another conversation, where do you plan to host it, and with whom...

- Workplace (N=4)

- Home with family and friends (N=2)
- Community (N=2)

Table 16. Have you recommended the toolkit to others?

Answer	%	Count
Yes	92%	12
No	8%	1
Total		13

Table 17. To whom have you recommended the toolkit?

Answer	%	Count
Family Member	0%	0
Friend	25%	3
Coworker	42%	5
Classmates	0%	0
Neighbor	0%	0
Community Member	17%	2
Other (please write in)	17%	2
Total		12

Other: Minister; supervisor

Table 18. On a scale of 1-10 (with 1 being the least and 10 being the most) how knowledgeable were you of... (N=13)

	1	2	3	4	5	6	7	8	9	10
gender norms PRIOR to hosting your Gender By Us™ Conversations?	0%	0%	0%	8%	8%	8%	8%	31%	8%	31%
implicit bias PRIOR to hosting your Gender By Us™ Conversations?	0%	0%	8%	0%	15%	0%	23%	15%	0%	38%
gender norms AFTER hosting your Gender By Us™ Conversations?	0%	0%	0%	0%	0%	0%	0%	15%	23%	62%
implicit bias AFTER hosting your Gender By Us™ Conversations?	0%	0%	0%	0%	0%	0%	0%	15%	31%	54%

Table 19. What are the challenges to hosting your own Gender By Us™ conversation? (Open-ended):

Response	Count
Time	27
Recruitment challenges	5
Concerns about hosting	4

Table 20. On a 5-point scale ranging from strongly disagree to strong agree, please rate the following statement:

	Strongly disagree or Disagree	Neither agree nor disagree	Agree or Strongly agree

1. The Gender By Us™ toolkit instructions were clear.	2%	7%	91%
2. I followed the instructions provided in the Gender By Us™ toolkit.	0%	13%	87%
3. I believe the instructions were helpful.	2%	12%	85%
4. I had the materials I needed to begin the Gender By Us™ conversation.	0%	5%	95%
5. It was easy for me to gather people to participate in the Gender By Us™.	27%	12%	62%
6. I felt confident in my facilitation of the Gender By Us™ conversation.	18%	15%	67%
7. I had the support I needed to facilitate the Gender By Us™ conversation.	11%	11%	79%
8. I was satisfied with the experience of facilitating the Gender By Us™ conversation.	9%	13%	78%
9. My understanding of gender norms was enriched by facilitating the conversation.	4%	8%	88%
10. My understanding of implicit bias was enriched by facilitating the conversation.	4%	16%	80%
11. I believe the participants who attended my conversation learned more about gender norms.	0%	14%	86%
12. I believe the participant who attended my conversation learned more about implicit bias.	5%	19%	77%
13. I encouraged others in my group to host a Gender By Us™ conversation in the future.	11%	27%	63%

Table 21. Are you affiliated with The Women's Fund of Central Ohio?

Answer	%	Count
Yes	40%	26
No	60%	39
Total		65

Table 22. Please explain your role/relationship with The Women's Fund of Central Ohio... (Open-ended):

Response	Count
Donor	9
Board Member	7
Volunteer/Member	6
Grantee/Grant Partner	3

Table 23. Please select your age:

Answer	%	Count
12-17 years old	0%	0
18-24 years old	0%	0
25-34 years old	17%	11
35-44 years old	26%	17

45-54 years old	18%	12
55-64 years old	23%	15
65-74 years old	14%	9
75 -84 years old	2%	1
85 years or older	0%	0
Total		65

Table 24. Please select your gender:

Answer	%	Count
Male	6%	4
Female	92%	60
Non-binary/A third gender	0%	0
Prefer not to say	2%	1
Prefer to self-describe (write-in)	0%	0
Total		65

Table 25. Please identify your race/ethnicity (select all that apply)

Answer	%	Count
Asian	3%	2
Black or African American	9%	6
Native Hawaiian or Other Pacific Islander	1%	1
White	84%	57
Hispanic or Latino or Spanish Origin	3%	2
Total		68

Table 26. Please select your highest level of education.

Answer	%	Count
Less than high school	0%	0
High school graduate (includes equivalency/GED)	0%	0
Some college, no degree	5%	3
Associate's degree	0%	0
Bachelor's degree	29%	19
Graduate (Master's) or professional degree	52%	34
Ph.D.	12%	8
Other (write-in)	2%	1
Total		65

Table 27. Please select your annual household income:

Answer	%	Count
Less than \$25,000	0%	0
\$25,000 to \$34,999	3%	2
\$35,000 to \$49,999	8%	5
\$50,000 to \$74,999	15%	9
\$75,000 to \$99,999	22%	13

\$100,000 to \$149,999	20%	12
\$150,000 to \$199,999	13%	8
\$200,000 to \$300,000	8%	5
\$300,000 to \$500,000	7%	4
\$500,000 to \$999,999	3%	2
more than \$1,000,000	0%	0
Total		60

Table 28. Please select your personal income:

Answer	%	Count
\$25,000 to \$34,999	5%	3
\$35,000 to \$49,999	20%	11
\$50,000 to \$74,999	33%	18
\$75,000 to \$99,999	16%	9
\$100,000 to \$149,999	9%	5
\$150,000 to \$199,999	4%	2
\$200,000 to \$300,000	5%	3
\$300,000 to \$500,000	4%	2
\$500,000 to \$999,999	4%	2
more than \$1,000,000	0%	0
Total		55

PHASE III:

Table 29. Gender

	%	Count
Male	37%	20
Female	63%	34
Non-binary/Third gender	0%	0
Prefer not to disclose	0%	0

Table 30. Affiliated with The Women's Fund

Table 30. Affiliated with The Women's Fund	%	Count
Yes	22%	12
No	88%	42

Table 31. Knowledge Before and After

Question	Not at all or Slightly knowledgeable	Moderately knowledgeable	Very or Extremely knowledgeable
1. Prior to the Gender By Us™ conversation, how knowledgeable were you about the concept of gender norms?	2%	27%	71%
2. Prior to the Gender By Us™ conversation, how knowledgeable were you about the concept of implicit bias?	6%	24%	70%
3. After the Gender By Us™ conversation, how knowledgeable were you about the concept of gender norms?	0%	7%	93%
4. After the Gender By Us™ conversation, how knowledgeable were you about the concept of implicit bias?	0%	15%	85%

Table 32. Facilitation

Question	Strongly or Somewhat disagree	Neither agree nor disagree	Somewhat or Strongly agree
1. The host of my Gender By Us™ conversation was prepared to facilitate the conversation.	0%	13%	87%
2. The host of my Gender By Us™ conversation appeared comfortable facilitating the conversation.	0%	9%	91%
3. The host of my Gender By Us™ conversation communicated clearly.	0%	9%	91%
4. I felt comfortable expressing my thoughts during the conversation.	0%	6%	91%
5. I learned something new during the conversation about gender norms.	4%	6%	91%
6. I learned something new during the conversation about implicit bias.	6%	11%	83%
7. I am glad I attended the Gender By Us™ conversation.	0%	2%	98%
8. I was satisfied with the Gender By Us™ conversation.	0%	4%	96%
9. I would like to facilitate a Gender By Us™ conversation in the future.	11%	22%	67%

Table 33. Knowledge, Skills, Behaviors

As a result of the Gender By Us™ conversation...	Strongly or Somewhat disagree	Neither agree nor disagree	Somewhat or Strongly agree
1. I understand the concept of gender norms.	0%	11%	89%
2. I understand how gender bias operates.	0%	11%	89%
3. I feel equipped to accurately identify instances where my actions are impacted by gender norms.	2%	13%	85%
4. I am able to identify instances where gender norms may be operating in my environment.	0%	16%	84%
5. I am motivated to find ways to avoid acting on my own biases.	0%	4%	96%
6. I am motivated to intervene if I notice the expression of gender bias in my environment.	0%	9%	91%
7. I am committed to challenging the effects of gender bias in my environment.	0%	6%	94%

PHASE IV:

Table 34. Perceptions of Gender By Us™ Conversation (Frequencies)

Question	Strongly disagree /disagree	Neither agree nor disagree	Strongly agree/ agree	Strongly disagree /disagree	Neither agree nor disagree	Strongly agree/ agree
	Intervention Group			Control Group		
1. I was comfortable expressing my thoughts during the conversation.	9%	9%	82%	17%	25%	58%
2. I personally benefitted from the conversation.	9%	36%	55%	33%	67%	0%
3. My understanding of gender norms was enriched by participating in the conversation.	18%	27%	55%	25%	50%	8%
4. My understanding of implicit bias was enriched by participating in the conversation.	18%	9%	63%	25%	50%	25%

5. As a result of the conversation I understand how gender bias operates.	18%	27%	55%	42%	50%	8%
6. As a result of the conversation I feel equipped to accurately identify instances where my actions are impacted by gender norms.	18%	9%	63%	50%	42%	8%
7. As a result of the conversation I am able to identify instances where gender norms may be operating in my environment.	9%	9%	82%	42%	50%	8%
8. As a result of the conversation I am motivated to find ways to avoid acting on my own biases.	0%	27%	73%	8%	42%	50%
9. As a result of the conversation I am motivated to intervene if I notice the expression of gender bias in my environment.	9%	0%	91%	33%	59%	17%
10. As a result of the conversation I am committed to challenging the effects of gender bias in my environment.	9%	0%	91%	25%	58%	17%

REFERENCES

- Ho, A. K., J. Sidanius, F. Pratto, S. Levin, L. Thomsen, N. Kteily, and J. Sheehy-Skeffington. (2012). Social dominance orientation: revisiting the structure and function of a variable predicting social and political attitudes. *Personality and Social Psychology Bulletin*, 38(5), 583–606.
doi:10.1177/0146167211432765.
- Swim, J. K., & Cohen, L. L. (1997). Overt, covert, and subtle sexism: A comparison between the Attitudes Toward Women and Modern Sexism Scales. *Psychology of Women Quarterly*, 21(1), 103-118.
- Tougas, F., Brown, R., Beaton, A. M., & Joly, S. (1995). Neosexism: Plus ça change, plus c'est pareil. *Personality and Social Psychology Bulletin*, 21, 842-849.