

**Gender and the MBA: Using the Equity Scorecard to
Pursue Organizational Change in a Graduate
Business School Context**

by

Melissa Margaret McCrae

M.B.A, Simon Fraser University, 2002

B.Sc. (Honours), Queen's University, 1999

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

in the

Educational Leadership Program

Faculty of Education

© Melissa Margaret McCrae 2022

SIMON FRASER UNIVERSITY

Fall 2022

Declaration of Committee

Name: Melissa Margaret McCrae

Degree: Doctor of Education

Title: Gender and the MBA: Using the Equity Scorecard to Pursue Organizational Change in a Graduate Business School Context

Committee: **Chair: Kristiina Kumpulainen**
Professor, Education

Michelle Nilson
Supervisor
Associate Professor, Education

Brent Lyons
Committee Member
Assistant Professor, Beedie School of Business

Valia Spiliotopoulos
Committee Member
Adjunct Professor, Beedie School of Business

Nathalie Sinclair
Examiner
Professor, Education

Jaime Lester
External Examiner
Professor, Education
George Mason University

Ethics Statement

The author, whose name appears on the title page of this work, has obtained, for the research described in this work, either:

- a. human research ethics approval from the Simon Fraser University Office of Research Ethics

or

- b. advance approval of the animal care protocol from the University Animal Care Committee of Simon Fraser University

or has conducted the research

- c. as a co-investigator, collaborator, or research assistant in a research project approved in advance.

A copy of the approval letter has been filed with the Theses Office of the University Library at the time of submission of this thesis or project.

The original application for approval and letter of approval are filed with the relevant offices. Inquiries may be directed to those authorities.

Simon Fraser University Library
Burnaby, British Columbia, Canada

Update Spring 2016

Abstract

Although women represent close to half of the workforce, they are underrepresented in management positions, especially at the most senior levels. Numerous authors have argued that management education has a masculine bias that reproduces the stereotypes that sustain the systems, decisions, and processes that allow these differential outcomes to persist. Despite decades of calls to surface and reduce the masculine bias, and add the feminine into management education, little change has occurred.

In this thesis I draw on the equity scorecard methodology by Bensimon (2012) and other researchers at the Centre for Urban Education. Integrating action research, sociocultural, organizational learning, practice, and critical race theories, the equity scorecard method is a change process designed to reduce racial inequity in higher education that involves assembling a group of organizational members, presenting them with data on differential process and outcomes for different student identities, and discussing change strategies. I adapt this methodology to determine if a process of awareness and dialogue can lead to an attempt to improve gender equity in a graduate business school context, specifically: changes in policy, practice, and how organizational members talk and think about gender equity. I studied the indicators of change, factors that support change, and barriers that inhibit the change process.

Although I found no policy changes and few practice changes, I did see change in how organizational members spoke and thought about gender equity, which is an important antecedent to organizational change. Three important factors that supported change were context, people (care, equity-conscious, optimism, internal focus), and process (fit with academia, facilitator role). Barriers to change included a lack of urgency, agency, responsibility, and consensus on desired outcomes, as well as organizational issues that compounded these barriers. I present numerous suggestions for organizations, departments, and individuals attempting to advance equity in their organizations. This thesis offers a better understanding of organizational change related to progressing equity initiatives that can be extended to other business schools and organizations.

Keywords: Organizational Change; Gender; Equity Scorecard; MBA; Justice, Equity, Diversity, Inclusion

Dedication

I dedicate this work to those who work tirelessly to advance justice, equity, diversity, and inclusion in their organizations and society as a whole. Your efforts, care, and emotional labour are important and support the creation of a better world.

Acknowledgements

There are many people that I would like to acknowledge for their support in my pursuit of a doctorate. I would first like to thank my senior supervisor, Dr. Michelle Nilson, for her unwavering support and guidance in this work. Michelle, as every curveball came my way, you helped me to stay grounded and focused and helped me believe in myself. Thank you for introducing me to the equity scorecard methodology and guiding me through this long and challenging process. I truly appreciate your guidance, support, and ideas. I don't know what I would have done without you. Thank you for your friendship, mentorship, and so so so much time. Your continual support helped me write a dissertation that I could truly be proud of. Thank you so much Michelle!

I would also like to thank Dr. Brent Lyons and Dr. Valia Spiliotopoulos for their ideas, input, feedback, and support during this process. Equity change initiatives can be emotionally challenging, with frustrations and ups and downs. Thank you for listening to my challenges and offering your ideas as I progressed through this work.

I would also like to thank my leader, Dr. Andrew Gemino, for his support in this process. Being in a senior leadership role while trying to complete a doctoral dissertation is a very difficult task. If I had not had your support I do not think I would have finished this very important personal and professional goal. Your care for students is truly inspiring and it motivates me (and the rest of the team) to do the best work we can to support our students. Thank you so much for your ideas, guidance, and support Andrew!

I would like to express my appreciation to my evidence team members. I won't name you to protect your anonymity, but I want you to know that I truly appreciate your time, ideas, and engaging discussion. I was so honoured to work with such a dedicated group of equity-minded professionals.

I would also like to thank Maria Szymczak for her support, ideas, and care for students and the work that we do. Thank you so much for covering for me while I worked on this project, and protecting me from the many distractions that presented themselves, including my tendency to prioritize those distractions. I knew you had things under control, so I was able to focus on this work. Thank you so much!

I would like to thank Alexia McKinnon. Lexi, your dedication to community and our Indigenous program and students is truly inspiring, as is your courage and willingness to challenge the colonial structures that we operate in. Your perspective, support, and comradery have helped me manage the emotional labour of this work. Your ideas and sharing of knowledge have helped to shape my understanding of this process and how to support future change. Thank you Lexi!

I would also like to thank the ever-inspiring Graduate Programs team. Thank you for all you do for our school and our students; you are an inspiring group of dedicated colleagues and I truly enjoy working with you and admire your tremendous care for our students and your passion for justice, equity, diversity, and inclusion. You are an amazing group of people that I am honoured to work with.

I would like to thank the co-op students who supported our equity, diversity, and inclusion work, Rajan Sohal and Kaiden Gartry. You were a pivotal part of this project. Thank you for your passion for equity and diligent work to move our research forward.

Thank you to our research assistant, Veronica Sudesh, for your detailed analysis of almost 300 business case protagonists and insightful interpretation of how the protagonists were framed. Your amazing combination of educational perspectives and genuine care for students and equity were so important to this work. Thank you Veronica!

I would also like to thank Dr. Estela Bensimon, whose work inspired my methodology. I truly appreciate your generosity and kindness in sharing your wisdom with me before I began this project. Thank you so much for your time. Your dedication to educational equity is truly inspiring and the body of work you have created, supported, and stimulated on the equity scorecard is remarkable. I hope I have done the method justice in this study.

I thank Dr. Rick Iverson and Dr. Chris Zatzick for starting me on my doctoral journey and supporting my development as a researcher. Although I moved in a different direction, I would not have been here without your foundational support. I am just sorry that Rick could not see the finished product.

I would also like to thank Dr. Gary Wagenheim for your interest in my research and progress. I appreciated your interest, feedback, and care, and our discussions helped me to crystalize my thinking. Thanks Gary!

I would also like to thank Dr. Becky Cox for her pivotal course on the Politics of Difference that moved me in the direction of this topic. Your readings, engaging discussion, and insightful perspective inspired me to engage in this work. Once seen, I could not un-see and I believe your course made me a more inclusive leader, teacher, and administrator in higher education. Thank you for also sharing your time when I was in the early stages of this study. The question you suggested “does this have a disproportionate impact on women versus men?” was the most common and impactful question I used when reframing the discussion towards greater equity-mindedness. Thank you!

Thanks to my family as a whole for your support as I moved through this long pursuit. Thanks for checking in on me and showing you care Meg, Auntie Fran, and Jan.

Thank you to my partner, Adam, and my son Evander for being a fun and needed distraction to remind me that there is more in life than school and work. Thanks for the care, love, and support (and hugs!) through this long journey.

A heartfelt thank you to my parents, Margaret Innes and Ian McCrae. Mom, your care and encouragement in life and in the pursuit of this goal have been so important to me. Your support has been so constant, I felt it around me all the time. Thank you Mom! The train made it! Dad, you have always encouraged me in my educational pursuits and supported me from the very beginning of my educational journey. Without that foundational support, I would not be where I am today. Thanks Dad!

Table of Contents

Declaration of Committee.....	ii
Ethics Statement.....	iii
Abstract.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of Contents.....	ix
List of Tables.....	xiv
List of Figures.....	xiv
List of Acronyms.....	xv
Glossary.....	xvi
Chapter 1. Introduction.....	1
Chapter 2. Positioning Myself as a Researcher	4
2.1. Tempered Radicals.....	8
Chapter 3. Literature Review.....	13
3.1. Gender.....	13
3.2. Gendered Processes and Organizations.....	15
3.3. The Impact of Gender on Women’s Careers.....	20
3.4. The Masculinity of Academia.....	24
3.5. The Masculinity of Business Schools.....	25
3.5.1. Management of Business Schools.....	25
3.5.2. Research in Management.....	28
3.5.3. The Masculinity of Management Education.....	31
Values.....	32
Methods of Instruction.....	33
Perpetuation of Leaders as Male.....	35
Curriculum.....	36
Instructors.....	36
Assessment.....	37
Proportion of Female Students.....	38
Management Texts.....	38
3.6. The Problem.....	39
3.7. Gender Equity.....	46
3.8. Research Questions.....	46
3.9. Theoretical Framework: Equity Scorecard Theory and Process.....	48
3.9.1. The Equity Scorecard Theoretical grounding.....	50
Sociocultural theory.....	50
Action Research.....	51
Organizational Learning.....	52
Practice Theory.....	54
Critical Race Theory.....	55

3.9.2. Equity Scorecard Process Principles.....	56
3.10. Organizational Change Related to Gender	58
Chapter 4. Methodology	62
4.1. Research Site/Context	62
4.2. Evidence Team	64
4.3. Data Used in Evidence Team Meetings.....	65
4.3.1. Gendered elements of management education	68
4.3.2. Gender diversity of faculty	68
4.3.3. Diversity of case protagonists.....	68
4.3.4. Framing of case protagonists	69
4.3.5. Gender diversity of speakers in class and mentors.....	70
4.3.6. Gender diversity of students.....	70
4.3.7. Student grades disaggregated by gender	71
4.3.8. Proportion of grade allocated to class participation.....	71
4.3.9. Gender curriculum	71
4.3.10. EDI plans and practices of other business schools	72
4.3.11. Student feedback.....	73
4.3.12. Information not presented.....	73
4.4. Evidence team meeting deliverable	74
4.5. Timing of Evidence Team Meetings.....	75
4.6. My Role in the ET Process.....	77
4.7. Gender and Intersectionality	79
4.8. Data Used to Answer Research Question	80
4.9. Analysis.....	85
4.10. Limitations and Delimitations	90
Chapter 5. Results.....	93
5.1. Indicators of Change	94
5.1.1. Changes in Policy and Practice.....	94
Individual Change.....	95
Program Administration.....	96
5.1.2. Changes in the Way Members Talk and Think.....	99
Awareness.....	99
Talked about EDI.....	100
Perception of the Organization as Inclusive.....	101
Reframing to Equity-minded Interpretations.....	102
Equity-mindedness	104
Transition to Solutions.....	108
5.2. Factors attributed to (support) change:	112
5.2.1. Context	112
5.2.2. People	113
5.2.3. Process.....	117
5.3. Barriers to Change	121
5.3.1. Context	121

5.3.2.	Urgency	122
5.3.3.	Agency.....	126
5.3.4.	Responsibility	132
5.3.5.	Organizational challenges	135
5.3.6.	People	138
5.3.7.	Process.....	140
5.3.8.	Desired Outcome Consensus.....	143
5.4.	Gender Differences in Responses	143
5.5.	Results Summary	144
Chapter 6.	Discussion and Implications	146
6.1.	Overview of Results	146
6.2.	Theoretical Framework	148
6.3.	Understanding the Results	153
6.3.1.	This type of change is hard	153
6.3.2.	Underlying Values were not Challenged	154
6.3.3.	Systemic Elements are Difficult to Diagnose.....	156
6.3.4.	System Justification.....	157
6.3.5.	Doing the Document.....	159
6.3.6.	Individual Change is the First Step.....	160
6.4.	Usefulness of Equity Scorecard Framework	161
6.5.	Suggestions for Departments:.....	162
6.5.1.	Contextual Factors	163
6.5.2.	Urgency	163
6.5.3.	Agency.....	165
6.5.4.	Responsibility	167
6.5.5.	Organizational Challenges	169
6.5.6.	Process.....	172
6.5.7.	People	173
6.5.8.	Desired Outcome Consensus.....	175
6.5.9.	Push/Pull Dynamic and Forward Momentum	176
6.6.	Suggestions for Organizations	176
6.7.	Suggestions for Individuals Leading Change.....	178
6.8.	My Research Journey	180
6.9.	Contributions to Research.....	182
6.10.	Suggestions for Future Research	183
Chapter 7.	Conclusion	185
References		190
Appendix A. Meeting Questions for ET Members		204
Meeting #1 – Mar 2018		204
Meeting #2 – Jan to Mar 2021		204
Meeting #3 – Dec 2021		205

Appendix B: Evidence Team Report	207
Executive Summary	207
Introduction	208
Management Education and Gender	210
Student Diversity	213
Instructor Diversity	216
Case protagonists: Quantitative analysis	218
Case protagonists: Qualitative analysis of protagonist framing	225
Executive Speakers	230
Mentors in Business.....	231
Gender and Grades	232
Gender in Curriculum.....	232
Requested Support.....	233
Next steps	234
Evidence Team Recommendations:	235
Philosophy:.....	235
Leadership:	235
Plan:	236
Data collection:.....	237
Instructor Diversity:	238
Course Delivery & Curriculum:.....	239
Faculty support:.....	239
Awareness:.....	239
Support within Graduate Programs:	240
Supports via Teaching and Learning Committee:	240
External Relations:	241
Recruitment & Admissions	241
Report Appendix A: Categories of EDI Focus in Business Schools:.....	242
EDI Plan:	242
Stakeholder engagement/consultation:.....	242
Resources for Faculty:	243
Measure/Track/Report:	243
Student Recruitment, Admissions, & Support:	243
Curriculum:.....	243
Instruction:.....	243
Leadership & Strategy:.....	243
Hiring:	244
Thought Leadership:	244
Report Appendix B: Student Diversity by Program	244
Report Appendix C: Instructor Diversity by Program	249
Report Appendix D: Protagonist Type by Program	253
Report Appendix E: Courses with Female Case Protagonists.....	256
Report Appendix F: Courses with Male Case Protagonists	258
Appendix C: Code List.....	261

Appendix D: References by Code	264
Appendix E: Suggestions for Departments, Organizations, Individuals in Equity Work	267
Suggestions for departments in this work:	267
Suggestions for Organizations:	269
Suggestions for Individuals Leading Change:	269

List of Tables

Table 1:	Data sources for answering research question	83
----------	--	----

List of Figures

Figure 1:	Data presented in evidence team meetings.	67
Figure 2:	Timeline of meetings and presentations of this research.	84
Figure 3:	Summary of Results	93
Figure 4:	Summary of Results (duplicate of Figure 3)	148

List of Acronyms

AACSB	Association to Advance Collegiate Schools of Business
AMJ	Academy of Management Journal
BIPOC	Black, Indigenous, or Person of Colour
CDE	Challenging Developmental Experiences
CGPA	Cumulative Grade Point Average
CUE	Center for Urban Education
EDI	Equity, Diversity, and Inclusion
GCC	Graduate Curriculum Committee
GPC	Graduate Programs Committee
HBS	Harvard Business School
JEDI	Justice, Equity, Diversity, and Inclusion
LT	Leadership Team
MBA	Masters of Business Administration
PRME	Principles for Responsible Management Education
UBC	University of British Columbia

Glossary

Gender	The activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category (West & Zimmerman, 1991, p. 14)
Gender Equity	Equality in educational outcomes for all students, regardless of their gender.
Hegemonic Cultural Belief	Widely held cultural beliefs that define the distinguishing characteristics of men and women and how they are expected to behave" (Ridgeway & Correll, 2004, p. 511)
Power	Power is not simply something that is imposed from "above", it is dynamic and relational and circulates through the system. It is more than individuals or groups exerting their will and influence on others, it operates "through ongoing systems that are mediated by well-intentioned people acting, usually unconsciously, as agents of oppression by merely going about their daily lives" (Bell, 2016, p.10). This understanding of power is based on the foundation that "social groups are sorted into a hierarchy that confers advantages, status, resources, access, and privilege that are denied or rationed to those lower in the hierarchy" (Bell, 2016, p. 9). Through socialization, those in dominant groups are less likely to see how advantages have been allocated to them systemically and the historical disadvantage and oppression of those lower in the hierarchy.
Sex	Socially agreed upon biological criteria for classifying persons as females or males (e.g. the possession of male or female genitalia or chromosomal/hormonal criteria) (West & Zimmerman, 1991, p. 14)
Sex Category	Individuals are placed into a sex category through their identificatory displays in bearing, attire, and manner. Sex category is "established and sustained by the socially required identificatory displays that proclaim one's membership in one or the other category (West & Zimmerman, 1991, p. 14)

Chapter 1.

Introduction

Though women make up 47.4% of the workforce, they hold only 35.3% of management and 31.5% of senior management positions (Catalyst, 2020). They continue to be underrepresented in executive leadership roles, holding only 17.9% of executive officer positions, and less than 10% of C-Level executive roles. This is compounded due to job segregation, where roles that women typically hold are in a lower pay category. Men often have greater access to positions with higher compensation, social prestige, and power. Across all roles, women earn 89% of what men earn (Catalyst, 2020). There is not only a difference in pay. Women's performance is often devalued and they are excluded from informal networks and important decision making.

Differential outcomes for 47% of the workforce are not only problematic from a social justice perspective, but organizations also lose out on the contribution that women could make. Acker (1990) argues that it is an important feminist project to make organizations more humane and democratic. Though some authors assume that women do not want the same level of career progression, many authors argue that this is not the case. For example, Ely, Stone and Ammerman (2014) surveyed 25,000 Harvard Business School (HBS) graduates and found that men and women wanted the same things from their career, both soon after graduating and many years later. Regardless of this similarity in goals, male HBS graduates had greater career advancement and work satisfaction than their female counterparts. Further, these differences could not be accounted for by family choices. Other reasons that have been proposed to explain these discrepancies include hostile sexism, benevolent sexism, gender stereotypes, and hegemonic cultural beliefs.

Some women may choose to enroll in a Masters of Business Administration (MBA) program to increase their career success. However, many authors have argued that business schools are highly masculine and can have a detrimental impact on women's careers, both in their experience and in the masculine paradigm that is reproduced in the MBA (Kelan & Jones, 2010; Mavin & Bryans, 1999a; Simpson, 2006;

Sinclair, 1995; 1997; Smith 1998; 2000). This masculine perspective disadvantages women throughout their career, as it perpetuates the notion that men and masculine characteristics are ideal for management, thereby feeding hostile sexism, benevolent sexism, gender stereotypes, and hegemonic cultural beliefs. It also fails to give a voice and draw attention to the systemic gender issues in place in organizations and the schemas that reinforce their power. Arguably, this could influence all women, not just those who enroll in an MBA. If, as these authors have argued, management education perpetuates a masculine paradigm and fosters stereotypes of leadership as male, then management education could have important implications for female career success.

I will detail these authors' arguments on the masculine nature of management education and its implications as a basis for my study; however, the focus of my study will not be on measuring the masculine nature of management education or its impact on women. This has been argued by many authors and the assessment of impact and causation is a complex and longitudinal task. Instead my study will focus on change management in this area. Concerns over the masculine nature of management education and its impact on women have been argued for decades, and minimal change appears to have occurred. Based on the Equity Scorecard approach (Bensimon & Malcolm, 2012) and Ely and Meyerson's (2000) organizational change theory in relation to gender, I attempted to lead a change management process for the MBA programs at a business school.

Specifically, I studied whether a process of awareness and dialogue among organizational members can lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity. I also wanted to understand:

- What are the indicators of such change?
- What factors can be attributed to change?
- What barriers can inhibit change?

This study is situated in the business school of one comprehensive university in Western Canada, over the course of just under 4 years. This research is important because although many authors have argued that management education is masculine and that this has implications for both men and women, it appears little change has

occurred. By studying a possible change management approach, I hope to gain a better understanding of how change can occur and what helps or hinders the process. Using the MBA programs in a business school at a mid-sized university as a case study, I hope to increase our understanding of the change management process so that other universities and business schools could use this knowledge in their own change attempts.

In this thesis, I begin by positioning myself as a researcher. I then review the literature related to gender and the schemas and hegemonic cultural beliefs that can shape our attitudes and actions. This foundation is important in understanding the mechanism that allows management education to have the impact on women and their careers that authors propose. I then explore the gendered nature of universities, business schools, and management education and discuss the implications on society and both male and female students. I share how a failure to explore gender in management education reproduces a male advantage and perpetuates the gender inequities reported in the previous section. I then present the research questions and the theoretical approach that influenced my methodology: the Equity Scorecard approach (Bensimon & Malcolm, 2012). I then detail my methodology, data analysis, and results. I conclude this dissertation with a discussion of the implications for future research, practice, and policy.

Chapter 2.

Positioning Myself as a Researcher

As the executive director of graduate programs in the business school at the institution of study, I manage the recruitment, admissions, and program operations of the business graduate programs. I have been working with the graduate programs for 17 years, and have been in this role for 12 years. My motivation to begin this work began with a tension regarding the experience for our female students, and female students in MBA programs in general. Our programs tend to have a higher proportion of women than the industry average for MBA programs. As a result, we have received press attention for being "female friendly". I have been interviewed, as have members of my team, on what we have done that has led to this higher percentage; however, this has given me a slight sense of unease. Although we typically have close to 50% women in our MBA programs, what they experience in the classroom does not reflect this proportion.

In the summer of 2014, I took a course on the politics of difference, where I was first exposed to readings on privilege and gender. During this course, the readings began to change my frame and things that had given me mild unease, such as our female friendly reputation, became more unsettling. Shortly thereafter, the associate dean of graduate programs, to whom I reported, asked the Dean of HBS what keeps him up at night and he responded that it was the role that the business school played in reproducing stereotypes that harmed women in their careers. The associate dean of graduate programs then said he wanted to examine the diversity of the protagonists in the case studies we use in our programs. I did a literature review to better understand the gendered nature of MBA programs, and realized that I had been unaware of the gendered nature of our MBA programs and became very interested in seeing change. I find it particularly interesting that I was so unaware of the gendered elements as a female MBA graduate who has worked with MBA students and programs for many years. However, once seen, it is difficult to not see, and my gender made me particularly attentive to inequity moving forward and increased my desire for change.

The current associate dean is very motivated to continually enhance student experience, and with a team of very motivated and supportive staff members, my desire for change has grown. Over the course of this research, many things have happened externally and internally that have further encouraged this desire for change and greater inclusion for our students. This strong desire to see change motivated and drove me forward. I am passionate about seeing improvement in equity, both generally, but also very specifically for the programs that I manage.

It is important to note that although I have a senior administrative role, the true decision-making authority is with the Academic Directors of the programs, the associate dean, and ultimately, the faculty who teach the courses. Changes are not possible unless they agree with the necessity for change and the specific program changes involved. Although Academic Directors report to the associate dean of graduate programs, who reports to the Dean, they have a high level of autonomy in how they choose to direct their programs. Although I have been in this role since late 2009, I am a staff member, and therefore have almost no decision-making authority in academic matters. I have decision-making authority in operational matters, but not academic. Regardless of this lack of actual authority, I have 30 staff members who report directly or indirectly to me. All of the staff roles in graduate programs report to my role, and my role reports to the associate dean of graduate programs. I feel a huge amount of responsibility to the staff team, who care a great deal about the student experience, and are often on the front-line of feedback. Therefore, I do not have authority to make changes in respect to what happens in the classroom, though I feel responsible to our students and staff.

Prior to my current role I worked as an Associate Director in the career management centre at the same business school. I coached MBA students on their career, connected them to the business community, and developed and delivered the career education program. As part of this role, I began facilitating workshops on leadership, network management, and career development for the Women's Executive Network. For the past 12 years, I have developed and delivered these workshops to the protégées who are being mentored by top 100 women in business award winners across the country. This has given me exposure to many women who are trying to advance their careers and I have heard their concerns on challenges they face with subtle and overt forms of exclusion and sexism, especially those in male-dominated organizations.

These stories and examples have affected my research by giving me an understanding of the impact of exclusion and have fueled my passion for change further. The impact is likely more personal and real having heard directly from women about their struggles.

For many years, I have been part of the admissions process for our Executive MBA (EMBA) program and have interviewed potential candidates. In this process, I have heard about their experiences and their career and developmental aspirations that have led them to pursue an EMBA. The interview process also serves as a part of the selling process where I advocate for the program, the experience in the classroom, and the transformation that occurs. I develop a relationship with them in these interviews that continues as they progress through the program. As a result of this relationship, and the confidence that comes with being a senior leader, they regularly reach out to me with feedback about the program experience. I have had repeated concerns about the gendered elements of the program and lack of inclusion, and have been accused of “selling diversity” that does not translate to the experience in the classroom. This has been difficult to hear, has caused me to often reflect on my messaging and integrity, and has further motivated my efforts to see change.

My research has also been influenced by my educational and research background. Although I have the analytical influence of a science undergraduate degree and an MBA, I also have the advocacy influence of an environmental biology degree and my experiences in the doctorate of education program. An understanding of the extent of connectivity of all living things influences the frame through which I view the gendered nature of business. I not only see it as influencing the students in our classes, but all those that they touch throughout their career. Although I have a scientific and positivistic educational background, I have always resonated more strongly with qualitative research. A common joke about MBA programs is that the answer is always “it depends” and I feel strongly that qualitative research is a great way to understand what it depends on with more depth. I was drawn to a qualitative design for my research questions because I was drawn to the depth that it would allow me to pursue.

For the last 16 years, I have taught in the area of organizational behaviour and human resource management for graduate and undergraduate students, both online and in person. This teaching experience gives me a better understanding of teaching and classroom dynamics than if I was in a purely administrative role. It may have slightly

increased my credibility in the change process and my ability to identify with instructors. It has also increased my network in the business school, which has influenced the number of people I have been able to discuss my findings with and solicit feedback for change.

As an individual, there are a few components of my working approach that are relevant to this work. I am an action-oriented individual who determines a detailed plan and moves forward to completion. My current leader has described me as a “driver”. When given a goal or priority, I push forward with my team to execution. Although I have been working in academia for 17 years, I was socialized in technology organizations in the early stage of my career during the technology boom and subsequent bust in the late 1990s and early 2000s. This exposure instilled in me a quick pace and hard work ethic. I was also socialized in an environment of minimal or flipped hierarchies, where junior staff were encouraged to challenge their leaders and speak their minds. I have carried both of these early learning experiences, which aligned with my inherent approach, to academia. I am not generally afraid to speak my mind, challenge others, including leaders and faculty members, when I feel it is in alignment with helping the organization move in a positive direction and towards our goals. These aspects of my personality and experience have influenced this research process and outcomes, which I will discuss further in the methodology and results sections.

I have the influence of both my administrative role and my instruction role. With the combination of administration and teaching, I understand the classroom environment and pedagogical practices, as well as the decision making and implementation elements. As an involved and motivated practitioner, I had a strong motivation to see change in the graduate programs and the school in general, and this motivation for change impacted and expanded the duration and scope of this study. I was not an impartial observer of this process, I was an active advocate for change; therefore, the use of the Equity Scorecard process alone was not the only stimulus for change. Having worked as a practitioner in this capacity for many years, I appreciated the ability to apply research to understand something that was important to me in my role as practitioner. During my doctoral coursework I enjoyed researching, reflecting upon, and writing about my experiences and observations in my role as practitioner, therefore navigating the role of researcher and practitioner. This study is a larger example of being an educational researcher, but in the context of the work I do as a practitioner. Researching something

that is important in my work helps me to reflect at a higher level, gain perspective, determine possible solutions that I would not have thought about, and separate myself from the practice elements. As the final aspect of my positionality for this study, I will explain the concept of tempered radicals introduced by Meyerson and Scully (1995) and discuss how I see myself as a tempered radical in this work.

2.1. Tempered Radicals

Many authors have discussed how organization members stimulate and support change in their organizations. Institutional entrepreneurs have been described as either individuals or groups of organization members who attempt to change institutional arrangements in pursuit of certain interests (Meyerson & Tompkins, 2007). The concept was introduced by DiMaggio (1988) who argues that “new institutions arise when organized actors with sufficient resources (institutional entrepreneurs) see in them an opportunity to realize interests that they value highly” (p. 14, emphasis in original). They may attempt to transform an existing organization or create a new institution by leveraging resources (Maguire, Hardy, & Lawrence, 2004). Maguire et al. (2004) argue that for institutional entrepreneurs, aligning their change initiatives to the interests of other institutional actors, thereby attempting to fit the institutional field, is important for success. They also argue that change becomes a political process that requires power and resources of those institutional actors.

Another concept that has been proposed to better understand organizational change related more specifically to activism is Meyerson and Scully’s (1995) concept of tempered radicals. Tempered radicals are “individuals who identify with and are committed to their organizations, and are also committed to a cause, community, or ideology that is fundamentally different from, and possibly at odds with the dominant culture of their organization” (Meyerson & Scully, 1995, p. 586). Meyerson and Tompkins (2007) argue that institutional actors that have resources and agency are often deeply embedded in their organization, and therefore entrenched in the existing institutional logics. Institutional logics are internalized beliefs and understandings that reinforce themselves, thereby making it difficult to see alternatives (DiMaggio, 1997). On the other hand, tempered radicals possess a duality. They belong to and identify as a member of their organization, and they also identify with another ideology or identity group (Meyerson & Scully, 1995). Because of this duality, they are not as entrenched in the

institutional logics that may otherwise prevent them from imagining alternatives (Meyerson & Tompkins, 2007). They can imagine alternatives and often experience tensions as a result. Tempered radicals “experience tensions between the status quo and alternatives, which can fuel organizational transformation” (Meyerson & Scully, 1995, p. 586). They can be productive and committed organization members while still providing resistance and offering ideas about how things can be done differently.

Meyerson and Scully (1995) speak of tempered radicals as being “tempered” because they have been heated up and cooled down; heated up, or angered, by the misalignment of their social justice values and what they see in their organization, and cooled down and composed by necessity. They may be seen as radical in their views and ideas because the systems they challenge and the changes they offer can threaten those that are vested in the status quo, but they are tempered and attempt to be cool-headed to maintain their professional identity and relationships.

Meyerson and Scully (1995) discuss the continual state of ambivalence that tempered radicals experience. Using Weigert and Franks (1989) sociological understanding of ambivalence, they see ambivalence as being different to compromise, which attempts a middle ground where the “flavour” of both sides can be lost. Instead, ambivalence involves “pure expression of both sides of dualism” (Meyerson & Scully, 1995, p. 588). Ambivalence is expressing both aspects of identity and belonging to both attachments. They are insiders but with the critical view of outsiders. Being insiders allows them to have the potential to affect change and being outsiders allows them the detachment to see the need for change (Meyerson & Scully, 1995).

Because they are tempered, they may be criticized for being advocates of the status quo and given their radical aspects they may be criticized for being too radical. This can cause tempered radicals to feel isolated as they attempt to avoid cooptation by either side. As an example of this, Meyerson and Scully (1995) discuss how insider language can allow for acceptance by mainstream organizational members but does not always allow for certain questions to be asked. There is also a fear of cooptation by being too “cool-headed” in order to manage relationships and impressions and avoid the isolation and emotional burden of being seen as an outsider. Meyerson and Scully (1995) also discuss the stress tempered radical’s experience due to the slow rate of change in their organizations, often leading to periods of frustration and burnout.

Meyerson and Scully (1995) argue that although the politics and process of organizational change has been discussed in the literature, the unique aspects of tempered radicals are not well covered. Specifically, they argue that this literature fails to address the painful and problematic identity politics involved for tempered radicals because they do not assume a change agent who's values and purpose are dissident with the organization's. Tempered radicals often challenge the status quo, and this can result in resistance from other organizational members and be seen as counter to the organization's values. Other terms used to describe actors involved in organizational change, such as champions or catalysts, do not necessarily capture the inherent duality and the impact that it has on moving past what other organizational members may not easily see (Meyerson & Tompkins, 2007). It is the identification with multiple identities that allows the tempered radical to see the alternatives to the status quo that they pursue.

I see myself as a tempered radical in this research project. With a 17-year tenure in the organization, I see myself as very loyal and committed to the organization. I identify as a member of this organization and align with many aspects of the culture and underlying values. However, I am also committed to equity, diversity, and inclusion and have experienced tensions between my values and the organizational status quo. I am a productive member of the organization and am aligned with the organization's objectives, but I can still see ways that we can do better and provide ideas and resistance in this area. I have been frustrated (heated up) by the misalignment of my values and the organization's practices, but have needed to temper my response and my opinions to maintain my insider status; maintaining the balance has been stressful and isolating. I have felt frustration during this research due to the slow rate of change, which has caused me to become too passionate (or heated) and possibly alienate advocates of the status quo. Although there are other terms used, such as institutional entrepreneur and champion, the concept of tempered radical really resonated with me in this work. Although this organization has a general goal of inclusion, the meanings of equity, diversity, and inclusion haven't been expressed and commitments haven't been made. Although my intentions and values may be in alignment with some members of the leadership and the organization, in most cases they are dissident with the status quo. This concept has also been extended by Ely and Meyerson (2000) in relation to a proposed change strategy, which I will discuss further in the literature review section.

Recently, Bajaba, Fuller, Simmering, Haynie, Ring, and Bajaba (2022) conducted a study to better understand the motives of tempered radicals and the relationships between these motives and proactive personality, leader-member exchange, and constructive deviance behaviours. In their review of the literature on constructive deviance, Vadera, Pratt, and Mishra (2003) define constructive deviance as “behaviors that deviate from the norms of the reference group such that they benefit the reference group and conform to hypernorms” (p. 1223). Reference groups can include the organization as a whole, the department, or a work team and hypernorms refer to values and beliefs that are globally held. They discuss important components of these behaviours as benefiting the organization and benefitting or being aligned with the values of society (hypernorms). Warren (2003) argued that Meyerson and Scully’s term tempered radicalism is a type of constructive deviance, where the status quo is challenged to benefit the organization and better align with the hypernorms and values of society. Constructive deviance behaviours are voluntary behaviours that are meant to benefit the organization by incorporating societal beliefs and values and reframe the values of the majority; however, they violate current organizational norms (Galperin, 2012; Vadera et al., 2013). Examples of these behaviours are advocacy participation, innovative behaviour, and issue selling willingness. Bajaba et al. (2022) argue that tempered radicals use these behaviours to support the causes that they want to move forward.

Proactive personality is argued to be an antecedent of proactive motivation (Parker, 2001) that drives individuals to take initiative, persevere (Bateman & Crant, 1993), and feel responsibility for pursuing constructive changes in their workplace (Fuller & Marker, 2009). Bajaba et al. (2022) argue that proactive personality is “needed for TRs to initiate change, be willing to recruit others who will assist in implementing the change, and sell their cause to those in positions of power” (p. 2). Parker, Bindl, and Strauss (2010) present a model of proactive motivation where they describe proactivity as “taking control to make things happen” (p. 828) and offer three important attributes: self-starting, change oriented, and future focussed. Proactive individuals anticipate, plan for, and initiate change that they feel will benefit the organization (Parker et al., 2010). Bajaba et al. (2022) argue and find that those with proactive personalities are more likely to have motives that align with the concept of tempered radicals and pursue organizational changes. The concept and components of proactive personality resonated very strongly

with how I see myself and my experience in my career, as well as my experience in this research.

Bajaba et al. (2022) argue that when tempered radicals experience an environment that is not aligned with their values, they are motivated to preserve their self-identity by pursuing social changes. They also argue that tempered radicals are motivated by high organizational identity and a sense of oneness between them and the organization, thereby having the concern for the organization to want to pursue change. Bajaba et al. (2022) further argue that tempered radicals are motivated by a fear of isolation and a fear of failure that drives them to build coalitions in their pursuit for change. They argue that the combination of a desire to preserve self-identity, high organizational identity, and a willingness to engage others stimulates tempered radicals to pursue change in their organization when they experience a tension between their values and the organization's actions. The items on the scale that they developed and tested for tempered radical motives based on these arguments resonated very strongly with me and how I view myself in this work (Bajaba et al., 2022). I have found that I am very strongly motivated both historically and, in this project, to align my values and those of my team with our actions in the graduate programs and the school as a whole. I am motivated in my work by the potential that education has to transform careers, people, and society, and want to see that potential realized for good, to reflect the change we want to see in the world. As a loyal member of the organization with a long tenure, I feel a connection, or oneness, and want to see the organization and our team achieve our best. I also acknowledge a desire to build a coalition, and surround myself with like-minded others to avoid the isolation of this work and increase the chances of success. As a tempered radical with a strong motivation to pursue equity work in my organization, I acknowledge the impact this has had on my research and will explore this further in the discussion section. I will now present the literature review for this study, beginning with gender. After discussing gender broadly, I will review the literature regarding the masculinity of academia, business schools, and management education. I will then discuss the problem I saw and the research question this thesis seeks to answer.

Chapter 3.

Literature Review

3.1. Gender

I will begin the literature review with a discussion of gender. The definitions that I will use in this study are from West and Zimmerman (1991; 2009). West and Zimmerman (1991; 2009) distinguish between sex, sex category, and gender. They define sex based on the possession of male or female genitalia or chromosomal/hormonal criteria, or “socially agreed upon biological criteria for classifying persons as females or males” (West & Zimmerman, 1991, p. 14). Individuals are placed into a sex category in everyday life through their identificatory displays in bearing, attire, and manner. Sex category is “established and sustained by the socially required identificatory displays that proclaim one’s membership in one or the other category” (West & Zimmerman, 1991, p. 14). Cognitive psychologists have found that people automatically and unconsciously categorize self and others by sex (Blair & Banjali, 1996; Brewer & Lui, 1989). This automatic and unconscious categorization of sex category will be important for my research, as I will discuss later.

Gender is more complex than an individual trait or biological sex. West and Zimmerman (1991) argue that gender is the outcome of social doings and interactions with others. They see gender as “an emergent feature of social situations: as both an outcome of and a rationale for various social arrangements and as a means of legitimating one of the most fundamental divisions of society” (p. 14). “Doing” gender involves constructing differences between males and females that are not biological and then using these differences to reinforce the notion of gender (West & Zimmerman, 1991). They define gender as “the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one’s sex category” (West & Zimmerman, 1991, p. 14).

Ridgeway and Correll (2004) argue that gender is typically a background identity. Identity can be defined as “the location of an individual in social space” (Gecas, Thomas, & Weigert, 1973: 477), and is argued to have an individual component (personality, physical traits) and a social component (based on salient group membership such as

race, sex, ethnicity) (Ashforth & Mael, 1989). As a background identity, Ridgeway and Correll (2004) argue that gender "operates as an implicit, cultural/cognitive presence that colors people's activities in varying degrees but is rarely the ostensible focus of what is going on in the situation" (p. 516). As a background identity, the impact of gender on evaluations and actions varies across social relational contexts (any contexts in which people define themselves in relation to others), as it combines with other salient identities and roles. Automatic sex categorization is the process that connects gender beliefs to social relational contexts (Ridgeway & Correll, 2004). That is, people's tendency to automatically and unconsciously categorize others by sex is the process that allows gender to affect social relational contexts. Ridgeway and Correll (2004) attest that gender will bias evaluations and actions in gendered directions, by moderating or exaggerating those evaluations and actions. For example, "gender becomes a bias in the way one enacts the role of manager... rather than a coherent and independent set of behaviors in itself" (p. 516). They tie this back to West and Zimmerman's (1987) explanation of how we "do" gender, rather than being something that we "are".

Similarly, Ely (1995) describes gender identity as the "meaning women attach to their membership in the category 'female'" and argues that identification with this category can influence women's group- and self-attributions through comparative distinctions of men and women in particular settings (p. 591). These comparative distinctions and attributions can be positive, negative, or ambivalent and can shape women's gender identity in different organizational settings.

I will now elaborate on how gendering occurs, using work from Acker (1990; 1992) and Ely and Meyerson (2000). I will then discuss gender's embedded nature, using work from Ridgeway and Correll (2004) on the role hegemonic cultural beliefs in gender reproduction, Acker's (1990; 1992) work on the notion of gender neutrality and its role in maintaining the gender order, and Kelan's (2009) articulation of gender fatigue as a mechanism of reproduction. I will then discuss how sex category and gender are intertwined, the relationship between gender and power, and the interconnectedness of gender and race.

3.2. Gendered Processes and Organizations

Gendered processes include what we say and do, and what we think about what we have said and done (Acker, 1992). They are not distinct from other social processes, but are integral elements of them. Acker (1990; 1992) argues that gendering occurs through the following five processes. First, divisions are constructed along gender lines to indicate differences in permitted behaviours, power, labour, and location, among others. Symbols, images, and forms of consciousness are then constructed to rationalize or reinforce gendered divisions, such as attire, pop culture, and various forms of media. Interactions between and among men and women further reinforce and produce gendered divisions through patterns that involve exclusions, alliances, and enact power differentials, such as interruptions in a classroom. These social processes then influence the creation of individual identity and the gendered choices that an individual makes. And finally, gendering occurs in the creation and conceptualization of social structures, such as organizational logic.

Acker (1990) argues that when we say that an organization is "gendered" we are saying that "advantage and disadvantage, exploitation and control, action and emotions, meaning and identity, are patterned through and in terms of a distinction between male and female, masculine and feminine" (p. 146). Similarly, Ely and Meyerson (2000) argue that gendering occurs within organizations through formal policies and procedures, informal norms and work practices, symbolic expressions such as narratives and language, and informal daily social interactions. Gender is maintained and reproduced through the structures and processes that it creates.

Power and gender are intertwined and although most of the authors I present in my literature review discuss gender in relation to power, none have directly defined power. Power as a term is used repeatedly in discussions of gender though not directly defined in the work of the authors I present. I am understanding power in social terms within hegemonic systems. Hegemony as a concept was developed by Gramsci as a way to understand how control and domination are maintained via both voluntary consent and coercion (Simon, 2002). Hegemony allows both those in power and those who are disempowered to see the reproduction of advantage as normal and natural. Power in hegemonic systems is not simply something that is imposed from "above", it is dynamic and relational and circulates through the system. It is more than individuals or

groups exerting their will and influence on others, it operates “through ongoing systems that are mediated by well-intentioned people acting, usually unconsciously, as agents of oppression by merely going about their daily lives” (Bell, 2016, p.10). This understanding of power is based on the foundation that “social groups are sorted into a hierarchy that confers advantages, status, resources, access, and privilege that are denied or rationed to those lower in the hierarchy” (Bell, 2016, p. 9). Through socialization, those in dominant groups are less likely to see how advantages have been allocated to them systemically and the historical disadvantage and oppression of those lower in the hierarchy.

In regards to gender, hegemonic cultural beliefs are the “widely held cultural beliefs that define the distinguishing characteristics of men and women and how they are expected to behave” (Ridgeway & Correll, 2004, p. 511). Ridgeway and Correll (2004) argue that hegemonic cultural beliefs about gender are reproduced in social relational contexts, which are any contexts in which people define themselves in relation to others. They claim that social relational contexts are the Typhoid Mary of the gender system, as they infect all elements of our social world with gender. Hegemonic cultural beliefs become embedded in structures and processes and then become reproduced, regardless of technological and economic change, as gender hierarchy is incorporated into new contexts. They become rules that have self-fulfilling effects on behaviours, processes, and perceptions. Regardless of change and individual intent, hegemonic cultural beliefs about gender are highly resistant to change because of the structures that support their existence. This is where Ridgeway and Correll (2004) argue the main difference is between hegemonic cultural beliefs and stereotypes. They see hegemonic cultural beliefs as “the cultural rules or instructions for enacting the social structure of difference and inequality that we understand to be gender”. This becomes the foundation of differential allocation of resources. Stereotypes describe “qualities or behavioural tendencies believed to be desirable for each sex” (Eagly, 1987, p. 13). Ridgeway and Correll (2004) argue that “while cultural beliefs about gender are indeed stereotypes, they have a substantially broader social significance than our common understanding of the phrase suggests” and that when they are salient in a situation, stereotypical assumptions can become salient (p. 511).

One of the primary reasons for this resistance to change is the fact that gender is so deeply embedded in our processes and structures that it is often very difficult to see.

Acker (1990) argues that it is difficult to see gender as a relational phenomenon when the feminine is not present. Acker (1992) questions how it is possible for our organizations to be so clearly structured around gender and yet we speak about them as if they are gender neutral. One of the main issues with calling gendered organizations gender neutral is that it fails to challenge their gendered natures and give a voice to the underlying gender inequalities. If they are not visible, and cannot be questioned, the status quo is reproduced and maintained (Meyerson & Fletcher, 2000).

Acker (1992) argues the importance of asking these questions as a way to explore the structures that maintain gender inequities. Using Smith's (1990) work, she argues that labelling gendered organizations as gender neutral is not "wrong" but allows us fruitful ground for exploration, as the leaders who control these organizations and structures do not see the gendered nature. Therefore, it warrants an exploration of the processes of gender suppression that allow this assertion of gender neutrality to be maintained. Acker (1992) notes that paradoxically, gender neutrality as a practice obscures the embedded gender structure even when organizational actors attempt to make changes to improve gender equality. Collinson and Hearn (1994) argue that "men in organizations seem extraordinarily unaware of, ignorant about and even antagonistic to any critical appraisal of the gendered nature of their action and their consequences" (p. 3). They argue that gender is embedded in complex social systems of power and only by naming men as men and exploring masculinities can we begin to understand the gendered natures of organizations and their actors.

For individuals working in organizations who see the gendered nature, it becomes difficult to reconcile what they see and the assertions of gender neutrality. In her study of information communication technology workers, Kelan (2009) found that those faced with the ideological dilemma of gender discrimination while constructing the organization as gender neutral, individualized the experiences of discrimination and located them in the past. She referred to this as gender fatigue. Kelan (2009) argues that gender fatigue exacerbates the issue and makes inequalities harder to address, as it covers them up in the pursuit of individual agency.

Many authors have argued that gender, and therefore sex category, is omnirelevant (West & Zimmerman, 1991; Ridgeway & Correll, 2004). Although an individual may choose to not comply with gendered behavioural expectations, they still

are being assessed and held accountable by the social system (West & Zimmerman, 1991). As long as society categorizes differences into masculine and feminine, "doing gender is unavoidable" (West & Zimmerman, 1991, p. 24). As discussed, cognitive psychologists have found that people tend to categorize themselves and others into male and female first, and often unconsciously (Blair & Banaji, 1996; Brewer & Lui, 1989). In all areas of social life, gender, and therefore sex category, is a foundational organizing principle (Ridgeway & Correll, 2004).

It is important that gender plays such a large role in how we understand ourselves and our social world, because it has implications for dominance and power relations. Ridgeway and Correll (2004) argue that there is an underlying assumption in the gender system that men/masculinity are superior to women/femininity. Although gender definitions change with social and socioeconomic changes, the gender hierarchy still remains. Gender beliefs have both a vertical dimension of difference that supposes masculine superiority (e.g. greater status, instrumental competence) and a horizontal dimension of men and women being different (where each sex is associated with what the other is not). An example of a horizontal difference is associating females with communal characteristics and males with agentic characteristics (Ridgeway & Correll, 2004). These differences are interconnected, such that the hierarchical nature of gender beliefs are maintained with the recognition of any horizontal differences (Ridgeway & Correll, 2004). Gender and power relations are intertwined such that understanding one, requires an analysis of the other (Collinson & Hearn, 1994). Gender can hide or mask power relations in social arrangements and make differences based on sex category appear natural (West & Zimmerman, 1991).

Ely and Meyerson (2000) argue that the social practices that gender is manifested within act to preserve male ascendancy and fall into three main themes in organizations: public/private, individual/collective, and male/female identity dichotomy. The division of public and private results in a separation of the provider role from the mother, and the requirement that "work" be put first. The individualism/collectivism dichotomy expresses competence as heroic individualism for fast results versus developmental actions and collective decision making. The male/female identity dichotomy requires fixed gender roles, where people are rewarded for fitting stereotypes and judged poorly for not upholding them. These themes will become important later in my study in how they relate to management education.

The power dynamics of the gender system intersect with the power dynamics of other social systems of difference, such as race, age, sexuality, and class (Ridgeway & Correll, 2004). Ridgeway and Correll (2004) argue that gender and other social systems of inequality and difference are defined out of one another. They give the example of using the term “the man” to refer to a white authority figure, thereby linking race and gender. They argue that race and age operate in the background, as gender does, while other identities and behaviours occur in the foreground. Multiple identities are "entwined with one another as people make sense of self and other in social relational contexts, the shared cultural meanings people attach to them can never be entirely independent" (Ridgeway & Correll, 2004; p. 522). They argue that highly visible elements of difference like race, gender, and age, are used to categorize others in almost all social relational contexts and the simultaneous availability of them encourages actors to define each in terms of the other (Ridgeway & Correll, 2004). Because each of these categories are associated with varying levels in the social hierarchy, compounding effects can occur.

As discussed, gender can moderate or exaggerate behaviour and evaluations as a background identity (Ridgeway & Correll, 2004). The extent of this is dependent on the salience of gender in the context. Ridgeway and Correll (2004) argue that gender becomes more salient when the actors differ in sex and when gender is linked to the activity in question. Management is an excellent example of a context where hegemonic gender beliefs may be particularly salient, as the stereotypes of manager are often associated with masculinity. In the next section, I will review the literature on sexism, the stereotypes associated with management, and the impact they can have on women’s careers. This will lay a foundation to explore the role of management education in perpetuating these biases in the following section.

The research on gender stereotypes, their impact on women’s careers, and the masculinity of management often intertwine gender and sex category. Although there appears to be an understanding of gender as a social process, the term gender is often used interchangeably with sex category. Because the underlying impetus for my research was differential career outcomes for women, my focus in this study is related to the impact of management education on women. Therefore, I will also use the term gender to refer to men/women and masculine/feminine.

3.3. The Impact of Gender on Women's Careers

Wellington, Kropf, and Gerkovich (2003) found that 72% of women in senior leadership roles (vice president and above) at Fortune 1000 companies agreed or strongly agreed that stereotypes about women were a barrier to their attainment of senior leadership roles. This is where my motivation for this work originated. Stereotypes and hegemonic gender beliefs can impact women's careers through hostile sexism, benevolent sexism, and implicit association biases. Though sexism was traditionally thought to be an expression of hostility towards women, Glick and Fiske (1996) have argued that there are two sources of sexism: hostility and benevolence. Hostile sexism "seeks to justify male power, traditional gender roles, and men's exploitation of women as sexual objects through derogatory characterizations of women", whereas benevolent sexism "relies on kinder, gentler justifications of male dominance and prescribed gender roles; it recognizes men's dependence on women" (Glick & Fiske, 1997, p. 121). Both forms of sexism presume traditional gender roles, share the assumption that men are superior to women, and reinforce and support patriarchal social structures. Within each form of sexism, there are aspects that relate to power, gender differentiation, and sexuality (Glick & Fiske, 1997). It is important to note that these implicit association biases related to gender can influence the actions and opinions of both men and women (Valian, 1998).

Although the underlying feeling in benevolent sexism is positive and the intent is prosocial, its basis is in traditional stereotypes and masculine dominance and it results in negative discrimination against women (Glick & Fiske, 1996). As an example, King, Botsford, Hebl, Kazama, Dawson, and Perkins (2012) used the ambivalent sexism theory to examine gender differences in how challenging developmental experiences (CDEs) were allocated. CDEs are an important element in career advancement, as they give employees developmental opportunities that ready them for more senior opportunities, build their confidence, and allow for increased visibility. Across five studies, and using both qualitative and quantitative methods, King et al. (2012) found that although female managers had access to the same number of CDEs, they were given less challenging developmental experiences than male managers. This was especially the case when women reported to male leaders who scored high on benevolent sexism. They also received less negative feedback, which is an important

element in future development. Further, these differences were not related to personal choices.

The basis of sexism, both hostile and benevolent, is the assumption of male superiority, and these assumptions are often implicit, under the surface. For female managers and leaders, discrimination on this basis is often attributed to stereotypes, where men are seen to be more in line with the required attributes of successful managers. It is not necessarily the case that women are viewed negatively, they are just not seen as strong leaders. Two models are often used to explain this: role congruity, and lack-of-fit. Eagly and Karau (2002) proposed the role congruity model, where the stereotypes of women are not congruent with the stereotypes of leaders. They attest that women are associated with communion elements and men and leaders are both associated with agentic elements. Heilman (2001) proposed a lack-of-fit model, where women are not seen to fit roles which are inconsistent with their stereotypical attributes, reducing expectations of their success and increasing expectations for their failure. There are two elements of this: women are not assumed to have the agentic traits necessary to successfully fulfill the leader role, and they are viewed less favourably when they do not act according to societal expectations, by displaying agentic behaviours.

Recently, Koenig, Eagly, Mitchell, and Ristikari (2011) did a meta-analysis of three research paradigms to determine if leader stereotypes are in fact masculine. Schein's (1973) think manager-think male paradigm involves assessing the characteristics ascribed to men, women, and successful managers across three separate samples. Powell and Butterfield's (1979) agency-communion paradigm involved the assessment of "good managers" based on agentic and communal characteristics. Shinar's (1975) masculinity-femininity paradigm examined the feminine versus masculine content of jobs.

Using a total of 69 studies, Koenig et al. (2011) found that across the 3 paradigms, leader stereotypes were found to be masculine. Though the leader stereotype has decreased somewhat in masculinity over time, men and masculine characteristics were still found to be more closely associated with leaders, especially at the senior leadership level. For the think manager-think male paradigm, across 40 studies, the similarity with leaders was large for men and small for women, especially for

high status roles. Men tended to "sex-type" the managerial role to align with male characteristics more than women, as did Eastern nationalities compared with Western participants. Women-to-leader similarity increased slightly for women over the years, though it was mainly for female subjects and older participants. That is, over time, women have increasingly seen the traits of women to be similar to the traits of leaders. This was also the case for older participants, but not to the same extent.

For the 22 studies assessed from the agency-communion paradigm, Koenig et al. (2011) found a strong masculine effect, with leaders rated higher in agentic than communal traits. Similar to the studies assessed in the think manager-think male paradigm, this effect decreased slightly with time and was more pronounced with male participants. The masculinity-femininity paradigm was assessed with seven studies and found a strong masculine effect, where leadership roles were rated as masculine. Again, this effect decreased slightly with time and was found to be greater among male participants.

Overall, Koenig et al. (2011) found that although leaders were being seen as more androgynous over time, they were more often associated with masculine characteristics, especially among men. If men are more typically associated with the leader stereotype, and are therefore more often chosen for leadership roles, they will be in the position to make decisions that impact the consideration of women for future leadership roles. If they perceive men to be more suited to lead, then it may result in a vicious cycle, where women are underrepresented in leadership roles. These stereotypes, and their impact on leader choice, can affect women's feelings of self-worth and identity formation, which in turn may influence their desire to pursue positions of authority (Koenig et al., 2011; Ridgeway & Correll, 2004). I will speak more to the role that business education has in this later in this literature review.

As discussed, Ridgeway and Correll (2004) argue that hegemonic gender beliefs bias the evaluations and behaviours of self and others, by acting as a background frame. We assume that we will be treated according to hegemonic gender beliefs; therefore, we will generally expect that others will perceive that men are more competent than women. Though we may subscribe to different beliefs, Ridgeway and Correll (2004) argue that we will still expect that others will perceive and treat us according to these beliefs. This may impact the extent to which a woman offers her opinion with confidence or hesitates

and stays quiet. If a woman chooses to speak up, hegemonic gender beliefs may impact the extent to which she is heard and the validity assigned to her comments. Her behaviours and the evaluation of them can affect assessments of her performance, and therefore, her promotion potential (Ridgeway & Correll, 2004). The same is true for men; men may be more likely to offer their opinion or put themselves forward for promotions if they feel that they will be assessed in a favorable light. Due to the institutionalization of gender beliefs and their implicit nature, they are often difficult to avoid. This allows for the reinforcement of gender inequity (Ridgeway & Correll, 2004).

Though the impacts of hegemonic beliefs may be small on an individual basis, they accumulate throughout a woman's life and career to "result in substantially different behavioural paths and social outcomes for men and women who are otherwise similar in social background" (Ridgeway & Correll, 2004, p. 520). Ely, Ibarra, and Kolb (2011) argue that gender beliefs and the resultant accumulation of disadvantage can influence the identity formation of women and interfere with their ability to see themselves as a leader.

The combination of these gender assumptions and the structures that create and are reinforced by them results in what has been coined "second generation gender bias". Ibarra, Ely, and Kolb (2013) define this as the "powerful but subtle and often invisible barriers for women that arise from cultural assumptions and organizational structures, practices, and patterns of interaction that inadvertently benefit men while putting women at a disadvantage" (p. 64). These barriers include a lack of female role models, gendered career paths and work, lack of access to informal networks and sponsors, and double binds. An example of a double bind would be the tendency for the characteristics associated with a leader to be agentic in nature, but women who behave in agentic ways are perceived unfavorably, as they are not acting as female gender schemas would dictate. The combination of hostile and benevolent sexism, with the accumulation of disadvantage caused by stereotypes and hegemonic gender beliefs make it more challenging for a woman to achieve the same opportunities and success in her career as would a man. Institutions can have gendered elements that are manifested in the way they are organized and the interactions of their members. Universities as institutions are arguably organized in gendered ways. In the next section I will discuss the gendered nature of universities, before delving deeper into the argued masculine nature of management education, which is the main focus of this change initiative.

3.4. The Masculinity of Academia

In order to understand the gendered nature of business schools and management education, it is important to first examine the university as a whole. Despite earning almost half of doctoral degrees in Canada, women hold only 37.4% of tenured positions in Canadian universities (Statistics Canada, 2021). The masculinity of academia is not only evident in representational diversity. Benschop and Brouns (2003) examined academic organizing from a gender perspective using the images of Olympus and Agora. They argued that universities operate in an Olympus model, a masculine model that values a lone scientist in an ivory tower, disconnected from other parts of society, producing objective knowledge for other members of the scientific elite. They contrast this with the Agora model, where science is seen as a social practice and is connected to other societal practices. There is more emphasis on the usefulness of knowledge and the transmission and translation of this knowledge beyond the academic elite to other parts of society. It requires a more open network than the Olympus model and more transparency and involvement in decision making, including leadership positions.

Benschop and Brouns (2003) argue that part of the reason for structural, cultural, and procedural organization of academia is the predominance of the Olympus model: the hierarchical nature of academia, the notion of the professor as the creator and disseminator of knowledge, and the assertion that only those that are part of the academy are equipped to make decisions for the university. As an institution originally created by men, the structural elements that restrict the input and challenge of others maintains the gendered nature of universities as a whole. Acker's (1990; 1992) aforementioned discussion of gender neutral organizations can be applied to academia. The assumptions of gender neutrality in academia results in a failure to surface and challenge the gendered nature. If leaders in academia do not see the gendered processes and cultural aspects of their organizations, they will fail to improve gender inequity, even when they are actively attempting to do so (Acker, 1992). Business schools are no exception. In the next section, I will discuss the gendered natures of business schools. This is particularly relevant, as the site of my research and change initiative.

3.5. The Masculinity of Business Schools

Although there is a perception that business schools are gender neutral, many authors argue that they are masculine in the way they are managed, and in their research and teaching.

3.5.1. Management of Business Schools

McTiernan and Flynn (2011) argue that despite the recent attention to the lack of female leaders in corporations, there has been scarce attention to the lack of female leaders in academia. This is particularly troubling given that business schools play a role in developing future organizational leaders. Mavin, Bryans, and Waring (2004b) cite Brooks' (1997) comment on the contradiction between the egalitarian goals of universities and the systemic discrimination present in the competitive and male dominated hierarchies.

An outcome of this systemic discrimination is arguably in the salaries and ranks of female academics in comparison to their male counterparts. In Canada, female professors earned 87.8% of what male professors earned (Catalyst, 2020). The most recent data reported from Statistics Canada in 2006 showed that women held 38.9% of university professor positions (Statistics Canada, 2015). In the US, female academics earned 87.3% of what male academics earned. An article by Flynn, Cavanagh, and Bilimoria (2015), using data from the Association to Advance Collegiate Schools of Business (AACSB), reported on the percentages of U.S. business school faculty by level. They reported that women accounted for 39.5% of Instructors, 37.4% of Assistant Professors, 30.4% of Associate Professors, and 19% of Full Professors. They held 33.1% of associate deans and 19.3% of Dean positions. The gender differences were also apparent in the disciplines represented. Women accounted for only 12% of the Full Professors in economics, statistics, and quantitative studies, and only 10.7% of the Full Professors in finance (Flynn et al., 2015). Similar to female corporate leaders, this lack of senior female leaders in academia can result in a vicious cycle, due to the lack of female role models, mentors, and women in positions of power who can challenge the masculine status quo (Mavin & Bryans, 1999a).

Valian (2004) argues that people use four common reasons for gender inequality in the academy: a pipeline problem, women's childcare responsibilities, different values, and women haven't been socialized to play by men's rules. Blackmore (2014) argues that the pipeline is leaky, as evidenced by the statistics on women at the various ranks. Both Blackmore (2014) and Valian (2004) argue that childcare is an issue for female academics, but mainly because it is viewed as a woman's issue, as opposed to a human issue where both partners share in the responsibilities equally. Valian (2004) challenges the requirement for women to fit in, and argues that we should question the necessity of the "requirements". Similarly, Blackmore (2014) argues that there is a focus on fitting women to the existing structures, rather than questioning those structures and the impact they have on female academics.

Other reasons that have been proposed for women's lack of progress in academia include stereotypes and male homosociability, or the tendency for men to associate more with other men. Valian (2004) and McTiernan and Flynn (2011) argue that stereotypes and schemas impact women's success in the academy. Valian (2004) argues that gender schemas can play a large role in evaluations of others when the work being evaluated is ambiguous and open to interpretation. Academic work falls into this category, as peers judge the progress of an academic to determine if they move to the next rank and vote them into leadership roles. With a high proportion of male faculty and a tendency to rate men better than women, this can result in an accumulation of disadvantage throughout a female academic's career. She further argues that because some women reach senior levels, we are distracted from the issue by the exceptions we can see. McTiernan and Flynn (2011) cite a session Flynn facilitated in 1996 for women in AACSB schools. The women in the session indicated that stereotypes were an ongoing issue in moving into leadership positions. They felt that women were often seen as weak and soft and unable to manage the male faculty.

Male homosociability may result in academic women being excluded from informal networks (Mavin, Bryans, & Waring, et al., 2004a) and being less likely to have mentors (McTiernan & Flynn, 2011). This may also play a role in who is chosen for leadership roles, as male academics may be more likely to choose those that are similar to them (Blackmore, 2014). McTiernan and Flynn (2011) argue that this is likely the case with dean search committees dominated by men. Though policy makers often view the lack of women in senior leadership roles in academia as a result of women themselves,

Benschop and Brouns (2003) argue that the masculine or Olympus nature of academia prevents women from being in these leadership roles. Mavin et al. (2004b) argue that the hierarchies and structures in academia play a crucial role in maintaining the gender inequity in leadership roles.

When women are in academic leadership roles, they face a number of significant challenges. Acker (2014) interviewed 31 female academic managers from Canada, Australia, and the UK about their experiences as academic managers. They felt that their roles had permeable boundaries with ever-expanding responsibilities which left them with little time for their research. They felt they were given more caring and clean-up work than their male counterparts, and felt unrecognized for their efforts, especially for promotion. Many left before their terms were complete, feeling misunderstood and overworked. Acker's (2014) work shows some examples of contributors to the "leaky pipeline" that Blackmore (2014) and Valian (2004) spoke of. If these examples are reflective of the experiences of female leaders in academia, the current inequality will likely continue.

Gender inequality in leadership roles can send a message to female academics about their chances of attaining these roles (Foster, 1994; Mavin et al., 2004b). It can also send an implicit message to business students about the suitability of women for leadership roles (Mavin & Bryans, 1999a; McTiernan & Flynn, 2011). In her study of 569 academic staff in business schools in the UK, Foster (1994) found that female faculty did not see females as fitting the characteristics of successful managers. In fact, they valued women lower in similarity to leaders than their male counterparts did. Foster (1994) argues that this may be due to the environment that they work in, where they see few female leaders. Regardless of the cause, this too can send a message to management students. If female instructors do not believe that women will make successful leaders, the students they teach may get the same impression. The gender inequity in management schools mirrors the companies that they educate and study (Smith, 2000). Mavin et al. (2004b) argue that the masculine nature of academia is compounded with the masculine nature of business to result in highly gender-biased environments in business schools. This bias is not only evident in their management, but also in their research.

3.5.2. Research in Management

In 1996, Wilson argued that organization theory did not see or hear gender. Management research was originally developed by men, for men, and based on male subjects. This was especially the case for the foundational theories that have shaped psychology, sociology, and therefore, management. As a result, authors argued that management research typically presented a male norm as gender neutral (Hall-Taylor, 1997; Mavin & Bryans, 1999a) and discussed the managerial function in a "peculiarly neutered, asexual way" (Collinson & Hearn, 1994, p. 4). They argued that the social construction of management and leadership was based on male qualities (Mavin et al., 2004a). When women were included, they were typically assumed to be the same as men, compared to the male norm, or treated like an "other" that needed to be managed. Wilson (1996) gave the example of questioning why women were less aggressive than men, instead of questioning why men were overly aggressive in comparison to women. The argument was that the frame or the starting point in management research was men and women were measured against that. Even theories in "soft" areas like organization behaviour were argued to have minimal recognition that women were missing from samples and research (Sinclair, 1995). Instead, gender was left under the surface, with the apparent assumption that it didn't matter or that women were the same as men.

When women were included in the sample, a gender analysis was rarely done, perpetuating the assumption that gender is irrelevant. Collinson and Hearn (1994) argued that although drawing attention to women is important, many researchers will conflate gender with women and will neglect to mention the masculinities that are so central to the discussion. They argued that masculinity was typically central to the analyses, but remained unexplored and taken for granted; "men are both talked about and ignored, rendered simultaneously explicit and implicit... frequently at the centre of discourse but ... rarely the focus of interrogation" (p. 3). Often when women were discussed they were relegated to a separate chapter (Wilson, 1996).

Wilson (1996) argued that organization theory and behaviour is "blind" to gender. She argued that organization theory and behaviour fails to see and acknowledge gender and treats the male experience as the norm. By doing so, it is not surfaced and theories and frameworks are less about the human experience and more about the male experience. Wilson (1996) further clarifies that when gender is discussed, the underlying

contextual, socially constructed power differentials are not surfaced; therefore, it is not just a failure to see gender in the sense of biological sex, but see gender in terms of the impact of historical and structural discrimination on women. The methodology I chose that I will be introducing later in my literature review, the equity scorecard method, also uses the concept of blind and conscious when referring to equity. With a current inclusion lens, the extension of the term blind to refer to not seeing in a cognitive sense could be considered insensitive to those who are physically blind, especially when considered as the opposite of conscious. However, this is the term used by many researchers, including those who created and studied the methodology I use, so I will use the concept of “equity blind” to refer to not cognitively seeing or acknowledging gender and the historic and systemic implications.

Later, in response to Wilson’s (1996) research note on the gender blind nature of organization theory, Linstead (2000) argued that the founding fathers of organization theory were not unaware of gender; they purposely neglected gender and actively suppressed analyses of gender differences in their commitment to rational objectivity. He argued that researchers may be unaware of gender, especially if they based their work on foundational theories, but there was very likely a lot of gender suppression or defensiveness. Suppression of gender allows for a greater level of rationality, abstract generalizations, and disembodied reasoning. Mavin et al. (2004b) argued that the dominant male paradigm has stifled the creativity of researchers to propose new ways of knowing and develop new theories. They argued that methods that are not aligned with the scientific form of positivism are seen as less valid and rigorous as traditional “male” methods. Mavin et al. (2004b) also claimed that this is evident in editorial boards, referee choices, and decisions on what is published. Collinson and Hearn (1994) argued that most management research operated under a masculine paradigm of rational objectivity and individualism which excluded other voices and approaches and masked underlying power relations.

Power is an important aspect of gender research and is often absent from analyses of women in organizational theory. Wilson (1996) argued that the traits often associated with women in management research are traits found to be typical of populations of both men and women in situations of low power. She argued that power and the social context are crucial, but often ignored. Instead, researchers often view gender differences as if they were grounded in biology and fixed. Marshall (1995) argued

that gender issues were typically approached with individualized solutions, rather than recognizing the highly systemic issues at the core. She argued that power is at the core of gender in management and the research process itself. Power and politics influence the content of management thought and the recognition given to gender research.

Gender research was also argued to be a "minefield" of debates, where researchers would often choose not to tread to avoid complicating their lives (Marshall, 1995). Part of the issue is that gender research is often on the periphery and marginalized. Though research with a high proportion of male subjects is rarely questioned, the opposite is not true for samples with a high proportion of females (Mavin et al., 2004b). Research on women was often viewed as feminist studies, marginalized and segregated in a similar fashion to the "subjects it espouses to liberate" (Still, 1993, p.1 as cited in Smith, 2000). Broadbridge and Hearn (2008) argued that gender research in management has few well-established groups of researchers with dedicated long-term research programmes, as in other areas of management education. Instead, researchers tend to be dispersed, with research programmes typically focused in other areas. Further, gender research is typically only conducted in the "softer" side of management research, such as organization behaviour, rather than finance, operations, and marketing.

Swan, Stead, and Elliott (2009) argue that incorporating gender into management research has the potential to reconceptualize the field, rather than simply discussing women as an "other". Because the roots of organizational psychology neglected gender, and current theories are based on early management thought, Mavin et al. (2004a) argue that management theorists need to unlearn and then rethink their traditional approaches. Stivers (1996) used an interesting metaphor to represent the challenge of trying to expose the gendered nature of organization theory to management theorists: "we are asking the fish to notice the water in which they swim" (p. 163). Wilson (1996) contested that rather than generating new theories on women as the other, researchers should examine the ability of existing theory to adequately reflect a "human" view. This can allow for the development of new streams to conceptualize and understand the human experience in management. Marshall (1995) argued that a major challenge in this will be staying true to the field of gender research, while being accepted by management theorists. She argued that it would be difficult to stay radical and

creative in approach while working within the dominant conventions required to be heard.

More recently, Joshi, Neely, Emrich, Griffiths, and George (2015) did a review of gender research in the Academy of Management Journal (AMJ) over the last 50 years. They argued that there has been a sharp decline in the number of papers published on gender in this publication since the 1980s. They propose that this may be a result of marginalization of research in this area, noting the increase in the number of specialized journals. They further noted that male researchers have dominated this area in AMJ, and perhaps are less inclined to continue researching it. Interestingly, they discuss research by Catalyst (a non-profit organization that bridges gender research and managers) that found a frustration among scholars and managers for the lack of progress in gender parity. From their research and the Catalyst study, Joshi et al. (2015) suggest that research has focussed too much on women and not enough on the factors that lie outside of women's control. They argued that researchers have wrongly approached structural and systemic issues from an individual viewpoint.

This aligns with work by Ely and Padavic (2007) who analyzed twenty years of organizational research on sex differences and concluded that prior research on sex differences typically neglected the role of organizations as sociocultural contexts in creating these differences. They argued that organizations play a role in identity formation that is not adequately discussed in management research.

Management research has a substantial impact on management education, as the theories and frameworks make their way into texts and classrooms, and inform the teaching of instructors. The absence of a human view in management research and a focus on masculine approaches and paradigms influences the gender inclusivity of management education, as does the masculine nature of leadership in business schools. In the next section I will discuss the masculinity of management education.

3.5.3. The Masculinity of Management Education

Masculinity is evident in management education in: the underlying values, the method of teaching, the perpetuation of managers as male, the curriculum, the instructors chosen, who is heard in the classroom, the proportion of women in the

program, and the texts. I will discuss each of these in turn before I elaborate on the problem and the impact that this masculinity has on women in management education. As I learned of all of these masculine elements, I reflected on how this impacted the thousands of women that I have met over the years in the MBA programs I manage. Although this is a summary of the theory and research of many authors, all of these elements became an important driver for my pursuit of organizational change.

Values

Management education can have the illusion of being value neutral and teaching "fact", but many authors argue that it is value laden. Using a critical management perspective, Grey (2004) argues that "management is never neutral, but at most, purports to be so" (p. 179). He attests that management education is committed to a set of values, but typically does not openly state them. Business education is informed by the interests of the managers and leaders of corporations, not by society as a whole (Grey, 2004). Examples of these values include efficiency, productivity, and profitability. Even a focus on employee well being requires alignment with moral and political values. Grey (2004) argues that the supposedly scientific approach that management takes obscures the underlying but unspoken values of private corporations and the competitive market economy that they operate in.

Grey (2004) further argues that the power relations embedded in management are value laden. The assumption is that management involves having people perform tasks that they might not otherwise perform if they weren't "managed"; within this is power. He argues: "for in acting upon other people and on the world, management has consequences, both good and bad, and so managers, regardless of whether they like it, or realize it, are in the domain of values" (Grey, 2004, p. 180). Although Grey (2004) does not explicitly define what he means by power, I assume from his discussion that it is not as I have indicated that I see power detailed above, but rather French and Raven's concept of power which they define as "social influence as a change in the belief, attitude or behaviour of a person – the target of influence, which results from the action, or presence, of another person or group of persons – the influencing agent" (Raven, 1992, p. 218). They further defined social power as "the potential for such influence" (Raven, 1992, p. 218, emphasis in original) and articulated six bases of power: Coercive, Reward, Legitimate, Referent, Expert, and Informational. In an earlier article, Grey

(2002) argued that management education implicitly advocates for managerial dominance and market relations, making them seem like natural elements of social organization. Management education "offers an unacknowledged politicized account not only of management but also of society" (Grey, 2002, p. 502). Grey (2002) also argues that because management education has an underlying goal of legitimizing the profession of management, management educators may be less likely to draw attention to some of the questionable practices that businesses are involved in. This omission is also value-based.

Simpson (2006) argues that the values of management education are highly masculine and criticizes critical management theorists for not problematizing the silencing of the feminine voice. She argues that masculinity is intimately tied to the individualism, pursuit of order, and competitiveness inherent in management education. She contends that the masculine values have significant pedagogic outcomes, resulting in the pursuit of technical expertise and mastery of objective analysis, while suppressing critical thought and examination of competing interests. Simpson and Ituma (2009) argue that management education socializes students into a certain group of values, but the effort dedicated to the pursuit for control would be better spent learning the skills of critical thinking, adaptability, and how to comprehend the impact of decisions on others.

The underlying masculine values of rationality, objectivity, competitiveness, control, hierarchies, instrumentality, individualism, and centralized authority colour all aspects of management education (Grey, 2002; 2004; Simpson, 2006; Simpson & Ituma, 2009). These take priority over interdependence, responsiveness, reflection, and flexibility and impact what is taught, how it is taught, and how students and faculty interact with one another (Grey, 2002; Ross-Smith & Komberger, 2004; Simpson & Ituma, 2009; Sinclair, 1995). Further, these values, and masculinity in this form, enforce a dominant and privileged role for men and a passive role for women (Kerfoot & Knights, 1998). Though feminine values may be seen as important, they are overridden by the masculine ethos of business (Simpson, 2006).

Methods of Instruction

There are a number of important ways that these values influence the method of instruction in management education. Management instructors often rely heavily on the use of case studies. Case teaching typically involves a lively and competitive discussion,

with the instructor in the centre facilitating the discussion and leading the students to the "answer". The purpose of most case studies is to make a decision on what the senior leader featured in the case (the protagonist) should do. There are many masculine aspects in case teaching.

First, the nature of the decision maker, or protagonist, has masculine aspects. The focus on a single senior leader is a good example of the impact of the value of centralized authority and careerism on management education. Students are implicitly taught to value the elevation of the self through the attainment of "bigger" jobs, as it is typically a senior leader who is portrayed as the hero in the case (Collinson & Hearn, 1994). Cases typically feature a lone decision maker that must choose the optimal alternative and impose a decision (Kenney, 2001). This reinforces the value of individualism, and devalues the contribution of other team members and collective action (Kenney, 2004). Further, presenting the case from the perspective of a lone protagonist limits the potential for collective and feminist insights and an understanding of the complexity of issues (Kenney, 2001). Cases typically feature a male protagonist. When they do feature a female protagonist, they are usually associated with failures or are "others" to be managed (Kenney, 2004). There is a neglect of the underlying systemic issues, and diminished learning potential as a result (Kenney, 2004).

Liang and Wang (2004) did a content and narrative analysis of 66 top-selling Harvard business cases and found an over-emphasis on rationality and under-socialized senior protagonists. They argue that cases can portray senior leaders as all-important decision makers detached from daily operations and other managerial responsibilities. They are often free of politics and other social considerations. Liang and Wang (2004) argue that "cases tend to emphasize reason over emotions, economics over politics, material benefits over intangibles and meanings, and strategy formulation over organization building" (p. 409). This focus on a lone centralized authority at the top rationally making a decision, with little concern for interdependencies, is closely aligned with masculine values.

In an assessment of policy cases, Chetkovich and Kirp (2001) find similar gender issues. They argue that a lone male hero, who is a senior leader, solves a narrowly defined problem without context and with no mention of the other managers and employees. They point out the frustration this must cause for graduates who are not able

to make independent decisions when in organizational roles or attain the top jobs they have been "trained" to assume. This frustration would likely be paralleled among business graduates. In addition, the instructor is in a position of power attained through their physical position at the front of the room, their role as the facilitator, rites of degradation, and often their reputation in "industry" (consulting, investment banking, Fortune 500 companies, etc.) (Sinclair, 1995). Most MBA classrooms are structured as tiered and curved, with the instructor in the centre and case study discussions typically focus on the instructor, where student comments are often directed at the instructor, as opposed to each other. Although these elements may exist in other disciplines, the combination of all of them that is often experienced in an MBA classroom results in an experience that is arguably masculine in nature (Sinclair, 1995).

Perpetuation of Leaders as Male

Another common critique of management education is that it perpetuates the perception of successful leaders displaying masculine characteristics, or Schein's (1976) "think manager, think male". As mentioned, men are most often featured as the protagonists in case studies, and when women are featured, they are typically an "other" to be managed or responsible for a failure (Sinclair, 1995). Hite and McDonald (1995) argue that women are also portrayed in the role of helper and less integral to the success of the organization. The presentation of male leaders can send an implicit message to students that leaders are men. In their assessment of top policy cases, Chetkovich and Kirp (2001) argue that the cases "depict a world run almost entirely by white men" (p. 288). Kenney (2004) reported that 0.72% of HBS cases (which account for 80% of the business cases sold globally) either have female protagonists, are about women's issues, women's organizations or women and leadership. Further, she argued that the underrepresentation was ongoing, as the percentages did not improve when they examined only the last three years. Since then Harvard has made a public and concerted effort to increase the number of female protagonists in its cases. In 2013, Harvard reported that 9% of cases featured a female protagonist and they promised to double that number over the next 5 years (Kantor, 2013).

Sinclair (2000a) discussed her experiences introducing masculinities into management education. She commented on the pressures by both students and faculty to focus on women or diversity, the others, versus drawing attention to the dominant

group. However, she argues that the focus on the other that she is encouraged to have ignores the underlying systemic issues and power relations (Sinclair, 2000b). In her surveys and interviews with MBA students, Smith (2000) found that women felt they were being treated as second class citizens when their experiences and gender were not incorporated. They indicated that male was treated as the norm. Interestingly, a male respondent indicated that he had not noticed the continuous reference to men in his readings and classes until a text had referred to a manager as "her" later in his program.

Curriculum

There may also be a masculine bias in the curriculum that is chosen. Sinclair (1995) argued that the value placed on rationality and analytical skills creates an emphasis on quantitative subjects and a devaluing of "behavioural" courses. In her qualitative study on MBAs, she found that female MBA students often devalued their prior experience because it was qualitative in nature. Swan (2008) argued that the curriculum in management education tends to reflect masculine values by including stereotypical masculine skills and neglecting the skills that are classified as more feminine, such as listening, coaching, and reflection. Although recent changes in accreditation requirements by AACSB have expanded learning outcome requirements to include "softer" skills, such as ethical decision-making, and topics such as corporate social responsibility, the curriculum requirement itself has not expanded to incorporate courses that focus on justice, equity, and inclusion.

Instructors

Many authors have argued that men are more likely to be the instructors in MBA programs. This is partly due to the aforementioned statistics on the proportion of females in academic roles, especially in the more senior positions. Because instructors are often chosen from among the most senior faculty, this sets the stage for a higher proportion of men teaching in MBA programs. In her qualitative study, Sinclair (1995) reported that most professors who taught in the MBA were male, and this tended to increase with the prestige of the university. Mavin and Bryans (1999a) also reported that their respondents noted the absence of women on the teaching team, as well as the guest speakers that were brought into class. Mavin et al. (2004a) argue that the gender breakdown of an MBA teaching team can be a good signal of the extent to which a school is gender blind. The gender proportion of the instruction team is important for a number of reasons.

Women may be more likely to provide variety in teaching style, which may align more with the female learning style. Smith (1998) found that participants were more comfortable contributing in class when the instructor was of the same gender. Further, female college students had lower implicit associations of manager equals male when they had more female professors (Dasgupta & Asgari, 2004).

Assessment

Gender differences in management education are also noticeable in who is heard in the classroom and the evaluation of female students. Harvard has recently begun a gender initiative. They noticed that although women were coming into the program with similar or higher grades, they were leaving with lower grades than their male counterparts (Kantor, 2013). On closer examination, they recognized that this difference was primarily in the class participation portion of the program, which is subjectively assessed by the faculty member or a teaching assistant. Similarly, in her survey of MBA students, Smith (1998) found a perception that instructors were significantly more receptive to male perspectives in discussion. Respondents felt that the men in the class were advantaged because they were more vocal and visible and were taken more seriously. Based on her qualitative research, Sinclair (1995) argued that assertiveness in class often earned male students high participation grades. However, females who contributed in a similar manner were seen as pushy or outspoken. Female respondents indicated a tendency to keep to themselves to avoid being classified as overly aggressive.

Riley (1989) argued that case and class discussion favours men, because they tend to speak more than women and are more likely to interrupt their classmates. Traditionally, assessment has been focussed more on individual performance and solution generation, versus creativity, team work, and the process of learning. Women have been found to be more likely to ask questions and disclose doubts, and they felt this impacted their instructors' assessments of them (Sinclair, 1997). She argued that instructors need to challenge their assumptions about student assessment. She attests that instructors should consider the value of silence, listening, and questioning as important elements of learning. Sinclair (1997) also argues that a variety of assessments should be used to evaluate cooperative learning and aggregative contributions.

Proportion of Female Students

The proportion of female students in MBA programs has increased very slowly over the years, and some authors argue that it has plateaued. AACSB (2015) reported that 37.7% of North American MBA students in 2013-2014 were female. In a Bloomberg article discussing the percentage of women at elite business schools, Symonds (2014) questions whether elite U.S. business schools will be able to achieve gender parity in their MBA programs. He reports that Harvard, Wharton, and NYU Stern have reported higher than average female enrollments, just over 40%. In a survey of MBA graduates, McKeen, Bujaki, and Burke (2000) found that recent female graduates rated "encouraging women to study business with the goal of reaching a 50-50 ration with men" as the most important initiative for their school to undertake.

Management Texts

Kelan (2008) discussed the discursive construction of gender in management literature. She echoed other authors who claimed that early texts were written by men and for men. In most literature, either females are absent, gender is absent, or gendered metaphors such as "penetrating markets" are used (Collinson & Hearn, 2000). Women's absence from classic management texts set the stage for their absence in later years (Kelan, 2008). In recent publications, gender is named but not explored; it is often synonymous with sex, rather than being discussed as a social construct. Further, women are portrayed as the only gendered subjects causing challenges for organizations that would otherwise run smoothly. In this they are made to be an *other* that needs to be managed (Kelan, 2008).

In her discourse analysis, Kelan (2008) argues that there are three ways that gender is discussed in management texts: awareness discourse, individualisation discourse, and new ideal discourse. The awareness discourse involves a recognition of issues such as child care, but there is an underlying assumption that it is a woman's issue. By linking family responsibilities with women, we are treating two groups as if they are one. Further, in this discourse Kelan (2008) argues that women are being discussed, but it is in a traditional societal way. The individualism discourse features women as more empowered, but puts the onus on them to create the life they want rather than challenging and drawing attention to systemic issues. In this discourse, failure can then become personal, as the challenges are viewed as easily overcome. An example of this

is suggesting that if a woman is having issues with the glass ceiling she can choose to leave and become an entrepreneur. This type of discourse may instill women with a greater sense of agency, but can also result in a disconnect from their experience with collective barriers. Similarly, the "new ideal" discourse involves describing women in a way that indicates that they are the new ideal worker given their skills in relational aspects of management and multitasking. Again, the systemic issues and resultant accumulation of disadvantage are downplayed. Women reading this may be confused as to why they face challenges when they are ideal. Overall, Kelan (2008) argues that gender inequality is difficult to voice when awareness, individualism, and new ideal discourses are present in management texts. She argues that management writers should take their writing to the next level by going further than just including women; they need to explore how women are portrayed and how gender is used. In conclusion, the gendered natures of universities and business schools are manifested in management education's values, instruction, curriculum, instructors, assessment, texts, and proportion of female students. In the next section I will discuss why this is problematic.

3.6. The Problem

The gendered natures of universities, business schools, and management education are problematic for a number of reasons. Business schools and management education have the potential to impact individuals, organizations, and society as a whole; therefore, they have a responsibility to question gendered structures and teach their students to be critical thinkers. Management education plays a big role in the perpetuation of the status quo and reproduction of masculinities, including the perception of manager equals male, the privileging of masculine values, the inferiority of communal approaches, and the failure to surface and explore systemic challenges. This has an impact on women in the MBA classroom and can result in diminished learning for both men and women.

Grey (2002) argues that business schools and MBA programs are part of the process of socialization into various forms of behaviours, norms and values. He argues that management education offers students an entry point into a managerial habitus that comes with various forms of cultural capital (Bourdieu, 1984). The language of management education, which is masculine in nature, is produced and distributed by business schools. As the producers and distributors of this language, there is a great

potential to impact management. Lamsa, Sakkinen, and Turjanmaa (2000) argued that schools play a role in the socialization process, as students construct their cultural identities as managers. Because management education represents masculine values, they argue that masculine values may be incorporated into the cultural identities of business graduates.

Students are open to transformation in an MBA program (Kelan, 2012). Kelan (2012) argues that the MBA is a space where students' "identities are in transition and new ways of becoming are opened" (p. 50). Ibarra's (1999) identity adaptation work shows how people observe role models to identify potential identity aspects and experiment with provisional selves. Kelan (2012) argues that the MBA is a space where students are experimenting with provisional selves as they are socialized in management. Given evidence of increased self-confidence and perceived credibility with the attainment of an MBA degree, students may develop a greater sense of security in the identity that is formed during their studies (Simpson, 2006). The qualification itself may also legitimate the identity of a manager. However, the nature of the identity and managerial self that is transformed during the MBA has been argued to be highly gendered (Simpson, 2006).

Although stereotypes are enduring, they can change over time when someone is exposed to an intervention (Duehr & Bono, 2006) or counter-stereotypical information (Mackie, Allison, Worth, & Asuncion, 1992; Powell, Butterfield, & Parent, 2002; Weber & Crocker, 1983). Baumgardner, Lord, and Maher (1991) proposed that limited exposure to women in managerial roles would lead to the use of traditional (masculine) stereotypes and schemas in their perceptions of the suitability of female leaders. However, the opposite could be argued to be true when exposed to counter-stereotypical information. Business students may be more likely to associate women with leadership if they have more exposure to women as successful leaders during their studies. Although elements of leadership as a concept can be viewed as masculine, the purpose of this study is to consider ways in which management education can and should play a role in furthering the access and success of women in their careers.

Paris and Decker (2012) examined the impact of management education on the likelihood for someone to associate managers with masculine characteristics. They found that students who were exposed to management education had a greater

likelihood of associating men with successful leaders, versus women. Further, students who were in a higher level, and had more exposure to management education, showed a greater association of manager-to-male than lower level management students. Interestingly, Paris and Decker (2012) proposed that the opposite would be true. They argued that because AACSB had mandated that a diversity course be offered in the MBA, students would appreciate the diversity benefits of both genders. However, as previously discussed, a course on diversity that discusses the benefits of and how to manage various others is not likely an effective approach to help students understand systemic issues and gender schemas that may implicitly bias their views. Given this, it is not surprising that management students were more likely to rely on traditional masculine schemas after exposure to more management education. I would argue that their focus on one required "diversity" course is incredibly myopic. They argue from their findings that "it is possible that business administration programs are negatively impacting the perceptions of women in managerial roles" (p. 45).

Mavin and Bryans (1999a) argue that it is the responsibility of business schools to make gender a priority to "challenge traditional perceptions of manager equals male" (p. 99). They argue that this could impact organizations by helping to dismantle sex role stereotypes in the organizations that students belong to. Those that are educated in MBA programs go on to work in and lead organizations. Bell, Connerley, and Cocchiara (2009) argue that management education has the potential to affect change through the students that are taught and therefore, educating them on gender and diversity is an ethical and moral responsibility. They argue that management educators should strive to assist students in becoming more socially responsible and understand their role in creating a lasting and positive change in the world. They also argue that the academy's lack of attention to gender and diversity does a disservice to the students, their employers, and society as a whole, as they fail to prepare students to work productively in diverse organizations and help them to see the impact of negative schemas. Bell et al. (2009) also argue that it is the responsibility of accrediting bodies, like AACSB, to facilitate this process by providing resources, gathering interested parties, and providing greater oversight on schools' progress.

Simpson (2006) attests that it is a failure of business schools that they have neglected to problematize the underlying masculine ethos of the practice and values of business. Grey (2004) argues that business schools are the ideal place where complex

management ideas and practices can be explored and discussed for the common good. Instead, he argues, they teach values disguised as fact and fail to challenge the status quo and the social impact of business decisions. Smith (1998) also argues that universities have an important role in incorporating gender into their curriculum to create an awareness of gender issues. Mavin and Bryans (1999a) similarly argue that universities can and should encourage students and their organizations to critically challenge their thinking. If universities ignore this responsibility it results in learning that is impoverished, "an anathema to the knowledge society" (Mavin & Bryans, 1999a, p. 99).

Many authors argue that management education and MBA programs reflect and reproduce the masculine cultures of management (Simpson, 2006). Management educators collude with the status quo when they fail to educate their students on the implications of gender in business (Mavin & Bryans, 1999b) and make the systemic issues inaccessible and beyond attention and change (Sinclair, 2000a). By behaving as if management education is gender neutral, business schools mask its hierarchy and power (Mavin & Bryans, 1999a). Although MBA programs have been offered as a solution to help women accelerate their careers, Sinclair (1995) argues that they endorse and reproduce management's masculine culture, and are part of the problem. Rather than preparing students to understand and discuss gender and systemic issues, they render it undiscussable, as if it doesn't exist. Unquestioned, it is reproduced.

In their qualitative study of both male and female MBAs, Kelan and Jones (2010) found that students didn't see the lack of gender parity as problematic. Students tended to have two approaches to gender in business education: one of acceptance, and one of denial. Some students accepted the lack of females portrayed in their program, feeling that it was a reflection of business and not worth challenging. Many felt that gender was not relevant and it was better to learn with a majority of men, since business was full of men. Some women found it upsetting, but indicated that they must accept it and control their emotions. Other comments showed denial. They individualized and externalized the issue; it was only a problem for other people in other situations. Kelan and Jones (2010) argued that this was so they could feel more empowered, without a loss of agency. They argued that this post-feminism approach of "disappearing" gender fails to train students to critically question and challenge the systemic factors that reproduce the masculine culture of management. Similarly, Swan et al. (2009) argue that gender is central to

management and organizations, and therefore warrants discussion in management education. Simpson (2006) argues that modern management has moved beyond management education in respect to gender awareness and business schools need to catch up. Many authors attest that modern organizations need more of the feminine aspects that management education tends to neglect (Mintzberg, 2004; Simpson & Ituma, 2009).

Management education's neglect to engage with gender can be particularly detrimental to the women in the classroom. Female MBAs often feel marginalized (Simpson & Ituma, 2009; Smith, 2000). Harding, Ford, and Fotaki (2013) attest that denying someone recognition leads to abjection and injury to their identity; "without recognition, identity cannot be manifested in emancipatory ways; groups are instead renounced, sidelined, and/or stigmatized" (p. 57). With reduced social power, female students may be afraid to voice concerns or challenge gendered paradigms (Smith, 1997; 2000). The predominance of male protagonists not only perpetuates the notion of "think manager, think male", it also can alienate and marginalize women. Smith (1998) surveyed MBA students and reported that half of the female respondents felt significant discomfort when their gender was excluded. She argued that women's learning is distracted when they cannot imagine themselves in the role, thereby disadvantaging them. Sinclair (2000a) argues that raising gender in the MBA class takes the burden off women to be the sole bearers of gender.

The female students surveyed in Smith's (1997) study felt that lecturers were more receptive to male students. Sinclair (1995) also found this in her study, and reported that women felt they were heard less in their study teams. Smith (1997) found that women were uncomfortable with the exclusion of their gender and indicated they would have preferred that their gender be included. They felt more comfortable with lecturers that were the same gender and found the male lecturers were often sexist; however, they did not feel comfortable confronting them about it. In Kelan's (2009) study, female students individualized gender discrimination and felt they were responsible for overcoming it. Kelan (2009) argued that they needed to construct themselves as active agents, with the control to impact this type of interaction. Sinclair (1995) also saw anger in her participants which had the effect of increasing their marginalization, as they tended to distance themselves from the exclusion. In other cases, female MBAs reported trying to be inconspicuous and assimilate.

The identities of masculinity and management are mutually supportive; therefore, for many men in the classroom, developing their managerial identity throughout the program aligns with their masculine identity (Simpson, 2006). However, for women and some men, it becomes difficult to reconcile between their feminine identity and the managerial identity as it is presented in management education. An example of this is in the approach to decision making. Women may feel compelled to make fast independent decisions to align with their learned managerial identity, while feeling the pull of their feminine identity to consult and discuss alternatives (Simpson, 2006). They may choose to use learned scripts and "performances" as a way to fit in, but this may disadvantage them, as it is not aligned to their gender identity. In other cases, they may be penalized for acting in a stereotypically masculine way by these performances, and be seen as pushy or overly assertive (Sinclair, 1995).

As an extension of the marginalization and exclusion that many women reported feeling, Mesny (2013) argued that women will not have the same learning experience from cases if they cannot relate to the situation and characters. In order to have learning in the affective domain, students must be able to relate to the cases on an affective personal level (Mesny, 2013). If the cases depict men and reflect masculine values, it may be more difficult for women to learn on this affective level.

Not only are the female students negatively impacted in the gendered MBA class, but all students miss the potential learning that could come from the inclusion of both perspectives (Simpson, 2006). Smith (2000) argues that when you disadvantage women's learning, you will also disadvantage the learning of men, as they will miss out on hearing the feminine perspective and the experiences of their female classmates. Further, feminization does not need to dismiss the masculine, but can open up other approaches to allow for critical reflection of knowledge and practice (Simpson, 2006).

Citing evidence of less transformative learning in the MBA for men (Simpson, 2000), Simpson and Ituma (2009) argue that men are also disadvantaged in the MBA. They argue that feminization of the MBA would allow men to be challenged by different perspectives, which would allow for deeper learning. It could help facilitate their ability to reflect upon assumptions and what they "know" to innovate and avoid repeating past mistakes (Smith, 1998). As Mavin and Bryans (1999a) argue, "Organizations and students of management can no longer depend on these repeated patterns, as

organizations of the future will require people who can think beyond the traditional paradigm" (p. 99).

The gendered nature of universities, business schools, and management education arguably has significant effects, not only for the women who study in MBA programs, but for all women. As a result of the socialization process that occurs in education, there is a great potential to impact the views and language of management students, the organizations that they are associated with, and society as a whole. It is the responsibility, and a strength, of universities to present their students with different perspectives and teach them how to challenge what they see in the world in the pursuit of a greater good. Management education has the power to perpetuate the perception of manager equals male, or challenge it and the systemic structures that reproduce it. Though there is an impact for the women in the classroom and the possibility to expand the learning of male students, the implications of a more gender-balanced approach to management education are greater and more far-reaching than that. They have the potential to change perceptions and reduce systemic barriers that prevent women from reaching their full potential in their careers.

I believe that many faculty and leaders in management education are genuinely unaware of the many masculine aspects of business schools and management education. Although there may be some highly visible differences, such as the proportion of male faculty and male protagonists in case studies, I believe that many well-intentioned management scholars and educators are unaware of the many layers of gender bias that exist and the impact that they have on both male and female students, and society as a whole. As previously discussed, gender research is in many ways marginalized in management education. In my opinion, it is very likely that leaders in management education may not recognize the many ways that they could improve their programs for both men and women by incorporating a feminine perspective and considering their programs with a gender lens. Further, I believe that those who do, have a difficult task ahead of them if they wish to make changes in their programs. It is my hope that this project will assist in moving this forward.

3.7. Gender Equity

As presented at the start of this proposal, the fundamental issue that first interested me in this area of research is the discrepancy in career outcomes for women versus men. I then turned to research on the role of business schools in improving or worsening this trend. When exposed to literature arguing of the masculine nature of universities, business schools, and management education, I began to question what was being done and why more wasn't being done to improve this. For the purposes of this study I use the term "gender equity" to refer to improvement in educational outcomes for women. The Equity Scorecard initiative from the Center for Urban Education has been very influential to my research methodology. Although the diversity scorecard is focussed on ethnic equity, as opposed to gender equity, there were many parallels and useful components.

One of the research teams involved in the Equity Scorecard, Robinson-Armstrong, Clemons, Fissinger, and Saucedo (2012), define academic equity as "equality in educational outcomes for all students" (p. 78). They argue that the goal of diversity does not go far enough and that many schools are not improving educational inequities because they are framing their intentions towards "diversity" and improving representational diversity, or the representation of various groups. Taking from their use of the term ethnic equity, I will use their term of gender equity in my study. By gender equity I mean equality in educational outcomes for all students, regardless of their gender.

3.8. Research Questions

As the literature presented above demonstrates, many scholars have argued and demonstrated the gendered nature of management education and the negative implications of this exclusion. And yet there are very few examples of change in policy or practice in the pursuit of gender equity. Arguments have been made and the data has been presented, but this form of inequity persists.

The Principles for Responsible Management Education (PRME) initiative is an organized relationship between business schools and the United Nations. Recently PRME's working group on gender equality published a book entitled "Integrating Gender

Equality into Business and Management Education". One of the editors, Kilgour (2015), argues that the problem lies in finding ways to use the existing research and proposed solutions to achieve systemic change. The problem has been repeatedly identified and solutions have been proposed, and yet change is minimal. As Kilgour (2015) offers: "perhaps what is missing is not the identification of problems or the development of solutions, but the implementation of the solutions and the leadership and motivation to do so" (p. 19).

This is the fundamental issue I want to better understand in my research. I want to understand how change in policy and practice can occur in a graduate business school environment to improve gender equity. If business schools and their faculty and staff are unaware of the gendered elements that exist, and then begin to see gender inequities, how does change in policy and practice occur?

Following media attention, both the University of British Columbia (UBC) and Harvard Business School (HBS) tried to improve gender equity in their business schools. Following media coverage of a frosh week "rape chant" at the Sauder School of Business at UBC, the school's administration was criticized for their lack of ownership of the issue (Petrina, 2013). They subsequently created the "gender and diversity in leadership initiative" and hired a professor who studies gender and leadership to lead it. Similarly, long after media coverage of harassment at the HBS, the school created a gender initiative and embarked on changes in their MBA programs that was profiled in the New York Times (Kantor, 2013). They also discussed in the epilogue section of a recent book on female leadership that their student associations had pushed them to embark on the initiative (Ammerman & Groysberg, 2021). However, a study of the organizational change process has not been published for either of these change initiatives. The aforementioned publication by PRME discusses other attempts at change in the interest of gender equity, but does not explore how change occurs, how we know change has occurred, nor the barriers and antecedents of change. For my study, I would like to understand:

Can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity?

- What are the indicators of such change?
- What factors can be attributed to change?
- What barriers can inhibit change?

As an extension of positioning myself as a researcher, and a foreshadowing to my identified barriers to change, how I conceptualized changes in policy and practice or the way that organizational members talk and think about gender equity was very tangible. At the start of this study I expected that the graduate programs would be managed differently and the program experience would be different as a result of this process of reviewing data and discussing changes that can be made. For example, I expected that after reviewing and discussing instructor, speaker, and protagonist gender, there would be a concerted effort to diversify who is portrayed as leaders in the MBA programs. In addition, during the course of this research, how I viewed change and my expectations for it changed, becoming less tangible and more philosophical part way through the process and then more tangible and specific once I had reviewed the data on what other business schools were doing to advance equity, diversity, and inclusion. Although I tried to remain open to what would unfold, given the qualitative and exploratory nature of this study, I acknowledge that I did have a vision of what change would look like and it impacted my presence in this research. I will speak more to this in the discussion section when I speak to a lack of consensus of desired outcomes and when I discuss my research journey.

In order to answer this research question, I draw on the Center for Urban Education's (CUE) Equity Scorecard process. In the following section, I will give an overview of the Equity Scorecard process for change, including the theoretical frameworks used in its development. I will then present my methodology and discuss implementation of the Equity Scorecard process, including context-specific modifications.

3.9. Theoretical Framework: Equity Scorecard Theory and Process

The Center for Urban Education (CUE) was an organization, founded in 1999 at the University of Southern California in the United States. The CUE's mission was to support higher education institutions in becoming equity-minded through socially

conscious research and tools intended to empower practitioners to act as agents of change and be critically race conscious. An excellent example of this work, and in response to persistent inequity in educational outcomes for certain racial groups, was the development of the Equity Scorecard process. Drawing from action research, sociocultural theories, organizational learning theories, practice theory, and critical race theory, the Equity Scorecard process has been used by over 100 educational institutions (CUE, 2020).

The Equity Scorecard process is an organizational transformation intervention intended to engage faculty and staff in accepting responsibility for equity gaps in educational outcomes and taking ownership to redress these gaps. Bensimon and Malcolm (2012) argued that practitioners can make a significant difference in educational outcomes if they recognize the influence of their practices on ethnically diverse groups and develop different approaches. The process involved analyzing educational outcome data (such as grades or completion rates) disaggregated by race and discussing what the institution's role was in ethnic outcome differences in a group, referred to as the evidence team. It was a set of planned inquiry activities intended to create change in the interest of addressing ethnic inequities.

The Equity Scorecard was preceded by the Diversity Scorecard, which was implemented from 2001 through 2005 (Bensimon & Malcolm, 2012). The first-generation Diversity Scorecard involved 14 higher education institutions, 141 site visits, and 1,100 pages of field notes. Funded by multiple grants and involving numerous researchers, the extensive research conducted allowed the CUE to further hone the method and tools. Though foundational elements, such as the practitioner-as-researcher and equity-mindedness cognitive framing, and tools and structures like the evidence teams, remained in place, research-based modifications and improvements were made before the launch of the Equity Scorecard process in 2005. The second phase of research and development into this process involved nine new higher education institutions and allowed the researchers to further explore how practitioners learn and change while participating in the Equity Scorecard process. The second phase included 91 meetings and more than 1,500 pages of field notes. The numerous researchers involved in these equity projects with the CUE continued to study the process and outcomes and further develop and hone the methods for many years (Bensimon & Malcolm, 2012).

The creators of the Equity Scorecard process drew on the theory of action research to explore whether involvement in a structured and collaborative process of inquiry into practitioners' own organization's practices and outcomes would result in them questioning and confronting their role in those outcomes (Bensimon & Malcolm, 2012). They had five major presuppositions in the development of this change strategy. First, they assumed that academic professionals are dedicated to doing good for others. Second, they presupposed that members of the academic community must be full partners in strategy development for greater equity because of their crucial role in the experiences of students. Third, they presupposed that previous strategies had failed to target institutional responsibility in varied educational experiences and outcomes for students with certain racial backgrounds, and a remediation of institutional practices, structures, and cultures was necessary for change. Fourth, they understood that change strategies in academia needed to reflect the unique culture of academia and use a participatory process of inquiry as a means to systematically problem solve. Their fifth and final presupposition was that inequity was best framed as a problem of practice and change efforts had the most potential for impact when they were within the immediate control of practitioners and leaders (Bensimon & Malcolm, 2012).

3.9.1. The Equity Scorecard Theoretical grounding

The Equity Scorecard is an organizational change strategy grounded in theories of sociocultural learning, action research, organizational learning, practice theory, and critical race theory (Bensimon & Malcolm, 2012). I will discuss each of these theories and their influence on the Equity Scorecard in turn.

Sociocultural theory

As a family of theories, sociocultural theory, also known as cultural-historical psychology, has underlying assumptions that the creators of the Equity Scorecard approach have drawn upon in the development of this process. Specifically, the assumptions are that learning: is social; is facilitated by responsive, assisted performance; is mediated by cultural artifacts and tools; and occurs in communities of practice (Rueda, 2012). Using these assumptions, the Equity Scorecard process brings together practitioners to form a community of practice, called the "evidence team". The evidence team's learning is mediated by the process' data tools and is supported by a

facilitator that encourages equity-based interpretations of data. In contrast to assuming that learning occurs at the individual level, sociocultural theories contend that learning is a social process. The Equity Scorecard process is designed as a culturally meaningful and productive activity, where the evidence team develops shared meanings together.

Using these theories, the Equity Scorecard team contend that the existing practices and shared understandings within institutions of higher education have been developed over time and shaped by thinking that has been mediated by the culture (Bensimon, 2007). Therefore, the Equity Scorecard process is seen as a way to re-mediate, or "change the nature and type of mediation in order to promote the creation of new understandings and knowledge" (Rueda, 2012, p. 169). This occurs in a social group with a continual purposeful endeavor, referred to as a community of practice (Wenger, 1998). Learning in this context can then be characterized by how an individual contributes to and is changed by their participation in the community of practice (Rogoff, 2003). The Equity Scorecard researchers use the concept of activity settings from sociocultural theories, which are seen as the community, roles of community members, division of labor, subject, objects, and mediating artifacts, as a way to connect individual learning to the broader institutional learning (Rueda, 2012). The community is not solely understood as those participating in the evidence team, but also the extended communities that members belong to. Therefore, learning does not end with the individual or the group, but extends to the organization through members' broader community participation (Rueda, 2012).

Sociocultural theories also helped the creators of the Equity Scorecard process to better understand how culture mediates thinking. They saw existing ways of understanding as formed by shared meanings developed over time in particular cultural contexts (Bensimon & Harris, 2012). They saw this displayed in how higher education practitioners initially understood evidence of racial inequities in educational outcomes. They then use the intervention to introduce new tools, artifacts, and cultural practices that help to surface established understanding and support the creation of new ones (Bensimon & Harris, 2012).

Action Research

The CUE used the action research perspective in the creation of the Equity Scorecard process. They use the practitioner-as-researcher model, where practitioners

take on the role as researcher and researchers act as facilitators of the process (Rueda, 2012). They used aspects of participatory action research (Bray, Lee, Smith, & Yorks, 2000; Stringer, 1996), specifically the purpose of the research – to create change at the individual and organizational levels (Rueda, 2012). The Equity Scorecard process involves practitioners conducting research about their own higher educational institutions. By doing this they learn and understand in a way that allows them to enact change in their organizations (Bensimon, Polkinghorne, Bauman, Vallejo, 2004). They saw the process as a vehicle to allow for the development of practitioner-researchers, who question existing assumptions and continually dig deeper and conduct collaborative inquiry (Pena, Harris, & Bensimon, 2012). Sociocultural learning theories and action research methods helped the Equity Scorecard developers understand and shape learning and questioning at individual and group levels. They then turned to organizational learning theories to understand how that translated to change at an institutional level.

Organizational Learning

Organizational learning, or the study of how organizations learn and conditions that support the process, was influential in the development of the Equity Scorecard process (Rueda, 2012). The concepts of organizational learning noted by Kezar (2005) that have informed the Equity Scorecard process development are: inquiry and advocacy, theories in use, overload, information interpretation processes (i.e. unlearning and organizational memory), and single- and double-loop learning (Rueda, 2012). Inquiry and advocacy are "forms of dialogue that foster change in how individuals understand assumptions and values that block communication and learning" (Rueda, 2012, p. 165). Theories in use refer to the mental models that guide action and overload refers to situations where the capacity of the system is overwhelmed by the information in that system. The ability to remember important aspects of organizational information from the past and connect it to the present and future at the system level, is referred to as organizational memory (Rueda, 2012). The concepts of single- and double-loop learning were identified as very important elements of organizational learning in the Equity Scorecard process.

Single-loop learning is the most common form of learning in organizations and is operational learning that involves the revision of existing practices or the creation of new

ones (Kim, 1993). It involves looking at an issue from a functional standpoint and attempting change through programs and structures. The location of the issue is often identified externally and the effort then looks to change others. On the other hand, double-loop learning is conceptual learning that involves looking at familiar issues in a new way and the creation of new frameworks (Kim, 1993). It involves reflection from within, related to practices and values, and instead of locating the issue externally, those engaged in double-loop learning are more likely to search for the root causes of issues and look to change practices and the underlying values and beliefs that influence them (Bauman, 2005). Argyris and Schon (1996) argued that change requires double-loop learning.

The researchers at the CUE who created the Equity Scorecard process argue that the development of equity-mindedness requires double-loop learning and equity-mindedness is an important element in equity-focussed change in higher education institutions (Bensimon & Harris, 2012). Equity-mindedness is a concept that pulls from social justice, critical race theory, feminist theory, and critical discourse analysis. Equity-minded individuals are "more aware of the sociohistorical context of exclusionary practices and racism in higher education and the effect of power asymmetries on opportunities and outcomes" (Bensimon & Harris, 2012, p. 221) and are therefore more likely to look within the organization for solutions. Equity-minded practitioners are more likely to see their role and the organization's role in perpetuating inequities and the biases, stereotypes, assumptions, and systems that feed them.

Organizational learning theorists argue that organizational learning is facilitated by new ideas, doubt in existing knowledge and practices, and the transfer of knowledge among organizational members (Garvin, 1993; Weick & Westly, 1996). These components were used in the creation of the Equity Scorecard process. The data that the evidence team analyzes can be a source of new ideas (Lorenz, 2012). The researchers at CUE found that the evidence teams attained new insight when jointly examining data. The data and resultant discussions also promoted doubt in the organizations' existing knowledge and practices (Lorenz, 2012). Organizations may have had shared understandings of themselves as being equitable and inclusive, but when they view, analyze, and discuss the data they can begin to call those understandings into question and doubt them. The process of reconciliation between what is seen in the data and what they previously believed can encourage organizational learning (Lorenz,

2012). Finally, the data examined by the evidence teams also allow for the transfer of information to other institutional actors. This transfer is seen as an essential component of organizational learning (Daft & Huber, 1987; Garvin, 1993; Huber, 1991; Levitt & March, 1988) and the members of the evidence team are seen as the vehicles for that transfer as they share the data, ideas, and doubt of the organization's current practices with the other communities that they belong to (Lorenz, 2012).

Practice Theory

The developers of the Equity Scorecard process at the CUE also used practice theory to inform the development of the process (Bensimon & Harris, 2012). Polkinghorne (2004) argues that culturally and socially acquired knowledge exists below the level of consciousness and influences everyday practices. The intent of the inquiry process is to enable practitioners to make their assumptions visible and recognize the need for new approaches and practices (Bensimon & Harris, 2012). The Equity Scorecard process frames inequity as an "indeterminate problem of practice" (Bensimon, 2012). Rather than assuming that the underlying cause of inequities is external factors, practitioners are encouraged to see inequities as being an "indeterminate situation", or a situation for which there is no answer yet, that warrants disciplined inquiry (Dewey, 1938) and to look at the role that their own practices play in creating those inequities. For example, if fewer African Americans succeed in math courses, it could be blamed on the education they received in advance of getting to college. However, if the members of the evidence team assume that it is an indeterminate situation, and force themselves to explore it further, they may see that they can influence these outcomes, either by changing policies that reinforce them, or adding programs and services. Polkinghorne (2004) attests that an indeterminate situation is one in which current practices are failing to produce desired outcomes. The Equity Scorecard process frames inequity as evidence that current individual and organizational practices are failing, and an exploration of structure, pedagogical approaches, and policies is required to begin to plan for change (Bensimon, 2012). The intent is to create an indeterminate situation that will allow practitioners to understand that their practices are not yielding the anticipated results for all students and to take responsibility to change those practices in the pursuit of equity.

Critical Race Theory

The developers of the Equity Scorecard process use critical race theory to develop their concept of equity-minded individuals and support the development of an equity-minded frame and analysis (Bensimon & Harris, 2012). Bensimon (2012) cites higher education critical race scholars (e.g. Harper, Patton, & Wooden, 2009; Ladson-Billings, 2006) that were influential in the development of the Equity Scorecard. This work claims that inequality is created and reproduced through practices in higher educational institutions, along with the cumulative impact of microaggressions. Crucial to this process is continually considering the "social, cultural, and historical context of exclusion, discrimination, and educational apartheid" (Bensimon, 2012, p. 29).

Equity-minded individuals are more aware of higher education's historical and sociocultural context of exclusion and the impact of the resultant power asymmetries on the outcomes and opportunities of marginalized groups (Bensimon & Harris, 2012). They are also more likely to attribute inequities to organizational issues, as opposed to the individuals in the marginalized groups. They see the opportunities for change in the organization and are more likely to take responsibility for that change (Bensimon & Harris, 2012). Equity-minded individuals and their discourse are colour-conscious, versus colour-blind; they are able to see inequities and the historical exclusion and discrimination that causes it. Rather than seeing inequities as natural and predictable, they are willing to consider that they were created and reproduced by "taken-for-granted practices and policies, inadequate knowledge, a lack of cultural know-how, or the absence of institutional support" (Bensimon & Harris, 2012. P. 226).

The creators of the Equity Scorecard process argue that creating awareness of inequity is the crucial first step towards organizational change, and facilitating equity-mindedness is a pivotal component of increasing awareness (Bensimon, 2012). Bensimon (2012) argues that it is possible that practitioners participate in the process of reviewing data, understand that inequities exist, engage in inquiry willingly and enthusiastically, and yet still maintain a framework that allows the status quo to be perpetuated. Becoming equity-minded, seeing the historical context of exclusion, is crucial for the process to elicit change and Bensimon (2012) argues that it is very challenging to move practitioners to the point of asking how their individual and organizational practices contribute to inequities or fail to improve inequities.

From this, Bensimon (2012) describes equity-minded individuals as having four main characteristics. First, they view inequalities in the context of the historical context of discrimination and exclusion. Second, they understand that beliefs and practices that appear to be neutral may have outcomes that are disadvantageous to marginalized groups. Third, they are willing to take responsibility to reduce or eliminate inequities. And finally, they acknowledge that hierarchies in higher education were created and are maintained by policies and practices that have been influenced by racism and sexism, regardless of whether it is overt. The extent to which the Equity Scorecard will succeed in supporting change in a higher education institution is dependent on the individuals that are part of the process seeing inequities and the organization's role in this way. Although this process draws upon and is based on theories regarding race, the concept of equity-mindedness can apply to gender as well, due to its focus on understanding how historical discrimination and exclusion, hierarchies, assumed neutrality, and the accumulation of microaggressions have led to inequities and differential outcomes for marginalized groups. Although it was developed for racial inequity, these fundamental similarities allow it to be applied to gender inequity.

3.9.2. Equity Scorecard Process Principles

Drawing from the aforementioned theories (sociocultural, action research, organizational learning, practice, and critical race), the Equity Scorecard process has the following four principles of change. The first principle, drawing from sociocultural theories of learning, is that "practitioners learn and change through their engagement in a joint productive activity" (Bensimon, 2012, p. 30). The process supports the development of equity-mindedness through an inquiry process in activity settings (evidence team meetings). Evidence team members, as part of a community of practice, re-mediate their understandings through creating meaning out of data together with dialogue.

The second principle of this change management process, which draws on practice theory, is that "inequity in educational outcomes is characterized as an indeterminate situation produced by a failure of practice" (Bensimon, 2012, p. 30). The members of the evidence team are asked to characterize inequities as a situation for which the underlying cause is not known, and to examine institutional practices, culture, systems, and policies for the root cause. By asking practitioners to examine their own and their organization's practices, they are better able to target change where they have

control. With the assumption that existing practices have been established by culturally and socially acquired knowledge that is below the level of consciousness, the process of inquiry allows practitioners to surface and question these assumptions, thereby framing problems in a way that is conducive to organizational action and change.

The third principle for the Equity Scorecard process, drawing on both practice theory and organizational learning theory, is that "practitioner-led inquiry is a means of developing awareness of racial inequity and self-change" (Bensimon, 2012, p. 33). Practitioners are likely to begin with a deficit-minded approach to understanding inequities (as opposed to the desired equity-minded approach), as they are drawing on experiential knowledge and assumptions below the level of consciousness. This represents single-loop learning and often results in failing to address the root causes or systemic issues. Facilitators of the Equity Scorecard process then assist practitioners in surfacing their assumptions and focusing on the root causes, cultural practices, structures, and policies, thereby moving to double-loop learning (Bensimon, 2012). This allows practitioners to become agents of change, in challenging their own practices and those of their organization. The doubt in existing practices and new ideas can then be transferred to other members of the organization.

The fourth and final principle, drawing from critical theories of race, is that "equity-minded practitioners are race-conscious" (Bensimon, 2012, p. 36). Without an understanding of the historical and systemic context of exclusion and discrimination, practitioners will be likely to maintain the status quo. The facilitation of equity-mindedness and continual surfacing of assumed neutrality supports the development of an action plan for change. When practitioners see the impact of inequity, historically and presently, and are willing to examine assumed neutrality and take responsibility for reducing and eliminating inequity, change can occur.

The Equity Scorecard process developed by the CUE is intended to engage faculty and staff in accepting responsibility for equity gaps in educational outcomes and taking ownership to redress these gaps. The creators of this process argued that practitioners could make a significant difference in educational outcomes if they recognized the influence of their practices on ethnically diverse groups and developed different approaches. Although the Equity Scorecard process was designed with ethnic equity in mind, I found it particularly useful in informing my methodology. I believe that

many of the theories they use to understand the change process for ethnic equity could be used to understand a similar process for gender equity.

It is important to note that although this process has influenced my methodology, there is a major difference aside from the focus on ethnic versus gender equity. The Equity Scorecard process measures outcome data disaggregated by ethnicity and seeks to make changes to those equity outcomes. Because the gendered elements of management education are deeply embedded and argued to influence gender identity formation and stereotype creation and reinforcement, the outcomes are not easily measured, as they were with the Equity Scorecard. The focus in this study is to extend previous work that has argued the negative outcomes of the masculinity of management education by examining the mechanisms for change in improving gender equity. Specifically, I am looking at the change management process for policies and practices that are designed to improve gender equity, but am not studying the impact these policies and practices have on the long-term career success of women. Regardless of the different focus, the Equity Scorecard process offers a lot of helpful considerations for this project. In the next section I will discuss a similar change perspective, but more specifically focussed on gender-related change in organizations and academia, that also influenced my research methodology: the work of Ely and Meyerson (2000), layered on the aforementioned concept of tempered radicalism.

3.10. Organizational Change Related to Gender

An influential theory in the determination of my proposed methodology was Ely and Meyerson's (2000) theory of gender change in organizations, which was also discussed in Meyerson and Kolb's (2000) paper discussing how feminist theory can be used in gender equity projects. In both papers, they discussed the typical approaches to organizational change related to gender: fix women (i.e. give them skills to succeed), value the feminine (i.e. relationship orientation), and create opportunities (i.e. remove structural barriers like all-male hiring committees). The authors then presented a non-traditional approach to organizational change related to gender that they argued had a much greater chance of sustained success. Arguing that organizations are gendered, as they were created by men and for men, and that maleness is privileged in formal and informal practices, symbols and images, social interactions, and expressions of gender identities, they suggest that sustained change requires an incremental approach (Ely &

Meyerson, 2000; Meyerson & Kolb, 2000). Ely and Meyerson (2000) see gender as a complex set of social relations across a range of social practices, and because gender is deeply embedded in the structure of organizations, they call for emergent, localized, incremental change. This involves a continual process of questioning and altering practices. They suggest that change can occur through the following three steps: critiquing practices with differential outcomes, revising narratives about the gender neutrality of those practices, and experimenting with changes.

These steps are deemed important “based in the notion that gender inequities in organizations are rooted in taken-for-granted assumptions, values, and practices that systematically accord power and privilege to certain groups of men at the expense of women and other men” (Meyerson & Kolb, 2000, p. 554). In the critique phase, Meyerson and Kolb (2000) argue that the identification of gendering processes that create inequities helps to surface these assumptions. They present a lengthy list of questions that organizational members can reflect upon. The critique phase focuses on data collection and analysis, looking for examples of gendered organizational practices through a variety of quantitative and qualitative means (Ely & Meyerson, 2000). They encourage looking for practices that are applied differently or have a differential impact on women and some men. This is a similar approach to that offered by the Equity Scorecard process (Bensimon, 2012), though focussed on gender. Ely and Meyerson (2000) further advise looking for narratives or other social practices that hide the oppressive nature of other practices, perhaps disguised as neutrality.

Narrative revision begins in the critique phase; it involves learning new ways of understanding organizational practices and interrupting existing narratives about their neutrality (Ely & Meyerson, 2000). This process can be difficult for some members to hear and different members will require varying amounts of time to process revised narratives. Narrative revision is therefore an ongoing process that starts in the critique phase and continues through the experimentation phase. Experimentation should focus on concrete changes that interrupt these gendering processes and act as probes or trials to allow for learning (Meyerson & Kolb, 2000). The authors suggest looking for social practices that have the greatest negative impact on gender equity, ideally in ways that also negatively affect other aspects of the organization. They also suggest using terms like “experiment” or “trial” to reduce resistance and create a wedge that can open the

opportunity to provoke questions and encourage debate about the status quo and possible alternatives.

This aligns with the strategies for change that Meyerson and Scully (1995) presented that tempered radicals typically employ: “incremental, semi-strategic reforms and through spontaneous, sometimes unremarkable, expressions of authenticity that implicitly drive or even constitute change” (p. 594). The incremental or “small wins” approach has the benefit of reducing significant issues to a more manageable size and allows for experiments that may uncover allies, areas of resistance, and future opportunities. The small wins approach is less likely to engage the organization’s “immune system”, as bigger change initiatives can, and it encourages tempered radicals to be strategic in what they attempt to change. Small wins can also be aligned with opportunities that present themselves. Although there are benefits to a small wins strategy, Meyerson and Scully (1995) caution that it may make organizational members feel that they have “solved” the issue.

The other strategy that tempered radicals often employ is local, spontaneous authentic action. In this case, “tempered radicals directly express their beliefs, feelings, and identities” (Meyerson & Scully, 1995). This authentic exhibition of beliefs can encourage others to change their behaviours and can challenge or surface other models or paradigms present in the organization. Authentic expression can also reduce feeling hypocritical or guilty or the emotional labour associated with not being true to their beliefs. One way of exhibiting authenticity can be through language. Meyerson and Scully (1995) discuss the use of social justice language inside the organization to feel authentic, find potential allies, and effectively challenge organizational practices.

Prior to reading Meyerson and Scully’s (1995) and Ely and Meyerson’s (2000) work I viewed the lack of change merely as a lack of knowledge; business educators were unaware of the gender bias inherent in management education. I thought by presenting the information and recommendations for change, change could occur. Ely and Meyerson’s (2000) theory has influenced my proposed methodology by moving me in the direction of facilitating others in the process of critique, narrative revision, and experimentation. This also aligns with the Equity Scorecard process and foundational theories (Bensimon, 2012). Further, my understanding of myself as a tempered radical has influenced my understanding of my involvement in the change process. I will discuss

how this impacted my methodology in the next section and how my tempered radicalism influenced my outcomes in the discussion section.

Another change process that has been helpful in my study is an initiative at the Harvard School of Business (HBS). Harvard made changes to improve the gender equity in their MBA programs and Kantor (2013) described some of the changes of this "experiment" as she calls it in her article in the New York Times. Noting that women's grades were dropping comparatively after entering the MBA program, and recognizing the influential role the school plays in global business, the leadership team decided to make some changes in their publications and their classrooms. The Dean made a public commitment to increase the proportion of female protagonists in their cases. In addition to this commitment, the leadership team made changes in teaching and assessment. For example, the administrators tracked the gender distributions of participation grades and recorded or transcribed student participation to allow for less biased grading. Faculty were able to view their participation grades disaggregated by gender and make changes as needed. Further, the associate dean watched recordings of female faculty lectures and coached them on gender dynamics in their classes and how to improve. They introduced classes that were less competitive and more collaborative, instead of offering only the traditional competitive case analysis class. They also cracked down on discriminatory behaviours and harassment. It is clear that they had champions for change, such as Robin Ely, a leading researcher in gender and leadership whose work I discussed above, and had top leadership support, as evidenced by the public commitment of the Dean. However, what is not clear is how the change actually occurred, what barriers existed that prevented changes decades ago when the school was criticized for its gender issues, and the indicators that were used to determine if change was occurring. This is what I want to better understand. In the following section, I will detail my research methodology.

Chapter 4.

Methodology

I conducted a participatory action research project using a qualitative case study approach (Stake, 1995) in order to understand: if a process of awareness and dialogue among organizational members would lead to an attempt to improve gender equity in a graduate business school context (in changes in policy or practice; or changes in how organizational members talk and think about gender equity); indicators of such change once awareness and dialogue have occurred; factors that could be attributed to change in policy and practice; and barriers that inhibit change in policy and practice to improve gender equity.

The purpose of participatory action research is to encourage change at individual, institutional, and societal levels by jointly creating knowledge (Bray, et al., 2000). In a manner similar to the Equity Scorecard process (Bensimon, 2012), I created an evidence team for the purpose of this study and gathered the evidence team in six meetings over almost 4 years from March 2018 through December 2021. The evidence team reviewed data on gender in the graduate programs at the business school for: students, instructors, case study protagonists, speakers in the class, and mentors, as well as comparative information on policies and practices employed at other business schools. The discussions were also influenced by Ely and Meyerson's (2000) recommendations and involved critique, narrative revision, and experimentation. In addition to presenting the data to the evidence team, I presented the data in various committees and circulated a detailed written report. I also met with various staff and faculty members and teams to present the data and gather recommendations for change within the business school. In the next section, I will introduce the research site before I detail my methodology.

4.1. Research Site/Context

The case selected for this study was the graduate programs in a business school at a university in Western Canada. The MBA programs at this school were chosen as my case study because as the executive director, I have access to information that I would

not otherwise likely have access to. I have relationships with faculty who were part of my evidence team and access to the data needed for my study. Given the sensitivity of studying gender inequity, I concluded that being an insider would allow me to have greater access to information and honest interpretations of the situation, our processes, and decision making.

This business school has four MBA programs and three corporate or custom programs. My primary focus was on the four MBA programs (both full-time and part-time programs). I chose not to focus on the corporate and custom programs, as they are managed very differently and do not have annual intakes. The four programs I focussed on have consistent annual intakes, are managed in a similar fashion, and operate out of the lower mainland. I also chose to not focus on the Indigenous Business Leadership EMBA, as there has been a focused change effort for that program related to Indigenization and decolonization by Indigenous staff and faculty. I felt strongly that it was not my place as a non-Indigenous person to simply add it to my study, as I felt it disrespected the important, thorough, and Indigenous-led work that was being done. Because the leaders of this program were working on a program review and redesign, they agreed that it should not be a part of this process.

The part-time MBA programs range from 20 to 24 months with annual intakes of 45 to 50 students. The full-time MBA is a 12-month program with between 50 to 55 students each year. All programs are normally delivered in person (before the COVID-19 pandemic and again recently) in Western Canada. All of the MBA programs are offered in cohorts, where students take all of the same courses together, without electives.

Although the MBA programs are part of a larger business school, I have chosen to focus on the MBA programs. The MBA programs are operated quite separately from the undergraduate programs and have distinct management. In many cases, the faculty who teach in the graduate programs only teach in the graduate school. The course materials and pedagogical practices in our MBA programs are typically distinct from those in the undergraduate programs. Although the graduate programs are the focus of this study, there is the potential that the change initiative may have an impact on the undergraduate program as well, due to some overlap in instruction and policy.

4.2. Evidence Team

Similar to the Equity Scorecard process, I used an evidence team to review data, problematize the situation, and take ownership for the development of potential solutions (Bensimon, 2012). Based on best practices from the Equity Scorecard process and my own knowledge of the MBA programs at this business school, I made several decisions in forming the evidence team, outlined here. The size of the group is an important choice, as it needs to be small enough to allow for meaningful discussion, but also large enough to allow for a variety of perspectives. The researchers who created the Equity Scorecard process recommended a group of approximately 10 people considering the following criteria: dedicated to improving student outcomes, involvement in decision-making and administrative structures, and cognitively complex (Bensimon & Hanson, 2012). They argued that having members who are dedicated to improving student outcomes will improve the team's ability to ask critical questions and address inequities. They further argued that those involved in decision-making and governance structures will have a greater ability to take action and affect change. I would also argue that they will have a more realistic sense of how to implement change successfully. And finally, they argued that members who are cognitively complex will allow for a more multifaceted viewpoint and solutions with the potential to impact in a broader sense.

In addition, I decided that given the topic, it was important for me to have an evidence team that was 50% female. With the exception of one senior staff member who reports to the Dean as an assistant dean, the members chosen were all faculty, as they are the main decision makers in the programs and changes in their viewpoints and practices have a greater chance of influencing other faculty. To have a diversity of backgrounds and perspectives, I tried to have representation from different discipline areas.

With these recommendations and considerations in mind, I invited the following people to be evidence team members from the leadership team (LT): associate dean of Faculty; associate dean, graduate programs; associate dean, undergraduate programs; assistant dean, external relations. Of these members of the LT, the three associate deans are in faculty positions (one in management and organizational studies and two in Management Information Systems). I also invited three faculty members: one in international management, one in strategy and economics, and one in management and

organizational studies. All faculty members (including the LT) have taught in the graduate programs and over the course of the research, two faculty members served as an academic director of two of our MBA programs. When I began the evidence team meetings, I also had a member that was the academic director of two of our programs and an ethics instructor, but he temporarily left his role at the university, and therefore left the evidence team. The Director of Indigenous programs was also on the evidence team at the very start, but stopped participation when she left her role at the university. I chose not to replace these members to avoid disrupting the process and having a new member that would need to be caught up on the data presented and discussions that had been had. I also decided that as trust had developed through the initial discussions that a new member would disrupt that. Overall, there were four male members and four female members, including myself.

The faculty I chose were at the Associate Professor or Professor level with strong teaching and research credentials. I felt this would be beneficial in the depth of their knowledge, their willingness to challenge our current processes, especially in the presence of academic leaders, and in their credibility with colleagues.

In order to protect anonymity for the evidence team members in their quotes and responses I will not be using pseudonyms to refer to them in the results portion of this thesis. Even with the use of pseudonyms, it is possible to identify who quotes are associated with based on roles, and as soon as one quote is associated with an individual, all other quotes would become easy to identify if I connected them all with the same pseudonym. I did find differences depending on whether a member was part of the leadership team and I will present that in the analysis section. Further, as I will discuss in my results section, I found no differences in responses by gender; therefore, the risk of identification of evidence team members is greater than the benefit of knowing and matching the gender or identity.

4.3. Data Used in Evidence Team Meetings

There are two forms of data I will refer to in this thesis: the data that I collected and presented to the evidence team (and other groups in the business school) to lead the discussion on gender and the MBA, and the data I collected during the process of my research to answer my research questions. The latter will be discussed before my

analysis section. The former, the data provided to the evidence teams, is data I choose to supply based on an analysis of the research conducted in my literature review. As an important element of the participatory and collaborative nature of this change effort and in order to facilitate a feeling of ownership among the members of the team, I remained flexible on what data I collected and continually asked the evidence team members if there was anything else they would like to see. I analyzed and presented the data based on their feedback and requests. I used an emergent design approach and remained open to change. I changed the forms of data I chose to present to the evidence team based on their feedback and the progress of the meetings, except in the cases where I was not able to collect the requested data due to time and access. I also changed the forms of data I chose to collect to answer my research question based on my findings throughout the study.

The Equity Scorecard change process involved presenting evidence teams with student outcome data disaggregated by race to understand differences in student success measures and foster equity minded interpretations of practice. As discussed, the outcomes related to gender inequity in the MBA programs are not expected to be immediate. Therefore, I did not measure the impact of gender inequity directly, but attempted to understand how change in policy and practice occurs (with the intent of improving gender equity) in a graduate business school context.

As discussed in the literature review earlier, masculinity is evident in management education in the following ways: the underlying values (e.g. Grey, 2002; 2004; Simpson, 2006; Simpson & Ituma, 2009), the method of teaching (e.g. Liang & Wang, 2004; Sinclair, 1995; 1997), the perpetuation of managers as male (e.g. Schein, 1976), the curriculum (e.g. Kelan, 2008; Sinclair, 1995; Swan, 2008), the instructors chosen (e.g. Mavin & Bryans, 1999a; Smith, 1998), who is heard in the classroom (e.g. Kantor, 2013; Sinclair, 1997; Smith, 1998), the texts used (e.g. Kelan, 2008), and the proportion of women in the program (e.g. Symonds, 2014). Therefore, I provided the following data to the evidence teams for discussion. The data used in the evidence team meetings is summarized in Figure 1 below, but the detailed explanation follows.

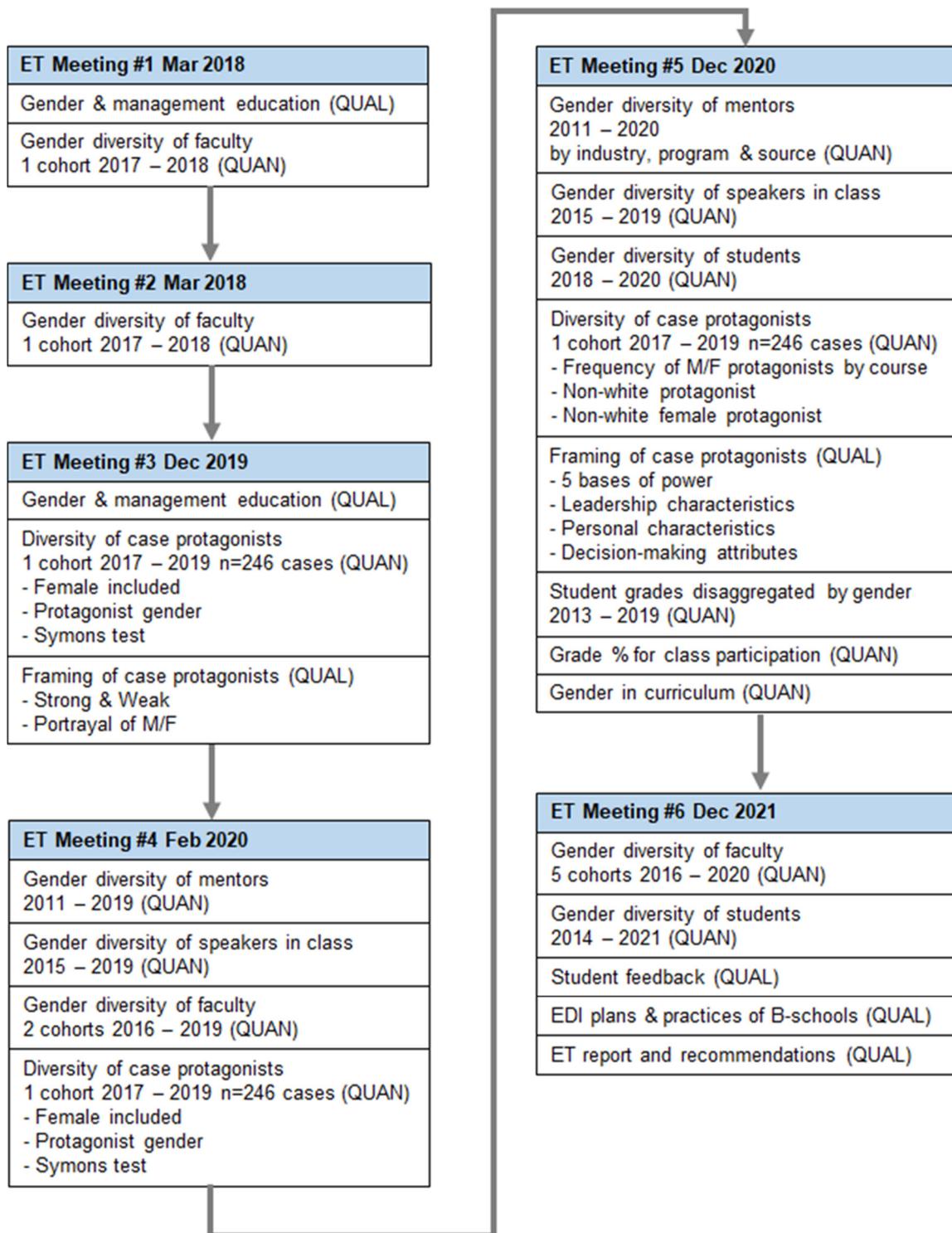


Figure 1: Data presented in evidence team meetings.

4.3.1. Gendered elements of management education

I presented an overview of the arguments made on the masculinity inherent in values of individualism, competitiveness, efficiency, power, and profitability, as detailed in my literature review (Grey, 2002; 2004; Simpson, 2006). I presented this in the first evidence team meeting to prime the material that was presented in subsequent meetings to allow for an understanding and discussion of the values underlying management education. I also provided it again after we had a long break from meetings after my parental leave.

4.3.2. Gender diversity of faculty

Many authors have argued and shown that there is a higher proportion of male faculty who teach in MBA programs (Sinclair, 1995; Mavin et al., 2004a; Flynn et al., 2015); therefore, I provided the evidence team with information on the gender of the instructors in the MBA program across 5 full cohorts of all MBA programs and also included the Masters of Finance program. Although my study was initially focussed on the four part-time and full-time MBA programs, I expanded this data to cover all masters programs to allow for a more complete picture and to allow for analysis and discussion at a graduate school level. I gathered this data from the faculty scheduling database with study plans for each program as a guide.

4.3.3. Diversity of case protagonists

As discussed, many authors argue that the dominance of male protagonists in case studies perpetuates and fails to challenge the stereotype that leaders are male (Kenney, 2004). This is proposed to impact women's identity work, and contribute to implicit gender biases in both men and women (Ibarra, 1999; Kelan, 2008; Simpson, 2006). Therefore, in order to better understand who is featured as leaders in our MBA programs, I presented the evidence team with data on the gender of the case protagonists used in our MBA programs. This included all of the cases that a full cohort of four of our MBA programs was exposed to, for a total of 246 cases. To gather this data, I pulled a report of all case studies ordered for each course, and cross-referenced

it with course outlines. All case studies were coded as to whether they had a male protagonist (indicated with a 'he' pronoun), female protagonist (indicated with a 'she' pronoun), both male and female protagonists, androgynous protagonist (indicated with a 'they' pronoun or no pronoun), or student as the protagonist.

Symons (2016) suggests assessing cases using three criteria: a woman is included in the case; a woman is the protagonist; and a woman speaks to another woman about the business. She found that of the 74 top selling Harvard cases, only three passed the "Symons test", as she called it. Therefore, I presented whether there was a female present in the case, the percentage of female protagonists, and whether female protagonists spoke to another woman about the business. When analyzing the data, I noticed that some courses had no female protagonists at all, Therefore, I also analyzed and presented the frequency of female and male protagonists by course. I presented this data by program and across all programs.

Although my focus was gender, the evidence team was also interested in racial diversity and intersectionality. Although we did not have complete data for protagonist race, we wanted to get a sense as to how frequently a black, Indigenous, or person of colour (BIPOC) protagonist was easily identified in our cases. As a first (though imperfect) step to code this, I presented the percentage of cases with protagonists that had names and background descriptions that could demonstrate to the reader that the protagonist was not white. I also presented the percentage of non-white female protagonists as a way to better understand intersectionality.

4.3.4. Framing of case protagonists

As discussed, when women are featured in case studies, they are often presented as an "other" to be managed or involved in a failure (Kenney, 2004; Sinclair, 1995). Therefore, for the cases that women are featured as a protagonist, I provided an assessment of how they were framed and presented it in the third evidence team meeting. Shortly thereafter, I read Sharen and McGowan's (2019) analysis of the portrayal of females within case studies and conducted the same analysis on a subsample of 20 of our cases (10 male and 10 female protagonists) chosen randomly across a variety of courses, programs, industries, and subject areas, to present to the evidence team. This qualitative analysis included: the five bases of power (legitimate,

expert, reputational, coercive, and referent), leadership characteristics (risk averse; rational, decisive, evidence-based decision making; and agentic behaviour); personal characteristics (certainty, assertiveness, credibility, caution, and being overwhelmed); and who or what decision-making is attributed to (organization, team, or protagonist). In the qualitative analysis I presented before modelling our analysis on Sharen and McGowan (2019), I also presented the following: replaceability, career on the line, enlightened after speaking to a male, exhibiting self-doubt, and prevalence of "pink" roles.

4.3.5. Gender diversity of speakers in class and mentors

To present the extent to which we portray that manager equals male (Schein, 1973), I presented the gender diversity of the executive speakers that were organized through our external relations "speakers in the class" program. Although this did not capture all of the speakers that faculty organized themselves, it did capture 166 speakers from 2015 through 2019. I received a report of executive speakers from our external relations team. I also presented the 2,043 mentors sourced by the external relations team for the "mentors in business" program from 2011 through 2020. I received a report of mentors from our external relations team and coded them based on self-selected salutation.

4.3.6. Gender diversity of students

The female students in McKeen et al.'s (2000) study felt that the most important initiative for their school to undertake was to work to achieve a 50-50 sex ratio. Although our ratios are currently higher than the industry average for most of our programs, a goal of 50-50 has been discussed informally. Therefore, I provided a breakdown of the gender for all of our MBA programs, Masters in Finance, and our online Graduate Diploma program from 2014 to 2021. Although my study was initially focussed on the four full-time and part-time MBA programs, I decided to expand this data to cover all open enrollment graduate programs. The Online Graduate Diploma and Masters of Finance programs have a higher proportion of female students than our MBA programs, and I decided it would help the evidence team to consider the program design and admissions strategies across all programs. I used a report of all students that included self-identified gender.

4.3.7. Student grades disaggregated by gender

Harvard found a discrepancy in the grades awarded to male and female students (Kantor, 2013). Therefore, I analyzed and presented Cumulative Grade Point Average (CGPA) by gender for 7 years of two of the part-time MBA programs and 6 years of the full-time MBA and one other part-time MBA program. Because we only found a small significant difference in one program, no further data analysis was requested by the evidence team at the time of this study. I used a report of all students that included self-identified gender and final CGPA.

4.3.8. Proportion of grade allocated to class participation.

Authors have argued that men receive higher grades for class participation (Riley, 1989; Sinclair, 1997). This was found to be the case at Harvard (Kantor, 2013) and the female students in Smith's (1998) study perceived that instructors were more receptive to their male classmates. Due to the potential for bias, I presented the proportion of grade allocated to class participation across the programs and within each course. These data were gathered by reviewing all course outlines for one full cohort of four of our MBA programs.

4.3.9. Gender curriculum

Many authors have argued that gender is rarely raised in management education, and when it is, it is framed as something to be "managed" or in a manner that portrays women as others (Kelan, 2008). I provided the evidence team with a summary of courses that featured gender as a topic or had a reading that addressed gender as assessed in their detailed course outlines. This was based on the course syllabi for all of the courses from the full cohorts of four of our MBA programs. Although I had intended to also provide information on how gender is framed in these readings and sessions, there were only two readings in one of the courses in one program that mentioned gender and the instructor was a member of my evidence team. These data were gathered by reviewing all course outlines for one full cohort of four of our MBA programs.

4.3.10. EDI plans and practices of other business schools

To assist members of the evidence team in imagining the possibilities in gender equity and EDI more broadly, I presented information on the EDI plans and practices of other business schools. Early in the process, I initially presented information on HBS's gender equity change initiative that was described in a New York Times article (Kantor, 2013) and Bentley's extensive changes to promote gender equity detailed in a case study (Adams, 2015). However, in the summer of 2020, in the wake of the Black Lives Matter movement, there was a huge increase in attention to EDI in society in general, and specifically in business schools. There were two student movements during this time in Canadian business schools. A group of students and alumni from Queen's Smith School of Business created the "Stolen by Smith" social media account in July 2020 and thousands of students and alumni wrote stories of EDI issues that they had faced in the school. This was followed by the "Reform Smith" proposal from the same group of students and alumni, a 71-page document that included demands for EDI improvement across seven areas, including admissions, curriculum, financial aid, and student support. In addition, Schulich (York University) students created the "Silenced at Schulich" social media movement to highlight the EDI issues at their school.

In January of 2021, not wanting to wait until the next evidence team meeting, and sensing urgency among our students and other business schools, I sent a detailed report on the EDI communication, plans, and practices of 15 business schools across Canada to the LT, of which four of the five members were on my evidence team. In this report I sorted all of the school-specific information into themes and indicated what each school was doing within each theme. The themes were: EDI plan; stakeholder engagement and consultation; resources for faculty; measurement, tracking, reporting; student recruitment and admissions; curriculum; instruction; leadership and strategy; hiring; thought leadership; and initial communication on EDI. I then updated the information in April 2021 and added another ten US business schools. I presented this information to the graduate programs committee, graduate curriculum committee, and the LT and sent the report to the member of my evidence team who was not in one of those meetings. I further updated this information in November 2021 and provided the detailed and thematically coded report, along with a matrix that provided a high-level summary across the themes for each school, to the LT and the newly-formed Justice, Equity, Diversity, and Inclusion (JEDI) steering committee, for which I am a member. In

my final evidence team meeting, I presented the aspects of what other business schools were doing as related to each element of our discussion. Although it was not my original intent to provide this comparative information and analysis as part of this study, I chose to provide it as a way to stimulate discussion and solution-generation, a sense of possibility, and to help stimulate momentum. I also chose to go beyond gender to an EDI perspective, in recognition of the approach that other schools were taking and the shift in focus in society to consider intersectionality. All of this information was sourced with a thorough analysis of each school's public EDI website.

4.3.11. Student feedback

In order to bring the student voice into our discussions and connect the data we were discussing to the experience of our students and their outcomes, I presented relevant student feedback for each section of our discussion in the final evidence team meeting. This feedback was gathered from exit surveys from our students, as well as direct feedback emailed to me with their concerns. All feedback was presented anonymously and only attributed to the program and cohort (year) when it would not allow for identification of the student. Though I would have preferred to collect student inclusion feedback directly, I was not able to do so, initially due to resource constraints, then due to concerns related to the faculty union (as there was a change in policy that prohibited administration asking for or viewing any feedback on instructors), and then due to the formation of a JEDI Steering Committee that was to lead the process.

4.3.12. Information not presented

Flynn et al. (2015) found that female faculty members were less likely to be in leadership roles. This has been argued to perpetuate the stereotype of manager equals male (Schein, 1973; Mavin & Bryans, 1999a). I had originally proposed to provide a summary of the female faculty members that are in a leadership role in graduate programs, but there weren't any until the end of my process and it was a member of my evidence team, so it was not necessary to provide this data.

Sinclair (1995) and Swan (2008) argued that the predominance of analytical and quantitative courses in management education reflects masculine values. I originally proposed to provide the evidence team with study plans for each program to allow for an

assessment and discussion of the gendered values present in the courses chosen. However, the scope of the discussions was already very wide and the values of management education and what is included in an MBA is so entrenched in the school and MBA programs as a whole, that I chose not to present it. This could be an area of future research.

I originally proposed to provide an overview of materials or tools provided to graduate instructors on gender via the faculty portal, teaching and learning committee/centre, or new instructor orientation. In order to understand if any support is provided to faculty in regards to gender, I reviewed support materials to determine if gender is mentioned. There were none provided, but I forwarded resources to this group and presented them to the teaching and learning committee, rather than taking time in the evidence team meetings. Some of the schools featured in the recent PRME publication have an equity strategy. I planned on presenting our equity strategy to the evidence team, but we did not have one.

4.4. Evidence team meeting deliverable

The deliverable from the evidence team was a report to the Dean and the newly formed JEDI steering committee on the current status of gender equity in the MBA programs and recommendations for improvement (see Appendix B). Although it was originally intended that we would set specific targets for improvement, including interim milestones and long-term equity goals, the evidence team decided to focus on recommendations. The production of this deliverable was a mediational means (Bensimon & Harris, 2012) to promote equity-mindedness in the evidence team and beyond and the process of creating the report provided data to improve understanding of the change process. The focus for all of the meetings was reviewing the data and discussing recommendations for what could be done. I created the report with a summary of all of the evidence team's recommendations and provided that for discussion at the final evidence team meeting and via email.

The meetings primarily represented the first two stages in Ely and Meyerson's (2000) recommended approach: critique and narrative revision. However, the development of recommendations was the first step towards the experimentation phase. Given the duration of the study, some recommendations did move into the

implementation phase, allowing for some experimentation and reflection on the outcomes.

4.5. Timing of Evidence Team Meetings

I had six evidence meetings from March 2018 through December 2021. It was originally my intent to have meetings over a shorter period of time, but a number of external and internal factors resulted in me extending the process, and I realized that more time was needed given the nature of this research. Organizational change related to inclusion is very complex and it appeared to be especially challenging in a university environment; therefore, I decided it was important to give it more time, rather than rush the process. I will speak about this more in my results and discussions sections.

I had two evidence team meetings in March 2018. In the first I presented the overview of research and the faculty gender diversity data for one cohort of the four MBA programs in the study from 2017 to 2018 and in the second we continued the discussion on faculty gender diversity. I then took an 18-month parental leave. Although I had intended for a lengthy and detailed analysis of the case protagonists used in the MBA programs to be conducted by a research assistant during my parental leave, there was a push-back from a faculty member on access to their syllabus which prompted a series of discussions on intellectual property and access that delayed access to the required list of cases across all courses. Although it was determined that the list of cases was operational information and not confidential, I was already on my parental leave and could not hire and onboard the research assistant in time.

I began the data analysis when I returned and presented case protagonist diversity and framing to the evidence team at the third meeting in December 2019. In this meeting I gave a refresher of the gender and management education research presented in the first meeting, since it had been quite some time since the first meeting. In this meeting I presented the gender diversity of case protagonists, whether a female was included in the case, and the Symon's test (female protagonist speaks to another female about the business). I also presented an initial qualitative analysis which included the framing of both male and female protagonists as strong, weak, and neutral and the comparison of how male and female protagonists were portrayed.

The fourth meeting was in February 2020, where I presented the gender diversity of the mentors in the mentorship program and speakers in the class. I also provided a subsequent year of instructor gender diversity to include two full cohorts for all MBA programs. We also continued to discuss the previously-presented information on protagonist diversity.

The week after the fourth meeting, the COVID-19 pandemic became very serious, and we had to move all of our students, staff, and instruction online. This period of time was incredibly demanding for staff and faculty. In addition, our Dean passed away and various members of the LT (three of whom were part of my evidence team) took responsibility as Acting and Interim Dean. For these reasons, I delayed the fifth meeting until December of 2020. At this meeting, I presented some additional data that the evidence team had requested regarding mentors and speakers (breakdown by industry, program, and source). I also provided student gender data for 3 years from 2018 to 2020. In addition, I presented the CGPA by gender analysis, participation percentage, and curriculum related to gender in the MBA programs. I also presented the more detailed qualitative data on case protagonists, modelled after the study by Sharen and McGowan (2019), which included bases of power, leadership characteristics, personal characteristics, and decision-making attributes. Finally, I presented an additional quantitative analysis of the case protagonists which included the frequency of male and female protagonists by course and program, prevalence of non-white protagonists, and non-white female protagonists.

The continued operational challenges of the pandemic, combined with me having to cover the work of a senior director that reported to me for more than a year, in addition to my role, resulted in a further delay. In December of 2021 I had the final evidence team meeting. In this meeting I presented a lengthier analysis of faculty diversity, covering a full 5 cohorts of students, and extended the analysis to include the Finance Masters program. I also presented a more detailed analysis of student diversity, covering all programs from 2014 through 2020 (adding the online diploma and Finance Masters programs to the analysis). I also presented the data on other schools' plans, communication, and actions related to EDI and student feedback related to each area of our data. We went through the evidence team report and discussed the recommendations that had been generated through our full process.

After the meetings were complete, I circulated a revised version of the document which included all of the data presented and our recommendations. I received feedback and edits from all members and proceeded to edit and circulate the report for the following 4 months until a consensus was reached on the final version. I sent the final version to the newly appointed Dean of the Business School with a request for a meeting to present the data and recommendations.

4.6. My Role in the ET Process

The Equity Scorecard change process offers some perspective on what my role should be in the process of the evidence team meetings. Part of my role was to facilitate the process of framing inequity as an indeterminate problem of practice (Bensimon, 2012, p. 28). For example, one could argue that the proportion of male protagonists reflects the proportion of male leaders in reality, therefore it is out of the hands of the instructors to change that. However, by framing this inequity as an indeterminate problem of practice, we might conclude that instructors are not choosing the cases that feature female protagonists or that they are not choosing to write cases that feature female leaders. Bensimon (2012) encourages facilitators to continually reframe the questions back to the realm of control of the evidence team. Therefore, I repeatedly asked questions such as "in what ways do our practices fail our students?" and "in what ways are our practices failing to improve gender equity?". I also had these questions on one of my presentation slides that I used at the start of every meeting, and throughout the meeting after each presentation of data.

By reframing what we were viewing as an organizational issue, my hope was that we would be more likely to view it in a way that was conducive to organizational change. Bensimon (2012) argues that it is typical for institutional members to lack the funds of knowledge to recognize possible failures in their policies, practices, and structures. However, with critical questioning and probing and by modelling a critical analysis of the data, I attempted to direct the discussion towards how our taken for granted policies and practices may unintentionally perpetuate and exacerbate inequity, as recommended by Bensimon (2012). I also highlighted where patterns existed that can accumulate disadvantage and attempted to reinterpret attributions of individual deficits. This aligns with Ely and Meyerson's (2000) suggestions regarding the critique and narrative revision stages. I attempted to surface assumptions of neutrality by asking questions that

highlighted the disproportionate impact of practices. An example of this is the practice of “losing a class” when an instructor takes a leave. Although both male and female instructors take study leaves, female faculty were more likely to take a year for parental leave and therefore the practice had a disproportionate impact on female faculty. This may have contributed to the low proportion of female faculty teaching in the graduate programs.

Much of the data I presented could be very easily interpreted. For example, the vast majority (81%) of instructors in the MBA programs are male. The point of the meetings was to make inequities visible and openly discussed. It was my role to draw attention to the context of historical power asymmetries, exclusion, and discrimination. One of the challenges noted in the Equity Scorecard process was that many of the evidence teams were only engaging in single loop learning (Bensimon & Harris, 2012). The authors reflect that facilitators were more focussed on orienting the evidence team members on the process of reviewing the data and on modelling equity-minded interpretations, that they failed to recognize how far the team members needed to move. The authors use sociocultural theories and the notion of the zone of proximal development to explain why team members were less likely to engage in double and triple loop learning. They claim that their orientation sessions would have been better spent building an understanding of the concepts, meaning, and practices of equity-mindedness in a more direct way. They argued that there was forward momentum, and with more time members may have engaged in double loop learning, but for many the process was not responsive to their zone of proximal development.

With this in mind I had two significant methodological differences from the Equity Scorecard process. First, many of the members I chose to be a part of the evidence team have research and teaching experience that is in line with this inquiry. Cumulatively they study cross-cultural groups, social justice, work-life balance, gender, disadvantaged groups, leadership, values, organizational transformation, and pedagogical practices. With this combined knowledge, I felt they would be more likely to be “responsive” to an equity-minded perspective, as it would be in line with their zone of proximal development.

In addition, in my orientation to the process I provided information on the implications of discrimination and the accumulation of advantage specifically and of the

gendered nature of management education more generally. Using the research reported in my literature review, I provided a summary of the following: the statistics on females in leadership positions; evidence of the manager equals male stereotypes and implicit association bias; the impact on gender identity formation; evidence of how stereotypes can change; the argued masculinity of the underlying values of management education, and evidence of how exposure to management education increased manager equals male stereotypes. I also presented this background as a refresher at our meeting following the 21-month break after my parental leave.

It was my hope that by choosing evidence team members who had a prior exposure to the impact of dominance and by priming the process with evidence, the change process would have a greater chance of success. I felt this would also contribute to the understanding of equity-minded organizational change, as it tested the assumptions of the Equity Scorecard leaders about the role of priming and working within the zone of proximal development in a change process. Therefore, it will allow me to extend knowledge in this area.

As discussed, I chose evidence team members who I felt would be open to communicate and not censor themselves around me, or around the other members. However, I acknowledged that it is possible that this would occur. During the meetings, I watched each member carefully and if I noticed that someone was dominating the conversation, I asked other members to comment. If I noticed that one member was not being heard or understood, I asked for clarification and drew others' attention to them. As part of my role as the facilitator of the process, I watched to see if a member was possibly censoring themselves, so I could speak to them after the group or in our one-to-one sessions about possible group dynamics that I could help manage. However, there were no examples of this that I saw.

4.7. Gender and Intersectionality

As discussed in my literature review, gender and sex category often become linked. In my orientation meeting, I gave an overview of the two perspectives of gender as a social system and sex category. Though both were discussed in the evidence team meetings, gender was predominantly used to discuss biological sex. I facilitated understanding by discussing gender and sex as separate but linked terms and asked

members to use gender when referring to the social process and sex when referring to the individual biological trait. Although I had initially planned to ask for clarification when I was unsure if someone was referring to sex or gender, I felt that it was too disruptive in the meetings to do so. It was also generally preferred in the evidence team meetings and in other reports and presentations that I used the term gender, rather than sex.

Although my primary focus is on gender, other axes of inequality were often raised and discussed in this process. For example, concerns regarding race, sexual orientation, age, or disability were frequently raised in the evidence team meetings, presentations, and in one-on-one meetings. As we were discussing masculinity and the assumed neutrality of the masculine viewpoint, other modes of inequality and their intersections were often raised, as expected. The assumed neutrality of the masculine frame was extended to also include the assumption of able-bodied, white, heterosexual masculinity. Although the focus of my study is gender, I did not avoid these dialogues or limit them, as they are useful in better understanding how dialogue and awareness can lead to change in the direction of increased inclusiveness. The group also discussed the binary nature of the male/female dichotomy, but decided that we would continue with this focus given the very pronounced masculine nature of our programs (for example in the proportion of male faculty and protagonists). In the next section I will discuss the data and analysis.

4.8. Data Used to Answer Research Question

The data that I used to answer my research questions included the following: evidence team meeting transcripts and observations, notes from individual meetings with evidence team members, field notes, meeting notes from operational meetings and meetings where I presented this research, meeting minutes from committees (teaching and learning committee, graduate programs committee and graduate curriculum committee), policy documents, and both documented and undocumented operational practices. I summarize these data sources at the end of this section in Table 1. I recorded the evidence team meetings and transcribed them for analysis. I also took notes during and after each evidence team meeting to document my observations for analysis.

I had three one-on-one meetings with each evidence team member during the timeframe of the study and I indicated that I was happy to have unscheduled conversations when the evidence team members were so inclined; however, no one requested additional meetings. A list of questions is provided in Appendix A. I spread the one-on-one meetings out such that one was early in the process after the second evidence team meeting, the second was after the fifth meeting and the third was after the sixth and final meeting. The one-on-one meetings were intended as a check-in to hear any concerns or challenges with the process as well as a discussion on the process, perceptions on changing awareness, and an opportunity to raise concerns. I took detailed notes during and after the meetings with evidence team members. The first meetings were conducted in person and the second and third meetings were conducted using the Zoom video-meetings software. The second and third meetings were after the start of the pandemic, when Zoom was regularly used for meetings. I sent the evidence team members a list of questions that we would discuss in advance of the meeting, so they could prepare and consider their responses in advance. A list of questions is provided in Appendix A. Not all questions were asked in all meetings, as it depended on the time available and time used to answer previous questions.

As Reuda (2012) did with the Equity Scorecard, I noted team members' comments about the process and reports of relevant conversations with people outside the evidence team. In the first meeting I asked that they keep notes of discussions that they had related to the material we were discussing in the evidence team meetings, changes in policy or practices that were related to or influenced by the data they were discussing, and any reflections on the meetings or data and analysis that they wished to see in future meetings. For the final meeting I also asked that they reflect on the recommendations that the evidence team had discussed and that were presented in the final report. I asked them about how feasible they were and if they would result in change. I also asked them to comment on what could prevent us from making changes and improving inclusion. I asked the members that were part of the LT to comment on how their experience in an administrative position and leadership role affected their recommendations and perspective. I also asked ET members specific questions based on their role and comments they made in the ET meetings in all 3 meetings I had with them. Meetings ranged in duration from 20 minutes to one hour. In addition to these meetings that were focussed on the ET data and process, I also had operational

meetings with ET members that were unrelated where we would discuss elements of this project. In these cases, I made notes following those meetings.

I also documented changes that I saw in policy or practice. When policy decisions are made in the MBA programs, I am involved or made aware as a result of my role as operational Director, and I am present at the committee meetings when changes to policy are discussed and approved. Similarly, if changes in practice occur, I or one of my staff members are involved for both documented and undocumented operational practices. There were no changes in policy during the almost 4 years of my study, but there were some changes in practice in the final months of the process, which I have documented. In order to ensure that I had not missed any changes, I asked the Directors and Associate Directors in the graduate programs team to provide feedback on the changes I had documented and add others if I was not aware of them.

In addition to the above, I also kept field notes for the duration of my study. These notes included all of my observations related to this work and the organizational response to the data and my involvement with the project. These notes include reflections on emails from staff, students, and faculty; discussions and comments in graduate programs' committee meetings and instructor meetings; communication to instructors and faculty in general; materials added to the faculty portal; study plans; instructor development materials and sessions; the final report created by the evidence team for the Dean; and conversations signalling awareness of gender equity issues. I also documented indications of pushback, resistance, and general concerns related to this work.

In addition to the one-on-one meetings with the evidence team members, I also met with other faculty and staff over the course of the study period to get their feedback on the data and what could support or inhibit change in our programs in this regard. This included individual meetings with 13 staff, 10 faculty, and one meeting with the graduate programs' operations team. I presented much of the data that I presented to the evidence team to various groups in the school, including the undergraduate program review task force, the external relations and graduate career management centre team, the graduate programs committee (3 times), the graduate curriculum committee (twice), the Masters in Management program design team, the JEDI task force of the teaching and learning committee, and the summer semester instructor meetings for the four MBA

programs that were studied. I took notes during and after all of these meetings for analysis and documented all instances where these presentations resulted in resistance, interest, or further requests for information or contact. Table 1 below shows the data that was used to answer the research question.

Table 1: Data sources for answering research question

ET meetings (6):	Transcripts Notes on what was said Observations during and after
Individual meetings with ET members (3 each; questions in Appendix A):	Transcripts Notes Observations
Field notes:	Journal on perceptions & observations Free-write on challenges, frustrations, appreciation
Meeting notes:	Operational meetings Staff meetings to discuss research (13) Faculty meetings to discuss research (10)
Meeting notes from presentation of data:	Graduate Programs operations team Career Management Centre team MiM Design Committee Teaching and Learning Committee JEDI sub-committee Graduate Programs Committee (3 meetings) Graduate Curriculum Committee Undergraduate Program Review Task Force Leadership Team Faculty Teams for 4 MBA programs
Policy documents	Graduate Programs: Instructors Students School-wide
Operational practices	Documented Undocumented
Resources provided to faculty	Faculty portal Instructor resources

These data were presented to the evidence team before other groups and the majority of the meetings with other groups ranged from December 2020 through December 2021. Figure 2 below shows a timeline of all of the meetings and presentations related to this research.

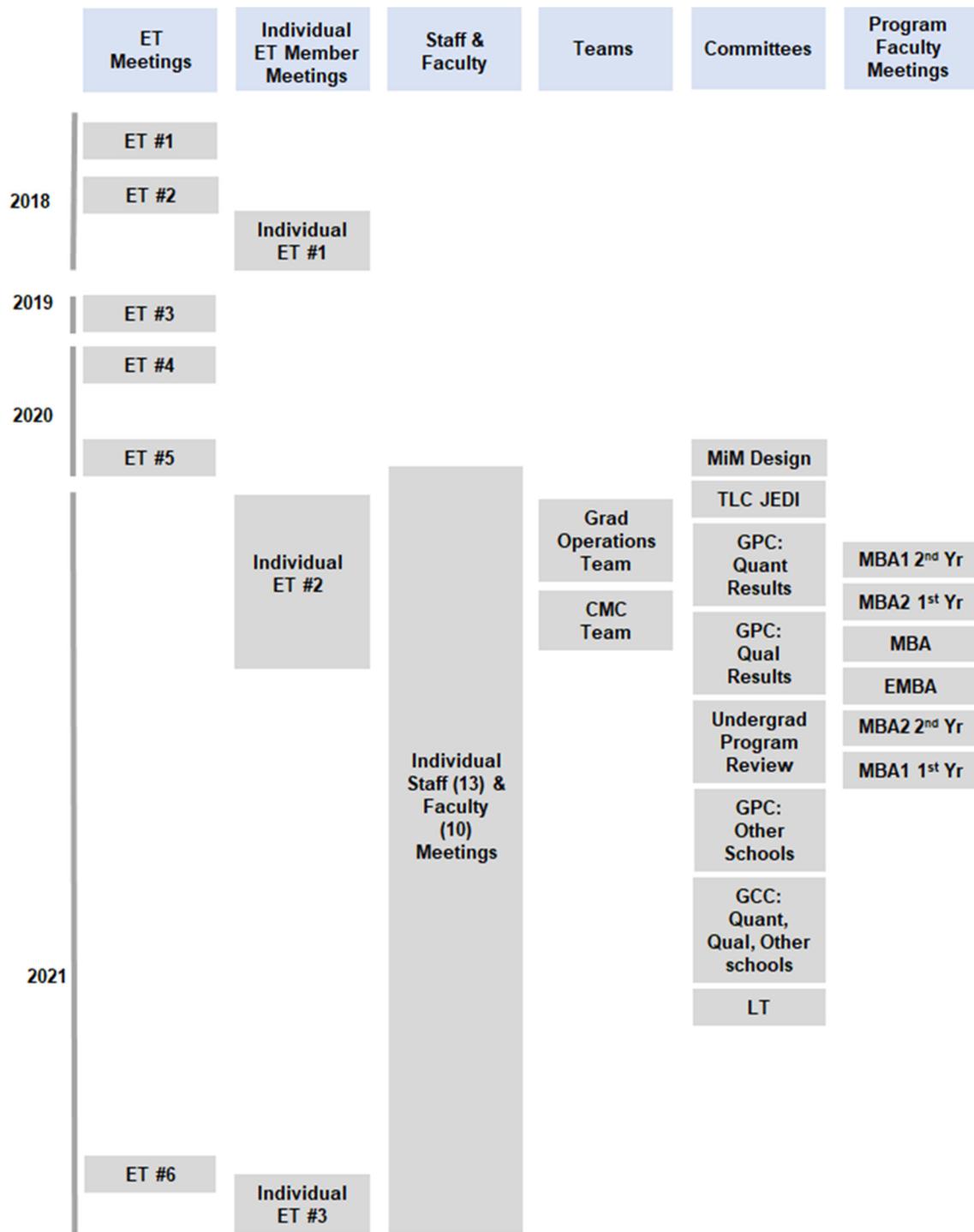


Figure 2: Timeline of meetings and presentations of this research.

4.9. Analysis

As recommended by Merriam (1988) and Marshall and Rossman (2011), I analyzed and collected data simultaneously, analyzing it categorically and chronologically on a continual basis through my study. I recorded major themes and ideas that were revealed through the process (Merriam, 1988). I was not only looking for indications of change in policy and practice in the direction of gender equity, but because there was little change evident through the majority of the study, I was also looking for and reflecting on the factors that contributed to and inhibited the process of change. I also used the analysis of other business schools' commitments, communication, and progress related to EDI as a comparator for my reflections on our progress and challenges.

I began the development of my codes by determining preliminary themes using the research conducted by the CUE teams for the equity scorecard methodology and underlying theoretical frameworks, detailed above in the literature review. I then categorized this initial list of themes in order to answer the following research questions: Can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity?

- What are the indicators of such change?
- What factors can be attributed to change?
- What barriers can inhibit change?

Therefore, I categorized the themes into indicators of change, factors that can be attributed to and support change, and barriers that inhibit change based on the aforementioned theory and findings, as well as my research notes. I then further categorized each of them into the subcategories of individual/group and organizational to recognize the two levels that change, supports, and barriers can occur and be seen in. This initial list included 78 codes. For the factors that can be attributed to (and therefore support) change, I recognized that there were factors that the equity scorecard researchers argued could support change that were not present in my study; therefore, I grouped those separately to determine if the lack of those possible supports acted as a

barrier to individual/group or organizational change. Examples of these include: an institutional researcher on the evidence team, an external facilitator of the evidence team, racial diversity on the evidence team, and frequent meetings. I will discuss how the lack of these potential supports influenced my outcomes in my results and implications sections.

During the data collection portion of my study I kept field notes on the themes I was seeing related to my research questions. I took notes during the evidence team meetings and then watched the videos shortly thereafter and took detailed notes on what I saw. I also took detailed notes to prepare summaries and action items for subsequent meetings, develop questions for my individual meetings with evidence team members, and to facilitate the preparation of the final evidence team report for the Dean.

I reviewed both the field notes and evidence team meeting notes to assess the codes I created from my literature review. I also discussed my preliminary codes with the research assistant who had transcribed all of the evidence team meetings. I then revised these initial codes to a revised list of 81 codes. My research assistant and I then both coded a 30-minute section of the first evidence team meeting, discussed our codes and then each coded another 30-minute portion of the first evidence team meeting. We used NVivo 12 for our coding. Our interrater reliability was not strong, at 26%. We then discussed the coding for the second portion and discussed the codes overall, in terms of which ones we found were too similar or situations where a more specific code was necessary. The revised list of codes included 70 codes. We then both coded the final 30 minutes of the first evidence team meeting using the new codes and discussed our results. Our agreement was better in this second round, but still quite low at 46%. Again, we combined, removed, and added codes, still resulting in 70 codes overall.

Using this new list of codes, we both coded three 30-minute pieces of the fifth evidence team meeting. Because the research assistant and I had both viewed all of the videos and there were codes that required reflection of change from the initial meetings towards the end, I determined it was best to code an evidence team meeting later in the process, versus the second meeting. We had discussions on our coding after each 30-minute portion of the meetings. Our interrater reliability had improved again to 58%. Across all of these discussions, there were some cases in which we agreed that the code I had chosen was most appropriate, but I required a more detailed code

description. An example of this is the code *root cause*, where I needed to specify that it was root cause analysis and digging deeper, but specifically into the organization's process, versus a discussion of the root cause externally. In other cases, I agreed that the research assistant's code was more appropriate, and in some cases we felt both codes fit and either coded the passage as both or combined the codes where we were seeing consistent overlap. An example of this is the codes for when we saw evidence team members being equity conscious, viewing in the context of current and historical oppression, and recognizing the power of racial/gender patterns. All of these were combined into *equity conscious*.

We also added codes where we found an existing code didn't describe what we were seeing in the evidence team meeting. An example of this is the code *bold* where we were seeing some members encouraging others on the team to not avoid the hard work and to be bold and brave, or think bigger in their recommendations. We also saw a lot of active engagement from the faculty on the evidence team in the initial meeting that was not equity related, but nonetheless showed engagement and interest in the project, and created codes for *methodology* discussion, *philosophical* engagement, and *data probing*. The resultant code list included 73 codes.

Using this new list of codes, I re-coded the first evidence team meeting in a fresh file and compared the results to the first time my research assistant and I had coded it. The results were very consistent, aside from the codes that were deleted, added, or combined. I then coded the remaining five evidence team meetings. As I coded, I recognized that some codes needed to be added and others needed to be merged or subdivided. An example of subdividing codes was the code suggestions, when suggestions for change were made to improve gender equity. It was evident that there were different types of suggestions made, some that were passive and trickle down (*passive*), such as hiring faculty that were supportive of change in hopes that in 10 to 20 years the culture would be different as older and less equity-minded faculty retired, and others that involved a new way of looking at familiar problems (*new ideas*), such as creating a mentorship program where senior (predominantly white male) faculty would mentor newer faculty into the graduate programs. An example of merging codes was *internal* (acknowledging the organization's role and processes that hindered gender equity) and *doubt* (indicating doubt in organizational processes, culture, values, routines). They were difficult to discern and I often felt the need to code a passage as

both, so I decided to merge them into *doubt*. An example of adding a code was *not LT's responsibility* when members indicated that the responsibility was not the leadership team's, but was outside of the leadership team or outside of the business school. In all cases where I changed codes (adding, merging, subdividing, or removing), I went back to previous instances of those codes to re-code using the new codes.

In order to assess the trustworthiness of my final list of evidence team meeting codes, I had another research assistant code some passages as well. After I explained the code list to her, and answered any questions she had, we first coded a 20-minute passage together from the fifth evidence team meeting. She asked questions to understand the coding manual and asked if we could code another passage together. We then coded a 10-minute portion of the sixth evidence team meeting together. After this, she coded a 20-minute passage from the sixth evidence team meeting and we had 71% agreement. For the remaining 29%, we agreed with each other after a discussion, and either I changed my code, added another, or she agreed with my original coding. She then coded 20 more minutes of evidence team meeting six, and we had 86% agreement. At this point I was confident that my coding was trustworthy.

I then coded the individual evidence team meetings and created new codes to subdivide the code *change* to include the more specific ways that evidence team members indicated they changed during the process. For example, this included increased awareness, where they indicated that they had higher awareness of equity issues which changed the way that they thought about equity and EDI. They also indicated that they talked about EDI and gender equity with others (*talked EDI*) or that they used the data from our process to convince others of the need for change (*EDI data*).

Finally, I coded all of the meeting notes where I presented the data (the Graduate Programs Committee, Graduate Curriculum Committee, Undergraduate program review task force, and individual faculty and staff meetings) and my field notes. All coding was done in NVivo 12, including evidence team meeting and individual meeting transcripts, meeting notes and field notes. During the whole process I kept detailed analytical memos to document when I had uncertainty of which code to use, when I merged, removed, or subdivided codes, as advised by Saldana (2013). I also kept note of sections that were re-coded and referenced the location of changes using the transcript

timestamps. In addition, I kept notes on the higher-level themes I was seeing. The final list of 51 codes and their descriptions are presented in Appendix C. The number of references for each code is presented in Appendix D, and will be referenced throughout the results section.

After all of the coding was complete, I analyzed the data and reviewed all analytical memos and analysis notes to determine themes, as advised by Saldana (2013). Using the number of references for each code and my analysis notes, I created a first draft of themes. I then grouped these into the three elements of my research question: indicators of change, factors that support change, and barriers to change. As I reviewed the frequency of codes, I looked for patterns and differences over time. I continually considered the context of changes I was noticing and made detailed analytical memos on what I was seeing. In looking for patterns, I considered various contextual factors, such as: when the meeting occurred in the process; whether the meeting was pre-pandemic or during the pandemic; the length of the meeting; the number of attendees; and the amount of time available for discussion versus the presentation of data. This process led to a series of analytical questions that I further explored through more analysis. For example, I had noted that it appeared that the process was initially focussed on doubt in organizational processes and new ideas for what could be changed, but then moved to discussions around change management, or how to implement the new ideas successfully given the organizational culture. I had noted this in my analytical notes, but then went back to the data to see if this was indeed occurring and to what extent. As I report my results, I will report what I found to be relevant given these and other factors.

I then returned to the initial themes I had developed from my review of the literature and compared it to my data and analysis and revised my themes, combining and grouping themes to create my second version of theme analysis. These themes were grouped by: indicators of change, factors that supported change, and barriers that inhibited change. Some theme groups were present across multiple areas, but with different components. For example, there were different process, people, and contextual aspects that supported change and acted as a barrier to change. I reviewed these themes with a faculty member in my school who studies organizational change and with my supervisor. I then edited my themes again after these reviews and a review of my data until I reached a point of theoretical saturation. I then took the resultant thematic

analysis of my data and reviewed it with two faculty members from my evidence team: one who served as a member of the leadership team, and one who was not in an administrative role, for member checking. Both supported my results and provided additional feedback that was helpful in preparing my final analysis summary.

As I reviewed the frequency of codes, I looked for patterns and differences over time. I continually considered the context of changes I was noticing and made detailed analytical memos on what I was seeing. In looking for patterns, I considered various contextual factors, such as: when the meeting occurred in the process; whether the meeting was pre-pandemic or during the pandemic; the length of the meeting; the number of attendees; and the amount of time available for discussion versus the presentation of data. As I report my results, I will report what I found to be relevant given these and other factors. This is detailed below in the results section.

4.10. Limitations and Delimitations

This study is set in the context of a Canadian comprehensive university in British Columbia. It is based on a specific business school with a unique history, values, culture, and practices. Although the findings can be extended to other business schools, it is important to note that each school will have its own unique culture and internal and external factors that will impact how equity change is pursued and received. Although focussing on one business school has its limitations, it is also beneficial in allowing for a deep and thorough analysis. Further, my role, tenure, and relationships in this business school supported my access to participants as well as my level of understanding and subsequent analysis. My institutional knowledge supported my understanding of the context and the comments made in evidence team meetings.

In addition, although this study was conducted over the course of 3 years and 9 months, there were unique contextual factors for this point in time. During this study, there was a global pandemic that significantly changed the way that people work, interact, care for children, and feel. This unique experience at this point in time could have impacted the results of this study. Further, there were strong social movements during this time, such as the #metoo and Black Lives Matter movements that increased attention and emotion to matters of justice, equity, diversity, and inclusion. This heightened attention was very related to this study topic; therefore, it may have impacted

this work and my perception of it. Although this study took place over the course of close to 4 years, organizational change, especially cultural change and change related to identities and equity can take a very long time. Therefore, my results show the beginning of this process, but I cannot make inferences as to how change will proceed in the coming years and decades.

My study participants were almost exclusively tenure-track research faculty. Of the seven consistent members of my evidence team, six were tenure-track research faculty, with three at the rank of Professor and three at the rank of Associate Professor. The seventh member was a staff member with a eighteen year tenure at the organization in a senior leadership role. Having purely tenured research faculty with senior ranks may have impacted the findings and make it less generalizable to the full business school faculty and staff population. Although I would have liked to have staff members and lecturers on my evidence team, I decided not to for ethical reasons. Because I wanted to include all of the members of the leadership team on the evidence team, with the exception of the Dean, all staff members in the business school would have reported to one of the members of the evidence team. I did not want to put them in an uncomfortable position from a power perspective. Further, because all of the data that we were viewing related to curriculum and pedagogical practices, I concluded it was important to have experienced researchers and teachers as the majority of the evidence team. In addition, I assumed based on my institutional experiences that having faculty with strong research records and rank would be very important for the research to be taken seriously, given the organizational culture of this business school. Therefore, I decided that the value of their inclusion outweighed the limitations of the exclusion of staff, junior faculty, and lecturers.

I focussed my study on gender. There are many other aspects of identity and intersectionality is an important consideration when conducting any work related to equity. Although I occasionally extended beyond gender when it was not possible or appropriate to contain the scope, I tried to stay focussed on gender to keep the scope manageable and to stay within the area for which we had data available. We did not have data related to race at the start of this study 4 years ago and we still do not. Therefore, I decided that it was wise to choose an aspect that I knew we could gather data on. Further, my research question was on the indicators, supports, and barriers of organizational change related to equity. Although my findings might have differed if I had

presented data that went beyond gender, I felt that the results would still have been very similar.

As detailed in the evidence team section above, I chose to invite evidence team members that I perceived to be equity minded. I did so at the advice of the creators and researchers of the equity scorecard process who studied this method extensively (Bensimon & Harris, 2012). Choosing individuals without an equity mindset would have most likely yielded different results, but would not have allowed me to extend the work of the equity scorecard researchers and learn from their best practices.

The limitations of the methods used are that the results are based on my observations and analysis of events and meeting transcripts, as well as the self-reported experiences and assessments of my evidence team members. My institutional knowledge allowed me to understand the context of comments, but it may have also biased my interpretations. I combatted this through having two other individuals analyze portions of my transcripts with varying levels of institutional knowledge and conducting member-checking with two of my evidence team members. I also relied on self-report of changed awareness and practices by evidence team members to a certain extent; however, I cross-referenced this with my own field notes of meetings and knowledge of organizational practices. In the next section I will detail my findings of this study.

Chapter 5.

Results

In this chapter, I detail the results of my study. A summary of these indicators of change, factors that can be attributed to (supported) change, and the factors that inhibited (acted as a barrier to) change are presented in Figure 3 below, and they will be elaborated upon in this section.

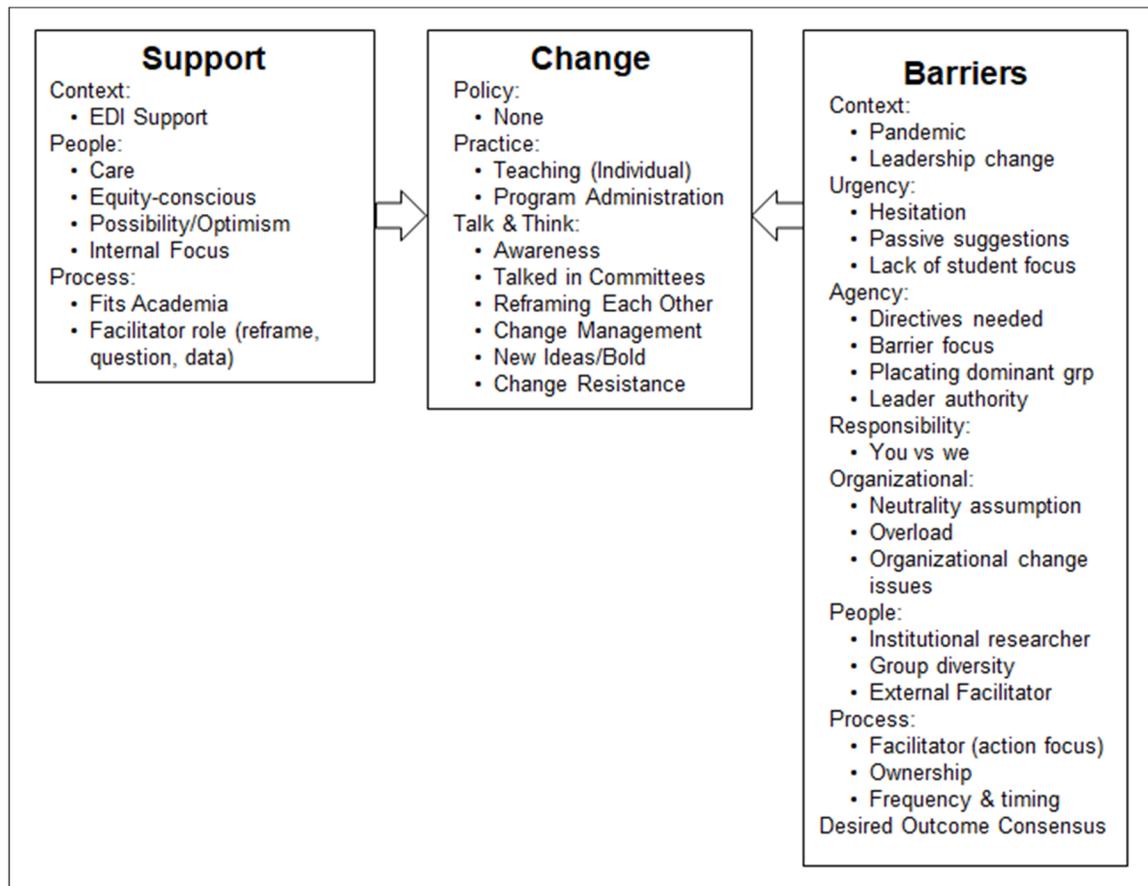


Figure 3: Summary of Results

I begin with the first aspect of my research question: can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity? I will first focus specifically on the first component of this question: what are the indicators of such change?

5.1. Indicators of Change

As I proceeded through the almost 4 years of data collection for this study, I was continuously worried that no change was occurring and my frustrations grew as a result. However, having analyzed the data, I was pleasantly surprised to find that change did indeed occur, though not at the pace I had expected or hoped for. Though change was slow, I did find evidence that it did occur during this process, which I will share in this chapter. As discussed in my analysis section, I approached my research questions from both the individual/group level and the organizational level.

5.1.1. Changes in Policy and Practice

In approaching the first change element, I looked to see if any changes were made in policy in the graduate business programs. As mentioned in my methodology section, in my role as executive director, I sit on the relevant committees where these kinds of policy changes would be brought forward for discussion. Further, I would be involved in the implementation of new policies in our graduate programs. Because I was on leave for a year, and to ensure that there was nothing that had changed that I was not aware of, I checked with my supervisor and two other senior leaders in my team, one of whom had covered my parental leave, to see if there were any policy changes. In the 4 years of this data gathering process, there were no changes made to any policies related to gender equity, as confirmed by the members of my team. In my experience in this role and in academia, policy change typically follows practice change and practice change requires buy-in from faculty members across multiple committees and broadly. Therefore, although I was disappointed, I was not surprised to see no policy change related to gender equity.

The second component of change relates to changes in practice. To determine if there were changes in practice related to this process I reviewed all field notes, evidence team meeting transcripts, and individual evidence team member meeting transcripts. I documented practice changes and reviewed them with evidence team members for member checking. I also reviewed my documented changes with staff team members. The first very important observation from this analysis is that it is very difficult to determine a causal relationship between this process and change in practice. Although there are some seemingly direct relationships between this process and practice

changes, it is difficult to determine if they are a result of the process or contextual factors. During the almost 4 years of this study, there were a number of important events and movements that changed the importance afforded to this topic. After the killing of George Floyd and the escalation of the #BlackLivesMatter movement, the #metoo movement, and an increased concern about equity, diversity, and inclusion in society, there was greater attention paid to matters of equity in organizations and calls from university students to make EDI a priority. Therefore, although I had tried to decipher which practice changes were related to this process, it is important to note that the presence and magnitude of change would likely have been different if the context was different.

Most of the members of the evidence team echoed this difficulty in determining causation. For example, when asked “have you made any changes in your practices, processes, policies as a result of this process?”, one member said: “yes, but it is hard to identify causal effect; however, it reinforces the need to focus on it”. Another member said: “I think there have been multiple things changing at the same time that have elevated EDI in our conversations and so it's hard to separate out the impact of this one piece of it”. Others indicated that the process had certainly resulted in change but that the change was supported or enhanced by the contextual factors. I will elaborate on how contextual factors supported change later in the results section when discussing the factors that contributed to change.

Individual Change

When I first looked for evidence of practice change at the individual level, I referenced the transcripts and notes from when I had asked evidence team members to reflect on whether they had made any changes to practice as a result of this process, throughout the study period. One member of the evidence team indicated that after our initial meeting when we discussed the various ways that management education was argued to be masculine, including case study protagonists and guest speakers, he looked at his case protagonists and speakers and made changes as a result. Specifically, he indicated:

Yeah initially speakers and I think that happened around the beginning of our process where I realized how I had nearly all male guest speakers, so I changed that. And then I also looked at my protagonists and I moved out a number of male protagonists and replaced them with female ones.

Another member of the evidence team also indicated that she changed her own teaching as a result and planned to consider further changes in the future. She stated:

One of the big changes I think is in my own teaching. I've added room for discussion, because I haven't changed my cases yet and one of the cases is actually pretty interesting because it's a woman that gets really overwhelmed and gets like defensive and then like eventually, makes a really ballsy decision, which is not stereotypical for women but anyway, their gender is definitely an issue in that case, so I always make it a topic of conversation at the end of the case. Okay, if this were a man like, would your perspective be different, so that has definitely changed...so in that way I have changed my course a little bit.

She further indicated that she will consider making more changes in the future:

But in the long run, I would actually like to change more of my cases to find that, well I'm going back and forth on whether it matters to have a case that has a woman in the main lead, or in a somewhat opposition and then making that, like the topic of conversation. I find that that helps quite well as well to have that discussion so I'm going back and forth on like, do I really need to find new cases or can I make it work like this.

Her reluctance to change her cases mirrored the reluctance that I saw when I presented this data in other meetings; once instructors had cases that they were experienced in teaching and that met their intended learning objectives, they were hesitant to change them. These two individual examples of practice change in teaching were the only examples that evidence team members indicated were directly a result of this process. However, it is important to note that due to administrative leadership responsibilities, three other faculty members on the evidence team had not been teaching during the course of this research. And the other faculty member had already incorporated equity principles in her teaching and was the one faculty member in the graduate programs who had readings specifically related to gender at the start of this study.

Program Administration

Beyond individual teaching practices, I also wanted to understand if it influenced practice across programs more broadly, especially given that most members of the evidence team were in leadership positions. I did find numerous examples of practice change in program administration that members attributed directly and partially to their involvement in this process. For example, one member of the evidence team was in the position of academic director for one of the MBA programs and indicated that she

changed the way she sourced instructors for the graduate program she manages as a result of the process. Specifically, she stated that:

If there is an opening then I'm first going to look at what qualified people do we have in our faculty that are currently under-represented because we currently have mainly white male faculty. And then if it's an instructor that is outside of our faculty, in my interviews I systematically ask okay, we find EDI really important, and we have this very diverse group of students like, how do you make that a topic of conversation or is that integrated in your course or do you discuss it. So that's like part of my interview process now.

One of my evidence team members also served as the chair of the council responsible for supporting teaching practices. She indicated that she had made changes in her work on that council partially related to her involvement in this process. She indicated:

We have made a change on the Teaching and Learning Council to add resources for inclusive case teaching materials on to our regular teaching website and so that I think was probably most directly impacted by your process.

She further indicated that it had influenced the programming that the council offered to instructors. She stated: "I think we've moved forward with more kind of programming around inclusive instruction; that's probably most clearly linked to this." Although this causation is very tentative, in reviewing the evidence team meeting transcripts and my field notes, I found that the idea of having me present our data to the Teaching and Learning Council was offered by one of the evidence team members in one of our meetings, to which the chair agreed. She then invited me to present in the following month and we discussed having the annual teaching symposium focussed on inclusive teaching and I suggested a speaker. The symposium was then focussed on inclusive teaching with the speaker I had suggested. Therefore, although 2 years later it was difficult to recognize where it had started, returning to the data allowed me to realize that the idea was suggested as part of this process by one of the members of the evidence team. However, given the rise in attention for EDI generally, this may have happened anyways.

One change in practice that was directly attributed to this work was the sourcing of diverse case protagonists for one of our programs. Following my presentation to the Graduate Programs Committee and instructors on protagonist diversity, the associate

dean of graduate programs (who was on the evidence team) and one of the academic directors discussed the gender diversity of case protagonists and technology industry relevance of the cases for one particular program. In this discussion, they decided to hire a research assistant to source diverse cases that also had the appropriate technology focus. Unfortunately, the research assistant was not trained in protagonist framing and most of the cases that were chosen framed diverse protagonists in an unfavorable light, so were not usable. Further, the cases that were forwarded to faculty for their consideration were not used. Regardless of the outcomes not changing, the process did change. I have since hired the research assistant who did the analysis of the case protagonists used in this study to develop a guide for faculty and research or teaching assistants to use in choosing cases. There were a few additional and similar examples to the ones noted above.

Another change in practice that can be partially attributed to this process is the introduction of an optional, non-credit orientation to EDI. This academic year we have piloted an orientation to EDI in our graduate programs that consists of six online modules and in-person discussion sessions. This program was proposed by a staff member who was doing graduate work in education related to EDI. She developed a proposal for why the program was necessary and presented it to the associate dean of graduate programs and myself. We agreed with its importance and she led the development of the program with our curriculum partner and we began to roll it out at the start of this academic year. I had originally not thought about it in relation to this process, as it was proposed separately and implemented by someone who was not part of the evidence team. However, in the individual meeting with the associate dean of graduate programs, who was on the evidence team, he indicated that being a part of the process influenced how he approached initiatives like this. Specifically, when asked about changes in practice related to this process, he stated:

The orientation change. It wasn't just about gender, but it was definitely one of those, like [this process] was a driver, I would say that's what I think the word I would use; it was a driving force around it.

Therefore, although it didn't come out of the process directly, the process influenced the likelihood of the proposal being adopted by influencing how a key decision-maker thought about it.

Having studied the commitments and accomplishments related to EDI for other business schools across the country, I felt frustrated and disheartened about our lack of progress related to equity in our practices in the graduate programs. However, having reviewed the data, I was able to see that change had occurred and was continuing to proceed forward, though not at the pace I had hoped for. This quote and example show how although direct practice changes were minimal, this process influenced the way evidence team members talked and thought about equity, which influenced the decisions they made as faculty and as academic leaders. In the next section I will discuss the next part of the question of change: the way members talked and thought about equity.

5.1.2. Changes in the Way Members Talk and Think

In this study I found changes in the way that the study participants talked and thought about EDI broadly and gender equity more specifically. To answer this portion of the question, I primarily used the transcripts from the evidence team meetings and the individual evidence team member meetings. I found two main categories of differences: what I personally saw change in the evidence team meetings, and what evidence team members said in response to a direct question on how the process had changed the way they talked and thought about gender equity and EDI. I will begin with the latter, which I have separated into four categories: increased awareness, talked about EDI, and perception of inclusion.

Awareness

Some of the evidence team members indicated that they had increased awareness of gender equity issues as a result of the process. For example, one member stated: “it’s a combination of things, but yeah it definitely made me more aware of what’s going on around me”. She gave examples of noticing the gender breakdown in meetings and differences in faculty-student interactions. For example, she said:

Now I think the conversations, really, especially the first meeting really helped me, also in terms of my position as an instructor and I was looking around me like oh yeah I am the only woman at the table here when we have an instructor meeting.

Another member stated: “Yes, well it’s brought awareness more front and centre being part of the process and allowed me to do some introspection”. And another

indicated that it had increased his awareness and that had translated to his team as well: “I mean it's just a higher level of understanding and awareness about this issue, no doubt about it around the office as a whole.”

Talked about EDI

Some evidence team members indicated that they talked more about equity due to this process. One member indicated that he raised the topic and provided the data in hiring committees.

I think just the other day I brought up the grad instructor gender ratio at a point when we were in a hiring committee decision where we had to compare a male and a female applicant... but then the question of gender, you know and it's like should we take this into account, and some people are like that you know, maybe, maybe on the margins it's like why would it even matter and I was like well 80% of our instructors are male while only half of our students are so that's presenting the wrong image and it's like okay that's a piece of data.

Although he indicated it did not change the decision that the committee made, it did appear to make them think and it supported the person who had raised the issue.

Similarly, another member indicated she raised the topic with instructors and on hiring committees:

So, interestingly, I always add it now in discussions or interviews I have with either instructors for the ... MBA or we also were hiring an assistant professor oh actually two for the ... department and I've had really, like lots of conversations with those applicants, of how important like EDI is for us and how they see that as like how they can fit that in their research.

Another member indicated that she spoke about the work in the committee she chaired:

Also, it's been part of my conversations in chairing the Teaching and Learning Committee... your work kind of fits most closely with some of the changes on the Teaching and Learning Council because we've talked about your work specifically there.

Some of the members indicated it came up in many conversations and they were actively trying to push the message forward, and others indicated they had casually raised it, but with others who were already familiar with it. As an example of the former, one member said: “That's definitely changed conversations we've had. I've had conversations with the leadership team about this. I've had conversations within my

team here.” However, as an example of the latter, one member indicated: “I've talked about it. It's come up in conversation, I don't know, maybe half a dozen times. Yeah. Now, you know, in most cases, it would be people who are already familiar with it, but not always.”

These changes in how members talk and think about gender equity then have the potential to support organizational change, as they have a far-reaching impact, especially when raised in committees and in administrative leadership capacities. I will discuss this later in the results section, as it relates to the knowledge transfer aspect of the organizational learning theory used as a grounding for the equity scorecard methodology (Rueda, 2012).

Perception of the Organization as Inclusive

The third subcategory of how respondents indicated they changed the way they talked and thought, was related to their perception of the organization as inclusive. When asked if their perceptions of inclusion at the school changed as a result of the data that they saw, there was very minimal indication of change. One respondent perceived us as inclusive before seeing the data and indicated that she still did after seeing the data. One respondent indicated he had a small increase in awareness and said: “I guess it's made me aware that not everyone is thinking progressively on this point.” Another member was not surprised by the data, but felt that we needed the data to convince others and to justify changes. She said:

Does not surprise me at all, doesn't surprise me about. Nothing surprises me in terms of the cases people use, the concerns students have, because I've had students come to me and talk to me about these issues. You just provided data to hunch that I, support hunches, that I already had. Obviously, you can't make recommendations based on a hunch right, so it's because that, it came out of the data, I mean good and bad; good because it's supportive, bad because it's happening.

I will speak more about the importance of data for institutional change later in the results section. However, overall, after close to 4 years of viewing data and having discussions about gender equity, the members of the evidence team generally felt that the process had changed the way that they talked and thought about gender equity; however, there were a lot of contextual factors that were occurring concurrently that likely also influenced these changes, and it is very hard to decipher. I will now present

the results of what I saw occurring in the meetings and how this helps us to understand the impact this process had on how the members talked and thought about gender equity.

As mentioned, during the process of this research, I did not feel that change was occurring; however, when reviewing the data after the process was complete, I was pleasantly surprised to see evidence of changes in the way that team members talked and thought about gender equity. The two most pronounced, but unexpected changes were in how members began to reframe the comments of other members in an equity conscious way and use the data, terms, and research I had provided in their comments when doing so.

Reframing to Equity-minded Interpretations

Part of my role as facilitator of this process was to reframe member comments to a more equity minded way of approaching it. When reviewing the data I was very pleased to see numerous examples of evidence team members beginning to do this as well. The first example of this was in the third meeting. One member offered the perspective that the problem of the high proportion of male protagonists might disappear, as case writing schools pressured case writers to have greater gender balance:

Some of the cases are old but well you know, sort of hanging our hat on a nail that's disappearing here. I mean I know there's a lot of pressure at the case writing schools to be a lot more gender balanced so is it going to be forced on us?... I guess I'm kind of wondering, uh, is this problem going to be solved for us in terms of the case writing source?

Before I was able to reframe the comment, another member jumped in and said:

I don't think you can solve this by the number of cases produced with female protagonists because you still have a selection bias potential anyway. So it seems like you have to have this awareness of it and then you got to push it. So yes, it will get better just by random selection but the people are not randomly selecting these cases, right, so that's why I'm saying it's going to get better but I still think about it as a problem unless you're aware of it and you work towards it

As we progressed through the meeting, I decided to pause before reframing, to allow other team members an opportunity to offer their perspectives. Another example

was following a comment about how executives were primarily men and we may not be preparing graduates for reality if we do not present this reality. This individual said:

Of the fortune 500 there are only 25, yes that's correct, 25 women CEOs and of the number of partners, female partners, promoted uh to managing partner in venture capital last year there was one, yes that's true there was one, so you know... to what extent are we preparing our students for the world as it we would like it to be, as opposed to the world as it is?

One member then reframed the future impact of the rationale in the comment by saying: "this is a problem broadly in management and we don't want to reflect it to our students and reinforce it before they have a chance to change it". I was also pleased to see the theory and research that I had presented in the first meeting be used as a way to reframe the comment. Another member followed this by saying:

They won't even apply for jobs though, so you can't go that way right, so yeah, it can be like, that's the benevolent sexism that you were talking about, yeah. If you're protecting them from disappointment that they may not get a job as opposed to telling them.

I had discussed benevolent sexism research and the impact on women's careers in the first meeting, so I was pleased to see the research brought back by another member as a way to promote equity-mindedness.

By the sixth meeting, this was more evident, where multiple team members reframed specific comments. As an example, when we were discussing the high proportion of males in our technology MBA program, one member indicated that it was indicative of the technology industry and the quality of the applicants, but after numerous evidence team members reframed his statement, he began to change his perspective. He initially stated: "what we're looking for is the highest quality candidates" and I clarified that there was a requirement to have technical experience, versus just experience in the technology industry. One member then called it a "problematic argument" and cited a recent speaker that she had brought into her class and claimed that:

Eighty percent of the jobs in tech do not involve you touching code or anything like that, there's a lot of like marketing in tech or sales in tech, for these things where you don't actually have to have the technical skills, you can still work in those industries...it depends on our definition, if that's what we want to keep, is there a reason for that, to keep the emphasis on technical expertise?

At that point, another member quickly jumped in and said:

I think that is an excellent point and I think that that may be a systemic barrier and I think the point you are making is absolutely excellent. If you define it in advance that this is what success looks like, why are we surprised that yeah we basically are picking men if part of the selection process is geared towards that. Why would we be surprised?

Another member then further reframed the problematic nature of the argument from a best practice perspective:

To ignore issues of diversity in selecting a class I think goes against decades of practice of leading universities where the idea is to bring not just admit the best student on the margin but to create the best overall experience for all the students.

The initial member then further defended the admissions practices by emphasizing: “We worry about the question: do we have candidates that are going to be successful?” to which the member that made the second comment above quickly responded:

So, whenever I hear the words you know we want to admit the best student, to me those are nearly always, not always, but they're nearly always arguments propagated by people in advocacy of the status quo.

The initial member then defended the admissions practices to date but acknowledged that a different perspective could be taken and lead to different results: “If we're going to define technology in a different way I think we can get to different goals, if we define technology in a particular way”.

These examples show the progression of the evidence team during the process. In the first two meetings, I was the only one reframing the comments of evidence team members to help move the group in an equity-minded direction, but as the process continued, other members started to take this role, and in the final meeting numerous members continued to offer an equity-minded perspective and argue it quite wholeheartedly. This eventually moved their fellow evidence team member in an equity-minded direction.

Equity-mindedness

Another change that I saw was related to the frequency of *equity blind* and *equity conscious* comments. The CUE researchers that developed and studied the equity scorecard process spoke of the importance of moving from an equity blind mindset with an external attribution of inequities to an equity conscious mindset with an internal

attribution of inequities (Bensimon, 2012). As discussed in the literature review section, being equity-minded is important for organizational change related to equity, and a key aspect of equity-mindedness is being race and gender conscious versus equity blind. It is important that individuals are able to see inequities and the historical exclusion and discrimination that caused them. Using the coded transcripts from my individual and group evidence team meetings, I looked for indications of equity blind and conscious language and looked for how the frequency of these changed throughout. Examples of *equity blind* comments included comments that indicated that men were more likely to have PhDs and apply for tenure-track positions in the school, so the proportion of female faculty reflected their lack of interest in academia, or: "to what extent are we preparing our students for the world as it as we would like it to be as opposed to the world as it is". An example of an *equity conscious* comment is the following: "getting back down to the point why we're here; it seems to have benefited males. That's that's what it comes down to, that whole idea has benefited largely older white males.

As this process was expected to increase the equity-mindedness of participants, I had expected to see an increase in the frequency of equity conscious framing and a decrease in the frequency of equity blind language. As expected, I did find that equity blind comments decreased over time, but I also found that equity conscious comments did as well, although to a lesser extent. The first and second evidence team meetings were held a week apart and there were 10 *equity blind* and 11 *equity conscious* comments across both. The third had four of each. The final three evidence team meetings included nine *equity conscious* statements, compared to four *equity blind* comments. Albeit a small number of comments in general, I did sense and directly see a decrease in equity *blind* comments, which is a positive indication of equity-mindedness.

Further, Bensimon and Harris (2012) argued that equity-minded practitioners are more likely to see their role and the organization's role in perpetuating inequities and the systems and biases that support them. As an indicator of change, I wanted to see to what extent members of the evidence team looked within the organization for solutions, and how that changed over time. I expected to see a decrease in external attributions of inequities and an increase in internal (which included *doubt* in existing practices, structures, and culture and *root cause* analysis that was internally focussed). *External* attribution included comments where members were resisting institutional responsibility and attributing the problems and solutions externally. Examples of *external* attributions

of inequities include: “maybe this is a capitalism issue that we're actually talking about... is capitalism the masculine paradigm as opposed to some other system that we haven't figured out” or “I also believe that you know we should put more pressure on the case organizations”. Both of these comments show how members are attributing both the problem and the solution external to the organization. In both cases, I reframed the conversation by asking evidence team members to consider the organization’s role in the reproduction of the masculine paradigm and choosing the cases that are taught in the classroom, respectively.

As expected, I saw a decrease in *external* attributions, though the decrease was only moderate. In total, there were only 17 *external* attributions in the evidence team meetings. Across the six evidence team meetings, that included five, zero, seven, three, two, and then zero. As previously mentioned, I also found that other evidence team members were likely to reframe internally as we moved through the process.

In contrast, internal attributions were comments that acknowledged the organization’s role in inequities and therefore their solutions, which I coded as either *doubt* or *root cause*. *Doubt* included comments where members were indicating doubt in the organization’s routines, norms, knowledge, experience, practices, culture, values, and beliefs. Examples of internal attribution related to *doubt* include “we do not have a good mechanism for mentoring people”, or “we have had somebody that, you know, that went on mat leave and the class was given to somebody else and she can't get it back”. There were also numerous comments about the differential impact of course scheduling on female instructors versus male due to family considerations, for example: “I think that the compressed courses really exacerbate that stress for people in that situation... for people who have family responsibilities which could be men or women but disproportionately women”.

The other aspect of internal attributions of inequities that I coded were instances of *root cause* analysis, where members were digging deeper into the organization’s processes to explain why inequities were occurring. As discussed, Bauman (2005) indicated that this was an important element of double loop learning, which Argyris and Schon (1996) argued that change relied upon. Further, Bensimon and Harris (2012) argued it was an important element of equity-mindedness. Examples of *root cause* analysis included probing into hiring processes or scheduling of faculty into graduate

programs and the role relationships and biases played in those processes. It also included the role of the gender of historic academic leaders. For example, in a discussion on why the instructors in graduate programs were disproportionately male and white in comparison to the faculty as a whole, one member suggested: "it could be systematic cultural biases within the school around how we apportion these sort of positions".

There were 71 comments coded as *doubt* and 22 comments coded as *root cause*. Although I had expected both of these to increase over the course of the process, I found that *doubt* decreased and *root cause* stayed steady. However, the important other side of equity-mindedness and double loop learning is taking responsibility for the reduction of inequities in the organization and developing points of intervention or change (Bensimon & Harris, 2012). Lorenz (2012) also spoke about this as being present in high-learning groups. I coded examples of this in two ways. One aspect was coded as *new ideas*, when members were developing points of intervention or change, creating new frameworks or ways of looking at familiar problems, and offering new ideas for how things could be done. I also used the code *change management* for comments that were focussed on how those ideas could be implemented effectively to ensure the changes were successful. These two codes were the most common codes across all of the evidence team meetings, with 97 instances of *new ideas* and 85 instances of *change management*. Although *doubt* decreased and *root cause* stayed steady over time, I found that the conversation shifted from acknowledging the problem to finding solutions. Both *new ideas* and *change management* increased over the course of the evidence team meetings. Specifically, there were 39 *new ideas* and 33 *change management* comments in the first three meetings compared to 58 *new ideas* and 53 *change management* comments in the last three meetings. Therefore, although there was less focus on how the institution was responsible, there was a pronounced change in focus to the organization's role in change, which is also an important element of equity change.

Another important indication of this change was the reduction in defense of existing practices, coded as *defense*. For example, there were numerous comments about maintaining the status quo rather than scheduling female instructors to teach in graduate programs to reduce the risk for academic directors. One example of this is:

Well I guess I could weigh in here as someone who's been scheduling courses and it's my experience that there are many many ways for courses to go sideways and if you have an instructor who has been successful then as a program director you tend to work pretty hard to keep them if you can.

Another example of this was a discussion about how female instructors can lose their course in perpetuity when they take a maternity leave. Numerous members commented that this was the practice for any leave and regardless of the likely differential impact on female instructors, the practice was necessary to avoid having to ask a replacement instructor to cover for only one iteration of it. One member said:

If as a program director I'm going to ask someone to cover for someone on a mat leave then um the question that they ask is what's in it for me, you want me to, you know, gin up, to teach this course and then teach it once and then give it back and so there's there's sort of two parts to that I guess, as well, right, so what's the incentive for the person to take on the course um if they're only holding it for, depending on the course, it might only run once.

Defense of existing practices was much less common as the meetings progressed, with a total of 10 in the first two meetings (spaced one week apart) and only one in each of the third and fourth meetings and three in the final meeting.

Transition to Solutions

An additional change in how members talked and thought about gender equity was evident as the discussion changed from problem-focused to solution-focused. As discussed, as the study period progressed, the evidence team members focused less on identifying the problems and sources and more on new ideas, or possible interventions, and change management considerations. However, as we discussed possible organizational changes, there was an increase in resistance to change within the group. In my field notes I noted what I saw as a push-pull dynamic occurring, where members would be progressing forward in an equity-minded way, and then pulling back. It appeared as if confronting challenges to the organization and culture of academia was uncomfortable. In some cases they would move back and forth between an equity-minded frame to a deficit-minded frame, critiquing the organization and then defending it. I will speak more to this in the discussion of barriers to change.

When analyzing the transcript data this was evident in codes that were related to the identification of barriers and hesitation. One of the items I coded for was *hard*, where

members identified barriers to change, commenting on how hard it would be. This related to specific change suggestions, as well as equity-related change in general. Overall there were 57 coded references of *hard*, with 41 being in the evidence team meetings. In most cases, they were in reference to anticipated faculty resistance. For example, when a proposal was made to ask faculty to reference EDI in course syllabi, as other schools have done, one comment was:

Our ability to mandate things to faculty is limited. We can't mandate changes to course outlines because the union has guaranteed academic freedom in their contract and so, well you know, we will be forced to stop that if we try to do it, but we can still recommend it and it can go forward as a signal, or whatever.

In this quote you can see an emphasis on the barriers to change and a sense of how hard the suggestion might be in the context.

As another example, when a member proposed that we attempt to hire more female faculty into the school, the challenge was offered that:

Under Canadian law if we wanted to, for example, target women and say we've only had a third women in the faculty, we need to change that, um you know, the legal mechanism for doing that would be arguing that being a woman is somehow an essential requirement or a bona fide occupational requirement uh and doing a targeted search on that basis. I think that is a complicated process and I'm not sure that we could actually do that.

Another comment that was made that related to faculty and change overall was: "So, you know, it's hard and again with faculty members ... it's really really hard to get them to do things so why do you think they will do this, because it's right? Good luck with that one."

When attempting to diversify the faculty who are teaching in graduate programs, the concern was raised that if you want to put women in, you will have to take men out and will face resistance when you do. "It's not simple to do with people who've been in these jobs for a long time. Moving them is incredibly difficult."

Overall, the mentions of how *hard* change would be increased, starting with two in the first meeting and moving to nineteen in the final meeting. Similarly, evidence team members also hesitated a lot in regards to change suggestions. *Hesitation* included indications of hesitation to embark on change, pulling back, and slowing down the

process. *Hesitation* had a total of 39 coded references, 37 of which were in the evidence team meetings. One example of this was hesitation around presenting the gender and equity data at a faculty meeting. In one meeting it was suggested that the data be presented as a major or sole agenda item at a faculty meeting, with a lot of agreement from most members and no points of disagreement; however, in the next meeting, there was a lot of backtracking and hesitating to do so.

Another indication of change in how members talked and thought about gender equity and equity in general was in the number of statements where they were encouraging each other to go bigger, not avoid the hard stuff, and be bold. I coded this as *bold* and I noted a change as we moved through the process. An example of a *bold* statement would be:

I'm just concerned about the notion of incrementalism, you know, doing things a little bit at a time and, you know, the status quo will always overwhelm the incremental so if we can have something of significant uh volume and change then to me that's the possibility that we may actually get a real change.

This particular comment was made in the third meeting. These types of comments were very uncommon in the first two meetings (one and two, respectively), but increased quite a bit in the third meeting (nine), and continued to be present in the following three meetings (three, eight, and seven, respectively) for a total of 30. Therefore, as we progressed through the meetings, although there was an increase in concerns about barriers and hesitation, there was also a steady presence of statements encouraging each other to press forward.

To conclude this section on the indicators of change in policy, practice, and how evidence team members talked and thought about equity, no changes in policy occurred over the course of, or as a result of, this process, but there were some changes in practice and the way that evidence team members talked and thought about gender equity. This is in relation to the first portion of the research question: can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity? What are the indicators of such change?

Though causation is difficult to determine due to the societal and organizational increase in attention to matters of equity, diversity, and inclusion during this study period, there were some changes for evidence team members personally in their teaching, in terms of the speakers and protagonists chosen, the discussions had in their classrooms, and a consideration of possible changes in the future. However, many of the members were not currently teaching, as they were in administrative positions. There were also a few changes in program administration in choosing instructors, teaching resources, and indirect decision-making.

When examining how evidence team members talked and thought about equity, there were some changes noted, both in terms of what evidence team members reported themselves, and in what I saw when reviewing the data. A few evidence team members indicated an increased awareness of equity issues, and many indicated they talked more about equity, for example in hiring, committees, and general conversations, but there was an inconsistent indication of change in perception of the school's level of inclusion. In addition, I saw a change in the way evidence team members talked and thought about equity in how they began to reframe other members, and use data and terms I had given them, as we progressed through the meetings. In support of the proposed change in equity-mindedness, I found a decrease in *equity blind* comments, but also an unexpected decrease in *equity conscious* comments. In addition, I found a decrease in *external* attributions, as expected, but an unexpected decrease in *doubt* in internal practices. However, I noted an increase in the development of ideas for change, as well as increased discussion of how to ensure success in those changes, which is a good indication of an increase in equity-mindedness. This also helps us to understand a possible reason for the unexpected decrease in internal attributions, as the conversation and focus of the group changed to a solution-, versus a problem-focus. Another indication of equity-mindedness was the decrease in *defense* of existing practices; however, there was also a strong resistance to change that progressed during the course of the meetings. As the discussion moved more towards change suggestions, there was an increase in concerns over barriers and hesitation to move forward. In tandem, there was an increase in members' encouragement of each other to think bigger, and be bolder in suggestions. This push-pull dynamic will be discussed more later.

Overall, there were indications of change during this process, though they were minimal, and were more in the direction of how the members of the evidence team talked and thought about equity. There were no changes in policy and very few in practice. The changes that were noted were evident in the review of the data, but I did not perceive them before reviewing the data. Although minimal change was observed, I believe the changes that were found set an important foundation for future change. I will discuss this further in the discussion section. In the next section, I will move to the second aspect of the research question, related to the factors that can be attributed to, or support, change.

5.2. Factors attributed to (support) change:

In this section, I will be presenting the factors that I found supported change over the course of this process. This is the second portion of the research question: can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity? What factors can be attributed to change? I will discuss the factors that I found supported change in this process; these relate to the contextual factors, the people who were a part of the process, and process elements. I will begin with contextual factors.

5.2.1. Context

As discussed in the previous section, there were many contextual factors that can be attributed to and supported change. Over the course of the study period, the escalation of concern for matters of justice, equity, diversity, and inclusion likely influenced change related to this process. In the summer of 2020, the murder of George Floyd and other black Americans resulted in an escalation of the #BlackLivesMatter movement. In tandem, the #metoo movement was very prominent. During this time of increased attention to matters of justice, equity, diversity, and inclusion, students became increasingly vocal over concerns related to these matters in their universities. Two examples of this are the #stolenbysmith and #silencedatschulich social media movements that targeted two major Canadian business schools (Queen's and York, respectively). In both cases, students and alumni wrote about their experiences of

exclusion and demanded changes as a result. In fact, a group of Smith students and alumni wrote a 70-page report that summarized all of the comments with demands for change for each theme in the report. At the institution in this study, there was an increase in the number of concerns related to equity, diversity, and inclusion raised by students, and a decrease in patience for a lack of action. In addition, this institution had a new president who identified EDI as a top priority. Therefore, from a societal, institutional, and student perspective, there was increased attention to matters of equity and inclusion. It stands to reason that this context influenced and supported change in this process, and the result would have been different if the context had been different.

5.2.2. People

The second set of factors that I attribute change to involves the people that were part of the process. Specifically, I found that an equity mindset, sense of responsibility and caring, sense of possibility and optimism, and internal focus supported change. I will speak to each of these in turn. As previously discussed, Bensimon and Harris (2012) used sociocultural theories and the notion of the zone of proximal development to explain how evidence team members would be more likely to engage in double and triple loop learning. They argued that choosing evidence team members that had an equity mindset would support change, as the process would be responsive to their zone of proximal development. In contrast, they argued that members who did not have an equity mindset would have too far to go to understand inequities, the historical context of exclusion and discrimination that led to inequities, and the resultant need for change; therefore, they would not be able to move into double or triple loop learning (Bensimon & Harris, 2012). Therefore, most of the members I chose to be a part of the evidence team have research and teaching experience that is in line with this inquiry, and my experience of them in meetings led me to believe that they were equity minded. In reviewing the data after the process is complete, I found that this equity mindset did indeed support change. When reviewing the comments from evidence team members after I presented each aspect of data, in comparison to the comments from other faculty groups that I presented the data to, I noticed a marked difference.

When I presented the data to evidence team members, they responded with doubt in organizational practices, attempted to determine the internal root cause, and developed potential areas of change or intervention. To a much lesser extent, they

attributed inequities externally, resisted institutional responsibility, and defended existing practices. In addition, they participated in long discussions with a continued engagement, appearing to care about the impact of inequities on students. In contrast, when I presented the same data outside of the evidence team (to the undergraduate program review, the graduate programs committee, graduate curriculum committee, and graduate programs instructor meetings), the discussion was minimal and the majority of the few comments made were not equity-minded. Across these 11 meetings, with an exception of only three equity-minded comments, comments were *equity blind* (two), *external* attribution of inequities (four), *defense* of existing practices (one), identification of how *hard* it would be and barriers (two), *hesitation* for change (two), *passive* change suggestions (one), a request for additional faculty support (seven), and a suggestion to prime students to demand more equitable treatment from faculty themselves (two). When I presented the data in six instructor meetings (all instructors who teach in a particular program across multiple terms), I saw minimal discussion. Some instructors turned off their cameras while I presented the information and others appeared to be doing other work. Across all six instructor meetings I had only seven comments: one equity-minded comment about being the change we want to see in the world, one suggestion of a non-credit course, two *external* attributions of inequities about how the majority of leaders were male, and three suggestions to support and reward faculty for reducing masculine biases in their courses. In comparison, only 2% of comments in the evidence team meetings were coded as either *equity blind* or *external* attributions of inequities.

From this comparison of faculty as a whole and the equity-minded faculty I chose to be a part of my process, I noticed a stark difference in responses and discussion related to gender equity in the graduate programs. Although my choice of evidence team members was based on my own personal judgement, it is important to note that they also agreed to be a part of a process related to equity, which is an indication of their equity-mindedness. I strongly believe that if the members had not been as equity-minded, our process would have been very different. This aligns with the findings of the equity scorecard researchers on the importance of choosing equity-minded evidence team members (Bensimon & Harris, 2012).

The other aspect of the evidence team members that I found supported this process was their sense of responsibility and caring for students. The researchers who

created the Equity Scorecard process recommended choosing members who were dedicated to improving student outcomes (Bensimon & Harris, 2012). They argued that having members who were dedicated to improving student outcomes would enhance the group's ability to ask critical questions and address inequities. In reviewing the data, I found that this was evident in both what was said and how it was said. In terms of what was said, there were a number of codes that reflected this theme. The main code that reflected this theme was *org responsibility* and was used when a comment was made that indicated a sense of the organization's responsibility to society, as a university and public institution (included 13 references). There was a broad aspirational sense of wanting to be the change we want to see in the world. An example of this is: "as a university, a public institution, it's our job to see what's happening in the wider society and to rectify it". Another example is:

We're a public institution and these issues that have come to the fore over this time period is not something we're going to get to choose when we adopt. Universities are supposed to be leading this, we're supposed to be understanding and moving this stuff forward, and so if we sit there, well you know, maybe a decade from now we might be there, but let's trickle it through, I just don't think we're doing our role so my sense is I think we have to to some degree lead and I would like to lead.

This is also shown in one of the final comments in the last meeting: "I think this is great work and hopefully it'll put us on the right side of history". These quotes demonstrate a greater sense of purpose, for both universities in general, and for the business faculty more specifically.

The other codes that reflected this were ones I used to capture the evidence team members' indication of personal *responsibility* for change (five instances), and codes that captured a responsibility to the *students* we admit and the indication that *students notice* the inequities and our attempts to improve them (four references). I also saw a lot of similarities with the aforementioned code *bold* in this emotional sense of responsibility to be better and do more (30 references). All together there were 62 references to all of these in the evidence team meetings, and therefore a total of 8% of all coded references. Though not a large proportion of the overall discussion, the emotional nature of the sense of responsibility and caring was evident. When evidence team members made comments of this nature it was evident that they cared more and felt stronger about them than when they made other comments. There was a greater

sense of emotion versus more tactical references. Their sense of responsibility to students seemed to elicit a greater response in others as a result of this level of emotion, and other evidence team members were likely to echo those feelings and our responsibility to act. Overall, I found that this supported the change process.

The other aspect of the people that were part of the evidence team process that I found supported change was their sense of optimism and possibility. As with the sense of responsibility and purpose, I perceived a greater emotional connection to comments made related to optimism. There were two codes I used in relation to this. *Optimism* was used to code for comments arguing that people will change and listen when prompted with data and a general sense of optimism that as a team and as an organization, we can do this, we can make things better. I started seeing this code in the third evidence team meeting, and although I only saw this eight times in the evidence team meetings, I saw it in all but one of the individual evidence team meetings. An example of this is: “Let’s believe in, I don’t know, at least initially, believe in the good intentions of our fellow humans and I think by alerting them to what we are *all* doing, uh they perhaps” (emphasis in original, cut off at end). Another example is:

I'm convinced that we have enough people at [our school] that care enough about this. I think many people, and that's my hope, many people would simply be unaware. It would have not been an issue that they have considered uh and you're just putting it in their head as something that they just need to think about and act upon as they see fit.

Though the comments were optimistic in nature, most were a tentative optimism, where there was a sense of hope, but not surety.

The other code I used was *improving* where evidence team members indicated that they felt things were improving from an inclusion perspective, heading in the right direction, and we were doing the right things to ready us for change and increased inclusion in the future. Many of these comments focussed on the impact that the recent faculty hiring would have on the culture and equity, diversity, and inclusion. When discussing anticipated resistance to change, there appeared to be a sense of hope or optimism about the recent faculty hires helping to move the culture forward in this way. Though there were only 10 coded references of this, as with the *optimism* code, there was more of an emotional connection to the comment from both the person who said it, and the rest of the evidence team members. This sense of optimism that things would

improve and perception that things were getting better were important to the process because they kept the evidence team motivated and engaged in the process, especially given the long duration of the study.

As discussed, Argyris and Schon (1996) argued that change requires double-loop learning, which involves reflection from within the organization, searching for the root causes of issues, and looking to change practices and the underlying values and beliefs that influence them (Bauman, 2005). The researchers who created the Equity Scorecard process recommended choosing members who were cognitively complex, to allow for a more multifaceted viewpoint and solutions with the potential for change in a broader sense (Bensimon & Hanson, 2012). Another factor related to the evidence team members that I found supported change was their willingness and ability to look within the school for sources of inequities and think of and discuss possible solutions. The aforementioned codes that examined internal attribution of problems (*doubt* in existing practices, organizational *root cause* analysis) and the problem-solving aspects (*new ideas* and *change management* considerations) were a huge part of our discussions. In fact, they were 22% of the coded references in all evidence team meetings and included the three most common codes (*doubt*, *new ideas*, and *change management*). I found this willingness to look within the school and cognitive complexity supported change in this process.

5.2.3. Process

There are also a number of process aspects that I found supported change, specifically, its alignment with academia and the role of the facilitator. The creators of this process argued that part of what makes the equity scorecard different, and better suited for change in academia, is its basis in inquiry (Bensimon & Malcolm, 2012). They argue that this evidence-based approach involves a process of structured inquiry that aligns well with academics' desire for both participatory and systematic problem solving. In their research, they found that this process was "remarkably successful in engaging" faculty (Bensimon & Malcolm, 2012). It is also grounded on an assumption of faculty primacy in academic decision making, which is argued to gain faculty trust and engagement in the process. This is consistent with the study organization's structure and culture.

There are a number of themes that I found in the data that aligned with this argument. From the very first meeting, the evidence team members were very engaged in the process. I began noticing a lot of questions and suggestions regarding the methodology of our data collection, coded as *methodology*. I had 31 coded references in the evidence team meetings, which included suggestions to collect more data, collect at multiple times, and questions about how the data were collected. I also coded *data probing* as instances of when the team members were interested in the data, engaged, and wanting to know more in relation to the analyses. There were 24 coded references of this across all evidence team meetings where I presented data (all but the second meeting). I also noted instances where there was an engagement in the discussion from a *philosophical* perspective (eight) and where the evidence team members were asking general questions (*ET questions*, 17 references) and equity-focussed questions (*equity questions*, 15). All together, there were 95 coded references that showed this type of faculty engagement in this process, which was 12% of the total coded references.

One could also argue that the engagement in the process as a whole is evident in the volume of coded references overall, especially for inquiry and problem-solving areas, such as *doubt*, *root cause*, *new ideas*, and *change management*. Throughout the process, I was happy to see their level of engagement and ownership of the data and process. Because this work was linked to my completion of this dissertation, I felt appreciative of their time and often guilty for how much time they were taking to be a part of it (13 hours of group meetings, 3 hours of individual meetings over close to 4 years). However, I got a sense from them that they enjoyed the discussions and appreciated being a part of it. I found that this process was very supportive of change due to its alignment with the academic culture of inquiry, systematic problem solving, and participative decision making. There were also numerous comments that the collection of data would be very supportive of change at an institutional level, given the importance of data in academic environments.

Another aspect of the process that I found supported change was the role that the equity scorecard team developed for the facilitator. As discussed in the section above that detailed my role as a facilitator, a large part of my role was to support the framing of inequity as an indeterminate problem of practice (Bensimon, 2012). Bensimon (2012) encouraged facilitators to highlight the historical context of exclusion and discrimination that led to inequities, ask questions about how practices had a differential

impact on marginalized groups, and continually reframe questions and comments back to the realm of control of the organization and the evidence team. I found this reframing to be very supportive of change in this process. I coded this as *reframe* and noted 37 instances of this throughout the evidence team meetings, and 40 in total. When I reframed comments, there were multiple scenarios that occurred afterwards.

An aforementioned example is when I raised the practice of losing a course in perpetuity after taking a maternity leave. There were a number of comments defending this practice as aligning with any leave (such as study leave). When I reframed it by asking whether this practice had a disproportionate impact on women, a few members began to speak against the practice, but one in particular argued very strongly to maintain the practice to avoid inconveniencing or disadvantaging the replacement instructor (which was most often a white male). Regardless of my attempting to reframe the example four times, and multiple other members giving examples of female instructors that had permanently lost courses in the graduate programs because of this practice, the member did not see it as a problem and continued to defend the practice wholeheartedly. Therefore, in some cases, it supported change and in others, it did not. It is important to note that at this time I had just been made aware that I was to lose the course that I had been teaching for many years upon return from my maternity leave and the decision was made by the member of my evidence team that was arguing very strongly that the practice was fair. Other members of the team were not aware of this, but it likely influenced my reframing and the individual's defense of the practice.

The same mixed results were found when I was *questioning*, or asking members questions to probe or lead them. I coded 46 instances of my *questioning*, 43 in the evidence team meetings. An additional code was *presenting info* (5 coded references) when I presented data to specifically reframe a comment. It was difficult to determine what occurred right after, as in four of the five instances, I also reframed the comment. All together, *reframing*, *questioning*, and *presenting info* accounted for 91 of my comments, or 55% of my coded references (when I spoke). In order to better understand the mixed results I saw after reframing or questioning, I looked at the codes that happened immediately after my reframing attempts. When I reframed a comment the responses ranged from change-supportive to change-resistant. Many evidence team members responded by indicating *doubt* in the organizational practices, exploring the *root cause* internally, offering *new ideas* or ways to deal with the inequity, indicating we

had a *responsibility* to make changes, or encouraging each other to go further (*bold*). However, there were also many change resistant responses, where members would indicate barriers to change and talk about how *hard* it was going to be, offer *passive*, trickle down change suggestions, indicate *hesitation* to embark on changes, and attempt to locate the problem and solution externally to the organization (*external*).

In order to explore this further, I looked at each instance of reframing and questioning to see where the conversation went. I found very interesting patterns. First, I found that when my reframing was positioned as a question (coded as *questioning*), the response was less likely to elicit the change resistant responses that direct reframing (coded *reframe*) elicited. It was as if a direct reframing was more difficult for the members to hear and comprehend in relation to their previous comment; however, it appeared that a more subtle, questioning and probing approach was easier to hear and move towards. Secondly, I saw a very interesting pattern emerge as I looked further through the discussion after my reframing and questioning. Although there was a strong tendency for the initial comments to be change resistant (*hesitation, hard, passive*) the subsequent comments from other members was often a change supportive comment (*new ideas, org responsibility, root cause, doubt, change management*). Therefore, although my reframing often led to a defensive response that was change resistant initially, the overall conversation moved into a change supportive space. For this reason, I found that the reframing and questioning role of the facilitator in this process is supportive of change. I found that it was impactful for the discussion as a whole for the reminder of the differential impact of practices on women and men and the historical context of exclusion and discrimination.

To conclude, this section focussed on the second aspect of the research question (can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity? What factors can be attributed to change?) I found a number of factors that supported change. First, the context (both internally and externally) was supportive of change given the increased focus and attention to matters of equity, diversity, and inclusion. In addition, there were a number of aspects of the evidence team members that were conducive to change, namely, their equity-mindedness, their sense of responsibility and caring, their sense of possibility and optimism, and their

ability and willingness to look internally for the source of inequities and solutions. Given more time, I feel their passion for this topic could support further change through knowledge transfer.

Further, there were also process elements that supported change in this study. In support of the arguments of the equity scorecard developers, the process was a good fit for academia. The use of data and the engagement of faculty through a process of structured inquiry aligned well with the culture and decision-making preferences of academics. In addition, I found that the role of facilitator, which included reframing comments towards more equity-focussed interpretations, was supportive of change. Though many instances of reframing resulted in initial defensiveness, subsequent comments from evidence team members showed that the discussion moved in a more equity-focussed direction shortly thereafter. This concludes the section on the second component of my research question and I will now move to the final aspect of the research question: the barriers that inhibited change.

5.3. Barriers to Change

In this section, I will be presenting the factors that I saw that acted as barriers to change over the course of this process. This is the third and final portion of the research question: can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity? What barriers can inhibit change? I found barriers across eight themes: context, urgency, agency, responsibility, organizational challenges, people, process, and desired outcome consensus.

5.3.1. Context

Although there were contextual factors that supported change, there were also contextual factors that inhibited change. As previously mentioned, during the course of this research there was a global pandemic that changed the way we work substantially and required a lot of my attention, as well as that of the members of the evidence team. In the data I noticed a marked difference before the pandemic began and after. Before the pandemic, there was an excitement and passion for moving change forward that was

then dampened after. Other priorities, like moving our courses and work online, and handling expanded family considerations, took priority. The focus from a teaching support perspective was on pivoting to online instruction, not on increasing inclusion. As an example, before the pandemic, the evidence team discussed having an all faculty meeting with a high-quality catered lunch where the data would be presented and a discussion would be had on how to make our courses more inclusive. After the pandemic began, not only was an in-person lunch meeting not an option, but the topic was also no longer a priority.

In addition, during the course of this project, our dean passed away and a new dean was not appointed until after the study was complete. For a year and a half, various members of the leadership team took the responsibility of the dean role. This impacted this research, as a number of evidence team members were part of the leadership team and their workload increased substantially during this time. In addition, in a temporary position, those who acted as interim dean were reluctant to make any movements or decisions related to equity. In Rueda's (2012) aforementioned study on the elements that were present in successful projects, support from top leadership was found to be very important for successful equity scorecard change initiatives. In my review of other business schools' change initiatives, I also found that other schools tended to signal top leadership support with prominent letters from the dean on the importance of the EDI initiatives with an indication of it being a top priority for the school. Overall, I found that the global pandemic and the passing of our dean were barriers to change for this project. I will next speak about the lack of urgency I found in this study and its impact on the change process.

5.3.2. Urgency

In addition to the contextual factors, I found that a lack of urgency was a barrier to change in this process. As previously discussed, the code for *hesitation* was common, with 37 coded references in the evidence team meetings, and referred to hesitation to embark on change, pulling back, and wanting to slow down. An example of this was during the second evidence team meeting when we were discussing training and support from an EDI representative from the central university group. The discussion began with the acknowledgement that the hiring process was very important for the diversity of our faculty and a great opportunity to increase diversity moving forward.

There was an appreciation of the fact that faculty on hiring committees might not think about it, so the idea of requiring hiring committees to have training and support from the central EDI support group was discussed; however, comments then moved to making it optional to avoid upsetting hiring committees or making it complicated: "I don't want to make the process more complicated or more troublesome, but resources aren't bad, I guess".

Another example of *hesitation* and a lack of urgency was when we were discussing presenting the data at a faculty meeting. Initially the idea was offered to present the data from this study at a faculty meeting as a major agenda item, followed by a discussion of how we could be more inclusive. Faculty meetings are infrequent and typically reserved for topics that are deemed important for the school. The argument was made and many agreed that it was a very important topic and making it the main or sole agenda item would signal its importance. However, one of the members then hesitated, as seen in the following quote, suggesting faculty would not see it as significant and it should be organized as a separate optional event where those who were interested could opt in:

But if we jam it into a faculty meeting, people don't come to the faculty meeting because they don't want to see the branding or they don't want to know the colour of the chairs or they don't want to know that stuff, like, they want to do something significant. This is a significant thing, but on its own I think, it will bring people, that's what I expect so I think we could organize this, make sure that people are aware of it, and then give them maybe one or two opportunities with enough time to adapt their schedule and I think people will come to it. I think you'll find that people are supportive of this in larger numbers than you think.

In this quote I could sense the hesitation to present it in a faculty meeting, but then I perceived a realization of what was just said and the inference of its lack of significance (by comparing it to the colour of the chairs), which then resulted in the suggestion of an optional session that people would find interesting. This hesitation and pulling back from suggestions for change shows the lack of urgency to move this initiative forward and see change occur. If we were not willing to present the data to the faculty as a whole, and only to those who are likely already equity-minded, the change process will likely be very slow. In the end, because I had presented it to summer graduate instructors and two sub-committees, there was a question about whether it should be presented again and where. It was left as a recommendation in the report for

the JEDI Steering committee to decide and it has not been presented to date. I will speak to the role of committees in deferring commitment in my discussion section.

In addition, I found a large number of references to *passive* suggestions (56 in evidence team meetings, and 68 overall), which were change suggestions that were passive and trickle down, and in many cases would likely take a long time to have an impact. In many cases I saw these as having the illusion of a solution. They appeared to be a change suggestion, but they were so passive that they would likely take a long time to actually result in change. The aforementioned example of this that was very commonly used was the suggestion of hiring more diverse and equity-minded individuals as faculty retired so that eventually the faculty would be more diverse and equity-minded and eventually those faculty would make their way into graduate programs. In many cases, *passive* suggestions dominated the conversations and it was acknowledged by some members of the group in the final meeting that our recommendations were passive and trickle down, and would not result in change as they were. With the exception of the first meeting, which only had one *passive* suggestion, *passive* suggestions tended to stay constant through the six evidence team meetings.

The following quotes provide some examples of the *passive* suggestions that were offered that I argue acted as a barrier to change in this process and suggested a lack of urgency. As one example, a suggestion was made that when doing program reviews, it wasn't a bad time to have conversations about diversity.

If you're doing program review and you're updating courses or curriculum or things, it's not a bad time to have conversations about what is the material that we're using in these classes, how current is it, is it reflective of our current student body and of the, you know, diversity of our country.

It is important to note that there is no process for when or if program reviews will occur and in my experience over the last 13 years, I have seen four of our eight programs undergo reviews once each, with minimal changes. I felt this quote demonstrated a *passive* suggestion, as program reviews have rarely occurred in my experience, and the suggestion was not that program reviews occur on a regular basis with a requirement to review and consider diversity and how our programs reflect our students and the country, or to actually make changes; but instead it suggested that if one did occur it was not a bad time to have conversations about it. This suggestion may have had the illusion of a solution, but without a regular requirement for program reviews or a stated goal of

diversity and inclusion in those reviews, there is little hope for change in my opinion and this appears to demonstrate a lack of urgency for change.

Another *passive* suggestion that demonstrates a lack of urgency is the following:

I like the idea of starting small, trickling up, seeing who's interested, building from there. I think that's a really good idea and then hopefully we luck on to some uh university initiatives that, like, have some significant resources that we can really utilize.

This quote shows a passive response to change by suggesting that we start small and trickle up, to hopefully luck on to university initiatives. There is no assurance that university initiatives will be forthcoming, and our experience with the central administration is that initiatives may occur slower than we tend to operate in the business school. We tend to be a leader in initiatives that we deem a priority and the university as a whole, often uses our pilots as examples to consider centrally. It is interesting to note that this quote is from the fifth evidence team meeting, over a year and a half from the writing of this dissertation and no university initiatives have begun that we can luck on to.

Another code that helped me to see this lack of a sense of urgency, was *students* which was a sense of responsibility to the students we admit in providing an inclusive experience for them. I used this code one time. I also had a code to capture the acknowledgement that *students notice* the masculine bias and efforts to decrease it, which was used three times. Overall, there did not seem to be a general sense of urgency or sense that this was important to our students now. In addition, I had a code *urgency* which was a reference to a sense of urgency to act, but I did not use the code, as I did not hear any comments through the whole process that indicated a sense of urgency.

In addition, numerous equity practitioners have discussed the difference between marginalized populations and privileged populations (e.g. Adams, et al., 2018). One of these distinctions is that marginalized populations tend to focus on how far we need to go, whereas privileged populations tend to focus on how far we have come. I noticed this in my evidence team meetings (both individual and group) where there was a celebration of small steps forward versus a focus on the distance we still had to go and an urgency to get there.

Another distinction is that marginalized populations tend to focus on the impact of behaviours, systems, and cultures, whereas privileged populations tend to focus on their intent (Adams, et al., 2018). The *defense* and *explanation* of existing practices (15 and seven coded references, respectively) tended to focus on intent versus impact, and the extensive *change management* discussion (85 references) focussed on minimizing the impact and smoothing the process for the privileged population, versus an urgent pursuit for change. Although there were many comments that were coded as *bold* and seen as encouragement to the team to push things forward (30 references), they were not coupled with an urgency to act in the short-term. In hindsight, and in reviewing the data, I found this lack of urgency hindered the change process. Next, I will speak about the agency of the evidence team members and leaders to act.

5.3.3. Agency

Another barrier to change that I found was a lack of agency of the evidence team members and leaders. The lack of perceived agency was reflective in the desire for directives from external groups, focus on barriers without solutions, dominance of change management suggestions related to influencing or placating faculty to change, the suggestion to prime students to advocate on their own behalf, and the differences in the comments from members of the leadership team. I noted this lack of perceived agency repeatedly in my field notes and in my analysis of the meeting transcripts. One example from a member of the leadership team is:

But with any culture change we can always encounter resistance from people who have some power and control in the system which, incidentally, rarely is administrators. I think it's more faculty who have autonomy in their classrooms to a large extent.

In the final evidence team meeting there was a lengthy discussion on whether directives would be supportive of change and what level those directives needed to come from. Initially, the discussion was around whether a directive or priority could come from the level of the leadership team of the business school. There was a discussion of faculty autonomy and the role of the union in protecting that autonomy. One member of the leadership team indicated: "But all of us on the leadership team know we have very little room in this faculty to make directives because there's very little that faculty can't push back on, and uh, with the support of their union".

Another member of the leadership team then indicated that a directive would be supportive of change if it came from outside of the faculty, either at the level of the central university (president) or accrediting bodies, and argued that directives would support change as it would make it easier to propose changes to faculty: “Some faculty feel they have complete autonomy... I think we need the directives. If the directives are there then we can bring it in and we don't have to be nasty about it”.

In the final evidence team meeting, overall it was argued that the leadership team and the dean did not have agency to set priorities and direction related to equity and if they did, they would need to be prepared for backlash and dissent. This is in contrast to the fourth evidence team meeting, when it was proposed that the dean indicate that equity was a priority and possibly specify targets for the faculty, for example a goal of 30% female protagonists. However, by the sixth and final evidence team meeting, when the team was discussing the recommendations that would be proposed as part of our final report, there was greater hesitation in directives at the level of the business school, due to the anticipated pushback. This signalled a lack of agency that I found was a barrier to change in this process. It is important to note that a major aspect of the equity scorecard method is for the team to avoid external attributions of problems and solutions and acknowledge that they have control to make changes that will improve equity. I continually reframed comments and asked the group to discuss what *they* could do. Therefore a lengthy discussion on what was needed from external groups over which we have no control is not conducive to change.

I found that this lack of perceived agency influenced the development of our recommendations. Without agency, there was a greater emphasis on barriers without solutions. I found this when looking at the aforementioned codes: *hard* and *hesitation*. *Hard*, was used when members commented on how hard it would be and identified barriers to change. There were 57 coded references of *hard*. The presence of this code increased as we moved through the meetings. In the sixth and final meeting, when we were crafting and discussing recommendations, I found that 46% of all of the comments suggested that the ideas that were proposed would be hard and identified barriers. This emphasis on the identification of barriers was rarely coupled with suggestions for solutions, and especially not solutions that were in our control internally. One of the evidence team members commented in his individual meeting that: “We often throw up

our hands and say oh it's just too hard” in regards to the feasibility for the recommendations to result in real change.

I discussed the code *hesitation* (hesitation to embark on change, pulling back, and slowing down the process) in relation to the barrier of a lack of urgency, but I also found it impacted agency. Many of the hesitant comments were a result of the lack of perceived agency, and specifically the lack of agency to direct or encourage faculty to make their course more inclusive. As a result of this lack of agency, I found our recommendations became increasingly passive and surface-level and the group was more focussed on critiquing change suggestions and identifying why they wouldn't work, then trying to develop creative and systemic solutions. My field notes and transcripts reveal that this was very pronounced in the fifth evidence team meeting, and I was very frustrated as a result. For this reason, in the sixth meeting I presented a detailed report of what other business schools were doing to move equity, diversity, and inclusion forward in the hopes that we could move our conversation in the direction of solutions. I also hoped that with a recognition that other business schools were trying various strategies, we also had options. However, there was a discussion around how we were different, due to a broader definition of academic freedom at our school. This focus on barriers without solutions, or helplessness, reflected a lack of agency that acted as a barrier to change.

Another signal of this lack of agency was the focus on the generation of ideas to placate faculty. As mentioned, the most common codes were *new ideas* and *change management*, with 97 and 85 coded references in the evidence team meetings, respectively. Across both evidence team meetings and individual meetings, there was a total of 111 coded references for each. More than half of these were focussed on how to get faculty on board and avoid upsetting them. This included suggestions such as emphasizing that it isn't bad to not be inclusive, and that all faculty do it; ensuring the data is reliable with no room for error; ensuring staff aren't invited to the meeting so faculty take it seriously; keeping it short with a really good lunch; keeping it narrow and not giving too much too fast; being transparent and asking for feedback; repeating the message often; starting with a small pilot to avoid getting attention; ensuring there are supports available; being subtle in encouragement; approaching on multiple fronts; having directives from outside the business school; talking to the resisters in advance; ensuring it is all optional; and telling them to do the opposite of what you want them to

do. There was a fear that without these measures, the request for more inclusivity would be ignored, or possibly sabotaged.

At first it seemed reasonable to focus on how to encourage faculty to make their courses more inclusive, as they are the ones who design and deliver their courses; however, having viewed the change strategies of other business schools and having read the case studies documented from the equity scorecard researchers, I realized that this emphasis on placating faculty and convincing faculty of the importance of inclusive and equitable courses, was taking away from discussions that could have involved systemic changes. Instead of discussing the underlying values, beliefs, and systems that led to our current lack of inclusion and attempting to change them, the evidence team appeared to accept them and try to work around them. This reflected a lack of perceived control or agency to influence those underlying values, beliefs, and systems. As discussed in the theory section, Bensimon and Harris (2012) argue that acknowledging and challenging the underlying values, beliefs, and systems that produce and reproduce inequities is imperative for double-loop learning, equity-mindedness, and therefore, for change to occur. It is important to note, that although there were well over 100 references that indicated concern over upsetting faculty with a request to increase inclusion, there were no instances of concern over upsetting students with a lack of inclusion.

Another indication of this lack of agency on the part of the team or leaders in general was the suggestion from a few equity-minded faculty and staff that we needed to prime and empower students to confront faculty with their concerns directly. There was an acknowledgement of the exclusive nature of our courses and a need to change, but a recognition that faculty would not likely change unless they were confronted and made uncomfortable by students. The obvious challenge with this suggestion is that it requires individuals in significantly lower positions of power, especially if they were from marginalized groups, to confront those in positions of power, who will be assigning them a grade, to advocate for themselves. However, it does signal a recognition that the ability for administrators to create or encourage change was minimal.

During the course of this study I noticed a pronounced difference in the comments and suggestions from members of the leadership team in comparison to evidence team members who were not in a leadership role. I documented this

observation in my field notes and then examined the meeting transcripts afterwards. I found that leadership team members were more likely to make comments coded as *hard*, indicating that changes would be hard and identifying barriers. Leadership team members had 38 coded references in comparison to 18 in non-leaders. Further, they were more likely to show *hesitation*, or encourage slowing down and focussing on process, with 28 coded references, versus 10 in non-leaders. They were also more likely to offer *passive*, slow, and trickle-down suggestions, with 59 coded references versus 16 in non-leaders.

In addition to identifying barriers, hesitating, and offering passive suggestions, leaders were also more likely to suggest that things were *improving*, with 10 coded references, versus three in non-leaders. The *improving* code was used when there was a comment that indicated that things were getting better, we were heading in the right direction, and we were doing positive things. An example of this is in reference to recent hiring:

I think we've done a really good job in 6 or 7 years [in hiring] but I think that [name] would be the single person who really came to the grad in the last 5 years; everyone else, they're going to come, it's going to happen and the diversity is there.

This quote was in reference to one BIPOC male joining the instructor team in the graduate programs in the last 5 years and the optimism that more were going to come over time.

Similarly, the evidence team members that were not on the leadership team were more likely to offer *bold* comments (be bold, go bigger, don't avoid the hard stuff), with 23 coded references versus 13. They were also more likely to express *doubt* in existing practices, values, and systems, with 56 versus 40 coded references. Therefore, overall, it appeared that leadership team members were more likely to indicate suggestions were hard, identify barriers, show hesitation for change, offer passive suggestions, and think that things were improving. In comparison, those members who were not administrative leaders were more likely to offer bold statements encouraging the team to think bigger, and offer doubt in existing practices.

In noticing this trend during the course of this study, I asked members of the leadership team (of which there were four) in my final individual meeting if they felt that

their role influenced their responses. None of the members on the leadership team saw any differences in their responses during the process compared to those of the other members. Further, one questioned the notion that he was a leader:

I don't really consider myself a leader actually I mean I'm, you know, I have real problems with the term leader in some respects, but oh well, let's assume I'm a leader but I do think that, yeah, people do look to you, you know, to set norms, to some degree, you help define what is acceptable behavior, help define. Right. And so, if I can do that, that's kind of useful.

I also asked the other members if they noticed a difference between leader responses and their own. Two of the non-leaders indicated that they didn't notice a difference, and one of those also challenged the notion of those on the leadership team being leaders, indicating that they are faculty first and foremost, were faculty before and would be faculty after their terms. The other non-leader member did notice a difference and indicated:

The typical person in a leadership position now was more likely to identify why we couldn't do something then to, yeah kind of suggest, something that we should do. I get why that might be. There could be lots of reasons I don't fully understand it, but I can imagine it would be a combination of experience of a learned helplessness for having tried to do things earlier on, and then just realizing it's beating your head against a brick wall or something. And so it's kind of, a rational self preservation might kick in."

This member further remarked that: "When you don't have to follow through yourself it's easy to be brave.

I found it interesting that only one other member noticed what I found to be very pronounced during the meetings. Challenging the notion of academic leaders as actual leaders was also interesting, especially coming from both a leader and a non-leader. Trying to initiate changes and having pushback from faculty over the years may have resulted in avoiding change and anticipating pushback as a learned response, as the non-leader member above suggests. This learned lack of power and agency, likely affected their perceptions of what could be done, thereby acting as a barrier to change. I argue that the perception of the lack of agency resulted in the evidence team not moving to the high-learning and double-loop learning space that encourages systematic change. Because the meetings were dominated by discussions of barriers and how to avoid faculty backlash, there was less emphasis on the systemic elements and areas of

potential control. I will speak more to how the facilitator can attempt to impact this barrier in the discussion section.

Another interesting comment that struck me in this process was a comment from a non-leader encouraging the group to be more *bold* in the recommendations:

I think we need to take a much stronger position than this and it's easy to come up with excuses, yeah um, and like look at the wording and the first recommendation: 'increase in the long run to hopefully'. You know like that's like trickle-down economics which like it's intellectual moment is past and I think this thinking has also passed; um like we are a university study group, right, we're not the leadership team here, although some of you may be wearing multiple hats here, uh but from this one we need to make a clear call for systematic um diversity efforts in the hiring as well as within grad programs and across grad and undergrad programs.

In this quote the member emphasizes the fact that this is a study group versus the leadership team, so we should be bolder and make a clear call for systemic diversity efforts. The assumption is therefore that the ratified leaders of the faculty cannot or should not make calls for changes. I found this particularly insightful into their thinking as members of the academy and how they perceive the agency of their leaders. As previously mentioned, although I have worked in academia for 17 years, I was socialized in a corporate environment, where leaders are expected and able to lead. In this setting, and in this process, I believe this lack of agency afforded to academic leaders, and anyone really, was a barrier to change in this process. I will now discuss the next barrier to change that I found: an unwillingness to take responsibility.

5.3.4. Responsibility

Bensimon (2102) and Bensimon and Harris (2012) argued that a major component of the equity-mindedness that supported change in equity projects was the willingness to accept responsibility for the elimination of inequity. They argued that this was an important aspect of double loop learning in the equity scorecard method. When looking at the aspects that supported change, I argued that the sense of responsibility and caring of the evidence team members supported the change process. However, I will also argue that a lack of willingness to accept personal and organizational responsibility to eliminate inequity was a barrier to this change process. The evidence team members appeared to care about students and their experiences and there were

certainly aspects of responsibility in the process that supported our progression; however, it was not at the level that Bensimon and Harris (2012) argued was necessary for change to occur. Like so many elements of this process, I saw a push and pull between perspectives continually. Responsibility was one of these elements. There were instances of an acceptance of responsibility (either personally or organizationally) followed by not acknowledging that responsibility. This movement and flux throughout the process had moments that supported our progression and moments that acted as a barrier to change. However, overall, in the aggregate, I found that there was a lack of responsibility to eliminate gender inequity in the institution.

As discussed, the codes for *organizational responsibility* (13 references), an acceptance of personal *responsibility* (five references in group meetings and seven references overall), responsibility to *students* (four), and to a certain extent encouragements to be *bold* in our recommendations (30 references in the group meetings and 32 overall) show a sense of purpose and responsibility that I found supported the process by keeping the evidence team members engaged in the discussions and the process overall. It helped to move discussions towards doubt in our internal practices and the development of new ideas to improve equity. However, we didn't move far enough in the process to see actual change in practices and policies that will impact students. Lorenz (2012) argued that the ownership of the process by the evidence team members was critical to the success of the equity scorecard process. He argued that "the act of engaging in the research was the true lever of change" (Lorenz, 2012, p. 272).

At the start of the process I noticed a sense of responsibility for the project and the data, where there was a high level of engagement with the methodology for data collection and analysis. However, as the process progressed, that sense of shared ownership decreased. I made note of this change in my field notes for the fifth and sixth evidence team meetings. I began to get a sense that this project was viewed as mine and not that of the group, and the suggestions were often advice to me personally for moving this forward. This became evident in the move from "we" to "you" and in the uncertainty indicated. Some examples of this include: "If you're going to do this" ; "use the data as your driver" ; "My advice to you would be..." ; "Good luck with it, hope it works out". In these quotes it is evident that the members were not accepting the

responsibility and ownership themselves, but were offering advice to me if I was to try to move it forward.

There were frequent uses of “you” in suggestions for change. An example of this is the following statement from one of the members of the leadership team:

I think you need to ask yourself two questions, I think you need to ask yourself, what is it you're trying to achieve and what's your timeline, uh if you actually want to make change, one of the pieces of advice I would suggest...

In this quote I sensed that the assumptions were that I was uncertain if I did want to see change and it was my initiative to lead. A single staff member cannot likely lead a significant change initiative that is outside of the scope of their role; therefore, I see these assumptions and unwillingness to take responsibility as a barrier to change within the group and the institution. Another example of the use of “you” to demonstrate that the responsibility was likely with me as an individual is the following:

There's also people who are going to join and want to help and I think you should have an opportunity for that too, so when you're doing your planning you might just want to think about, okay I meet somebody, they want to help what, how, you know, what can I do with them? How can we work forward? What kind of role could they play? Because they, maybe they become your champions.

As I analyzed the data I wished in hindsight that I had reframed these comments to encourage the group to take responsibility as faculty and leaders and see me as a facilitator of the process. As I reflect on this change, which was especially prevalent in the fifth and sixth evidence team meetings, I feel that this may have been in response to the extent to which I was pushing this initiative forward. By this time, I had begun to panic that we hadn't made any progress and had not made any visible change, so I personally pushed. I gathered data on what other schools were doing related to EDI and sent it to the leadership team framed as something we needed to do as well. I also presented to them and a number of committees. I was actively trying to encourage change, and in doing so, I believe that I inadvertently undermined the sense of responsibility and ownership of the evidence team.

Another quote that demonstrates the perspective that this was my project is the following from one of the evidence team members:

I'm very happy to support that at a high level; it really does support our, uh, push towards understanding, you know, JEDI and more of those issues. I think we got to go there so I'm happy to do that if you need it, yeah.

In this quote you can see that the evidence team member is supportive and willing to support the work of this project, but at the end, the addition of “if you need it” shows that this member felt that they were supporting me personally and my project. It is important to note that throughout this process I sensed that the evidence team members were very supportive of the project, of me, and of my doctoral research; therefore, they were likely unaware that they were framing their recommendations as advice for me. At the time, I was unaware as well, and therefore I did not reframe the perspective back to our shared responsibility as members of the organization and evidence team. As mentioned, Bensimon and Harris (2012) argued that responsibility was critical for this change process to be successful. When reviewing and analyzing all of the transcripts and my field notes I found that the lack of ownership and acceptance of responsibility to reduce or eliminate inequity at our organization acted as a significant barrier to change. This lack of ownership and responsibility may be highly related to the last two barriers I discussed: the lack of urgency and agency. I will discuss this further in the discussion section. In the next section I will discuss the organizational challenges that I found acted as barriers to change.

5.3.5. Organizational challenges

There were some organizational barriers to change in this process. Some of these barriers are typical of academic environments in general and business schools in particular and others are specific to this business school. One of the organizational barriers that is likely present in most or all business schools is the underlying assumptions of gender and racial neutrality and meritocracy. I spoke about this in my literature review, as it is a common argument that business schools act as if they are value-neutral, when they are very value-laden (Grey, 2002; 2004). This assumption of neutrality reproduces gender inequity, as without surfacing it, it cannot be challenged and the impact cannot be understood. I found this assumption of neutrality was very prominent in the evidence team meetings, but predominantly in the meetings I had outside of the evidence team and I found that it acted as a barrier to change in this process. Although there were only 18 references of *external* attributions of inequity where members resisted institutional responsibility and attributed the problems external

to the organization, I would argue these underlying cultural assumptions influenced other elements of the process, and increased the lack of urgency, agency and responsibility. It was below the level of consciousness, and rarely surfaced or questioned. I made note of these assumptions repeatedly in my field notes. Without surfacing and feeling that decisions were being made, that female protagonists weren't being chosen when they were available, and without the recognition of inequity, the underlying values and cultural practices could not be challenged and changed. I will speak more to this in my discussion section.

In Rueda's (2012) discussion of the process and outcomes of the equity scorecard method in community college settings, he discussed the organizational learning work of Kezar (2005) and the influence of overload on the ability of an organization to learn. When the information in a system exceeds its capacity to handle it, overload is said to occur. This is discussed as being more likely to occur in highly bureaucratic systems, such as academic environments (Kezar, 2005). I noticed that the overload on the members of the evidence team, leadership team, and on myself personally, acted as a barrier to change. I discussed this to a certain extent in my section on contextual factors, related to the pandemic and the passing of our dean, but in reflection I feel it is greater than that. Over the years we have conducted comparisons of our administration and that of other business schools, and usually we have a lower proportion of administrators. The feeling generally among staff and staff leaders is that we are under-resourced and always stretching ourselves and our staff too thin. We continually try to do more without adding resources and staff and academic administrators often complain of being overloaded. In my individual meeting with one of the evidence team members he indicated "the leadership team is exhausted" in response to a question about the change progress. Although this overload is compounded by the aforementioned contextual factors, it existed long before the pandemic. I feel this overload on the evidence team members contributed to their lack of a sense of urgency, due to competing priorities for their time and energy. I also found it influenced me personally as the facilitator, as I was constantly overloaded in managing my role and other roles that I had to cover and not able to prioritize this work. This resulted in long periods of time between evidence team meetings and likely a loss in momentum.

In addition to the resource overload within the system, there are also significant organizational change issues in the school. Pena and Polkinghorne's (2012) account of participants' evaluation of the equity scorecard processes within their institutions identified the role that organizational change challenges can play in limiting the potential for this method to work. One participant in their study indicated that "the project has pointed out that we really have organizational change issues" (Pena & Polkinghorne, 2012, p. 154). In one of my meetings with an organizational member about this work, he commented that "[this institution] is designed to kill change initiatives". In another meeting related to this work with a senior staff member, she argued that there was no change process in our organization. In my own field notes I commented on the lack of agreement of who and how change could be implemented. There are various committees and project teams in place, but there appears to be little consensus or documented understanding of who has the authority to make changes and the process to do so. This lack of understanding and consensus of who has the authority to make changes and how change can occur acted as a barrier to change by reducing the sense of agency of the evidence team members and limiting the solution generation process.

The aforementioned participant mentioned in the paragraph above who commented on organizational change issues in their school acknowledged that they didn't have the structures, a process, or a tradition of evidence-based conversations that could facilitate the change process (Pena & Polkinghorne, 2012). I think this is very reflective of this organization. I raised this perception in my member checking meetings and the evidence team members agreed wholeheartedly that there was very strong resistance to any change and a lack of consensus on who has authority, regardless of committees that have terms of reference indicating they have that authority. One of the members further commented that the process for change is not documented and few faculty have an understanding of the committees that exist and their role or authority. Instead, there appears to be a perspective that the faculty as a whole has authority and say over any and all proposed changes. I found that this lack of a change process and consensus on who has the authority to make changes was a barrier to change in this organization. I found it affected the sense of agency of the evidence team and the ability to envision solutions.

5.3.6. People

Lorenz (2012) claims that there are two components that have the greatest impact on the effectiveness of an equity scorecard process: who was a part of the team and the extent to which they relied on data. In regards to the composition of the team there are three main aspects that I argue impacted the success of this change process: the lack of an institutional researcher and an external facilitator and group diversity. Lorenz (2012) claimed that teams that consisted of an institutional researcher, faculty members, and staff were more successful than a group that had members predominantly from one of those groups.

A group of equity scorecard researchers (Dowd, Malcom, Nakamoto, & Bensimon, 2012) directly studied the role of institutional researchers and the support they provided to the process. They found that institutional researchers facilitated organizational learning (and therefore change) by not only collecting data, but also interpreting it and keeping the discussion focussed on equity issues. They found that the combination of the team leader or facilitator and the institutional researcher was very supportive of change. Further, in his analysis of process and outcomes, Rueda (2012) found that effective evidence teams had support from institutional researchers. I did not have an institutional researcher supporting this process. I had co-op students who were able to help with data presentation and a research assistant to code the case studies that were presented, but I managed the collection and analysis very closely myself. Having an institutional researcher working on this project was not an option at the start of this process, however, in hindsight it would have been supportive to change. Given the demands of my role, and managing graduate program operations and a team through the pandemic, my time became a limiting factor and delayed the progress of the change process and resulted in lengthy delays between meetings. Further, I was not able to collect and analyze all of the data requested by the evidence team due to time constraints. For example, the evidence team requested student inclusion data and data on faculty teaching preferences. An institutional researcher would have been able to effectively manage these data collection and analysis projects and provide the requested data. The lack of response to evidence team member requests may have reduced their sense of ownership in the process.

Similar to the findings of Dowd et al. (2012), I can understand how having the data analyst acting as an equity advocate and reframing alongside me as the facilitator would have been more supportive to change. Although some evidence team members also reframed comments, I can appreciate that having more than one role assigned to reframing back to the evidence and interpreting and presenting contextual issues around discrimination and exclusion would have been more supportive. I understand why the equity scorecard researchers saw institutional researchers as supportive of change (Dowd et al., 2012; Rueda, 2012) and found my lack of this support hindered this change process.

Lorenz (2012) found that teams that had members from multiple groups (faculty and staff) were more successful than teams that had members predominantly from one group. My group consisted almost completely of faculty members; I had an assistant dean who is a staff member, our Indigenous program directors for the two meetings (first and last) where we had someone in that role, and myself in the role of facilitator. This decision was made on purpose from an ethical perspective, given the fact that I was collecting data for my dissertation. I decided that I should not ask any of the staff that report to me to participate, as they may feel obligated, and all of the staff for graduate programs report to me either directly or indirectly. Further, given the sensitive nature of equity discussions, I decided that it was not appropriate to ask staff members who reported to any of the senior academic leaders on the evidence team for the same reason. Given the evidence team members' roles, that included almost all relevant staff.

In addition, my evidence team was almost all white. Although I had gender diversity on the team, I did not have racial diversity. The Indigenous director role was only filled for the initial and final meetings and only one other member identifies as a person of colour; one member identifies as gay. Though my research was focussed on gender, the scope quickly expanded, especially given intersectionality concerns. In addition, all members had graduate-level education, and were relatively economically privileged, being in faculty roles or senior leadership positions. Rueda's (2012) aforementioned analysis of effective evidence teams found that diverse teams were more likely to be successful. Though we did have some diversity, the process could be further supported by increased diversity. This could have supported our understanding and support for equity issues. Our lack of diversity, and this lived understanding was likely a barrier to change.

In addition, Lorenz (2012) discussed the value of having an external facilitator and the advantage of being able to “ask dangerous and impolite questions that an insider simply could not” (p. 271). I am a staff member (versus a faculty member), I do not have a doctorate, and I report to one of the members of the evidence team. As discussed in the section on positioning myself, I do have a long tenure in this organization and am not as afraid to ask “impolite questions” as others may be, but I do see how having an external facilitator would have further supported this process. I have a strong understanding of the context and was able to reframe with my institutional knowledge in a way that an external facilitator would not have been, but I had to tread carefully. As discussed, I also found that when I reframed comments in an equity-minded way, the initial response was often defensiveness; however, when I had a subtler approach and reframed using a more tentative questioning approach, there was a less defensive response. This may have been a result of my internal and lower status position. Perhaps if I was an external facilitator and researcher, the result would have been different. I will now speak to the process elements that I found to be barriers to change.

5.3.7. Process

Although there were aspects of the process that I found supported change, there were also aspects of the process that may have acted as a barrier to change: specifically, my propensity to move to action and ownership of the process; and the frequency and timing of meetings. Bensimon (2012) discussed how the culture of administration tends to prefer action over questioning and discussed Dewey’s (1900) argument on the tendency of man to cut inquiry as short as possible and Boudett, City, and Murnane’s (2005) argument that a lot of discipline and expert facilitation is necessary to move practitioners from action to a deep discussion of why inequities exist. I found that my propensity for action limited the depth of discussion related to the underlying causes of inequity. There are two codes that I used to assess this: *action* and *agenda*. *Action* referred to instances where I cut questioning short and attempted to move the conversation towards action and recommendations. There were four coded instances of this in the evidence team meetings. As an example, when we were discussing the lack of support for faculty that were new to teaching in graduate programs, and the cultural issues underlying the lack of support, I moved to *action* by

saying “so if the whole point of this conversation is to make both short and long-term recommendations to the faculty...”. In hindsight, allowing the conversation to continue in the direction of underlying cultural issues would have been more supportive of systemic change in the long run. Although there were only four instances of this, I found it was also an overarching tone of the way I conducted the meetings. I started meetings with a summary of the discussion and recommendations from the previous meeting and framed the purpose of the process to create a document outlining recommendations. Although evidence team members also had this propensity for action, it was my role as facilitator to push inquiry deeper before moving to action, and my own desire for action prevented me from doing it to the extent that I should have. This may have influenced the depth of discussion and therefore was a barrier to change.

Another code that I used to understand this was *agenda*, referring to instances of when I cut discussions short or didn't hear what members said in order to follow the planned agenda. I found 11 instances of this in my evidence team meetings. In hindsight I had agendas that were too aggressive for the meeting time we had and these references were instances where I cut discussion short to move onto the next item on the agenda or data that I had planned to present. Given the frequency of our meetings, in hindsight, I should have planned to present less data in each meeting to allow for a richer discussion of systemic issues, or allowed the discussion to continue without directing it back to the next agenda item. Though I did not do this often, I noticed it was a barrier to change in this process.

One of the main presuppositions that Bensimon and Malcolm (2012) argued undergird this change process is the participatory nature of the process. They argue that involvement of members of the academic community as full partners is important for success. There are many ways that this process engaged the faculty in my evidence team, as discussed in my section on the factors that supported change; however, they weren't involved as full partners, and this was a barrier to change. As previously discussed, early in the process members were very engaged in the research and methodology, as evidenced by the volume of comments related to data collection and analysis. However, because this work was part of my dissertation research versus a project mandated by senior leadership or a committee struck through official processes, the ownership was not shared.

Early in the process I had determined what data should be collected and shared based on my literature review, and although I endeavoured to stay open to the evidence team's requests for data and analyses, I did not always do so. Because I was the person who was collecting and analyzing the data that was presented and had limited time, in hindsight I dismissed some requests for data collection and analysis early in the process. In my initial analysis of the transcripts after the process was complete, I realized that I may have diminished the sense of ownership early in the process by not following their suggestions for data collection. This aligns with my previous comment related to the involvement of an institutional researcher. If I had had an institutional researcher supporting the process I would have been better able to extend data collection and analysis further.

I believe that because this work was tied to my dissertation research, evidence team members followed my lead on the process, data collection, and analysis. I felt responsible to lead the analysis and final report generation and to not burden the evidence team members. In doing so I may have reduced their sense of responsibility for, and ownership of, the project. As discussed in the section on responsibility, in reviewing the transcripts I realized that there was a move to "you" that was especially pronounced in the final evidence team meetings, where evidence team members were offering me advice on how I could move the change forward, versus demonstrating a shared responsibility. This may have been due to a lack of ownership, or not feeling like full partners in the process, as a result of this group not being an official committee and me not sharing the leadership of the process. I argue that this was a barrier in this change process that impacted the sense of responsibility for this work by the evidence team members.

A related process aspect that was a barrier to change relates to the frequency and timing of evidence team meetings. Rueda (2012) discussed the typical timing of the meetings as 2-hour meetings once a month for 2 years. In contrast, I had six meetings over the course of 3 years and 9 months. The meetings ranged from one and a half hours to two and a half hours and averaged just over 2 hours. As mentioned in the methodology section, there are three main factors that extended the process of this study: my maternity leave, the pandemic, and as discussed above, my dual role as analyst and facilitator. The meetings were spread too far apart and did not allow for momentum to develop. In a few cases, I had to review information that had been

covered previously as a refresher and found we were often having some of the same conversations that we had in previous meetings. However, as discussed in the section on the theoretical frameworks of the equity scorecard, Bensimon (2012) found that it was very hard for practitioners to move to equity-mindedness and challenge their own and their organization's practices; the journey can take time. Therefore, the delay between meetings may have hindered the momentum of the change process, but it may have also supported it by allowing the evidence team members to move further toward equity-mindedness. Regardless, having more meetings during this process would have been more conducive to change. Our discussions were very engaging and productive, but I continually had the sense that we did not have enough time together as a group to be most effective. Part of this was the fact that this work was tied to my doctoral research and not an established committee in and of itself; therefore, I did not feel comfortable asking for more time.

5.3.8. Desired Outcome Consensus

In reflection after this process I recognize that I likely had a different objective and definition of change than the members of my evidence team. As I panicked that we weren't making changes or moving things forward, other members were proud of our accomplishments and optimistic for our impact. I recall one member suggesting over a year before I began analyzing and writing my results that I could start writing now, that I had done it, I had made change. I wrote in my field notes at the time because I felt so amazed. I didn't feel that I had done anything at all or that we had made any changes. Another member made a comment halfway through the process that I had had a greater impact than I realized. In hindsight, we all had a different expectation of what change looked like, what outcomes we wanted to achieve, and by when. This lack of common understanding of desired outcomes acted as a barrier to change, as we didn't have a goal post we were all working towards. I would also argue that this lack of a shared objective and vision for the process contributed to the lack of urgency and responsibility.

5.4. Gender Differences in Responses

Given that we were discussing gender in the evidence team and we had male and female members on the team, I analyzed the number of references by gender to see

if there were any differences in responses from male versus female evidence team members. The first difference that I noticed was the total number of references for statements made by males versus females; however, after considering the number of members present for the majority of the meetings, this difference was negligible. There were three female members that were present through most of the meetings, as one member left the organization after the second session, and I was a facilitator, not a participant. There were four male members through most of the meetings, as one member left the organization after the second session. In total, I had 567 coded references for male members and 410 coded references for female members. These values do not include the facilitator references (*action, agenda, reframe, questioning, presenting info*). This results in 142 and 137 references for male and female members, respectively, which is a very similar number of references.

Regarding the content of the responses, when I looked more specifically at the number of references by gender for each code, I initially found some differences, but once I considered the number of individuals of each gender that were present in the meetings, and the total number of comments from each gender, the differences also became negligible. Therefore, overall I did not see any gender differences in terms of the number of references for each code. When I looked closer at the references by person I found that there were more prominent differences by individual (likely a reflection of their personal values, beliefs, and personality) and by membership in the leadership team than by gender. When I moved beyond the numbers and was looking for examples of differences based on a lived understanding of gender impacts, I could not find any. Although I had initially thought that the lived experience of being female would allow for a great understanding of the historical context of exclusion and a greater desire to see changes, I did not find this to be true. There were examples of male and female evidence team members understanding the implications of gender and advocating for change.

5.5. Results Summary

Despite many factors that supported the change process, there were also a number of barriers to change that I found. There were contextual factors that inhibited change, as we lost our organization's top leader and worked through a global pandemic. There was also a lack of a sense of urgency, evidenced through hesitation and passive

change suggestions. In addition, a lack of a sense of agency on the part of leaders was evident in the desire for directives from outside of the organization, the focus on barriers to change in our discussions, and the emphasis on placating and not upsetting faculty in change strategies. Further, there were differences in the comments by evidence team members who were part of the leadership team, signalling experience with leading without agency. I also found a lack of a sense of responsibility for the process and the outcomes, which may have been worsened by my leadership of the process and connection to my dissertation research. There were organizational challenges in terms of the underlying cultural elements, overload of administration, and organizational change issues. I also noted that group composition (people) barriers impacted the change process, namely the lack of an institutional researcher and an external facilitator. Additionally, although the group was diverse in some ways, greater diversity could have supported change to a greater extent. Process elements such as my propensity for action and focus on moving the agenda forward, as well as my ownership of the process may have acted as a further barrier to change, as meetings were not likely long enough or frequent enough to support change. Finally, I argued that the evidence team had a lack of consensus on the desired outcomes of the change process, and this also acted as a barrier to change.

In the next section I will discuss how the research project has changed me and my perspective on organizational change. I will also discuss how my research findings align with the theoretical framework and connect to other authors' findings to situate my results in the broader conversation. I will discuss overarching themes that I found in my results, and comment on the usefulness of the equity scorecard methodology for this type of work. I will then offer recommendations for the future: for departments of faculties attempting this type of change; for organizations; for individuals hoping to lead equity change; and for researchers.

Chapter 6.

Discussion and Implications

In this section I will first summarize the results discussed in the section above. I will then return to the theories presented earlier to reflect on their usefulness in understanding the results that I found and discuss some of the underlying tensions that challenge change work in this space. I will then present implications and suggestions for others doing this work: for departments, organizations, and individuals. I will close with a reflection on my research journey and what I have learned for the future.

6.1. Overview of Results

This thesis aimed to answer the following research questions: Can a process of awareness and dialogue among organizational members lead to an attempt to improve gender equity in a graduate business school context: in changes in policy or practice; or changes in how organizational members talk and think about gender equity?

- What are the indicators of such change?
- What factors can be attributed to (support) change?
- What barriers can inhibit change?

I found that although there were no changes in policy, there were changes in practice (in the teaching practice of some evidence team members and program administration) and in the way that evidence team members talked and thought about gender equity (in awareness, talking about gender equity in committees, reframing each other, the increase in change management dialogue, and new and sometimes bold ideas, as well as change resistance emphasis).

In addition, I found that the context, specifically the increased focus on EDI in the school and society, supported change. I also found that characteristics of the people involved in the process supported change (sense of responsibility and care for students, equity-consciousness, and sense of possibility and optimism). There were also aspects of the process that were supportive of change, specifically the role of facilitator in

reframing, questioning, and providing data, and the way the methodology fit with academia.

However, there were also a number of barriers to the change process. Although there were contextual factors that supported change, there were also contextual factors that acted as a barrier to change, namely the global pandemic that occurred during the majority of the study, and the unfortunate passing of our dean. In addition, there was a lack of urgency which was visible through hesitation, passive suggestions, and a lack of focus on students. A lack of perceived agency was evident in the desire for directives from outside of the school, the focus on barriers and placating the dominant group, and demonstrated lack of leader authority. Further, the evidence team did not assume responsibility for the elimination of inequity and moved more in the direction of suggesting what I should do, versus determining what we should do as a group.

Organizational challenges also acted as a barrier in this process, in the assumption of neutrality, overload of administration, and a lack of a clear understanding of who has the authority to make organizational changes, and the process to do so. There were group composition (people) aspects that acted as a barrier to change, specifically the lack of an institutional researcher and external facilitator, as well as a lack of group diversity (e.g. racial, socioeconomic, staff). There were process elements that inhibited the change process in the action focus I took as a facilitator and my ultimate ownership of the process and the work, as well as the frequency and timing of meetings. Finally, the lack of consensus on the desired outcomes of the process was a barrier to change. A summary of these indicators of change, factors that can be attributed to (supported) change, and the factors that inhibited (acted as a barrier to) change are presented in Figure 4 below.

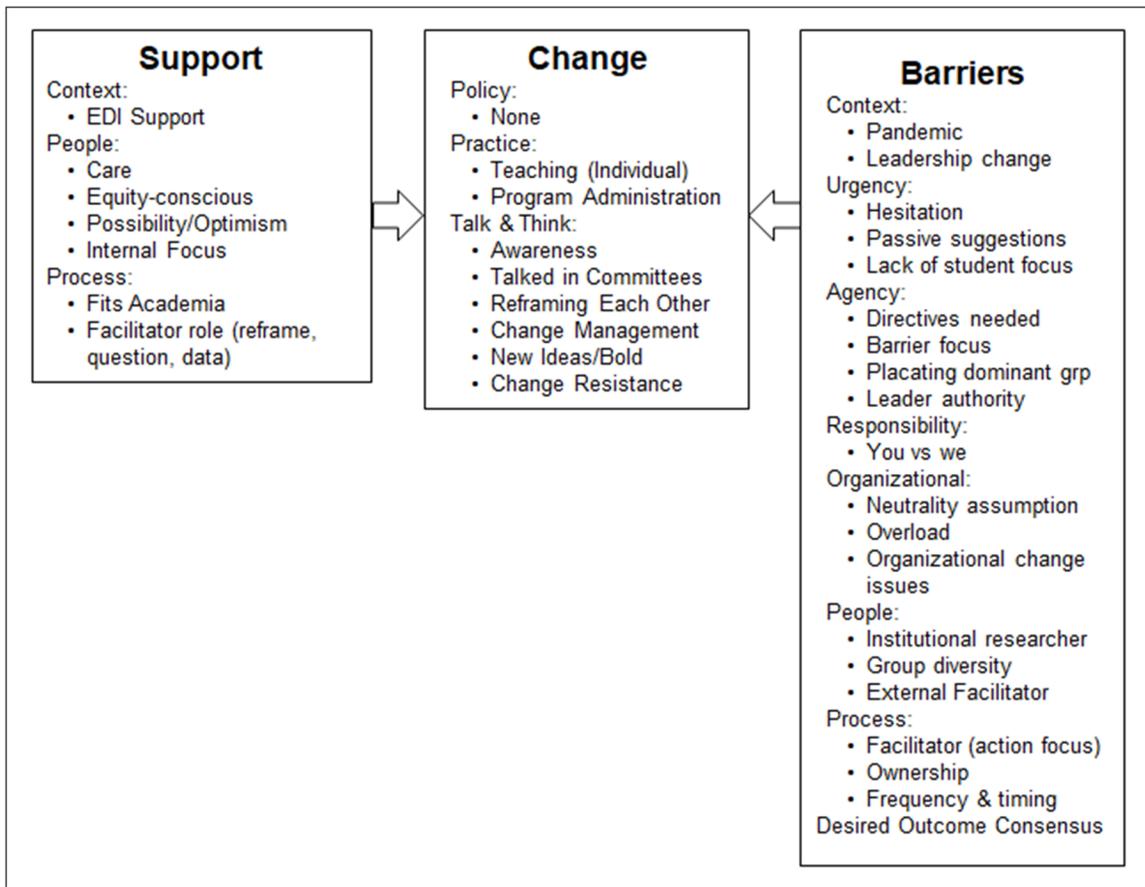


Figure 4: Summary of Results (duplicate of Figure 3)

I will now return to the theoretical framework developed by the creators of the equity scorecard process, presented in the literature review, to discuss the usefulness of these theories and the framework to this study.

6.2. Theoretical Framework

The creators of the equity scorecard process at the Center for Urban Education used sociocultural, action research, organizational learning, practice, and critical race theories to develop and enhance the process. I explained these foundational theories in detail in the literature review section, but will revisit them here to discuss their alignment with my results and how they support my understanding of the results.

The creators of the equity scorecard method use the underlying assumptions of sociocultural theory that learning: is social; is facilitated by responsive, assisted performance (facilitator); is mediated by cultural artifacts and tools (data); and occurs in

communities of practice (evidence team) (Rueda, 2012). My role as facilitator was to encourage equity-based interpretations of data and the evidence team was to create new understandings and develop meanings together. I saw evidence of my role encouraging equity-based interpretations and of the evidence team moving to new understanding together. Rogoff (2003) characterized learning in this setting as how an individual contributes to and is changed by their participation in the community of practice. Rueda (2012) extended the notion of the community outside of the community of practice to other parts of the organization that the individual connects with. In this research I found evidence that members of the evidence team were changed by this process and supported change in each other, as the data and discussion helped to surface some cultural and systemic reasons for inequities, as suggested by Bensimon and Harris (2012). I also saw them extend their learning to other groups via other committees, such as hiring committees. However, in both cases, it was not as much as I envisioned at the start of this process.

Theories of organizational learning were also important in the equity scorecard method. Organizational learning is supported by new ideas, doubt in existing knowledge and practices, and the transfer of knowledge among organizational members (Garvin, 1993; Lorenz, 2012; Weick & Westly, 1996). In this project, the data that the evidence team discussed was a source of new knowledge and ideas and stimulated doubt in our existing practices and knowledge. I also saw the transfer of information to other institutional actors, though not to the extent that I had hoped. Argyris and Schon (1996) argued that change requires double-loop learning; however, it is not sufficient for change to occur. I saw evidence of both single-loop learning (looking at an issue functionally/externally and proposing change via programs focussed on others) and double-loop learning (conceptual learning that involves searching for the internal root causes of issues and proposing change that targets the underlying values, beliefs, and systems) (Bauman, 2005). Bensimon and Harris (2012) argued that the development of equity-mindedness (which is necessary for equity-related change) requires double-loop learning.

The developers of this change process also drew from practice theory and the argument that culturally and socially acquired knowledge that exists below the level of consciousness influences practice (Polkinghorne, 2004). This methodology should then allow practitioners to surface their assumptions, recognize flaws that cause inequities,

and acknowledge the need for new practices (Bensimon & Harris, 2012). The process should create an indeterminate situation that will allow practitioners to understand that their practices may not be yielding the anticipated results for all students and to take responsibility to change those practices in the pursuit of equity. In this study, there were many examples of the acknowledgement of failed practices, and many ideas for practice change; however, there was also an understanding of the deep systemic challenges at play and difficulty to move to implementable solutions.

The CUE also used the participatory action research perspective in the creation of this process, where practitioners take on an active role as researcher to question existing assumptions, continually dig deeper in collaborative inquiry (Pena, Harris, & Bensimon, 2012). As discussed, given the nature of this project as part of my doctoral research, there was less of a participatory and active role by the members of my evidence team, and I would argue that the potential for change was reduced as a result.

The creators of the equity scorecard process also used critical race theory to develop their concept of equity-minded individuals, especially the importance of continually considering the "social, cultural, and historical context of exclusion, discrimination, and educational apartheid" (Bensimon, 2012, p. 29). There are four characteristics that Bensimon and Harris (2012) use to describe equity-minded individuals: aware of higher education's historical and sociocultural context of exclusion and the impact of the resultant power asymmetries on marginalized groups; attribute inequities to organizational issues, as opposed to marginalized individuals; see opportunities for change in the organization and take responsibility for that change; do not see inequities as natural and predictable, they see them as institutional. I saw evidence of all of these characteristics, but they were not sustained throughout the process. As discussed, Bensimon (2012) argues that it is very difficult to move practitioners to the point of targeting their individual and organizational practices as the cause of inequities and the solution to remove them. She further argued that practitioners can understand objectively that inequities exist, review data, and engage in the inquiry process enthusiastically, and yet still maintain a framework that allows the status quo to be perpetuated. Bensimon (2012) argued that the ability of the equity scorecard to support change in a higher education institution is dependent on the extent to which the evidence team members are equity-minded by this definition, and see the organization's role in creating and reproducing inequities. In our process, I found that

evidence team members were moving in the direction of this definition, but did not move far enough to result in organizational change.

Drawing from the foundational theories (sociocultural, action research, organizational learning, practice, and critical race), the Equity Scorecard creators offered four principles of change. The first principle (from sociocultural theories of learning), is that "practitioners learn and change through their engagement in a joint productive activity" (Bensimon, 2012, p. 30). I found that the evidence team members did learn and change in this process of data analysis and dialogue, though not to the extent that I had imagined. The second principle, drawing on practice theory, is that "inequity in educational outcomes is characterized as an indeterminate situation produced by a failure of practice" (Bensimon, 2012, p. 30). I asked evidence team members to view inequities as a situation for which the underlying cause is not immediately known, and to look at institutional practices, culture, systems, and policies for the root cause. This process of inquiry should have allowed us, as practitioners, to surface and question our assumptions, and frame problems such that we can determine and action change initiatives. As a group, the evidence team did surface some assumptions and underlying cultural and systemic elements, and they attempted to translate these to organizational change initiatives. However, they did not acknowledge and surface the underlying cultural elements often enough, and were continually frozen in the anticipated barriers and resistance to change.

The third principle for the Equity Scorecard process, which pulled from both practice theory and organizational learning theory, is that "practitioner-led inquiry is a means of developing awareness of racial inequity and self-change" (Bensimon, 2012, p. 33). Ideally practitioners should move to an equity-minded approach, and rather than relying on experiential knowledge and assumptions below the level of consciousness that may be deficit-minded (single-loop learning) they should surface those assumptions and focus their attention on the root causes of inequities (double-loop learning) (Bensimon, 2012). Equity-minded practitioners can then become agents of change, sharing their doubt in existing practices and news ideas with other members of the organization. I saw evidence of single-loop learning and double-loop learning in this study, as well as the transfer of learning and doubt in the organization; however, it was not as much or as far as would be required to elicit substantial organizational change.

The fourth principle, which draws from critical theories of race, is that "equity-minded practitioners are race-conscious" and understand the historical and systemic context of exclusion and discrimination in higher education and society in general (Bensimon, 2012, p. 36). Without a true understanding of this exclusion, practitioners will be likely to maintain the status quo. When evidence team members see the impact of exclusion, past and present, are willing and able to challenge assumed neutrality, and take personal and organizational responsibility for reducing and eliminating inequity, change can occur (Bensimon, 2012). I saw evidence of an understanding of exclusion and historical discrimination, and the acceptance of responsibility for reducing inequity, but not to the extent required for significant organizational change. I also saw a struggle to see and challenge assumed neutrality.

Lorenz (2012), one of the researchers at the Center for Urban Education, did a textual analysis of the field notes from the original fourteen schools that participated in the equity scorecard process. He characterized three levels of learning in these groups: high, medium, and low. High-learning groups had the highest level of learning; they knew that inequities existed and had both a sense of the problem and felt a sense of responsibility for eliminating inequities (Lorenz, 2012). They offered new ideas, showed doubt in organizational practices, dug into the root causes of inequities, and were able to develop points of intervention where they could make a difference. The medium-learning groups offered new ideas and indicated doubt in organizational practices, but they had a broad, telescopic view of the data and issues and tended to resist institutional responsibility (Lorenz, 2012). As a result, they were less likely to develop points of intervention and more likely to maintain the status quo. The low-learning groups relied on their existing knowledge, rather than the data, had no real focus or direction, and didn't probe into the root causes of inequities (Lorenz, 2012). Although they had discussions about inequities, and learned about each other's opinions, they did not actively explore the data.

Although I cannot compare the experience in multiple groups, as Lorenz (2012) did, I argue that our group was mainly in the medium-learning group category. Evidence team members appeared to learn through the process, both from the data and from each other's interpretations of it, they offered many new ideas and frequently exhibited doubt in organizational practices, and they did develop organizational interventions with my

pushing in the role as facilitator. However, the group tended to resist institutional responsibility and in the end, maintained the status quo.

When I return to Ely and Meyerson's (2000) work and note the steps that they indicated were important for organizational change related to gender equity (critique practices, revise narratives on neutrality of those practices, and experiment with changes), I realize that we were about halfway through that process. We critiqued practices and in many cases we acknowledged that the practices were not neutral in nature, but we didn't go far enough. We were going back and forth on the justification of practices and concerns over possible intervention, and we didn't move to experimentation on a significant scale.

6.3. Understanding the Results

In reviewing my results in the context of the underlying theories of the equity scorecard method, I continually determined that we were moving in the right direction, but weren't going far enough. I answered my research questions in terms of the indicators of change I saw, the factors that supported change, and the barriers that inhibited change. Now I look back to the literature to understand more fully why I saw the barriers I saw, why we didn't go as far in the process as I had hoped and as other schools who have used this process have done, and most importantly, what can this school and other schools do to move further in this change process.

6.3.1. This type of change is hard

One of my former leaders used to offer our incoming graduate students advice each year in orientation: "It's hard because it's hard, not because you are stupid". Though informal in nature, the comment really resonated with a lot of our students and they commented later in the program that they remembered her words when they were having difficulty and finding it hard. I heard her voice repeatedly through this process and reflected on it often in my analysis. As I read of other schools' initiatives, and read various authors' analysis of failed equity interventions, I continually reflected that this is hard. This type of change is hard. In hindsight I think that my evidence team members, many of whom are leaders in academia, and socialized in academia, knew how complex

it was and had a healthy wariness to change initiatives. I think they understood the deep cultural and systemic considerations and were wary as a result.

When discussing the challenges of enacting equity-mindedness in higher education, Bensimon and Harris (2012) highlight the difficulty in one of the fundamental components: the recognition of ineffective practice or lack of necessary knowledge. They argue that higher education institutions, especially those who cultivate an image of high performance, innovation, and quality (as this institution does), struggle with the admission of ineffective practice. We espouse values of inclusion, social responsibility, and innovation, so it is very difficult to challenge ourselves in this way. In the aforementioned analysis of levels of learning in this process, Lorenz (2012) discusses Garvin's (1993) work that argues that universities lack the attributes necessary for effective organizational learning, because they are not adept at applying new knowledge to their own practices (though they are effective at creating new knowledge).

Further, Bensimon (2004) argued that equity projects in academic settings are difficult because it is so dependent on individual faculty members. Robinson-Armstrong, et al. (2012) argue that faculty members' beliefs, values, and assumptions have a huge impact on what happens in the classroom, and therefore, the outcome of equity work. Faculty members have a lot of autonomy in their ideas and how and what they teach. Further, with more than 80% male faculty teaching in the graduate programs, it may be more difficult to influence an understanding of, and desire to, improve gender inequity. Privilege can make it difficult to see the perspective of marginalized groups and the patterns of exclusion they endure (Adams, et al., 2018). In addition, marginalized students have indicated to me that they do not feel comfortable giving feedback directly to their white male faculty because of the power differentials. Without this knowledge and feedback, it is understandable that there may be a reluctance to change. In their case study of an equity scorecard initiative, Robinson-Armstrong, et al. (2012) found that they faced significant resistance from certain faculty and administrators, and found some were uncompromising in their views.

6.3.2. Underlying Values were not Challenged

Bensimon and Harris (2012) used sociocultural theories to discuss the role of cultural practices in the mediation of thinking in the organization. They explain that

sociocultural theories emphasize the importance of this mediation on higher-order thinking. Connecting sociocultural theories with practice theory in this context, Bensimon (2007) attests that the culture that practitioners have been socialized in will have a significant influence on their thinking. Shared organizational meanings are constructed over time and typically exist below the level of consciousness. As discussed in the theoretical framework section, challenging the underlying assumptions of the organization and their role in inequity is a crucial part of this change process. It was cited as an important aspect of double loop learning (Bensimon & Harris, 2012), one of the four foundational principles of this change process (Bensimon, 2012), and an important characteristic of high-learning groups (Lorenz, 2012). It is important to surface and challenge these assumptions to move to equity-mindedness and envision solutions that can reduce inequity.

Similarly, Ely and Meyerson's (2000) aforementioned theory of tempered radicals argued that organizational change related to gender equity requires critiquing existing practices, changing narratives of the gender neutrality of those practices, and experimenting with changes. In this process, we failed to critique the neutrality of existing practices. The assumption of gender and racial neutrality and meritocracy in the academy, and in our practices in this business school specifically, stopped us from moving to change and solutions, and this acted as a barrier to change. I saw evidence of evidence team members challenging these underlying assumptions, but we didn't go far enough as a group, and I saw continual difficulty in seeing some of the cultural values and practices at play. Castilla and Benard (2010) found that organizations with an underlying value of meritocracy tend to show greater favor for the dominant group.

In her discussion of racism and diversity in institutions, Ahmed (2012) spoke about how 'some bodies become understood as the rightful occupants of certain spaces' (p. 2). I reflected on this comment throughout my analysis as we reviewed data on the predominance of males (and white males) in the faculty, case protagonists, executive speakers, and mentors. There was often a sense of acceptance and a failure to challenge the assumed neutrality of this proportion. Ahmed (2012) also spoke of the impact of representational diversity on our perspective of the institution and assumptions of inclusion. She argued that representational diversity can create an idea of the institution that allows inequalities and racism to be overlooked. As an institution, we are known for having a high proportion of female students in our programs and celebrated

for this diversity. We also have high racial diversity in our student body and feature this in our marketing materials. We also feature diverse faculty members in our marketing materials, as opposed to an image reflective of the actual proportion. Ahmed (2012) argues that presenting diversity in this way can mask the whiteness of the institution and create a false sense of its diversity. This can allow the organization to not do diversity because it allows the organization to say “it ‘is it’, or that it already ‘does it’, which means that there is nothing left to do” (p. 76). She also spoke of the impact of having a stated objective of inclusion and argued when an organization has diversity as part of their mission, they are often less committed to it. We indicate that we have an inclusive environment in our promotional materials and website. Perhaps our idea of ourselves has been influenced by the representational diversity of our students and the way we portray ourselves externally that we do not see the inequities that exist. Perhaps we have masked our whiteness and maleness to the point where it is difficult to see and to challenge. Or perhaps we just have a belief below the level of our consciousness that males (and white males) are the rightful occupants of leadership positions in business and as instructors in our graduate business programs.

6.3.3. Systemic Elements are Difficult to Diagnose

Golom and Cruz (2021) argue that very little is known about how to understand EDI issues as “systemic challenges embedded in an organization’s culture” (p. 203). They argue that the lack of progress on important EDI initiatives is attributable to this lack of understanding. Without framing EDI issues as systemic issues requiring fundamental changes to the system and organizational culture, they argue that progress cannot be made. As a result, interventions often target representational diversity and ignore equity and inclusion (Golom & Cruz, 2021). They argue that interventions do not “position the entire organizational system as the target for change” (p. 208). Our ideas for proposed interventions involved increasing the number of female instructors on the faculty as a whole, in graduate programs specifically, and increasing awareness of the importance of featuring female protagonists in case studies and as executive speakers. Our suggestions and analysis rarely touched the underlying systemic reasons for the existing proportions. We were focusing on short-term behavioural elements versus the underlying systems, structure, and culture. Plaut (2010) argues that “entrenched identity-based intergroup and power relations” inherent in social and organizational systems

make EDI interventions particularly difficult. Golom (2018) argues that organizations can appear busy, actively and reactively responding to behaviours, but not touching the underlying systems, structures and beliefs that cause those behaviours in the first place. This lack of a systemic frame is seen as the reason for the high failure rate of EDI initiatives (Burke, 2017).

The evidence team was often focussed on addressing the behavioural elements and hoping to make changes there, but they were also very concerned about barriers and resistance. Perhaps the hesitation and identification of barriers that I saw stemmed from an intuitive understanding and respect for the systemic and cultural factors at play. As academics who have spent a career in this system and as trained critical thinkers, perhaps they were cognizant of the systemic challenges and wanted interventions to be well thought-out and inclusive of the systemic considerations. Perhaps they knew that systemic elements played a large role but didn't know how to identify and target them. Golom and Cruz (2021) argued that little is understood about how to diagnose the systemic and cultural elements of EDI issues with an organizational change frame. They further argue that the entrenched power relations can complicate this diagnosis and resultant interventions. I found that there was a lack of perceived agency among evidence team members and a sense of fear of resistance, especially given the power of faculty members and their union. In this case, it appears that these systemic power relations may be particularly challenging to maneuver in an academic environment with the protections of the broad term of academic freedom. Academic freedom and the broad definition of it at our institution was often cited as a reason for hesitation and caution.

6.3.4. System Justification

Cortis, Foley, and Williamson (2022) studied perceptions of workplace gender equality in the Australian public sector. With a sample of 2,292 employees, both male and female, and across levels, they found that leaders tended to rate the gender equality in their organizations higher than lower level employees. Further, men tended to rate it higher than women. Cortis et al. (2022) argue that these results “call into question the effectiveness of change strategies that rely on leadership and buy-in of those whose privilege is embedded in existing arrangements, and problematize dominant organizational approaches casting senior leaders as effective change agents for gender

equality” (p. 205). They use systems justification theory (Jost & Banaji, 1994) to explain their findings and assertions, as it argues that individuals are motivated to defend and rationalize the status quo in the organizations and systems in which they belong, resisting changes that may threaten that status quo. They argue that system justification theory can help us to understand why leaders are likely to justify the status quo and limit social change (Cortis et al., 2022).

Many authors, including the equity scorecard creators (Bensimon & Harris, 2012), argue that there must be a recognition of the need for change in order for interventions to be pursued. Therefore, if leaders have a perception of the organization’s gender equality that is more positive than lower level employees, and if male leaders have a more positive perception than females, as this study found, then they may be more likely to justify the status quo and avoid organizational change initiatives targeting gender equality. Jost and Hunyady (2003) argue that people are highly motivated to see existing structures and systems they are in as fair, as it avoids psychological threats, such as anxiety, uncertainty, and dissonance. Cortis et al. (2022) argue that this can be extended to high-status groups such as leaders to understand how and why they justify and defend existing arrangements. Friesen, Laurin, Shepherd, Gaucher, and Kay (2009) also found an intensification of system and status quo justification when there is a threat or criticism to the existing system.

If senior leaders do not recognize inequities and are motivated to justify the existing system and status quo, they will be less likely to act as change agents. Cortis et al. (2022) argue that although senior leaders are better positioned to lead organizational change, their more favourable assessment of the current situation may result in them defending and maintaining the status quo. They argue: “although senior leaders are, in theory, ideally positioned to drive organizational change, their more positive attitudes toward prevailing arrangements and their lack of inclination to disrupt the status quo reflects their position as hegemonic actors who derive their power and privilege from existing systems” (p. 216). As we moved through the process and began to criticize the existing culture, structures, and systems more, I noticed a heightened defensiveness, hesitation, and suggestions for more passive change. With a sense of panic that we would not make any change, I responded with further criticisms in the form of student feedback and a comparison of our school to other schools who were doing more. If this

was all perceived as criticism of the system, perhaps system justification then caused a defensive psychological response that pushed members towards the status quo.

Similarly, in her reflection of participatory action research and gender equity change projects, Bleijenbergh (2018) argues that resistance to gender equity change is characteristic of a gendered system moving back to equilibrium. As discussed in my literature review, business schools are argued to be gendered, and masculine in nature (Bell, et al., 2009; Kelan, 2012; Kelan & Jones, 2010; Simpson & Ituma, 2009; Sinclair, 2000a; Smith, 2000; Swan, 2008). Pulling from the aforementioned theory of gendered organizations discussed in my literature review (Acker, 1990), Bleijenbergh (2018) argued that the resistance she experienced in the gender equity participatory action research she conducted was a result of the tendency of gendered organizations to return to their equilibrium state. She argued that her research challenged the beliefs, values, and norms of the gendered organization and that the recipients of change tried to restore them. She referred to resistance in this sense as “articulated defense of the organizational identity by organizational stakeholders” and argued that “gendered organizations are systems with a resilience to change and a tendency to move back towards an equilibrium” (p. 136).

6.3.5. Doing the Document

Ahmed (2012) discusses the role of documents in diversity work. She talks about how documents can be a means of doing or not doing and reflects on the meaning of how they circulate in the organization. Her work caused me to reflect on the creation of a report as the culmination of the work of the evidence team. My focus through the process was on presenting data and having discussions about what we should do about what we were seeing and then documenting these recommendations in a final report for the dean. Each evidence team meeting, I presented data and we discussed it, and I asked questions to help us move to recommendations for each. At the start of the next meeting I would present the recommendations from the last meeting and ask if there were any changes. Then at the end of the study, I documented all of the recommendations from all of the meetings and put them together in a report, along with the data they referenced. I then presented this report and these recommendations in the final evidence team meeting and asked the team to discuss them further. I then presented the recommendations and data to the new dean when he started. But that

was it, the document is now done, it appears to have finished its circulation. Ahmed's (2012) work helped me to see that the push towards the creation of a document may have replaced the actual doing. She says "while doing the document is doing something, it is also a way of not doing something: you do the document *rather than* 'doing the doing'" (p. 86; emphasis in original). Perhaps the document became the work done for us, something we could point to and tangibly see as work done, versus the much more difficult systemic work that was required.

6.3.6. Individual Change is the First Step

In my results section I spoke about the push and pull that appeared to occur with the evidence team members in my study. They moved towards a more equity-minded approach and then pulled back and showed hesitation. This push and pull process reflects a change, but one that is building slowly. Bensimon and Harris (2012) talk about the dynamic nature of learning in this process and the scaffolding that occurred in the equity scorecard process. When values and beliefs and automated learning is being challenged, new learning takes time and occurs in small steps over time. They speak of the need for more time for these types of projects. Although this project occurred over the course of almost 4 years, there were only six meetings over this time and no work in between the meetings directly related to the process, aside from a few individual meetings with me.

However, I believe that the individual change that I witnessed is a positive first step to organizational change. Rueda (2012) argues that the design of the equity scorecard process is based on the assumption that individual change leads to institutional change. He argues that "fostering individual equity-minded thinking and practices is seen as a stepping-stone toward changing institutional practices and culture, and ultimately, improved student outcomes" (p. 185). Although we only saw minimal change in practice, and no changes to policy, I believe that the changes I found in the way that participants talked and thought about equity, will be an important first step in moving towards change and a more inclusive experience for our students.

6.4. Usefulness of Equity Scorecard Framework

As I reflect on my findings and the future potential of this work I would argue that the equity scorecard framework is very useful in equity projects. The combination of the foundational theories (sociocultural, action research, organizational learning, practice, and critical race theories) allowed for the creation of a very informative and supportive framework. I found it was well designed and honed for equity change work, and helped me understand my findings. Although its original intent was racial equity, the emphasis on understanding how historical exclusion and discrimination, hierarchies in higher education, assumed neutrality of policies and practices, and the accumulation of microaggressions lead to inequities and differential impacts for marginalized groups was very applicable to gender. Although I did not see the level of change that I had wanted to, some of the fundamental differences in my execution of the framework likely impacted my results, some of which were related to the fact that this was my dissertation research.

One of the biggest differences between the way the equity scorecard method was intended to be implemented and my study was the lack of outcome data. The equity scorecard method examples used student outcome data disaggregated by race and participants then discussed the systemic causes for those differences and ways to solve them. My study did not use student outcome data, but instead focussed on process data. I presented the theoretical connection between what we do in graduate business education and outcomes for women: in the classroom and in their careers. There is not an immediate connection to the outcomes and it is harder to see the impact of what we are doing to females more generally. In hindsight, I should have also presented student data to allow for a greater connection to those outcomes.

Because this was my dissertation research I also had a lack of shared ownership which I believe hindered the level of responsibility the participants felt for the outcomes. I determined the data we would examine, sourced it, analyzed it, and presented it. I also created the report and coordinated the process. Without institutional research support or project management support, this not only diminished shared ownership, but slowed down the process as I managed this work and my demanding role.

Another element of this framework that I was lacking was a directive from senior leadership and a prioritization of this work as institutional work. This was my idea, my doctoral research, and my priority. The equity scorecard projects that have been described started as a priority project at the level of the president or dean and were resourced as such. Ahmed (2012) speaks about diversity work as often not being seen as institutional work and I felt this throughout my study. I appreciated the evidence team members participating in my study and thanked them repeatedly; I was sure to conduct research outside of work hours, and not ask staff in my team to do work related to it. Leaders who were not aware I was doing this work on my own time commented that I was spending too much time on this work. My caution of making this doctoral study, this diversity work, institutional work likely undermined the process. These three elements were major departures from the original intent of this framework. Despite these differences, I found that this methodology and the underlying theories that support it, were incredibly useful for this research. They helped me to design a study, grounded in theory, that moved gender equity forward in this institution, and hopefully will result in improved inclusion for our students.

Regardless of the successes I saw in this work, there were a lot of barriers in the change process that I identified that have allowed me to reflect on what I would suggest for similar change initiatives in the future. I will now discuss what I propose for departments, organizations, and individuals doing this work, based on what I have learned in this process and after reflection and connection to other work.

6.5. Suggestions for Departments:

In my results section I identified barriers to change in the categories of: context, urgency, agency, responsibility, organizational challenges (culture, overload, organizational change issues), people (institutional researcher, diversity, external facilitator), process factors (facilitation, ownership, research support, meeting frequency, and diversity), and desired outcome consensus. I also identified factors that supported the change process in the categories of: context, people (caring, equity-conscious, sense of possibility), and process (facilitation, academic fit). Using these findings as guidelines, I offer the following suggestions for those hoping to advance equity work in their organizations.

6.5.1. Contextual Factors

In terms of contextual factors, they are often out of our control (such as a global pandemic), but I would offer two suggestions in this vein. First, I would suggest those hoping to advance equity work be patient with themselves and this work when contextual factors interfere, while still progressing the work. I stopped progress on this work while dealing with the outcomes of the pandemic in my role, but was falling prey to the phenomenon that Ahmed (2012) described in not valuing diversity work as institutional work. I would argue this break impacted the progress of this change process unnecessarily. Our proportion of female and BIPOC students did not decrease during this time, and their concerns of exclusion did not decrease (if fact they increased), so the attention to this work should not have been put on hold. The second comment I would make regarding context is that there are openings that occur, policy windows that open (Kingdon, 2002; Squires, 2013), and they can present excellent opportunities for the progression of social change initiatives. The societal attention on matters of justice, equity, diversity and inclusion right now offer an excellent opportunity to advance this work. I found that it supported this change process and I encourage others doing this work to watch for these opportunities, and capitalize on the increased importance they afford on important social issues.

6.5.2. Urgency

I found a lack of urgency for equity work in general and gender equity work specifically in my study. I would make three suggestions to increase the sense of urgency in future projects. First, I would suggest using student data and amplifying the student voice at the start of this type of project. The equity scorecard method involved disaggregating outcome data by race; however, the data we viewed in the evidence team was not student outcome data, but process data. We were not reviewing data on student perceptions of inclusion, identity formation, ability to see themselves as leaders, and long-term career progression. Therefore, perhaps the sense of urgency was impacted by the inability to see the outcomes for students and the harm. The foundational research provided a theoretical threat of a masculine bias in management education, but perhaps without actually seeing our student data to show the outcomes of the biases, the potential for urgency was diminished. In my review of the equity strategies of other schools, I noticed inclusion surveys and listening sessions as a

strategy to gather feedback. I would argue that with this type of data, especially in the voices of students, there would have been a greater sense of urgency. Fortunately, the data collection will be occurring shortly, though it was not approved during the course of this study.

Further, although many students spoke with me directly about their experience of exclusion or harm in the classroom, only one of the evidence team members indicated that she had been approached by students with this feedback. This particular member was the only faculty member who had readings related to gender in the data collection presented in this study. These readings likely opened the opportunity for students to voice concerns. The other faculty members on the evidence team did not receive this feedback directly. This is likely due to their positions of power as professors in the classroom and deans.

As discussed, I found the lack of actual outcomes and lack of connection to the purpose hindered our change. Furthermore, in my analysis of the EDI initiatives of other schools, many used inclusion surveys, questions on course evaluations, focus groups, feedback channels, and listening sessions. I would argue that this type of information would have helped to increase the sense of urgency in the evidence team members. This may have been further enhanced by planning for student data collection at two times, at the start of the project and then after a period of time and interventions. This may have helped encourage us to attempt interventions and to assess the real impact of those interventions on student experience. It would have given us a deadline and enhanced the sense of urgency for this project. I would, however, caution against moving too fast or creating too much undue pressure for action, as it might result in an intervention that fails to consider systemic elements.

I would also suggest that a sense of urgency could be enhanced by having greater diversity on the evidence team itself. I had gender diversity, but not other forms of diversity such as racial or socioeconomic diversity. Those with intersecting marginalized identities may have had a greater understanding of the experiences of various student identities and possibly a greater sense of urgency as a result. This would hopefully encourage the evidence team as a whole to move faster in this work. As previously discussed, Adams et al. (2018) distinguished between marginalized and privileged populations. Privileged populations tend to focus on intent and how far we

have come, whereas marginalized populations tend to focus on impact and how far we have to go. Perhaps with more diversity on the evidence team and a greater sense of how far we need to go, there would be a greater sense of urgency in the group as a whole.

My final suggestion to avoid a lack of urgency inhibiting change is to have a discussion at the start of the process on the problem and implications and seek to gain agreement on the existence of the problem. As discussed, Lorenz (2012) found that high-learning groups had a sense of the problem. They agreed that inequities existed and felt responsible to reduce or eliminate them. Perhaps with a discussion early on and an agreement that there is a problem that needs to be solved, there will be a greater sense of urgency. I presented the theoretical reasons for change, but I did not ask for or get agreement that there was a problem to be solved. I simply assumed they saw it, felt it, and were engaged in change. In future projects, I would suggest that the evidence team discuss what the problem is and why it is a problem to help foster a sense of urgency in the group.

6.5.3. Agency

As I detailed in my results section, I found that a lack of agency (both perceived and actual) was a barrier in this change process. I also argued that in my organization, there is little agreement on who has the authority to make various decisions. In order to avoid this barrier inhibiting a change process in the future I suggest addressing this challenge early in the process. I suggest a discussion at the start of the process about how change occurs in the organization, who needs to be involved, who needs to be consulted, and what the process is. Resistance to change initiatives could be an indication of higher psychological involvement, which may in turn result in support for the change. This was found by Ford, Ford, and D'Amelio (2008) and Bleijenbergh (2018). Equity scorecard researchers Robinson-Armstrong et al. (2012) and Lorenz (2012), found that faculty resistance (both active and passive) were major barriers to change success. Therefore, rather than focussing on the lack of agency that the group may have, they could discuss who the resisters likely are, and engage them in the work.

I also discussed some evidence team members' desire for an external directive to facilitate change. Although I argued that this was outside the organization's and the

team's control, I do see how an external directive (from the central university or an accrediting body) could support change in an academic environment. Therefore, I would recommend discussing how the evidence team could influence the establishment of these directives. In hindsight, I wish I had reframed these comments back to the control of the evidence team to ask the question of how we could influence the central university or accrediting bodies. Members of the evidence team could advocate with these groups, or become a member of committees that influence these types of priorities. In this vein, my recommendation for facilitators would be to constantly reframe external attributions of problems and possible solutions to those in the control of the evidence team. Asking "you say directives would support change; how could you influence those priorities and directives being set?" might not only help to envision solutions that could result in these supports, but could also support the internal attributions of solutions overall.

Much of our discussion centred around change management, and specifically on how to placate faculty, get them on board, and avoid offending their sense of expertise. This took away from our ability to discuss the underlying systemic issues in our values, beliefs, and processes in the organization. To reduce this barrier I would suggest separating those aspects of the conversation and surfacing this aspect. By identifying that our current values, beliefs, and practices are important factors in equity and inclusion, we could have a dedicated discussion on what those values and beliefs are and how we could support systemic and cultural change as well as a discussion more focused on what changes can be approached now and how to work around the existing system. This could help to give some space and time to the underlying systemic issues that require a longer-term focus while still considering some shorter-term solutions that work within the existing system.

Another aspect of agency that I discussed was the tendency to focus on barriers without solutions. Although the identification of barriers is important for change processes, the overemphasis on them can reduce the perceived agency and idea generation of the evidence team. I would therefore recommend that the facilitator challenge the evidence team to brainstorm solutions when they identify barriers. This may help to focus attention in the scope of control of the evidence team and stimulate creative thinking for how change can occur. The facilitator could ask "if you were told that you had to remove or reduce this barrier, what could you do? Can you think of any ideas for how you or other members of the team could reduce this barrier to change?".

I found that the leadership team members were more likely to identify barriers to change, and this may have acted as a barrier to new idea generation. Therefore I would recommend surfacing this tendency and asking members of the evidence team to initially take note of the barriers they identify personally and allow a discussion or brainstorming session to move forward without the limitations of the learned barriers. Although these barriers are important to address, and leadership team members have learned through experience what these barriers might be, it is also important to allow for new idea generation to occur. If new ideas and approaches are quickly shut down, the team may miss out on the novel approaches that may emerge from them. These barriers could be tabled for later in the conversation when the discussion moves towards existing barriers and possible solutions.

Although the lack of agency of academic administrators and leaders is real, it can inhibit the change process by limiting the generation of ideas and the focus on systemic issues. Hopefully by surfacing it, discussing what authority and influence leaders and the group does have, and separating the conversations related directly to barriers from brainstorming, the group can have a greater chance of impacting change. I will now discuss suggestions related to the responsibility barrier I found.

6.5.4. Responsibility

Responsibility is an interesting theme in this project because it both supported and hindered the change process. The sense of responsibility to students and the organization supported the change process, but there was not enough of an acceptance of that responsibility in the evidence team to allow significant change to occur. A major component of the equity-mindedness that supports change in equity projects has been argued to be the willingness to accept personal and organizational responsibility for the elimination of inequity (Bensimon, 2102; Bensimon & Harris, 2012). The evidence team members in this study were engaged in the purpose of this project and the research, but that engagement diminished over time. Lorenz argued that "the act of engaging in the research was the true lever of change"; however, my role as facilitator may have impacted that engagement (2012, p. 272). This may have been compounded by the fact that I was conducting doctoral research, as opposed to facilitating a school-mandated project team. I noted the change from "we" to "you" in recommendations, the lack of significant change, and lack of changes in policy and organizational practices. I also

noted the hesitation, dominance of passive suggestions, and focus on how to avoid upsetting faculty.

As discussed, how I played the role of facilitator impacted this lack of personal and organizational responsibility for the elimination of inequity by taking so much of the responsibility myself. For those who hope to lead successful change projects themselves using this methodology I would suggest a different approach, which aligns more closely with the design of the equity scorecard methodology. I would suggest a shared ownership approach, where evidence team members share responsibility for all aspects of the project. Although I was responsive to the suggestions of the evidence team, I chose what data was going to be collected, and analyzed and presented the data. The limitation of not having the support of an institutional researcher further complicated this, as I personally was not able to collect some of the data that was requested, such as student inclusion data. I would suggest that members of the evidence team determine as a group what data should be collected, and then participate in that collection and analysis.

One example of this could be the data on other schools' strategies for improving equity. As mentioned, when I began to feel worried that we were not progressing, I collected extensive data on what other schools were doing across Canada, as well as some schools in the US. I presented this data to the leadership team, evidence team, and provided a written report. In future projects I would suggest the evidence team members collect this data and that the group come to an agreement on which schools each member would research. Faculty that are part of the evidence team likely have contacts in other schools and the process of investigation and inquiry may result in a greater feeling of shared ownership of the project. This may also stimulate idea generation, a sense of possibility, and competition.

I would also suggest that evidence team members share the responsibility for the presentation of data. I presented the data in instructor meetings and the evidence team discussed me presenting it in a faculty meeting. I would argue that the presentation of the data and recommendations be a shared responsibility and that facilitators lead a discussion early in the process about transfer of knowledge. As discussed, the transfer of knowledge among organizational members is seen as an important component of organizational learning (Daft & Huber, 1987; Garvin, 1993; Weick & Westly, 1996) and

evidence team members are argued to be important vehicles for that transfer of knowledge (Lorenz, 2012). I saw the transfer of knowledge to other institutional actors, though not to the extent that I had hoped. I would therefore recommend that facilitators establish early in the process how this transfer of knowledge will occur, when, and by who. I would argue that this agreement will support the responsibility of members to support the change process and organizational learning.

Further, I would suggest that an institutional researcher be resourced to support the process, as recommended by the creators of the equity scorecard method (Bensimon & Harris, 2012). In situations where this is not possible, I would suggest a shared responsibility by evidence team members for collection and analysis, even if the majority is still managed by the project facilitator. Some shared responsibility for this, even if minimal, could support the sense of responsibility for the project as a whole.

In addition, I would suggest that the facilitator establish shared responsibility for this process at the start of the project in the initial meeting and immediately remind evidence team members when they express language that defers this responsibility. I would recommend watching for a change from "we" to "you" and immediately reframing this language. I did not notice this change in language during the meeting, nor when I watched the videos after the meetings to take notes, but only when conducting the analysis after the project was complete. I would recommend that facilitators watch closely for this language in the meetings and surface it right away with a reiteration of the importance of shared ownership. I will now use my findings regarding organizational challenges to offer suggestions for the future.

6.5.5. Organizational Challenges

Connecting the arguments of Grey (2002; 2004) on the inaccurate assumption of value-neutrality of business schools, Bensimon and Harris (2012) on the role of cultural practices in the mediation of thinking, and Ely and Meyerson (2000) on the importance of changing narratives of the gender neutrality of organizational practices, I argued that the underlying assumptions of gender and racial neutrality and meritocracy in our organization acted as a barrier to change. I would recommend that facilitators of this process surface and discuss this assumed neutrality more prominently. I presented on Grey's (2002; 2004) argument of the value-laden elements and masculinity of

management education at the start of the process and I reframed external attributions of problems and assumptions of neutrality; however, I would recommend having a more thorough discussion of this assumed neutrality and how it can exist below the level of consciousness.

I would suggest asking the evidence team to identify examples of these assumptions of neutrality and highlight the importance of challenging narratives of practice neutrality, in themselves and in others. I frequently presented a slide that reminded evidence team members of the following questions: “In what ways are our practices, policies, and structures perpetuating or exacerbating inequity? In what ways are our practices failing to improve equity? Consider within a context of historical power asymmetries, discrimination, exclusion.” However, I didn’t directly discuss the likelihood of us relying on assumptions that existed below the level of consciousness and the importance of surfacing and challenging the neutrality of these assumptions. By directly addressing the role of underlying assumptions of neutrality and meritocracy on our ability to envision and enact change, there is a greater chance of avoiding this barrier. Further, as a group of academics, indicating the research and arguments of other academics on this neutrality as a barrier to change, will help to support this request to surface and challenge assumptions of neutrality on organizational practices.

I would also suggest that facilitators acknowledge the result of a failure to challenge the underlying values and beliefs, and lead a discussion on how that tendency can be avoided. Bensimon and Harris (2012) noted underdeveloped discourse practices in their analysis of the discussions in evidence team meetings. They argued that although the data practices were fully developed, the discourse practices were not. Using sociocultural theories of learning, they argued that they failed to indicate the specific discourse practices and to operate within the zone of proximal development, or the area in which the members are able to learn (Bensimon & Harris, 2012). The role of the facilitator is very challenging, especially when they are the sole or primary individual reframing towards equity-minded attributions. In my results I discussed the instances where evidence team members were reframing as well, and argued that this was an indication of change and supportive of change. Therefore, I would recommend that facilitators discuss discourse practices that can facilitate equity-mindedness in the evidence team meetings in the hopes that other members would actively assist in the learning of other members, by actively reframing to equity-minded interpretations.

In addition, I found that the organizational challenge of administrator overload was a barrier to change. The leaders in our school were overloaded and incredibly busy, especially due to the contextual factors of the pandemic and the loss of our dean. Though these contextual elements cannot be avoided, it is important for this work to be seen as organizational work and be recognized as such. As discussed, Ahmed (2012) argued that often diversity work is not seen as institutional work, and I found examples of this in my project as well. I would recommend that equity work be acknowledged as organizational work and identified as a priority, and that participation in this process be recognized as service, at least. Failure to properly resource this work and consider its time requirements in decision making may result in overload on members which can act as a barrier to change.

Another organizational challenge that I found inhibited change in this process was the lack of understanding of how change occurs in our organization and a lack of a defined and understood change process. Because the authority of administrators and committees was often challenged, and there appeared to be little consensus on the steps required for change to occur, I argued that evidence team members had a reduced sense of agency that acted as a barrier to this change process. Although establishing organizational change processes and attaining organization-wide agreement on authority and process is likely outside of the scope of an evidence team conducting equity work, I would recommend that it be discussed and surfaced early in the process. I would suggest having a discussion on how change occurs in the organization, who is involved, who needs to be consulted, and why change initiatives have succeeded or failed in the past. It was clear that experience as academic leaders likely influenced the members of the leadership team, in the passivity of change suggestions and hesitation to others' suggestions. Therefore, I suggest that these concerns be surfaced early in the process, in the hopes that it can allow for a more focussed conversation on change.

In addition, I would recommend discussing what could hold the group back from seeing change and how the group can avoid seeing no change at the end of the process. Drawing from Ahmed's (2012) discussion on what the diversity document does, I would suggest discussing early in the process "how do we avoid this document collecting dust?" and "how do we ensure this document and these recommendations are read and enacted?". Further, in organizations that do not have documented and understood change processes, a suggestion can be made early in the process that one

is established to allow for a greater chance of success when interventions are started. I will now make recommendations related to the process aspects of my findings.

6.5.6. Process

From a process standpoint, I found some aspects supported change and some inhibited change. I argued that the role of the facilitator in reframing and questioning to keep the evidence team moving in the direction of equity-mindedness was supportive of change; therefore, I recommend that facilitators managing this process do so. I further recommend that where possible, there are two facilitators so that when one misses a comment that could be reframed (or makes one themselves), the other could do it. There were many instances where I identified opportunities to reframe comments when analyzing the data after the process was complete. Although I watched videos after each meeting, I was doing so with a focus on summarizing the content of the discussion and the key recommendations. I would recommend that facilitators watch videos after each meeting at least twice, once for content, and once for facilitation and process aspects to fine-tune the facilitation and reframing for the next meeting.

When discussing the process factors that inhibited the change process, I argued that my propensity for action limited the depth of discussion related to the underlying causes of inequity. I would suggest that facilitators of this process be very careful to not fall into this practice and allow discussions to continue. An evidence team can work very hard to determine and document lengthy recommendations, but if they fail to consider the underlying systemic reasons for inequity, they will not be successful. I worry that the recommendations that I worked hard to document and draw out of the evidence team meetings will not be implemented. We offered a lot of recommendations in the final report, but none have been implemented. I would suggest that facilitators focus less on action and their planned agendas and let the discussions on systemic challenges move forward.

In addition, from a process standpoint, I argued that the evidence team meetings were spread too far apart, often due to the nature of the project being part of my doctoral work, it not being an official committee, and the difficulty in collecting and analyzing data without the support of an institutional researcher. I would therefore recommend that evidence teams be created as official committees or task forces, with service credit,

have an institutional researcher as a resource, and meet monthly, in alignment with the best practices identified by Rueda (2012). The support of an institutional researcher should support the process by having another individual to reframe attributions and solutions in an equity-minded way, and encourage the shared ownership of the evidence team by collecting and analyzing all requested data. Further, meeting more frequently could support momentum and avoid the necessity to review material covered in previous meetings.

6.5.7. People

In Rueda's (2012) analysis of effective evidence teams, diverse teams were found to be more likely to be successful. Lorenz (2012) claimed that one of the two aspects that had the greatest impact on the effectiveness of an equity scorecard process was team composition, including group diversity and the presence of an external facilitator. She claimed that teams were more successful when they had an institutional researcher, faculty members, and staff, versus teams that had members predominantly from one group. Although we did have some diversity, I argued that we could have benefited from greater diversity, as it would have likely fostered a greater understanding of the impact and urgency of equity issues. I would recommend that those beginning this process have evidence teams that consist of both faculty and staff, and attempt to have diversity across as many identities as possible, especially those reflected in the student population. I further concurred with the recommendation by the equity scorecard researchers to have an external facilitator, due to the challenges with asking tough questions for internal members (Dowd et al., 2012). Although this was not realistic in my study, I recommend that others planning to use this process use an external facilitator if possible.

I further recommend that those using this process in the future choose members that are equity-minded, care about students, have a sense of possibility, and are respected tenured faculty members, as I found these characteristics were supportive of the process. Bensimon and Harris (2012) argued the importance of choosing evidence team members that had an equity mindset, so the process would be responsive to their zone of proximal development, and they could have a greater chance of moving into double-loop learning. Having presented this data in the broader faculty community, I noticed a marked difference in how the evidence team members approached it and

would therefore recommend that those doing this process in the future also choose equity minded individuals to be a part of their evidence teams.

Bensimon and Harris (2012) also argued the importance of members who were dedicated to improving student outcomes. I found that this supported the process and would recommend that this be a further consideration for team member choice. I also found that their sense of optimism and possibility was supportive of change, though I am not sure whether this would be easy to select for, and I would caution against too much optimism to avoid some of the barriers identified earlier, such as a lack of urgency or sense of the problem. I think this sense of optimism and care for students and student outcomes could act as a greater support to the process if facilitators were to start the process with a discussion on motivation to be part of the evidence team. For example, a facilitator could ask "what brought you here? Why does this matter to you?" I would recommend asking these questions to start the process from a place of purpose and then bring these responses back as a reminder throughout.

In addition to the factors that supported change detailed in my results section above, I would also suggest one factor that I would argue will support change in the future, and would therefore recommend for future equity projects. The faculty who were a part of this process are well-respected, tenured faculty members, with strong research track-records. I would argue that this will support change in the future, if and when we move into the knowledge transfer portion of the organizational learning and change process. Therefore, I recommend that those using the equity scorecard method also choose members that have strong teaching and research track records to support confidence in the findings and recommendations. With experience teaching, their suggestions will be better received by faculty, as "one of them". Related to this recommendation, I would recommend that faculty members of the evidence team present findings and recommendations that are directly related to teaching and research. In my study, I presented the data in instructor meetings, but as a staff member, I would argue that it didn't have the same impact it could have if presented by a tenured faculty member. This aligns with my recommendations on the shared ownership of the project among members.

6.5.8. Desired Outcome Consensus

I argued that the difference in perspective on the success of this change initiative across the members of the evidence team acted as a barrier to change. I felt that the lack of a shared vision for the desired outcomes contributed to the lack of urgency and responsibility. Therefore I would recommend that those using this process in the future have a discussion early in the process on desired outcomes, asking questions such as "what does change look like?", "what outcomes do we want to achieve?", "what should we measure now so we can assess change later?", "when should we assess change and how?", and "what is your long-term vision for the future?". I would suggest that this discussion could help members gain some consensus on their goals for the process, identify early signals of urgency or responsibility barriers, and have documented objectives that the group could hold themselves accountable for. Ideally, this could be revisited on a regular basis and be used to assess group performance and allow for adjusted approaches.

In addition to discussing desired objective outcomes, I would suggest discussing desired outcomes related to group processes and learning. As discussed in the theoretical framework in the discussion above, Lorenz (2012), characterized high-learning groups as: knowing that inequities exist, having a sense of the problem and a sense of responsibility for eliminating inequities, offering new ideas, showing doubt in organizational practices, digging into the root causes of inequities, and developing points of intervention where they could make a difference. High learning groups were argued to move further into equity-mindedness and were therefore proposed to be more likely to have a successful change process (Bensimon & Harris, 2012; Lorenz, 2012). As part of the discussion on desired process and group outcomes, I would suggest that the facilitator present the characterization of high-, medium-, and low-learning groups and ask the group to discuss how they can become a high-learning group and when and how they want to check in on their progress. Although the role of the facilitator is important, the more the other group members are able to do to facilitate the process, the greater the likelihood for change.

6.5.9. Push/Pull Dynamic and Forward Momentum

In my results section I spoke about the push and pull between equity-minded and deficit-minded perspectives, encouragement towards change and hesitation, responsibility and failure to accept responsibility. I argued that this acted as a barrier to change. Earlier in the discussion section, I shared Bensimon and Harris' (2012) use of the concept of scaffolding to explain this dynamic nature of learning in this process. I found this aspect of my results very interesting and I wonder to what extent prior knowledge of this dynamic would have influenced my facilitation and the group members. I would suggest that facilitators of the equity scorecard process acknowledge this push pull dynamic early in the process with the evidence team and have a discussion of what this means for the group and how they can ensure they continue with a forward momentum. Moving further into an equity-minded space takes time and is a personal journey. I would also recommend that facilitators analyze the transcripts part way through the process to identify this dynamic and bring findings back to the group to draw attention to it and allow for greater individual reflection on the journey to equity-mindedness.

6.6. Suggestions for Organizations

There are numerous considerations for organizations for change related to equity, and most are out of the scope of this thesis; however, based on my experiences in this work, there are some suggestions that I would make that come directly from my results. As discussed in my results section, the members of the evidence team, especially those in leadership positions, felt that the presence of directives would support their ability to lead change. The university in which the business school my study is based on has a priority of diversity, equity, and inclusion. Although it has been a stated priority for years, the impact on our outcomes in the business school are not yet visible. Higher education organizations hoping to encourage equity work across their faculties and departments should consider requiring a detailed EDI aspect in their strategic planning process. This could include a requirement to detail a vision, objectives, the data that will be collected, and the process for analysis and planning. There could be a multi-year requirement that requires data collection and discussion. Although this alone would not guarantee change, it could give the departments and

faculties that want to move equity forward the directive they may need to increase their agency.

Institutions desiring to move equity forward across departments and faculties could then further support this objective by providing resources and support to move these initiatives forward. Resources and support could include access to institutional researchers, equity experts, equity scorecard facilitators, and faculty teaching resources specialized in equity. They could also set a clear direction and work actively with each faculty and department to combine the support aspect and the directive aspect. However, it is important to reiterate that organizational change related to equity is hard and organizational change in academia hard, as the underlying values and beliefs often exist below the level of consciousness and have been established for a very long time. This suggestion is not meant to make light of the very difficult work involved.

Because of the position of privilege that many faculty and academic leaders come from, it is important to ensure that a student voice is present in equity work. This can support the sense of urgency and responsibility of change agents and help challenge some of the values and beliefs that exist below the level of consciousness. There are many ways to ensure the inclusion of the student voice, such as questions on inclusion in course evaluations, focus groups, surveys, participation on committees, anonymous feedback channels, and student representatives. However, there are organization-level aspects of these. For example, in the study organization, only the individual faculty members are able to see the results of the course and instructor evaluations, and academic leaders are not able to ask students questions related to their experience with faculty in courses. This is an example of an institution-level decision that can limit the ability for the student voice to be heard and therefore acted upon. This impacted our ability to collect student inclusion data in our organization. Students have indicated that they were not comfortable raising inclusion and equity concerns with their predominantly white male faculty. In addition, there were numerous examples of students indicating they had raised inclusion concerns with faculty but did not have their issues resolved. As a result, I would recommend that organizations ensure that organization-wide decisions do not inhibit the ability of students to have a voice in equity related work.

Another recommendation I would make for organizations is that they spread the responsibility across multiple groups and committees. The business school in this study created a JEDI steering committee towards the end of this study. Ahmed (2012) speaks about committees and commitments and argues that “institutions can ‘do committees’ as a way of *not* being committed, of not following through” (p. 124, emphasis in original). She argues that creating a committee can be a way of passing or deferring the work on. She argues instead that organizations should embed diversity into the committees that are responsible for the various decisions in the organization. In my study, I found that once the decision had been made to form a dedicated committee, and once the committee had been formed, there was a tendency in the evidence team and in other committees I was a part of to not implement changes and make decisions. There was a sense that equity, diversity, and inclusion were now the authority and responsibility of the new dedicated committee, thereby further reducing the agency and responsibility of the evidence team and other committees. Therefore I recommend that organizations seriously consider the creation of a dedicated committee, and carefully determine its mandate and authority. In addition, as Ahmed (2012) recommends, organizational leaders should also make diversity, equity, and inclusion a part of every other committee, and ask all committees to “discuss the implications of their decisions for diversity and equality” (p. 122). I will now offer suggestions for other individuals attempting to lead equity change initiatives.

6.7. Suggestions for Individuals Leading Change

The first suggestion I would make for other individuals attempting to lead equity change initiatives is related to my own personal reflections and learning. I think it is important to understand yourself in change initiatives, your tendencies and how that impacts the outcomes of the work. If I had reflected earlier on this I could have had a greater impact on the change initiative. In addition, I would recommend having a realistic perspective on your scope of authority and influence. By reflecting on and documenting your perceived authority and control, you can likely be more targeted and impactful in your approach. I would also suggest that others attempting to lead this work acknowledge that everyone is at their own place in their equity journey and not make assumptions about how they feel. I recommend trying to understand where they are and

meeting them there, being patient, and acknowledging that change takes time, especially given the complexity of identities and underlying values and beliefs.

While I was analyzing my data and reflecting on the process I read Bleijenbergh's (2018) autobiographical reflection on the resistance she faced in participatory action research. She argued that reflecting upon and sharing personal experiences with other change agents can be empowering and can help individuals leading gender equality change projects continue the work. She speaks of the emotional strain and cognitive challenge of organizational change initiatives on change agents and suggests that researchers seek support in other participatory action research change agents. She argues that this can provide support and an opportunity to gain perspective on how to move forward. In this vein, I would suggest individuals looking to lead equity change initiatives recognize that the work is emotionally and cognitively taxing and plan for self-care and support from others doing this work.

Another suggestion I would make is to plan for it to be hard. Equity change work will most likely be challenging for you and others and it will likely take a long time, as all organizational culture changes do. Recognize that you cannot plan for it perfectly and identify all of the necessary steps in advance, and I would argue that it will most certainly not go as you had planned, both in pace and extent. You will not know all the answers in advance and will likely make mistakes along the way; however, I recommend that you do it anyway and try to be ok with the imperfection and pace of the process. Try to avoid the tendency to plan it thoroughly, and instead, learn as you go. During this process I noted that it felt as though members of the evidence team wanted to know all of the answers, and anticipate all of the challenges for a seamless execution. This may be a tendency of leaders in a bureaucratic academic institution. I think it is important to remember that it is hard because it is hard; it will be difficult; do it anyway.

Nadiv and Kuna (2020) discuss diversity management initiatives and the organizational paradoxes that influence their success. They argue that diversity initiatives are major organizational change interventions that are circular, not linear. They discuss the paradoxes between the necessity for change and the desire for stability; bureaucratic control and flexible processes; and long-term gains and short-term loss (Nadiv & Kuna, 2020). They recommend that practitioners embrace these tensions, as they are inherent characteristics of complex systems. They encourage those leading

diversity work to not aim to solve the tensions, but to cope with them as an integral feature of the process and embrace them as opportunities. Nadiv and Kuna (2020) draw from the work of Luscher and Lewis (2008) and further suggest that diversity practitioners accept the paradoxes and the non-linear, non-rational and circular nature of these types of change interventions and attempt to navigate the paradoxes, rather than solve them. This aligns with my previous recommendation to proceed forward and accept and expect that it will be a challenging process, with ups and downs, disappointments and wins.

In this project I experienced first hand the complexity of organizational change related to equity. I would recommend that others doing this work reflect and plan, but also recognize the need to constantly evolve and adapt the plan as you see the outcomes and responses start to unfold. In addition, I would recommend that change agents not try to assume all of the responsibility for the change. Instead, I would suggest finding others who are engaged in the work, to share the work, as it is often not seen as institutional work (Ahmed, 2012), but also for support through the process. Similarly, it is also important to embed equity change initiatives in processes outside of yourself so the changes can still have momentum without you there. I found a lot of support in the other staff members in the graduate programs team, and know that they are also progressing the work.

The suggestions for departments, organizations, and other individuals doing this work is summarized in Appendix E.

6.8. My Research Journey

When I started this research more than 5 years ago I truly believed that I would see tangible, meaningful change before this project was complete. Although I have spent the large majority of my career in academia, I was socialized in fast-paced technology companies and have a proactive personality with a passion for inclusion. This combination, my tendencies as a tempered radical, and having seen and felt exclusion in my organization, motivated me and drove me forward. During the process of this research I moved through many emotional states. I started with optimism and excitement over the potential of the work we were doing. I then started to feel surprised and frustrated that the progress was not as I had expected. This frustration turned to a frantic

energy where I began trying more and more ideas to move change forward. I then moved into a more disciplined, thoughtful place where I read various streams of research on organizational change, especially related to equity practices. As I analyzed my results and wrote this thesis I moved into a quiet and reflective place, trying to understand what I found and why. In the end, I find myself returning to an optimistic and excited place with a feeling that we did move forward, the research did have an impact on our graduate programs, and will have an impact on our students. Most importantly, I feel we can and will continue to move forward to make our programs more inclusive for our students, and I feel more knowledgeable and prepared to be a part of the process.

Through this process one of my most significant learnings has been a far greater appreciation of the complexity of organizational change, especially change of this type. Having taught in the area of organization studies for more than 15 years, I have taught theory on organizational change, with case studies of change initiatives, resistance, best practices, etc. I logically understood that it was complex, but I now have a far greater appreciation of how complex it can be, especially when there are systemic and cultural elements to it. I also have a more emotional understanding of the complexity of organizational change and its impact on change agents.

I feel a great sense of appreciation for the people that I was fortunate to have involved in this study, both directly as part of the evidence team, and indirectly as the members of the staff team in graduate programs who have shown such dedication to this work outside of the scope of their roles. I spoke earlier in this thesis about my understanding of my role as having very little power and authority, though I feel a great sense of responsibility to the team and students. This understanding of my lack of power in this system and my struggle with a sense of responsibility for things I do not have the authority to change has deepened through this project. I have needed to learn to recognize where I have authority or influence, and where I do not. Through this research project, this journey, I have learned a great deal and I hope that these learnings will support others in their own change processes.

As I reflected on my journey in this work, I acknowledged the ups and downs and challenges that I faced. After this experience, I feel I have learned more about myself that can support my future work. One major learning for me in this process is that I take on too much responsibility and it undermines my intent. Taking responsibility for things

that are out of the scope of my authority causes stress for me and undermines the responsibility of those who have the authority. I need to learn to find the balance between influence and control and be honest with myself about how much control I actually have. I feel that by doing this I will have a greater ability to influence, without causing myself unnecessary stress.

I also learned the danger of making assumptions in this work. I made assumptions about other people's level of understanding of the problem we faced, others' place in the journey towards equity-mindedness, and others' prioritization of this work. I will therefore endeavor to ask more questions, listen, and try to understand where other people are in their equity journey. Most importantly, I will attempt to assume less and reflect on my own thoughts and opinions and how they may impact my assumptions of others.

Although these may seem minor, they are probably two of my most prominent struggles personally. There is an assessment that I have used for 17 years with students in our graduate programs and many outside organizations called StrengthsFinder created by the Gallup organization. The results indicate the top themes, prominent elements of how individuals interact with others, solve problems, approach work, and think. My top two themes are responsibility and communication. I take psychological ownership for what I commit to do and feel bound to complete it; I also have high standards for outcomes. This is the responsibility theme and I can see how it supported this work, but also caused me significant stress and undermined the sense of responsibility of others. I am also a communicator, with a love of words and communication, and tend to talk a lot. A challenge with this is that I do not always listen and ask enough questions. I also see how this impacted this work. Therefore my recommendations to myself for this type of work in the future is to reflect on how much responsibility I have and how I can best influence, without dominating or taking over control, and to ask more questions and listen more to understand, versus making assumptions that others are on the same page as me.

6.9. Contributions to Research

The Center for Urban Education and the researchers that created the equity scorecard method have established a strong methodology grounded in action research,

sociocultural, organizational learning, practice, and critical race theories that has been used by over 100 educational institutions (CUE, 2020). Their theory and process was designed to examine racial differences in student outcomes and look for areas of inequity and possible intervention. My study took their methodology and applied it in a business school context and focussed on gender, rather than race. In addition, instead of using outcome data, I focussed on process data, given arguments and findings on the masculine bias in management education.

As detailed in my literature review, many authors and researchers have discussed the gendered nature of business schools and called for change. Despite evidence and arguments, change appears to be minimal. Although a few change initiatives have occurred, they have not been documented in the literature. The primary contribution of my research is a better understanding of the indicators of change, the factors that support change, and to a greater extent, the barriers of change when attempting to improve gender equity. Although my study was focussed on a Canadian graduate business school, there are lessons that can be learned for other business schools, in both graduate and undergraduate education, and other faculties and departments. In addition, I presented suggestions for others doing this work in the future, either as practitioners, or as researchers.

6.10. Suggestions for Future Research

This study examined organizational change related to gender equity in a business school context in western Canada. Future researchers could extend this research by broadening the focus to other identity aspects, such as race, and considering intersectionality. I have presented numerous suggestions for future projects such as this: for departments, organizations, and individuals. All of these suggestions could be studied to determine if they impact the results. One of suggestions that I would recommend be studied in future research, is the impact on student inclusion data. As discussed in the results and discussion sections, I was not able to collect and present student inclusion data and I felt this impacted my outcomes. Therefore, I would suggest that future researchers extend this research by including student inclusion data to see if that impacted the evidence team members' sense of urgency and responsibility and subsequent change.

In addition, I limited my study participants to tenured faculty and included only one staff member who was a senior leader. I would suggest that future studies expand the study participants to include staff, lecturers, and an institutional researcher to determine if this impacts the outcomes. I also think it would be useful to better understand the role of participant identity in this change process. I had minimal diversity beyond gender diversity, so I would recommend considering other identities and intersectionality in determining the members in an evidence team to see if it impacted their sense of urgency and responsibility.

In my discussion section I detailed many aspects to discuss and surface with the group openly. Examples include the motivation to be a part of the group, why change is needed and matters, how change occurs at the organization, and desired outcomes for the process. I would recommend that future research examine the impact of having these discussions in effectively grounding the work of the group and moving change forward. In addition, my research study focussed on one organization with a lot of depth, due to the qualitative nature and my involvement as a practitioner-researcher. Future research could extend this work by examining outcomes across many organizations as a way to understand what elements support change and what aspects act as barriers.

Chapter 7.

Conclusion

This study started with an understanding of the discrepancy between male and female career outcomes, where women represent 47.4% of the workforce, but are underrepresented in management (35.3%), senior management (31.5%), executive officer (17.9%), and C-Level executive (<10%) positions and still earn just 89% of what men earn (Catalyst, 2020). Ely et al. (2014) found that women did not differ much in terms of their desired level of career advancement. Many terms and frames have been used to understand the underlying reasons for these discrepancies, such as hostile sexism, benevolent sexism, gender stereotypes, second generation gender bias, and hegemonic cultural beliefs (Ely, et al., 2014; Ibarra, et al., 2013; King, et al., 2012; Koenig et al., 2011; Ridgeway & Correll, 2004).

Authors have argued for decades that management education plays a role in these discrepancies through the masculine bias that is created and reproduced in the classroom (Bell, et al., 2009; Kelan & Jones, 2010; Simpson, 2006). Management education has been argued to be masculine biased in: the underlying values, the research, the method of teaching, the perpetuation of managers as male, the curriculum, the instructors, who is heard in the classroom, the proportion of women in the program, and the texts (e.g. Ely & Padavic, 2007; Flynn et al., 2015; Grey, 2004; Mavin & Bryans, 2004). Others have discussed the experience of females in the MBA classroom, in feeling marginalized and under-represented, and the impact this has on their identity formation (Simpson & Ituma, 2009; Smith, 2000). Students who were exposed to management education had a greater likelihood of associating men with successful leaders, versus women; and more exposure to management education resulted in a greater effect (Paris & Decker, 2012). Management education is influential in business and across a wide variety of organizations, as graduates work across many industries and roles; therefore, it is not just female students in the classroom that are impacted, but all those that interact with graduates of management education and the policies and practices they establish.

Despite these arguments, evidence of the detrimental impacts, and numerous calls for change by both academics and students, there has been minimal progress. I wanted to understand how change could occur to reduce this masculine bias and improve equity outcomes for women. I turned to the equity scorecard method, a framework for organizational change grounded in action research, sociocultural, organizational learning, practice, and critical race theories that has been used by over 100 educational institutions to improve racial equity outcomes (Bensimon & Malcolm, 2012; CUE, 2020). I used this method, as well as Ely and Meyerson's (2000) organizational change theory in relation to gender, to facilitate a change management process for the graduate business programs at a university in Western Canada.

Adapting this change process to gender equity in a graduate business school context, I assembled a group of faculty and academic leaders (evidence team), presented them with data regarding gender in graduate business programs and asked them three main questions: In what ways are our practices, policies, and structures perpetuating or exacerbating inequity? In what ways are our practices failing to improve equity? What can we do to improve this? I asked them to consider the data within a context of historical power asymmetries, discrimination, exclusion.

In this study I wanted to understand whether a process of awareness and dialogue among organizational members would improve gender equity in a graduate business school context. I looked for changes in policy or practice and changes in how organizational members talked and thought about gender equity; the indicators of such change; the factors that supported change; and the barriers that inhibited change. Over the course of close to four years the evidence team viewed data on student diversity, instructor diversity, who is featured as leaders (case protagonists, mentors, speakers), how females are framed as leaders, who is heard in the class (assessment), and the presence (absence) of gender in the curriculum. When reviewing this data, I also asked members of the evidence team to consider questions related to the student experience and impact: do our students see themselves in who we portray as leaders? Are we reproducing biases in the classroom? Are we negatively impacting our students' identity formation and future potential as leaders? Though this study started with a focus on gender and most data was collected on gender, we often expanded our frame to consider other dimensions of identity and intersectionality.

Though minimal, I did find some indications of change during this process, related to how the members of the evidence team talked and thought about equity and a few practice changes. Though there was minimal change, the changes that were seen could foster future changes if attention to inclusion continues. I found a number of factors that supported change, namely contextual factors (both internally and externally) given the increased focus and attention to matters of equity, diversity, and inclusion; aspects of the evidence team members (equity-mindedness, sense of responsibility and caring, sense of possibility and optimism, and ability and willingness to look internally for the source of inequities and solutions); process elements (fit for academia; the facilitator role in reframing and questioning).

I also identified a number of barriers to change that will hopefully support the implementation of future change initiatives. There were contextual factors that inhibited change (a global pandemic and losing the business school's top leader). However, the main barriers for change were in the areas of urgency, agency, responsibility, organizational change process issues, group composition, and a lack of a consensus for desired outcomes. The lack of a sense of urgency was evidenced through hesitation and passive change suggestions. The lack of a sense of agency on the part of leaders was evident in the desire for directives from outside of the organization, the focus on barriers to change in our discussions, and the emphasis on placating and not upsetting faculty in change strategies. It was also evident in the differences in the comments by evidence team members who were part of the leadership team, signaling experience with leading without agency. The lack of a sense of responsibility for the process and the outcomes, was evident in language and lack of action, which may have been worsened by my leadership of the process.

The organizational challenges were evident in terms of the underlying cultural elements, overload of administration, and organizational change process issues. Group composition (people) barriers also impacted the change process, namely the lack of an institutional researcher and an external facilitator and in the lack of group diversity. I also found that process elements acted as a further barrier to change, such as my propensity for action and focus on moving the agenda forward, as well as my ownership of the process. I also found that the evidence team had a lack of consensus on the desired outcomes of the change process, which acted as a barrier to change.

In reflecting on the results, I acknowledge the value of the equity scorecard methodology in equity change projects, but also recognize how difficult equity change projects are, especially given the underlying cultural elements of identity-based work. Change related to equity is hard, but individual and organizational learning is an important first step. I saw evidence of individual learning, but it was not enough for significant change to occur and did not involve the transfer of knowledge to other organizational members at the level Bensimon and Harris argued is crucial for success (2012). Bensimon and Harris (2012) argued that the development of equity-mindedness is required for equity-related change and requires double-loop learning. Although we did engage in some double-loop learning, it was not enough to elicit change.

Drawing from practice theory (Polkinghorne, 2004), the creators of the equity scorecard methodology acknowledge that practice is influenced by culturally and socially acquired knowledge that exists below the level of consciousness. This methodology encouraged the evidence team to surface this knowledge, recognize the cultural foundations of the practices that cause inequities, and acknowledge the need for new practices (Bensimon & Harris, 2012). Although we recognized flawed practices and generated ideas for change, we failed to surface and target the deep systemic challenges present. Without surfacing these culturally and socially acquired understandings, we became focused on working around them. Our lengthy discussions often returned to a fear of upsetting the dominant group and change management strategies that worked within the existing system, rather than envisioning systemic changes that were required to prioritize equity. As a result, our proposed solutions were often passive, and in the end, may not be implemented.

Many authors argue that it is difficult to see the systemic issues that cause inequity and be willing to challenge them. Bensimon (2012) found that it was very difficult for faculty to see their organizational practices as the cause of inequities and take responsibility to target them for change. It begins with a recognition of the impact of inequities on marginalized groups and the ability to challenge assumptions of neutrality in the system. Ely and Meyerson (2000) refer to this as narrative revision, and see it as an important step before experimentation with change. Golom and Cruz (2021) also argue that it is difficult to see the systemic challenges embedded in an organization's culture that cause inequities. In this study, I witnessed the difficulty of challenging the underlying value neutrality and meritocracy. This justification of the status quo and

limited drive for change may have been the result of system justification (Cortis et al., 2022), especially given how I was highlighting our inequities. The resistance to change may have also been the tendency of a gendered system to move back to equilibrium (Bleijenbergh, 2018). It may have also been the focus on doing the document, versus doing the actual change work (Ahmed, 2012).

Although in the end it remains to be seen whether significant change will occur, and whether this process plays a part in encouraging and envisioning that change, I have offered many lessons for organizations, departments, and individuals pursuing this work. I hope that my findings, experiences, and the lessons I have learned from them, will support equity change in other institutions. I truly believe that change is possible, it is just hard, and requires time and a willingness to try - the impact for students and society is worth the effort.

References

- AACSB. (2015). MBA Enrollment percentages by Gender and Region (2013-2014). <http://www.aacsb.edu/knowledge/data/frequently-requested/enrollment/by-gender-region>
- Acker, J. (1990). Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. *Gender & Society*, 4(2), 139–158. <https://doi.org/10.1177/089124390004002002>
- Acker, J. (1992). Gendering organizational theory. In A. J. Mills & P. Tancred (Eds.), *Gendering Organizational Analysis*, (pp. 248-290) Sage.
- Acker, S. (2014). A foot in the revolving door? Women academics in lower-middle management. *Higher Education Research and Development*, 33(1), 73–85. <https://doi.org/10.1080/07294360.2013.864615>
- Adams, S. M. (2015). From theory to practice: a university promoting gender equality in business. In Flynn, P. M., Haynes, K., & Kilgour, M. A. (Eds.). *Integrating Gender Equality into Management Education: Lessons Learned and Challenges Remaining*. Greenleaf.
- Adams, M., Blumenfeld, W. J., Catalano, D. C. J., Dejong, K., Hackman, H. W., Hopkins, L. E., Love, B., Peters, M. L., Zuniga, X. (Eds.) (2018). *Readings for diversity and social justice* (Fourth edition.). Routledge.
- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Ammerman, C., & Groysberg, B. (2021). Gender Balance Sheet. A Harvard Business School Case Study. In Ammerman, C., & Groysberg, B. *Glass Half-Broken*. Harvard Business Review Press.
- Ashforth, B. E., & Mael, F. (1989). Social Identity Theory and the Organization. *The Academy of Management Review*, 14(1), 20–39. <https://doi.org/10.5465/amr.1989.4278999>
- Bajaba, S., Fuller, B., Simmering, M. J., Haynie, J., Ring, J. K., & Bajaba, A. (2022). How tempered radicals pursue ideological change in organizations. *Current Psychology*. <https://doi.org/10.1007/s12144-022-02853-1>
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior*, 14(2), 103–118. <https://doi.org/10.1002/job.4030140202>
- Bauman, G. L. (2005). Promoting organizational learning in higher education to achieve equity in educational outcomes. *New Directions for Higher Education*, 2005(131), 23–35. <https://doi.org/10.1002/he.184>

- Baumgardner, T. L., Lord, R. G., & Maher, K. J. (1991). Perceptions of women in management. *Leadership and information processing: Linking perceptions and performance*, 95-113.
- Bell, L. A. (2016). Theoretical foundations for social justice education. In Adams, M. & Lee Anne Bell, L. A.. (Eds.) *Teaching for Diversity and Social Justice*. (pp. 3-26). Taylor and Francis. <https://doi.org/10.4324/9781315775852>.
- Bell, M. P., Connerley, M. L., & Cocchiara, F. K. (2009). The case for mandatory diversity education. *Academy of Management Learning & Education*, 8(4), 597–609. <https://doi.org/10.5465/AMLE.2009.47785478>
- Benschop, Y., & Brouns, M. (2003). Crumbling Ivory Towers: Academic Organizing and its Gender Effects. *Gender, Work, and Organization*, 10(2), 194–212. <https://doi.org/10.1111/1468-0432.t01-1-00011>
- Bensimon, E. M. (2004). The Diversity Scorecard: A Learning Approach to Institutional Change. *Change*, 36(1), 44–52. <https://doi.org/10.1080/00091380409605083>
- Bensimon, E. M. (2007). The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success. *Review of Higher Education*, 30(4), 441–469. <https://doi.org/10.1353/rhe.2007.0032>
- Bensimon, E. M. (2012). The Equity Scorecard: Theory of Change. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Bensimon, E. M., & Hanson, D. A. (2012). The Equity Scorecard Process: Tools, Practice, and Methods. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Bensimon, E. M., & Harris, F. (2012). The Mediation Means of Enacting Equity-mindedness among community college practitioners. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Bensimon, E. M., & Malcolm, L. (2012). Introduction. In Bensimon, E. M., & Malcolm, L. (Eds.) (2012). *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Bensimon, E. M., Polkinghorne, D. E., Bauman, G. L., & Vallejo, E. (2004). Doing Research That Makes a Difference. *The Journal of Higher Education*, 75(1), 104–126. <https://doi.org/10.1080/00221546.2004.11778898>
- Blackmore, J. (2014). 'Wasting talent'? Gender and the problematics of academic disenchantment and disengagement with leadership. *Higher Education Research and Development*, 33(1), 86–99. <https://doi.org/10.1080/07294360.2013.864616>

- Blair, I. V., & Banaji, M. R. (1996). Automatic and Controlled Processes in Stereotype Priming. *Journal of Personality and Social Psychology*, 70(6), 1142–1163. <https://doi.org/10.1037/0022-3514.70.6.1142>
- Bleijenbergh, I. . (2018). Transformational change towards gender equality: An autobiographical reflection on resistance during participatory action research. *Organization*, 25(1), 131–138. <https://doi.org/10.1177/1350508417726547>
- Boudett, K. P. City, E. A., & Murnane, R. J. (2005). When 19 Heads Are Better Than One. *Education Week*, 25(14), 48.
- Bourdieu, P. (1984). *Distinction : a social critique of the judgement of taste* (R. Nice, Trans.). Routledge & Kegan Paul.
- Bray, J. N., Lee, J., Smith, L. L., & Yorks, L. (2000). *Collaborative inquiry in practice: Action, reflection, and making meaning*. Sage.
- Brewer, M. B., & Lui, L. N. (1989). The primacy of age and sex in the structure of person categories. *Social cognition*, 7(3), 262-274. <https://doi.org/10.1521/soco.1989.7.3.262>
- Broadbridge, A., & Hearn, J. (2008). Gender and Management: New Directions in Research and Continuing Patterns in Practice. *British Journal of Management*, 19(s1), S38–S49. <https://doi.org/10.1111/j.1467-8551.2008.00570.x>
- Brooks, A. (1997). *Academic women*. Open Univ Pr. As cited in Mavin, S., Bryans, P., & Waring, T. (2004a). Unlearning gender blindness: new directions in management education. *Management Decision*, 42, 565-578.
- Burke, W. W. (2017). *Organization change: Theory and practice*. Sage Publications.
- Castilla, E. J., & Benard, S. (2010). The Paradox of Meritocracy in Organizations. *Administrative Science Quarterly*, 55(4), 543–576. <https://doi.org/10.2189/asqu.2010.55.4.543>
- Catalyst. (2020). Women in the Workforce – Canada: Quick Take. <https://www.catalyst.org/research/women-in-the-workforce-canada/>
- Catalyst. (2020). Women in Management: Quick Take. <https://www.catalyst.org/research/women-in-management/>
- Center for Urban Education. (2020). <https://cue.usc.edu/about/>
- Chetkovich, C., & Kirp, D. L. (2001). Cases and Controversies: How Novitiates Are Trained to Be Masters of the Public Policy Universe. *Journal of Policy Analysis and Management*, 20(2), 283–314. <https://doi.org/10.1002/pam.2026>

- Collinson, D., & Hearn, J. (1994). Naming Men as Men: Implications for Work, Organization and Management. *Gender, Work, and Organization*, 1(1), 2–22. <https://doi.org/10.1111/j.1468-0432.1994.tb00002.x>
- Collinson, D., & Hearn, J. (2000). Critical studies on men, masculinities and managements. In Burke, R., Davidson, M. (Eds.) *Women in Management Current Research Issues Volume II* (pp. 263-278). Sage Publications. <https://doi.org/10.4135/9781446219775.n18>
- Cortis, N., Foley, M., & Williamson, S. (2022). Change agents or defending the status quo? How senior leaders frame workplace gender equality. *Gender, Work, and Organization*, 29(1), 205–221. <https://doi.org/10.1111/gwao.12742>
- Daft, R. L. & Huber, G. P. (1987). How organizations learn: A communication framework. *Research in the Sociology of Organizations*, 5, 1-36.
- Dasgupta, N., & Asgari, S. (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender stereotyping. *Journal of Experimental Social Psychology*, 40(5), 642–658. <https://doi.org/10.1016/j.jesp.2004.02.003>
- Dewey, J. (1900). Some Stages of Logical Thought. *The Philosophical Review*, 9(5), 465–489. <https://doi.org/10.2307/2176692>
- Dewey, J. (1938). *Logic: The theory of inquiry*. Henry Holt.
- DiMaggio, P. (1988). Interest and Agency in Institutional Theory. In L. G. Zucker (Ed.) *Institutional Patterns and Organizations: Culture and Environment* (pp 3-21). Ballinger Pub. Co.
- DiMaggio, P. (1997). Culture and Cognition. *Annual Review of Sociology*, 23(1), 263–287. <https://doi.org/10.1146/annurev.soc.23.1.263>
- Dowd, A. C., Malcolm, L., Nakamoto, J., Bensimon, E. M., & Hanson, D. A. (2012). Institutional Researchers as Teachers and Equity Advocates: Facilitating Organizational Learning and Change. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Duehr, E. E. & Bono, J. E. (2006). Men, women, and managers: are stereotypes finally changing? *Personnel Psychology*, 59(4), 815-847. <https://doi.org/10.1111/j.1744-6570.2006.00055.x>
- Eagly, A. H. (1987). *Sex differences in social behavior: a social-role interpretation*. L. Erlbaum Associates.

- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological review*, 109(3), 573. <https://doi.org/10.1037//0033-295X.109.3.573>
- Ely, R. J. (1995). The Power in Demography: Women's Social Constructions of Gender Identity at Work. *Academy of Management Journal*, 38(3): 589-634. <https://doi.org/10.2307/256740>
- Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking Gender Into Account: Theory and Design for Women's Leadership Development Programs. *Academy of Management Learning & Education*, 10(3), 474–493. <https://doi.org/10.5465/amle.2010.0046>
- Ely, R. J., & Meyerson, D. E. (2000). Theories of gender in organizations: A new approach to organizational analysis and change. *Research in Organizational Behavior*, 22, 103–151. [https://doi.org/10.1016/S0191-3085\(00\)22004-2](https://doi.org/10.1016/S0191-3085(00)22004-2)
- Ely, R., & Padavic, I. (2007). A Feminist Analysis of Organizational Research on Sex Differences. *The Academy of Management Review*, 32(4), 1121–1143. <https://doi.org/10.5465/AMR.2007.26585842>
- Ely, R. J., P. Stone, & Ammerman, C. (2014). Rethink what you 'know' about high-achieving women. *Harvard Business Review*, Dec, 100-109.
- Flynn, P.M., K.V. Cavanagh, & D. Bilimoria. (2015) *Closing the Gender Gap* February 26, 2015 <http://www.bizedmagazine.com/archives/2015/2/features/closing-the-gender-gap>
- Foster, F. (1994). Managerial Sex Role Stereotyping among Academic Staff within UK Business Schools. *Women in Management Review*, 9(3), 17-22. <https://doi.org/10.1108/09649429410056308>
- Friesen, J. P., Laurin, K., Shepherd, S., Gaucher, D., & Kay, A. C. (2019). System justification: Experimental evidence, its contextual nature, and implications for social change. *British Journal of Social Psychology*, 58(2), 315–339. <https://doi.org/10.1111/bjso.12278>
- Fuller, B., Jr., & Marler, L. E. (2009). Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behavior*, 75(3), 329–345. <https://doi.org/10.1016/j.jvb.2009.05.008>
- Galperin, B. L. (2012). Exploring the nomological network of workplace deviance: Developing and validating a measure of constructive deviance. *Journal of Applied Social Psychology*, 42(12), 2988–3025. <https://doi.org/10.1111/j.1559-1816.2012.00971.x>
- Garvin, D. A. (1993). Building a Learning Organization. *Harvard Business Review*, 71(4), 78-90.

- Gecas, V., Thomas, D. L., & Weigert, A. J. (1973). Social Identities in Anglo and Latin Adolescents. *Social Forces*, 51(4), 477. <https://doi.org/10.2307/2576694>
- Glick, P., & Fiske, S. T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of personality and social psychology*, 70(3), 491–512. <https://doi.org/10.1037/0022-3514.70.3.491>
- Glick, P., & Fiske, S. T. (1997). Hostile and benevolent sexism: Measuring ambivalent sexist attitudes toward women. *Psychology of women quarterly*, 21(1), 119-135. <https://doi.org/10.1111/j.1471-6402.1997.tb00104.x>
- Golom, F. D. (2015). Creating systemic change around lesbian, gay, bisexual and transgender (LGBT) issues: A case analysis and recommendations. In J. C. Hawley (Ed.), *Expanding the circle: Creating an inclusive environment in higher education for LGBTQ students and studies* (pp. 107–126). State University of New York (SUNY) Press.
- Golom, F. D., & Cruz, M. (2021). Context-Levels-Culture: A Diagnostic Framework for Consulting to Diversity, Equity, and Inclusion Change in Organizations. In *Research in Organizational Change and Development* (Vol. 29, pp. 201–234). Emerald Publishing Limited. <https://doi.org/10.1108/S0897-301620210000029009>
- Grey, C. (2002). What are business schools for? On silence and voice in management education. *Journal of management education*, 26(5), 496-511. <https://doi.org/10.1177/105256202236723>
- Grey, C. (2004). Reinventing Business Schools: The Contribution of Critical Management Education. *Academy of Management Learning & Education*, 3(2), 178–186. <https://doi.org/10.5465/amle.2004.13500519>
- Hall-Taylor, B. (1997). Writing women into management or writing ourselves out: a dilemma for women as authors. *Women in Management Review*, 12(8), 309–319. <https://doi.org/10.1108/09649429710189902>
- Harding, N., Ford, J., & Fotaki, M. (2013). Is the 'F'-word still dirty? A past, present and future of/for feminist and gender studies in Organization. *Organization*, 20(1), 51-65. <https://doi.org/10.1177/1350508412460993>
- Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and Equity for African American Students in Higher Education: A Critical Race Historical Analysis of Policy Efforts. *The Journal of Higher Education*, 80(4), 389–414. <https://doi.org/10.1353/jhe.0.0052>
- Heilman, M. E. (2001). Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder. *Journal of Social Issues*, 57(4), 657–674. <https://doi.org/10.1111/0022-4537.00234>

- Hite, L. M., & McDonald, K. S. (1995). Gender issues in management development: implications and research agenda. *The Journal of Management Development*, 14(4), 5–15. <https://doi.org/10.1108/02621719510084167>
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2(1), 88-115. <https://doi.org/10.1287/orsc.2.1.88>
- Ibarra, H. (1999). Provisional Selves: Experimenting with Image and Identity in Professional Adaptation. *Administrative Science Quarterly*, 44(4), 764–791. <https://doi.org/10.2307/2667055>
- Ibarra, H., Ely, R., & Kolb, D. (2013). Women Rising: Unseen Barriers, *Harvard Business Review*, 91(9), 60-66.
- Joshi, A., Neely, B., Emrich, C., Griffiths, D., & George, G. (2015). Gender Research in AMJ: AN Overview of Five Decades of Empirical Research and Calls to Action. *Academy of Management Journal*, 58(5), 1459–1475. <https://doi.org/10.5465/amj.2015.4011>
- Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33(1), 1–27. <https://doi.org/10.1111/j.2044-8309.1994.tb01008.x>
- Jost, J., & Hunyady, O. (2003). The psychology of system justification and the palliative function of ideology. *European Review of Social Psychology*, 13(1), 111–153. <https://doi.org/10.1080/10463280240000046>
- Kantor, J. (2013, September 7). Harvard Business School Case Study: Gender Equity. *The New York Times*. http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all&_r=1
- Kelan, E. K. (2008). The Discursive Construction of Gender in Contemporary Management Literature. *Journal of Business Ethics*, 81(2), 427–445. <https://doi.org/10.1007/s10551-007-9505-2>
- Kelan, E. K. (2009). Gender fatigue: The ideological dilemma of gender neutrality and discrimination in organizations. *Canadian Journal of Administrative Sciences*, 26(3), 197–210. <https://doi.org/10.1002/cjas.106>
- Kelan, E. K. (2013). The becoming of business bodies: Gender, appearance, and leadership development. *Management Learning*, 44(1), 45–61. <https://doi.org/10.1177/1350507612469009>
- Kelan, E. K., & Jones, R. D. (2010). Gender and the MBA. *Academy of Management Learning & Education*, 9(1), 26–43. <https://doi.org/10.5465/AMLE.2010.48661189>

- Kenney, S. J. (2001). Where are the Women in Public Policy Cases? *Women's Policy Journal of Harvard*, 1, 87-98.
- Kenney, S. J. (2004). Gender, the Public Policy Enterprise, and Case Teaching. *Journal of Policy Analysis and Management*, 23(1), 159–178.
<https://doi.org/10.1002/pam.10185>
- Kerfoot, D., & Knights, D. (1998). Managing Masculinity in Contemporary Organizational Life: A Managerial Project. *Organization*, 5(1), 7–26.
<https://doi.org/10.1177/135050849851002>
- Kezar, A. (2005). Redesigning for Collaboration within Higher Education Institutions: An Exploration into the Developmental Process. *Research in Higher Education*, 46(7), 831–860. <https://doi.org/10.1007/s11162-004-6227-5>
- Kilgour, M. A. (2015). Gender inequality in management education: Past, present, and future. In Flynn, P. M., Haynes, K., & Kilgour, M. A. (Eds.). *Integrating Gender Equality into Management Education: Lessons Learned and Challenges Remaining*. Greenleaf.
- Kim, D. H. (1993). The link between individual and organizational learning. *Sloan Management Review*, 35(1), 37.
- King, E. B., Botsford, W., Hebl, M. R., Kazama, S., Dawson, J. F., & Perkins, A. (2012). Benevolent Sexism at Work. *Journal of Management*, 38(6), 1835–1866.
<https://doi.org/10.1177/0149206310365902>
- Kingdon, J. W. 2002. *Agendas, Alternatives, and Public Policies*. 2nd ed. Longman.
- Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are Leader Stereotypes Masculine? A Meta-Analysis of Three Research Paradigms. *Psychological Bulletin*, 137(4), 616–642. <https://doi.org/10.1037/a0023557>
- Ladson-Billings, G. (2006). It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education. *Anthropology & Education Quarterly*, 37(2), 104–109. <https://doi.org/10.1525/aeq.2006.37.2.104>
- Lämsä, A. M., Säkkinen, A., & Turjanmaa, P. (2000). Values and their change during the business education—a gender perspective. *International Journal of Value-Based Management*, 13(3), 203-213. <https://doi.org/10.1023/A:1007884005732>
- Levitt, B., & March, J. G. (1988). Organizational Learning. *Annual Review of Sociology*, 14(1), 319–340. <https://doi.org/10.1146/annurev.so.14.080188.001535>
- Liang, N., & Wang, J. (2004). Implicit Mental Models in Teaching Cases: An Empirical Study of Popular MBA Cases in the United States and China. *Academy of Management Learning & Education*, 3(4), 397–413.
<https://doi.org/10.5465/amle.2004.15112545>

- Linstead, S. (2000). Comment: Gender Blindness or Gender Suppression? A Comment on Fiona Wilson's Research Note. *Organization Studies*, 21(1), 297–303. <https://doi.org/10.1177/0170840600211007>
- Lorenz, G. L. (2012). Scorecard teams as high learning groups. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Lüscher, L. S., & Lewis, M. W. (2008). Organizational Change and Managerial Sensemaking: Working through Paradox. *Academy of Management Journal*, 51(2), 221–240. <https://doi.org/10.5465/AMJ.2008.31767217>
- Mackie, D. M., Allison, S. T., Worth, L. T., & Asuncion, A. G. (1992). The generalization of outcome-biased counter-stereotypic inferences. *Journal of Experimental Social Psychology*, 28(1), 43–64. [https://doi.org/10.1016/0022-1031\(92\)90031-E](https://doi.org/10.1016/0022-1031(92)90031-E)
- Maguire, S., Hardy, C., & Lawrence, T. B. (2004). Institutional Entrepreneurship in Emerging Fields: HIV/AIDS Treatment Advocacy in Canada. *Academy of Management Journal*, 47(5), 657–679. <https://doi.org/10.2307/20159610>
- Marshall, J. (1995). Gender and Management: A Critical Review of Research. *British Journal of Management*, 6(s1), S53–S62. <https://doi.org/10.1111/j.1467-8551.1995.tb00138.x>
- Marshall, C. & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Sage.
- Mavin, S., & Bryans, P. (1999a). Gender on the agenda in management education? *Women in Management Review*, 14(3), 99–104. <https://doi.org/10.1108/09649429910269901>
- Mavin, S., & Bryans, P. (1999b). New initiatives to place gender on the agenda in business schools. *Equal Opportunities International*, 18(8), 1–9. <https://doi.org/10.1108/02610159910785691>
- Mavin, S., Bryans, P., & Waring, T. (2004a). Gender on the agenda 2: unlearning gender blindness in management education. *Women in Management Review*, 19(6), 293–303. <https://doi.org/10.1108/09649420410555060>
- Mavin, S., Bryans, P., & Waring, T. (2004b). Unlearning gender blindness: new directions in management education. *Management Decision*, 42(3/4), 565–578. <https://doi.org/10.1108/00251740410522287>
- McKeen, C. A., Bujaki, M. L., & Burke, R. J. (2000). Preparing business graduates for the "real" world - the role of the university. *Women in Management Review*, 15(7), 356–369. <https://doi.org/10.1108/09649420010378142>

- McTiernan, S., & Flynn, P. M. (2011). "Perfect storm" on the horizon for women business school deans? *Academy of Management Learning & Education*, 10(2), 323–339. <https://doi.org/10.5465/AMLE.2011.62798938>
- Merriam, S. B. (1988). *Qualitative research and case study applications in education*. Jossey-Bass.
- Mesny, A. (2013). Taking Stock of the Century-long Utilization of the Case Method in Management Education. *Canadian Journal of Administrative Sciences*, 30(1), 56–66. <https://doi.org/10.1002/cjas.1239>
- Meyerson, D. E., & Fletcher, J. K. (2000). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 78(1), 126-136.
- Meyerson, D. E., & Scully, M. A. (1995). Tempered Radicalism and the Politics of Ambivalence and Change. *Organization Science*, 6(5), 585–600. <http://www.jstor.org/stable/2634965>
- Meyerson, D., & Tompkins, M. (2007). Tempered radicals as institutional change agents: The case of advancing gender equity at the University of Michigan. *Harvard Journal of Law & Gender*, 30, 303-322.
- Mintzberg, H. (2004). *Managers, not MBAs: A hard look at the soft practice of managing and management development*. Berrett-Koehler Publishers.
- Nadiv, R., & Kuna, S. (2020). Diversity management as navigation through organizational paradoxes. *Equality, Diversity and Inclusion*, 39(4), 355–377. <https://doi.org/10.1108/EDI-12-2018-0236>
- Paris, L. D., & Decker, D. L. (2012). Sex role stereotypes: does business education make a difference? *Gender in Management*, 27(1), 36–50. <https://doi.org/10.1108/17542411211199264>
- Parker, S. (2001). From passive to proactive motivation. The importance of flexible role orientations and role breadth self-efficacy. *Applied Psychology*, 49(3), 447-469. <https://doi.org/10.1111/1464-0597.00025>
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of Management*, 36(4), 827–856. <https://doi.org/10.1177/0149206310363732>
- Petrina, S. (Dec 2013). SMU issues extensive rape chant report; UBC shirks accountability for same <https://blogs.ubc.ca/workplace/2013/12/smu-issues-extensive-rape-chant-report-ubc-shirks-accountability-for-same-ubc-ubcsaudersschool-mba-bcpoli-bced-yteubc/>

- Pena, E. V. & Polkinghorne, D. E. (2012). Evaluating the Equity Scorecard Project: The Participants' Point of View. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Pena, E. V., Harris, D. E., & Bensimon, E. M. (2012). Chronicling the Change Process. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Plaut, V. C. (2010). Diversity Science: Why and How Difference Makes a Difference. *Psychological Inquiry*, 21(2), 77–99. <https://doi.org/10.1080/10478401003676501>
- Polkinghorne, D. E. (2004). *Practice and the Human Sciences: The case for a judgement-based practice of care*. State University of New York Press.
- Powell, G. N., & Butterfield, D. A. (1979). The "Good Manager": Masculine or Androgynous? *Academy of Management Journal*, 22(2), 395–403. <https://doi.org/10.2307/255597>
- Powell, G. N., Butterfield, D. A., & Parent, J. D. (2002). Gender and Managerial Stereotypes: Have the Times Changed? *Journal of Management*, 28(2), 177–193. [https://doi.org/10.1016/S0149-2063\(01\)00136-2](https://doi.org/10.1016/S0149-2063(01)00136-2)
- Raven, B. H. (1992). A Power/Interaction Model of Interpersonal Influence: French and Raven Thirty Years Later. *Journal of Social Behavior and Personality*, 7(2), 217–244.
- Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations. *Gender & Society*, 18(4), 510–531. <https://doi.org/10.1177/0891243204265269>
- Riley, G. A. (1989). Gender Bias in the Case Method in Business Education. *Journal of Education for Business*, 64: 149 – 152.
- Robinson-Armstrong, A., Clemons, A. Fissinger, M., & Saucedo, M. (2012). The Diversity Scorecard at Loyola Marymount University: An exemplary model of dissemination. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Rueda, R. (2012). An Activity-based Approach to Promoting Equity in Community College Settings: Considering Process and Outcomes. In Bensimon, E. M., & Malcolm, L. (2012). (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Stylus Publishing.
- Schein, V. E. (1973). The relationship between sex role stereotypes and requisite management characteristics. *Journal of Applied Psychology*, 57(2), 95–100. <https://doi.org/10.1037/h0037128>

- Schein, V. E. (1976). Think manager-think male. *Atlanta Economic Review*, 26(2), 21-24.
- Sharen, C. M., & McGowan, R. A. (2019). Invisible or Clichéd: How Are Women Represented in Business Cases? *Journal of Management Education*, 43(2), 129–173. <https://doi.org/10.1177/1052562918812154>
- Shinar, E. H. (1975). Sexual stereotypes of occupations. *Journal of Vocational Behavior*, 7(1), 99–111. [https://doi.org/10.1016/0001-8791\(75\)90037-8](https://doi.org/10.1016/0001-8791(75)90037-8)
- Simon, R. (2002). *Gramsci's Political Thought*. Lawrence & Wishart.
- Simpson, R. (2000). A voyage of discovery or a fast track to success: men, women and the MBA. *The Journal of Management Development*, 19(9), 764–782. <https://doi.org/10.1108/02621710010378219>
- Simpson, R. (2006). Masculinity and Management Education: Feminizing the MBA. *Academy of Management Learning & Education*, 5(2), 182–193. <https://doi.org/10.5465/amle.2006.21253782>
- Simpson, R., & Ituma, A. (2009). Transformation and feminisation: the masculinity of the MBA and the "un-development" of men. *The Journal of Management Development*, 28(4), 301–316. <https://doi.org/10.1108/02621710910947344>
- Sinclair, A. (1995). Sex and the MBA. *Organization*, 2(2), 295–317. <https://doi.org/10.1177/135050849522012>
- Sinclair, A. (1997). The MBA through Women's Eyes. *Management Learning*, 28(3), 313–330. <https://doi.org/10.1177/1350507697283004>
- Sinclair, A. (2000). Teaching Managers about Masculinities: Are You Kidding? *Management Learning*, 31(1), 83–101. <https://doi.org/10.1177/1350507600311007>
- Sinclair, A. (2000). Women within diversity: risks and possibilities. *Women in Management Review*, 15(5/6), 237–246. <https://doi.org/10.1108/09649420010372850>
- Smith, D. E. (1990). *The conceptual practices of power: A feminist sociology of knowledge*. University of Toronto Press.
- Smith, C. R. (1997). Gender issues in management education: a new teaching resource. *Women in Management Review*, 12(3), 100–104. <https://doi.org/10.1108/09649429710171136>
- Smith, C. R. (1998). Best practice in management education: capitalising on gender diversity awareness. *The Journal of Management Development*, 17(1), 6–16. <https://doi.org/10.1108/02621719810368664>

- Smith, C. R. (2000). Notes from the Field: Gender Issues in the Management Curriculum: A Survey of Student Experiences. *Gender, Work, and Organization*, 7(3), 158–167. <https://doi.org/10.1111/1468-0432.00104>
- Squires, V. (2013). "Be Prepared" for Policy Windows: Cultivating Campus Change. *Planning for Higher Education*, 41(3), 34-44. www.scup.org/phe
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Statistics Canada (2015). *Women in teaching-related professions, Canada, 1996 and 2006* <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11542/tbl/tbl013-eng.htm>
- Statistics Canada (2021). *Number and salaries of full-time teaching staff at Canadian universities (final), 2020/2021* <https://www150.statcan.gc.ca/n1/daily-quotidien/211213/dq211213a-eng.htm>
- Still, L.V. (1993) *Women in Management: The Forgotten Theory in Practice, or How Not to Change a Culture*. Women in Management Series Paper No. 18, Faculty of Commerce, Nepean: University of West Sydney., as cited in Smith, C. R. (2000). Notes from the Field: Gender Issues in the Management Curriculum: A Survey of Student Experiences. *Gender, Work, and Organization*, 7(3), 158–167. <https://doi.org/10.1111/1468-0432.00104>
- Stivers, C. (1996). Mary Parker Follett and the Question of Gender. *Organization*, 3(1), 161–166. <https://doi.org/10.1177/135050849631010>
- Swan, E. (2008). 'You Make Me Feel like a Woman': Therapeutic Cultures and the Contagion of Femininity. *Gender, Work, and Organization*, 15(1), 88–107. <https://doi.org/10.1111/j.1468-0432.2007.00383.x>
- Swan, E., Stead, V., & Elliott, C. (2009). Feminist challenges and futures. *Management Learning*, 40(4), 431–437. <https://doi.org/10.1177/1350507609336709>
- Symons, L. (2016, March 9). Only 11% of Top Business School Case Studies Have a Female Protagonist. *Harvard Business Review Digital Articles*, <https://hbr.org/2016/03/only-11-of-top-business-school-case-studies-have-a-female-protagonist>
- Symonds, M. (2014, Aug 29). *Bloomberg Will Harvard Ever Have an MBA Class With 50 Percent Women?* <http://www.bloomberg.com/news/articles/2014-08-29/harvard-will-have-trouble-getting-to-an-mba-class-thats-half-women>
- Vadera, A. K., Pratt, M. G., & Mishra, P. (2013). Constructive deviance in organizations: Integrating and moving forward. *Journal of Management*, 39(5), 1221–1276. <https://doi.org/10.1177/0149206313475816>

- Valian, V. (1998). Sex, Schemas, and Success: What's Keeping Women Back? *Academe*, 84(5), 50–55. <https://doi.org/10.2307/40251338>
- Valian, V. (2004). Beyond Gender Schemas: Improving the Advancement of Women in Academia. *NWSA Journal*, 16(1), 207–220. <https://doi.org/10.2979/NWS.2004.16.1.207>
- Warren, D. E. (2003). Constructive and destructive deviance in organizations. *Academy of Management Review*, 28(4), 622–632. <https://doi.org/10.5465/amr.2003.10899440>
- Weber, R., & Crocker, J. (1983). Cognitive processes in the revision of stereotypic beliefs. *Journal of Personality and Social Psychology*, 45(5), 961–977. <https://doi.org/10.1037/0022-3514.45.5.961>
- Weick, K. E. & Westley, F. (1996). Organizational learning: Affirming and oxymoron. In S. R. Clegg, C. Hardy, & W. R. Nord (Eds.), *Managing Organizations: Current Issues (pp. 190-208)*. Sage. <https://doi.org/10.4135/9781446218563.n10>
- Weigert, A. & Franks, D. D. (1989). Ambivalence: A Touchstone of the Modern Temper. In D. D. Franks & E. McCarthy (Eds.) *The Sociology of Emotions*. JAI Press.
- Wellington, S., Kropf, M. B., & Gerkovich, P. R. (2003). What's holding women back?. *Harvard Business Review*, 81(6), 18-19.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge University Press.
- West, C., & Zimmerman, D. H. (1987). Doing Gender. *Gender & Society*, 1(2), 125–151. <https://doi.org/10.1177/0891243287001002002>
- West, C. & Zimmerman, D. H. (1991). Doing gender. In J. Lorber & S. A. Farrell (Ed.), *The Social Construction of Gender (pp. 13-37)*. Sage
- West, C., & Zimmerman, D. H. (2009). Accounting for doing gender. *Gender & society*, 23(1), 112-122. <https://doi.org/10.1177/0891243208326529>
- Wilson, F. (1996). Research Note: Organizational Theory: Blind and Deaf to Gender? *Organization Studies*, 17(5), 825–842. <https://doi.org/10.1177/017084069601700506>

Appendix A. Meeting Questions for ET Members

Meeting #1 – Mar 2018

Thank you for taking the time to be a part of this project. During this project I will ask you to comment on changes in practices, policies, interpretations, and opinions as well as any discussions that you have about this work. Please take note of these as we progress through the project (for example in a journal or notebook). If you would like specific data collected, or a particular analysis done, please just ask, this project and process belongs to all of us.

- How did the first meeting go for you?
- What are your thoughts after this first meeting?
- Have you had any discussions about this project with others since we met?
- Did the data we discussed in the meeting change your perceptions of our gender diversity at [this school]?
- Do you personally plan to change any practices as a result of what we discussed, either in your teaching or your administrative role (if they had an administrative role)?
- Is there anything in particular you would like to discuss or any data you would like to see in the 3rd ET meeting?

Meeting #2 – Jan to Mar 2021

We have met 5 times from March 2018 to present, so over 2.5 years; we have had a number of conversations over a relatively long period of time

- .How have these meetings and this process changed the way you do your job, the conversations you have had, practices, policies, etc.?
- Have you had conversations with others about this?
- Do you think this has changed the practices or perceptions of others?
- Have you made any changes in your practices, processes, policies as a result of this process?
- Has your attention to matters of diversity changed as a result?

- Have your perceptions of inclusion at [this school] changed as a result?
- Do you think anything will change as a result of this process?
- What could prevent us from making changes?
- What could we do to see changes in the inclusiveness of graduate programs and our school?
 - What could the Evidence Team do?
 - What could the LT do?
 - What could you do?
 - What could I do?
- Who else should I talk to? Who else could help move this initiative forward?
- Was inclusion and this data discussed in the program redesign that you were a part of? (only for the 3 members that were a part of the program redesigns)
- How will this impact the decisions you make in your upcoming role as Academic Director? (for one member only, who was an incoming Academic Director)
 - Will you make any changes to policy or guidelines?
 - Will you make any changes to instructors?
 - Will you communicate to instructors about inclusion?

Meeting #3 – Dec 2021

We have met 6 times from March 2018 to present, so over 3.5 years. In these meetings, we reviewed data and had discussions about recommendations for change.

- How have these meetings and this process changed the way you do your job, the conversations you have had, practices, policies, etc.?
 - Have you had conversations with others about this?
 - Do you think this has changed the practices or perceptions of others?
 - Have you made any changes in your practices, processes, policies as a result of this process?
 - Has your attention to matters of inclusion changed as a result?

- Have your perceptions of inclusion at [this school] changed as a result?
- Do you have any comments on the recommendations we have made in our meetings, generally or specifically?
- Do you think we will make changes and improve inclusion as a result of this process?
- What could prevent us from making changes and improving inclusion?
- What could we do to increase the inclusiveness of graduate programs and our school?
 - What could the Evidence Team do?
 - What could the LT do?
 - What could you do?
 - What could I do?
- How do you feel your role as an associate dean influences your recommendations for this project? (for associate deans only)

Note: Specific questions were also asked ET members based on their role and comments they made in the ET meetings in all 3 meetings.

Appendix B: Evidence Team Report

Executive Summary

Equity, diversity, and inclusion (EDI) is a stated priority of University and Business School and has seen growing attention in organizations, the media, and among our current and prospective students. The focus of this report is one aspect of EDI, gender, in our graduate programs at Business School. Grounded in the critiques of management education in the literature related to gender and other aspects of EDI, data was collected on: student diversity; instructor diversity; who is featured as leaders (case study protagonists, mentors, and executive speakers); student assessment; and presence of gender in the curriculum. This data was reviewed by an evidence team and recommendations were made.

Over the last 8 years, we have had **45% female students in our graduate programs**; 43% in our Master's programs, and 40% specifically in our MBA programs. This slightly exceeds the industry average for MBA programs of 39%. Further, our average in the most recent incoming MBA cohorts (2021) is 46% female. With 34% to 64% females in the class, we then turn to the question, **do our students see themselves in who we portray as leaders and experts in management?**

Instructors in our programs are viewed as thought leaders and experts in management. Over the last five years we have had an **average of 81% male instructors in Master's programs**. This has not changed much over this time and has been raised as a concern by our students through verbal feedback and in exit surveys. Further, over the last ten years we have had 67% male speakers and 66% male mentors.

As a very common pedagogical tool in MBA classrooms, case studies provide a glimpse into the experiences of leaders. To assess who we portray as leaders, we examined the characters used in all of the case studies in one full cohort of the four MBA programs. In this **sample of 246 cases**, we found that 54% of cases had a female included and 23% of cases had a female protagonist. This was in contrast to the **81% male protagonists** featured (sum exceeds 100% as 8 cases had both). We also found that female protagonists were unlikely to speak to another female about the business

(6%) and there were many instances where students would see no female protagonists across an entire course (29%) and only a few courses (10%) where there were more than 50% female protagonists compared to 76% that had more than 50% male protagonists. As a first step in understanding inclusion of race, we found **12% of cases had Black, Indigenous, or People of Colour (BIPOC) protagonists** easily identified, and **1% of cases had BIPOC female protagonists**. A qualitative analysis of how protagonists were framed showed that **our female protagonists were portrayed as having less power and were more often portrayed with characteristics and behaviours that are associated with inferior leadership** such as being risk averse, cautious, and overwhelmed, and less agentic, assertive, credible, and rational.

Management education has been found to contribute to the development of stereotypes that have been argued to impact women's potential to advance in their careers. It has been further shown to **impact female students' identity formation and ability to see themselves as leaders**. The data presented in this report is a first step in understanding to what extent we are currently creating an inclusive learning environment and will help to support the development of a plan to collect further data and address EDI issues in graduate programs and the school as a whole. The recommendations are categorized by: philosophy, leadership, plan development, data collection and analysis, instructor diversity, course delivery and curriculum, faculty support, and recruitment and admissions.

Introduction

Equity, diversity, and inclusion (EDI) has been identified as a top priority for University: 'University is committed to creating a diverse, equitable and inclusive community where all feel welcome, safe, accepted and appreciated in learning, teaching, research and work' (University, 2021). EDI has also been identified as a top priority for the School of Business, and is present in our calling, our strategy, and our values. Business school has promised to: develop innovative and socially responsible business leaders; create a collaborative and inclusive environment through respect for one another's diverse individual passions, strengths and contributions; and develop leaders who positively impact their organizations and communities (Business school, 2021).

This aligns closely with the growing global attention towards EDI; governments, corporations, universities, and other organizations have been communicating a commitment to addressing EDI issues present in their systems. Post-Secondary institutions, including business schools, have also become involved, and students have taken this opportunity to add to this dialogue. One example is Queen’s Smith School of Business and the “Stolen by Smith” social media account started in July 2020 by a group of Smith students with stories of EDI issues they faced in the school. This was followed by the “Reform Smith” proposal from the same group of students. It included calls in 7 areas for EDI improvement including admissions, curriculum, financial aid, and student support. Another example is “Silenced at Schulich”, a similar social media movement started by Schulich (York University) students on the EDI issues at their school.

Whether initiated by a call from students, increased attention to EDI globally, or part of an organization’s communication strategy, most business schools have acknowledged their EDI issues and have made commitments to address them. They have done so to varying degrees, including: creating top leadership positions focused on EDI; engaging stakeholders through surveys and townhalls; assembling task forces; developing research centres; providing training and resources for faculty, staff, and students; measuring and reporting on EDI; adding courses on EDI topics; modifying core curriculum; changing admissions and funding; and identifying and addressing systemic barriers (see Report Appendix A for a list of EDI initiatives in other business schools).

EDI is a broad area with many intersecting components. This report details one aspect of EDI: gender. This is not a reflection of the importance of gender within EDI or the lack of importance of other aspects; it is a reflection of the data available to us at this time and represents a first step. Though gender is only one aspect of EDI, the results detailed in this report help us to reflect on how inclusive our programs are and on whether our students see themselves in who we portray as leaders.

The following report details the data reviewed and recommendations made by the Gender and MBA Evidence Team, which included the following members: **Associate Dean, Graduate Programs; Associate Dean, Undergraduate Programs; Associate Dean, Faculty Development; Assistant Dean, External Relations; Associate Professor, Management and Organization Studies; Professor, Strategy; and Associate Professor, International Business.** This group met 6 times from March

2018 through December 2021 to discuss data related to the graduate programs and gender, collected and analyzed by the project facilitator, Melissa McCrae, Executive Director, Graduate Programs. This report begins with a short overview of the theory that informed the data collected, followed by the data and a discussion of recommendations for Graduate Programs and the Business School as a whole.

Management Education and Gender

Though women make up 47.4% of the workforce, they hold only 35.3% of management and 31.5% of senior management positions (Catalyst, 2020). They continue to be underrepresented in executive leadership roles, holding only 17.9% of executive officer positions, less than 10% of C-Level executive roles, and earn 89% of what men earn (Catalyst, 2020). Though some assume that women do not want the same level of career progression, many authors argue that this is not the case. For example, Ely, Stone and Ammerman (2014) surveyed 25,000 Harvard Business School (HBS) graduates and found that men and women wanted the same things from their career, both soon after graduating and many years later. Regardless of this similarity in goals, male HBS graduates had greater career advancement and work satisfaction than their female counterparts. Further, these differences could not be accounted for by family choices.

Gender stereotypes have been proposed to contribute to these discrepancies (Schein, 1973; 2007; Ridgeway & Correll, 2004). Recently, Koenig, Eagly, Mitchell, and Ristikari (2011) did a meta-analysis of three research paradigms (think manager-think male, agency-communion, masculinity-femininity) to determine if leader stereotypes are in fact masculine. Using a total of 69 studies, Koenig et al. (2011) found that across the 3 paradigms, leader stereotypes were found to be masculine. Though the leader stereotype had decreased somewhat in masculinity over time, men and masculine characteristics were still found to be more closely associated with leaders, especially at the senior leadership level. The impact of stereotypes has been felt directly by women: Wellington, Kropf, and Gerkovich (2003) found that 72% of women in senior leadership roles (vice president and above) at Fortune 1000 companies agreed or strongly agreed that stereotypes about women were a barrier to their attainment of senior leadership roles.

Some women may choose to enroll in an MBA program to increase their career success. However, many authors have argued that business schools are highly masculine and can have a detrimental impact on women's careers, both in their experience and in the masculine paradigm that is reproduced in the MBA (Kelan & Jones, 2010; Mavin & Bryans, 1999a; Simpson, 2006; Sinclair, 1995; 1997; Smith 1998; 2000). Paris and Decker (2012) examined the impact of management education on the likelihood for someone to associate managers with masculine characteristics. They found that students who were exposed to management education had a greater likelihood of associating men with successful leaders, versus women. Further, students who were in a higher level, and had more exposure to management education, showed a greater association of manager to male than lower level management students. The masculine bias has been argued to be evident in representational diversity of students and instructors, who is featured as leaders, how females are portrayed as leaders, and how students are assessed, as detailed below.

This masculine perspective disadvantages women throughout their career, as it perpetuates the notion that men and masculine characteristics are ideal for management, thereby feeding gender stereotypes and implicit biases. Arguably, this could influence all women, not just those who enroll in an MBA. If, as these authors have argued, management education perpetuates a masculine paradigm and fosters stereotypes of leadership as male, then management education could have important implications for female management career success.

Many authors have shown that men are more likely to be the instructors in MBA programs. Mavin and Bryans (1999a) reported that their respondents noted the absence of women on the teaching team, as well as the guest speakers that were brought into class. The gender proportion of the instruction team is important for a number of reasons. Women may be more likely to provide variety in teaching style, which may align more with the female learning style. Smith (1998) found that participants were more comfortable contributing in class when the instructor was of the same gender. Further, female college students had lower implicit associations of manager equals male when they had more female professors (Dasgupta & Asgari, 2004). It is important to note the position that professors hold in the MBA classroom: they are seen as knowledge holders and experts in their areas of business. The gender diversity of the thought leaders we present to our students can send an implicit message to our students as to who the

experts in business are. In our programs, we have had questions from our students as to why there are so few female instructors, both verbally and through exit surveys.

Gender differences in management education are also noticeable in who is heard in the classroom and the evaluation of female students. HBS embarked upon a gender initiative; they noticed that although women were coming into the program with similar or higher grades, they were leaving with lower grades than their male counterparts (Kantor, 2013). On closer examination, they recognized that this difference was primarily in the class participation portion of the program, which is subjectively assessed by the faculty member or a teaching assistant. Similarly, in her survey of MBA students, Smith (1998) found a perception that instructors were significantly more receptive to male perspectives in discussion. Respondents felt that the men in the class were advantaged because they were more vocal and visible and were taken more seriously. Based on her qualitative research, Sinclair (1995) argued that assertiveness in class often earned male students high participation grades. However, females who contributed in a similar manner were seen as pushy or outspoken. Female respondents indicated a tendency to keep to themselves to avoid being classified as overly aggressive.

The proportion of female students in MBA programs has increased very slowly over the years, and some authors argue that it has plateaued. AACSB (2015) reported that 37.7% of North American MBA students in 2013-2014 were female. Forté Foundation (2019), a non-profit focused on women's advancement and gender parity in business schools, found that female enrollment in full-time MBA programs increased to 39% on average at its member schools in the fall of 2019. We have been seen as a leader in representational diversity in our programs, and have had repeated comments from prospective female students that this was one of the reasons they chose Business school.

Management education is critiqued for perpetuating the perception of successful leaders displaying masculine characteristics, or Schein's (1976) 'think manager, think male'. Men are most often featured as the protagonists in case studies, and when women are featured, they are typically 'invisible or cliched' (Sharen & McGowan, 2019). The presentation of male leaders can send an implicit message to students that leaders are men. Chetkovich and Kirp (2001) argue that cases 'depict a world run almost entirely by white men' (p. 288).

Female students notice this difference: in her surveys and interviews with MBA students, Smith (2000) found that women felt they were being treated as second class citizens when their experiences and gender were not incorporated. They indicated that male was treated as the norm. Interestingly, a male respondent indicated that he had not noticed the continuous reference to men in his readings and classes until a text had referred to a manager as 'her' later in his program. This predominance of male leaders in course materials can send an implicit message to both male and female students that leaders are male and compromise the feelings of self-worth and identity formation of our female graduates, which in turn may influence their desire to pursue positions of authority (Koenig et al., 2011; Ridgeway & Correll, 2004).

Based on the research detailed above, Graduate Program data were collected on: **student diversity; instructor diversity; who is featured as leaders (case study protagonists, mentors, and executive speakers); student assessment; and presence of gender in the curriculum.** We also looked for the presence of material in the curriculum that discussed or surfaced some of these gender biases. The following section will present the data on representational diversity of students in graduate programs over the last seven years.

Student Diversity

This section documents the gender composition of the following Business school graduate programs: two Executive MBA (EMBA) programs, two part-time MBA (PT MBA) programs, full-time MBA (FT MBA), Masters of Finance (MFin), and Online Graduate Diploma (OGD). Since 2014, there has been an average of 45% females across all of these programs. That average has remained fairly constant as shown in Figure B1 below, showing the percentage of male and female students along with the average females across the full time period (please see Report Appendix B for program-specific information).

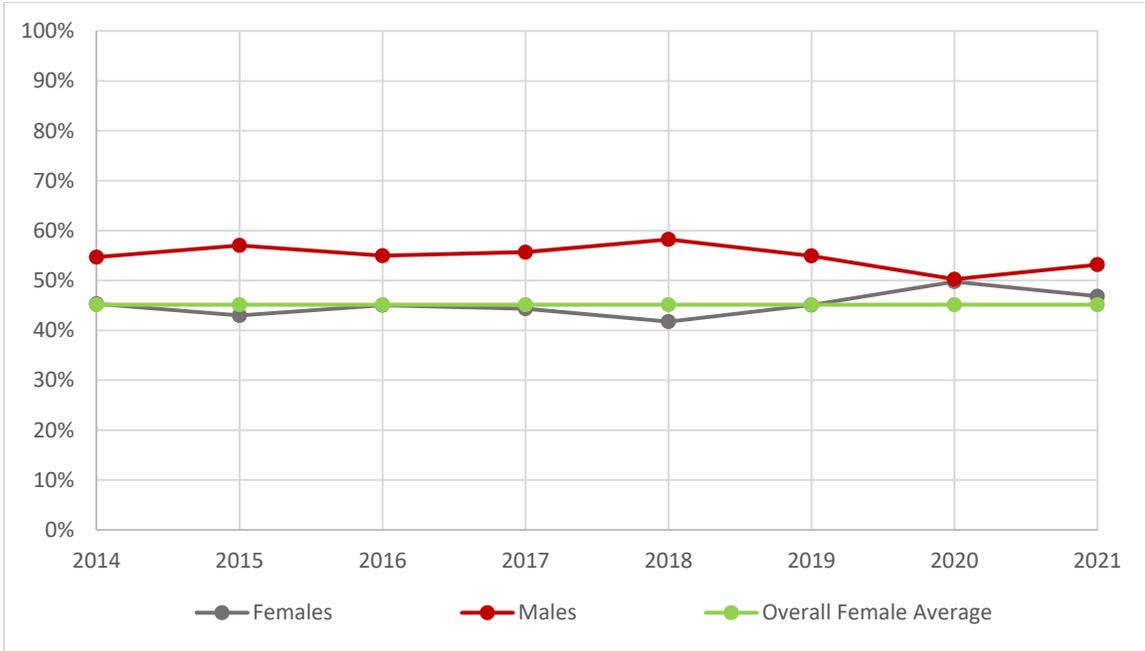


Figure B1. Gender in Graduate Programs 2014-2021, with an average of 45% females across all programs ranging between 42 – 50% for females and 50 – 58% for males.

In Figure B2 below, the gender distribution in Business school’s Master’s programs is presented, with an average of 43% female from 2014 to 2021 that has remained fairly constant over the last 8 years.

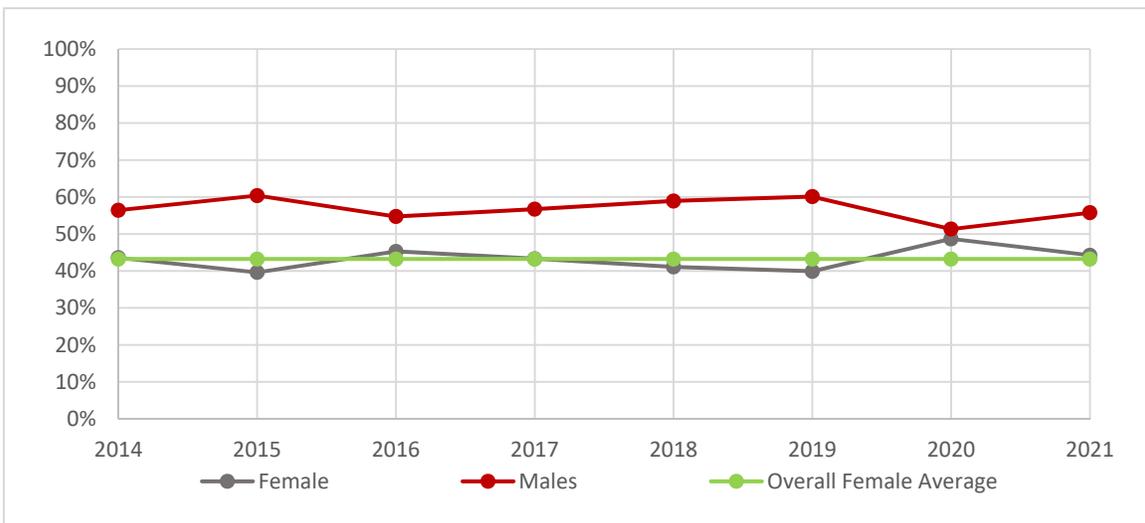


Figure B2. Total Gender in all Master’s Programs 2014-2021, with an average of 43% females across all programs ranging between 40 – 49% for females and 51 – 60% for males.

In Figure B3 below, the gender distribution in Business school’s MBA programs is presented, with an average of 40% female from 2014 to 2021 that has remained fairly constant over the last 8 years.

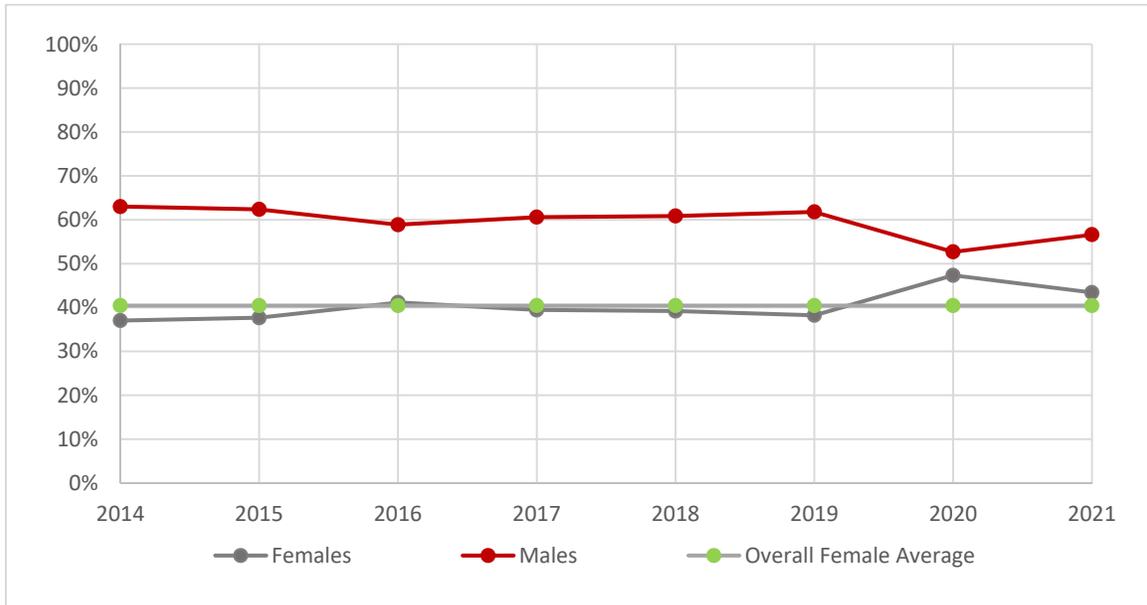


Figure B3. Total Gender in MBA Programs 2014-2021, with an average of 40% females across programs ranging between 37 – 47 % for females and 53 – 63 % for males

Our technology specialized MBA tends to have a larger difference than the other programs, with an average of 26% females over the past 8 years, due to the difference in students with engineering and other technical degrees (please see Report Appendix B for detailed Tech MBA information). We do have more females applying for the Tech MBA, but the requirement to have technical experience and education often limits our admissions team from admitting them. Instead, the admissions team offers admission into one of our other MBA programs instead of their preferred choice of the Tech MBA. Many of these women have experience in non-technical roles in the technology industry, are involved in technology implementation in other industries, or are interested in learning more about the technology industry.

When we remove Tech MBA, the average of our female students in MBA programs over the past 8 years is 44%, or 47% across all graduate programs. This average is higher than the industry average of 39% (Forte, 2019) and this is often cited as a reason why prospective female candidates choose our programs. It is important to

note that our 2020 admissions saw an increase in interest and admissions of females, citing the flexibility of online working and learning during the pandemic. We have also noted a consistently higher proportion of females in our online program, the OGD, with an average of 50% females, who cite the flexibility of a longer study plan and online learning as being important in managing their work, family, and education.

Instructor Diversity

The gender of instructors can send an implicit message to students about who the experts, thought leaders, and influencers in business are. **The average of female instructors in our Master’s programs ranges from 3% to 28% and is 19% across all programs.** The average of male instructors has remained fairly constant over the last 5 cohorts; averaged across all master’s programs male instructors ranged between 77% and 86% for the 2016 through 2020 cohorts, ranging between a 72% to 97% average in individual programs. The MFin program consistently has an all-male instruction team, with one female instructor occasionally teaching one or two courses. The female instructor has been the only female faculty member in the Finance area, and one new female faculty member has just joined. Program-specific data is presented in Report Appendix C. Figure B4 below shows the gender proportion of instructors in all of our Master’s programs. **The average is 81% male instructors across the last 5 years.**

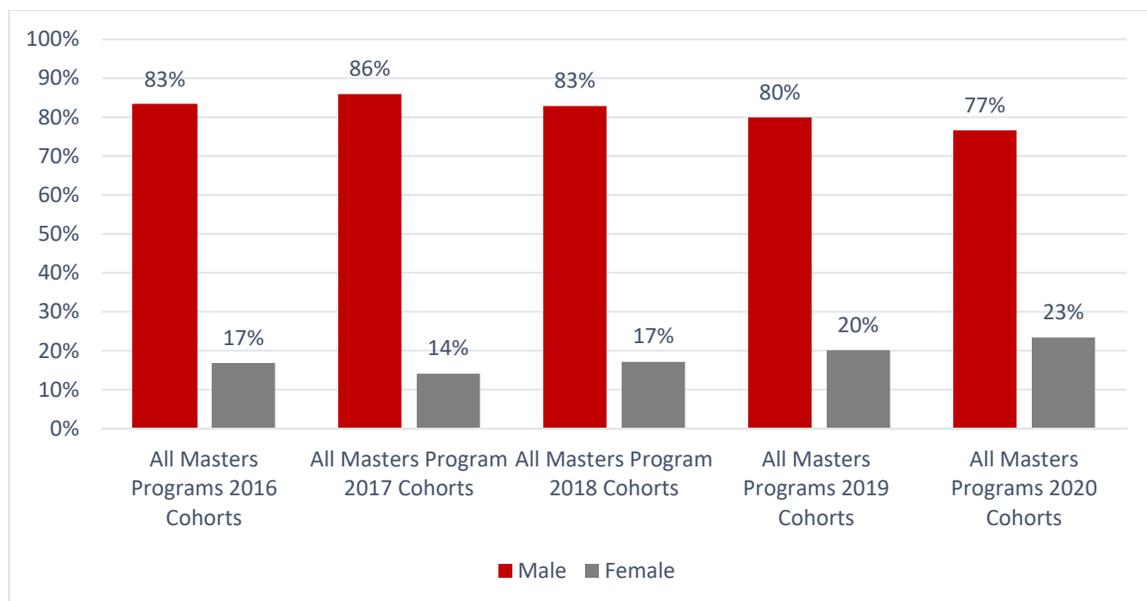


Figure B4. Gender Makeup of Instructors in All Master's Programs, with an average of 81% male instructors across the last 5 years.

Figure B5 below shows the gender breakdown aggregated average of instructors in all the Master's programs for cohorts from 2016-2020. The Indigenous Leadership EMBA has the lowest male majority with an average 72% of its instructors being male and the MFin has the highest with an average 97% of its instructors being male.

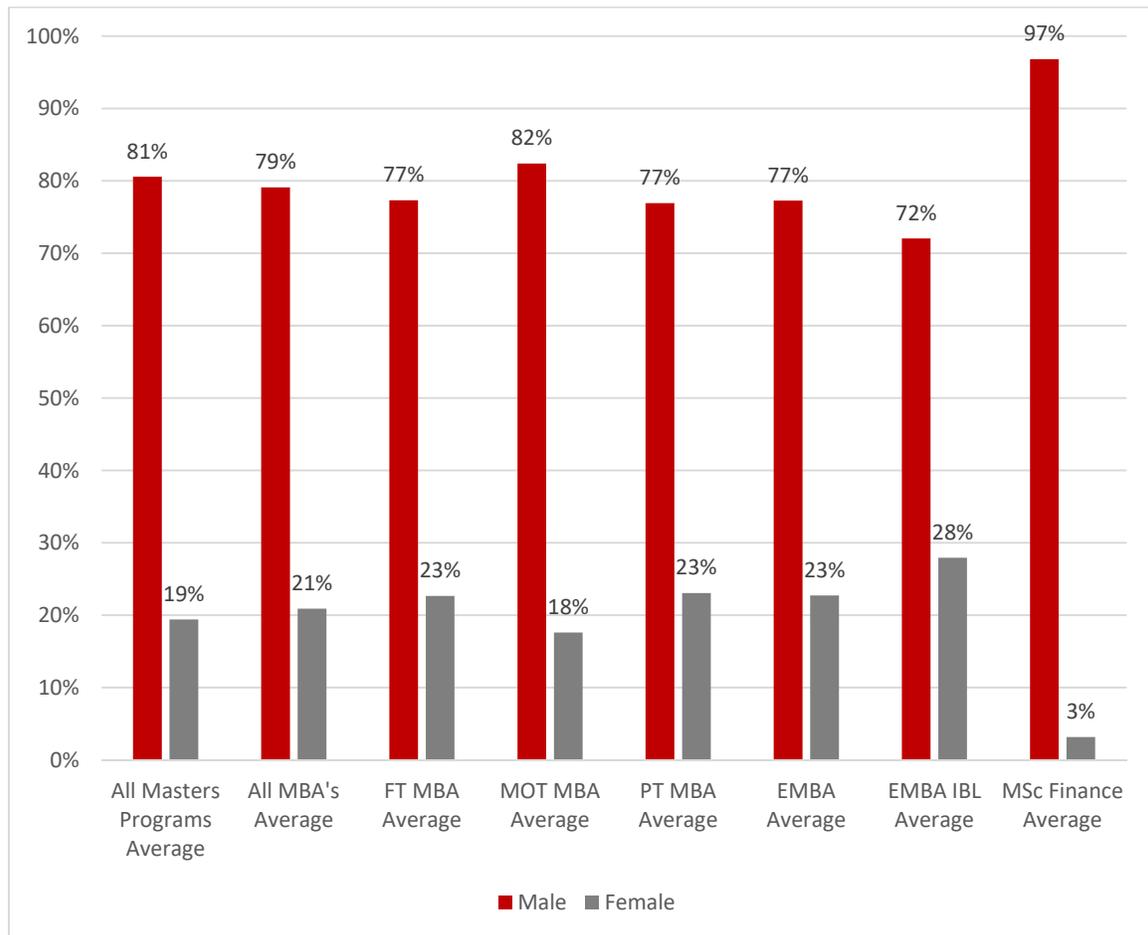


Figure B5. Gender of Instructors in Full Course Equivalents for aggregate average full cohort between 2016-2020 academic years.

It is important to note that there has been a concerted, systematic, multi-year effort in the Indigenous Leadership EMBA to increase the presence of both female and Indigenous faculty in the study plan. **This effort has resulted in 68% Indigenous faculty in the 2021 to 2022 years and only two non-BIPOC faculty.** It was an intentional and conscious choice to prioritize having instructors who reflect the students in the class, based on student feedback and the desire for authenticity in the program.

We have had **repeated feedback from students about the lack of diversity in the faculty that teach them.** For example, an EMBA student commented on concerns:

'lack of women faculty members teaching our classes. To date, we have only been taught by one woman faculty member. It's our 3rd term, and we will have completed 8 courses. A lack of BIPOC faculty members teaching our classes. To date, we have only been taught by 2 BIPOC faculty members. Again, in our 3rd term, we will have completed 8 classes.' This student also commented that she knew we had BIPOC female faculty, and wondered why they were not teaching in the EMBA. Other students have commented that some of their male instructors taught a masculine form of leadership and asked for a better balance in perspectives. In the next section, the case protagonists, mentors, and speakers will be examined.

Case protagonists: Quantitative analysis

As discussed, many authors argue that the dominance of male protagonists in case studies perpetuates and fails to challenge the stereotype that leaders are male (Kenney, 2004). This is proposed to **impact women's identity work, and contribute to implicit gender biases in both men and women** (Ibarra, 1999; Kelan, 2008; Simpson, 2006). Given the predominance of case studies as a pedagogical tool in our MBA programs we examined the characters used in our case studies.

In order to better understand who is featured as leaders in our MBA programs, we analyzed all of the cases that a full cohort of four of our MBA programs was exposed to. This included the FT MBA cohort for fall 2018 to summer 2019 (84 cases across 10 courses), the Tech MBA cohort for fall 2017 to summer 2019 (69 cases across 10 courses), the PT MBA cohort for spring 2018 to fall 2019 (27 cases across 6 courses), and the EMBA cohort from fall 2017 to spring 2019 (66 cases across 12 courses). This was a **total of 246 cases**.

The first thing we looked at was whether a female was included in the case at all. Figure B6 below shows the percentage of cases, by program, that have a female character in the case regardless of if they are a protagonist. 54% of case studies across these programs have a female included (n=246).

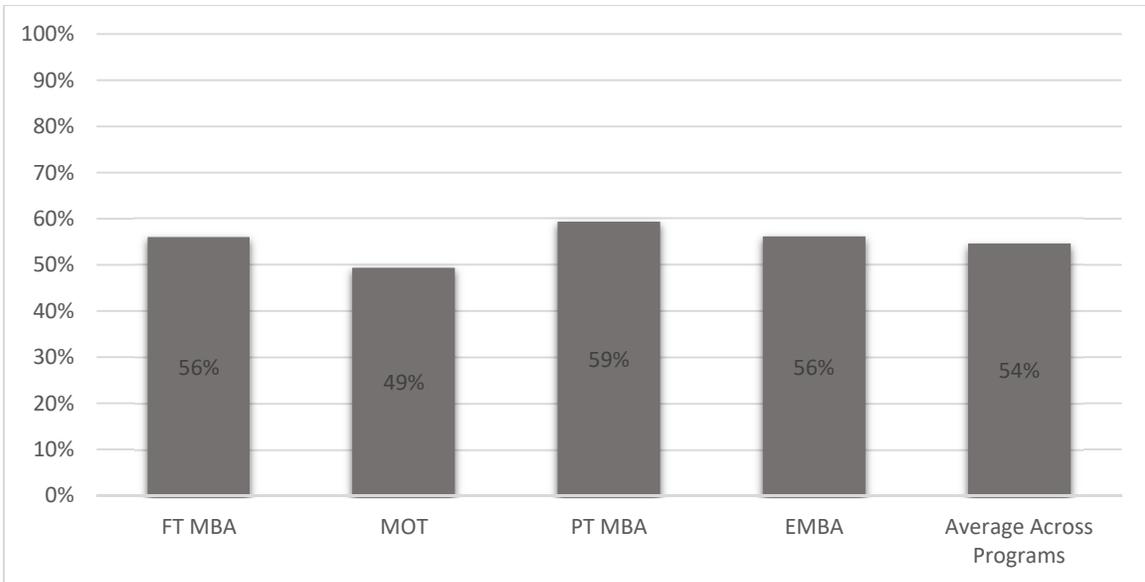


Figure B6. Female Inclusion by Program and Average Across Programs, n=246

Cases were also coded as to whether they had female protagonist(s), male protagonist(s), both male and female protagonists, a protagonist with no gender, the student as the protagonist, or no protagonist. In Figure B7 below, the distribution across these categories is displayed, with 67% of the 246 cases falling into the male protagonist category, as compared to 17% female protagonists. This detailed analysis is provided by program in Report Appendix D.

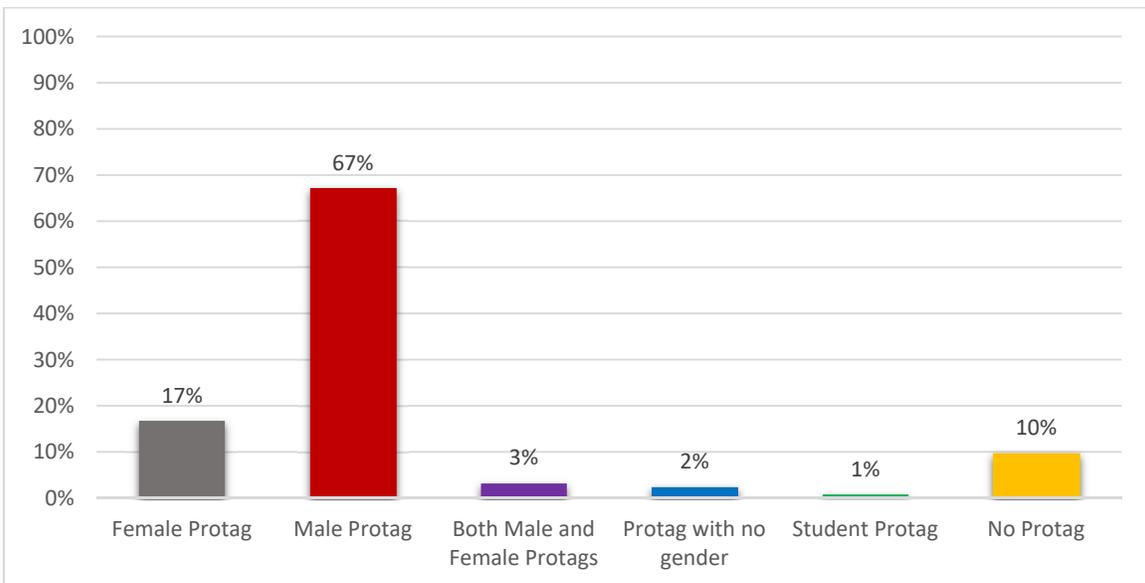


Figure B7. Protagonists in Cases, n=246

If we look at just those cases that have protagonist(s) with gender identified (n=214) in Figure B8 below, we see that the **large majority of these case studies have a male protagonist (81%)** versus a female protagonist (23%). This sum exceeds 100% because there are eight cases with both male and female protagonists. This is far from the current compositional average of females in the MBA programs (40%).

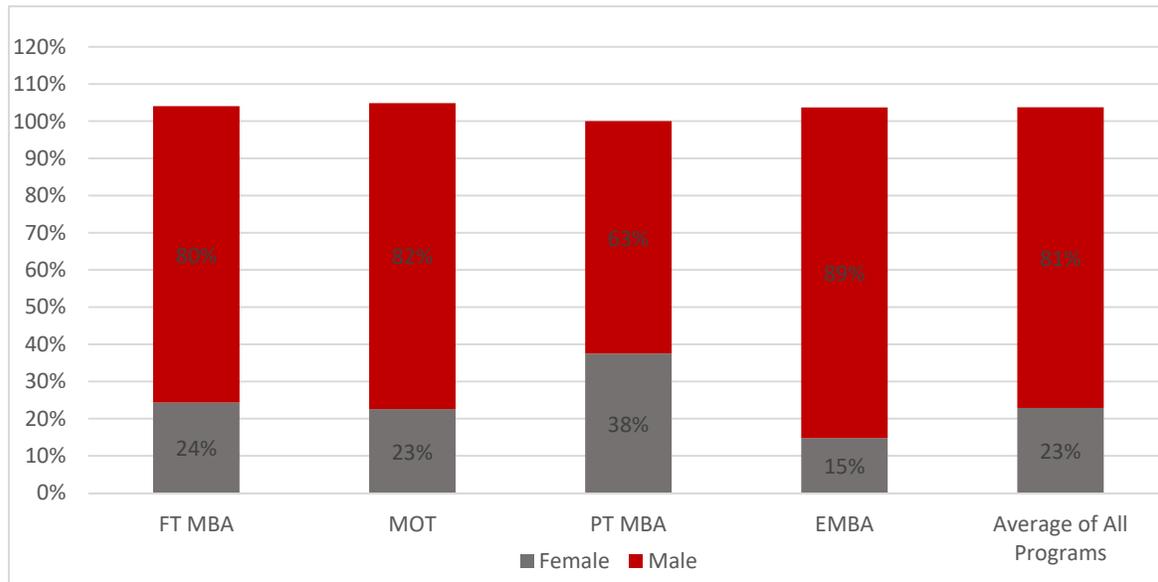


Figure B8. Protagonist Gender Across All Programs for case studies with protagonists and gender (n=214).

Although we do not have complete data for protagonist race, we wanted to get a sense as to how frequently a BIPOC protagonist was easily identified in our cases. As a first (though imperfect) step to code this, we looked for names and background descriptions that could demonstrate to the reader that the protagonist was not white. The following chart (Figure B9) shows the percentage of case studies that have BIPOC protagonists. This measure only includes the case studies which have a protagonist (n=220). **Twelve percent of case studies across all programs studied have BIPOC protagonists.** Although we do not currently have data on student race in the MBA programs, we do know that our FT MBA students are very diverse and come from 22 countries (in the 2020 cohort).

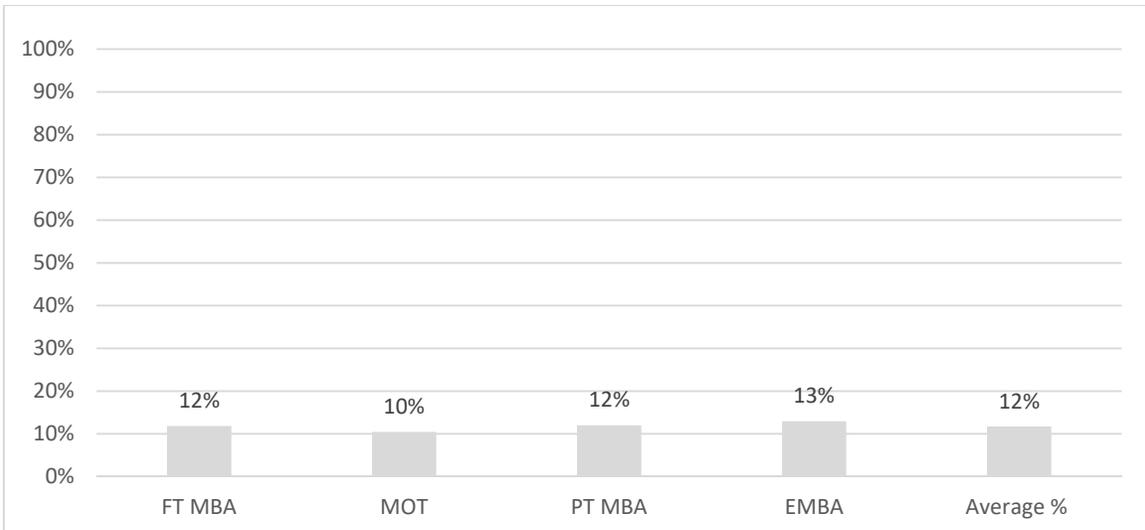


Figure B9. BIPOC Protagonists by Program of cases with protagonists (n=220).

Given concerns over intersectionality, we also examined the instance of **BIPOC female protagonists**, shown in Figure B10 below. This only includes the case studies which have a protagonist and gender indicated (n=214). Tech MBA, PT MBA, and EMBA have no BIPOC female protagonists identified in their case studies while 3% of FT MBA case studies do (or 2 of the 74 FT MBA cases with a protagonist and gender), resulting in a **1% average across all programs** (2 of the total 214 cases that have a protagonist and gender indicated). Although we do not yet have data on the race of our students, we do know that we have far more than 1% BIPOC females in our classes.

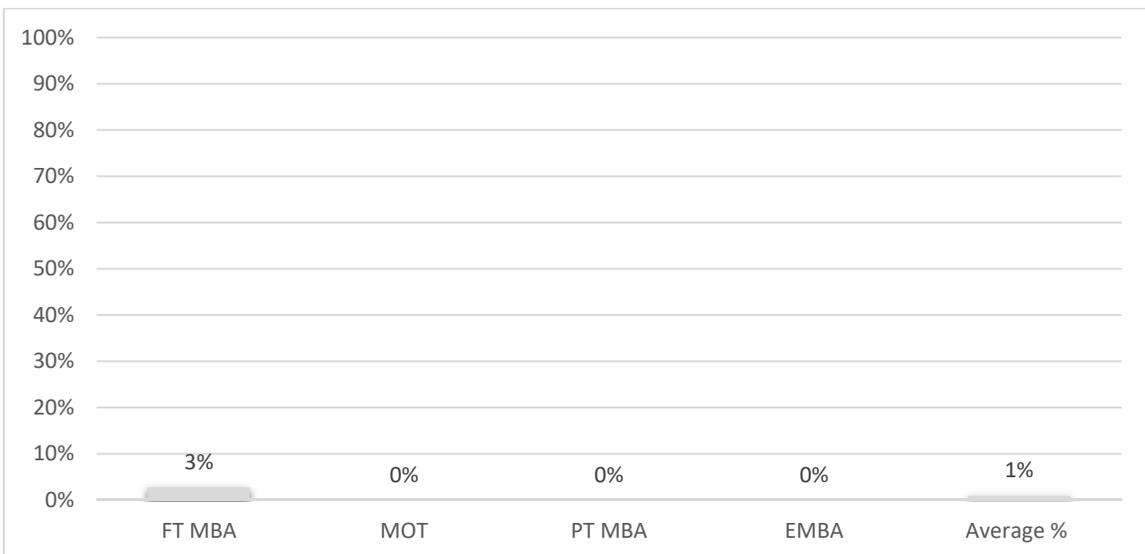


Figure B10. BIPOC & Female Protagonists by Program of cases with protagonist and gender indicated (n=214).

We also wanted to get a sense of the frequency of female protagonists by course. The following chart (Figure B11) portrays a histogram of courses binned by the percentage of case studies with female protagonists taught in those courses (n=246). Across all programs, **29% of courses have no case studies with female protagonists**. This means that for almost a third of our courses, students would go through the entire course without seeing a female protagonist. Further, 63% of the courses have 25% or less female protagonists and only 10% have more than 50% female protagonists; however, 76% of courses have more than 50% male protagonists.

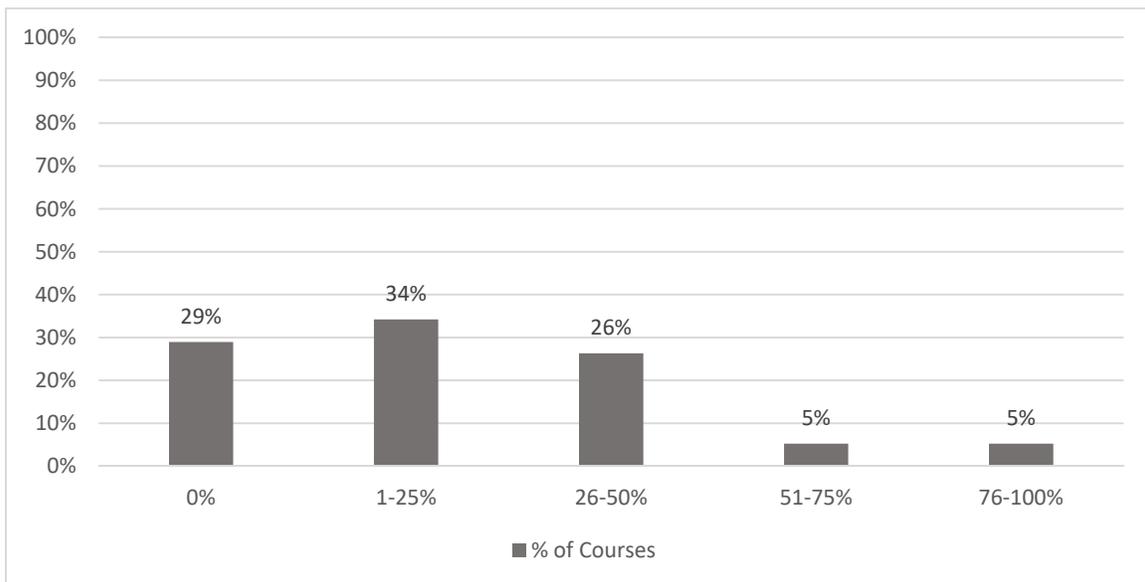


Figure B11. Histogram of Courses with Female Protagonists

This analysis is presented for each program individually in Figure B12 below and shows there are differences by programs. For example, **in 58% of EMBA courses, students will go through the entire course without seeing a female protagonist** and in 83% of EMBA courses there are 25% or less female protagonists. In contrast, 83% of EMBA courses have more than 50% male protagonists and 58% of EMBA courses have more than 75% male protagonists. **For the 53% female leaders in the 2020 EMBA cohort with an average of 18 years of experience, this predominance of male protagonists could be concerning.** We have had feedback from this cohort and other EMBA cohorts on the lack of female leaders presented. Detailed analysis by program is presented in Report Appendix E.

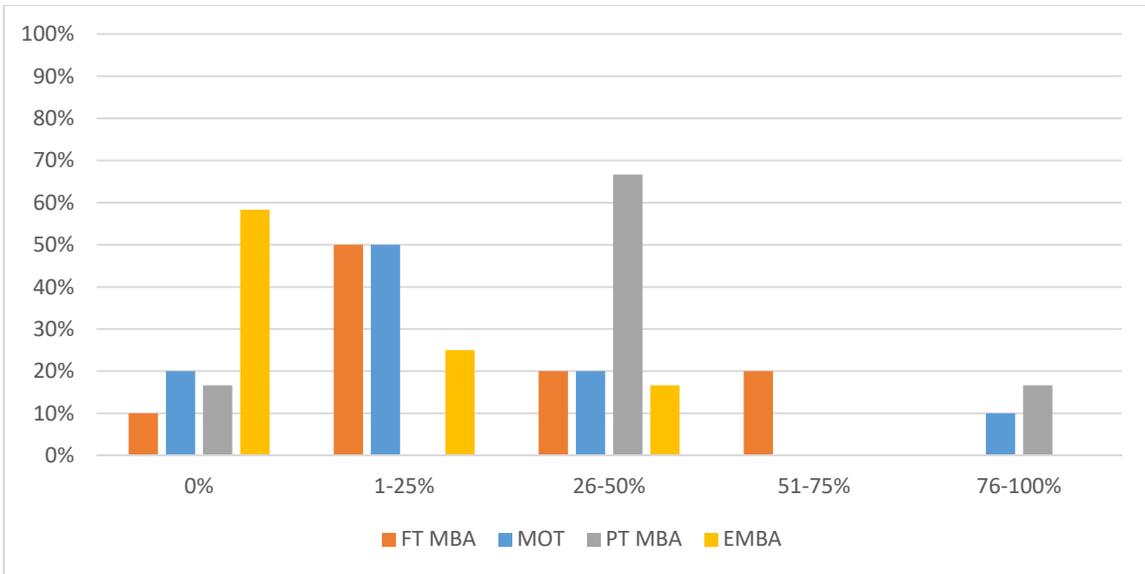


Figure B12. Comparison of Histograms for Female Protagonists Across All Programs

Figure B13 and B14 show the same analysis for male protagonists. With the exception of the PT MBA, there are no programs with courses that have no male protagonists, though 29% of all courses have no female protagonists. Further, **6% of courses have 25% or less male protagonists across all programs, compared to 63% of courses that have 25% or less female protagonists.** Detailed analysis by program is presented in Report Appendix F.

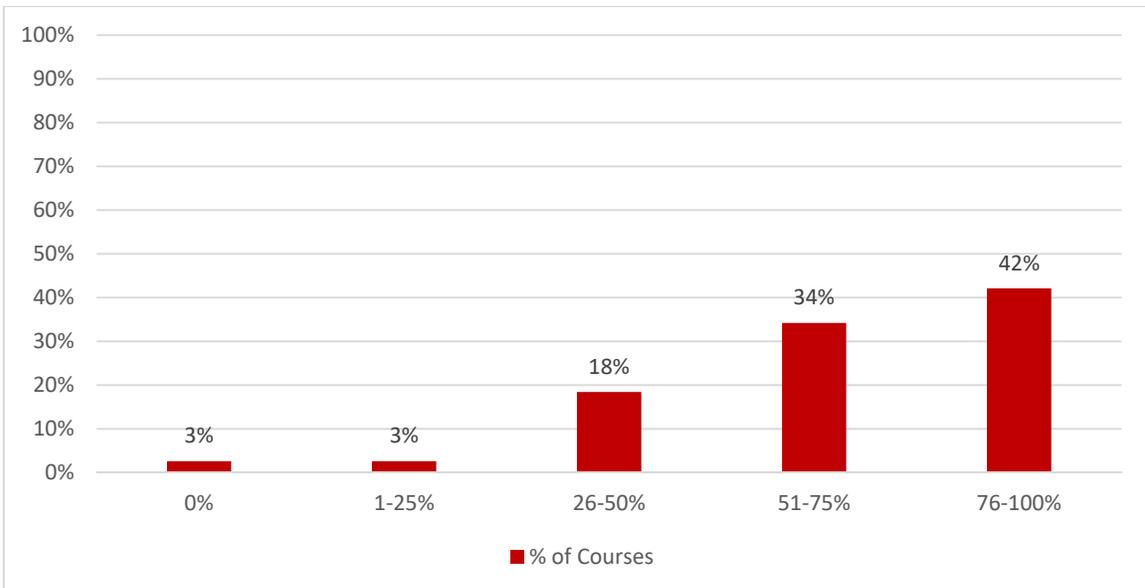


Figure B13. Histogram of Male Protagonists Across All Programs

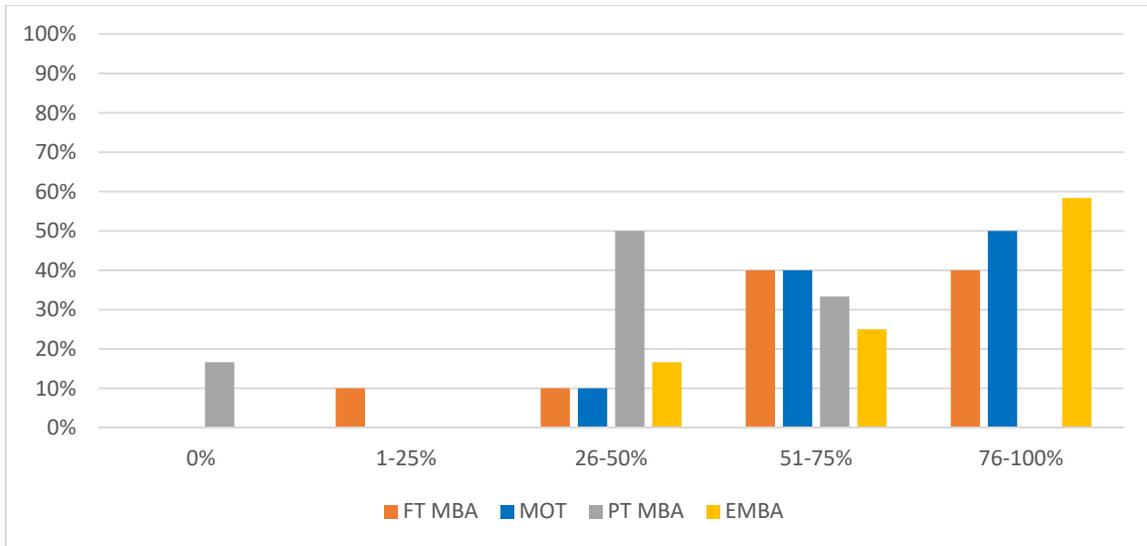


Figure B14. Comparison of Histograms for Male Protagonists Across All Programs

Symons (2016) recommends using three criteria to assess a case: a woman is included in the case; a woman is the protagonist; and a woman speaks to another woman about the business. Looking for whether a woman speaks to another woman about the business speaks to the critique of business cases for having rare or isolated female protagonists. She found that of the 74 top selling Harvard cases, only three (4%) passed the ‘Symons test’, as she called it. The following figure (Figure B15) shows our cases that pass the Symons test within programs and across all programs. Only **6% of cases pass the Symons test** across all programs (n=246).

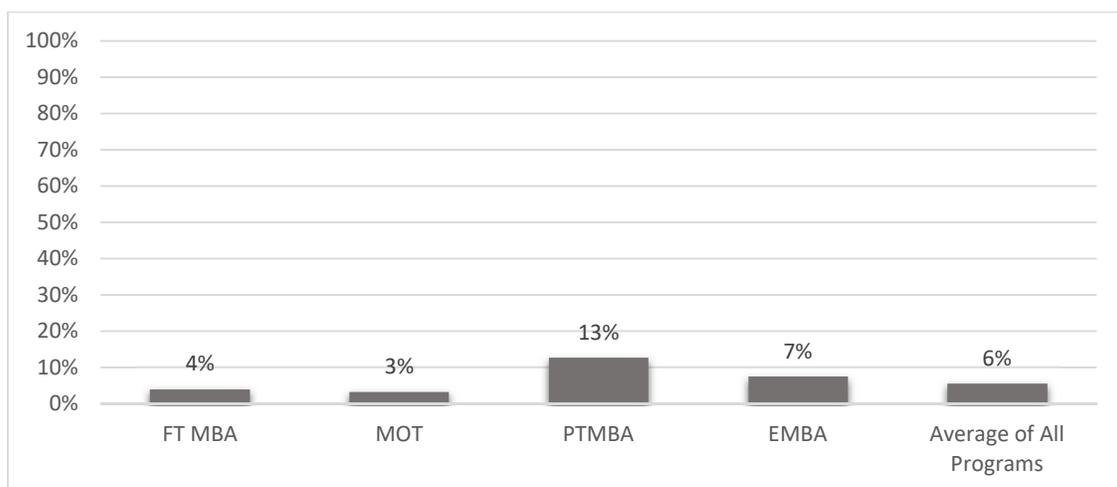


Figure B15. Cases Passing the Symons Test: a woman is included in the case; a woman is the protagonist; and a woman speaks to another woman about the business

Case protagonists: Qualitative analysis of protagonist framing

Given the emphasis placed on case studies in graduate business programs, Sharen and McGowan (2019) analyzed the portrayal of females within case studies in their paper “Invisible or Cliched: How are Women Represented in Business Cases?”. In their sample of 266 Ivey cases they found 51 female protagonists. They matched these with 51 male protagonists and did a qualitative analysis of how the protagonists were portrayed. We followed their methodology on a subsample of our cases to determine if our protagonists were portrayed in a similar way. A sample of 20 female protagonists and 20 male protagonists was chosen randomly across a variety of courses, programs, industries, and subject areas.

Sharen and McGowan (2019) found that **‘female protagonists are underdescribed with respect to all forms of power’** (p. 146). Our findings aligned with this and are presented in Figure B16 below which compares the representations of power of male and female protagonists across the 5 bases of power: legitimate, expert, reputational, coercive, and referent. It can be seen that males are portrayed as more powerful than females across all of these categories. Male protagonists were portrayed as having legitimate power, or power derived from a position, 1.3 times more often than female protagonists ($p < 0.05$). Male protagonists were also portrayed as having expert power, or power derived from hard-to-replace knowledge, 3.4 times more often than female protagonists ($p < 0.01$). Further, male protagonists were 3 times more likely to be portrayed with reputational power ($p < 0.01$) and 2.75 times more likely to be portrayed with referent power ($p < 0.05$). Twenty percent of our male protagonists and none of our female protagonists were portrayed as having coercive power, or the ability to use punishment ($p < 0.05$).

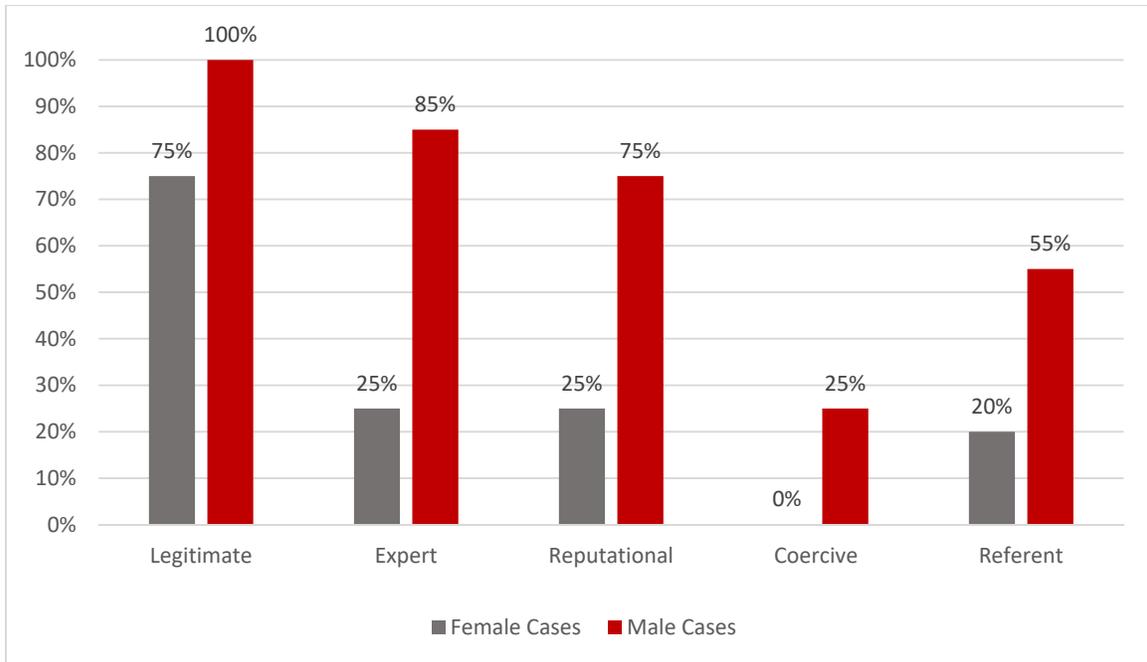


Figure B16. Representations of Power

The following graph (Figure B17) compares the representation of leadership characteristics of male and female protagonists across 3 categories: risk aversity; rational, decisive, evidence-based decision making; and agentic behaviour. It can be seen that **men are portrayed as having the characteristics that are typically seen as being important for leaders**: they are 1.3 times more likely to be described as being a rational, decisive, evidence-based decision maker ($p < 0.05$) and 1.9 times more likely to be portrayed with agentic behaviours ($p < 0.01$). Moreover, **women are more likely to be portrayed as having characteristics that are considered less favorable for leaders** as we found 8 of 20 cases with females portrayed as being risk averse and 0 cases with male protagonists ($p < 0.01$). Though the magnitudes varied slightly, these results are consistent with the findings of Sharen and McGowan (2019).

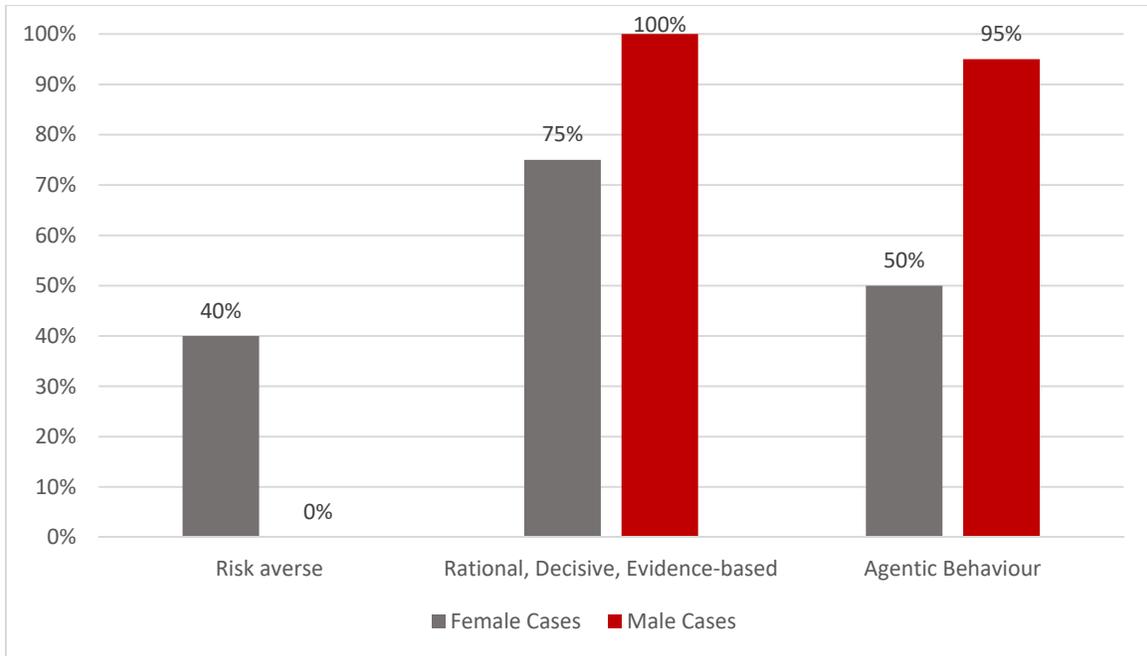


Figure B17. Representation of Leadership Characteristics

The following chart (Figure B18) compares the representations of personal characteristics of male and female protagonists across 8 categories. Again, **male protagonists are more often portrayed with characteristics associated with adept leadership** such as being 5.5 times more likely to be certain ($p < 0.05$), 3.2 times more likely to be assertive ($p < 0.01$), and 1.5 times more likely to be credible ($p < 0.01$). Female protagonists are more often portrayed with characteristics that are associated with inferior leadership such as being 1.8 times more likely to be cautious ($p < 0.01$) and 3.3 times more likely to be overwhelmed ($p < 0.01$). Though the magnitudes varied slightly, these results are consistent with the findings of Sharen and McGowan (2019) with the exception of the assertiveness, for which they found the opposite relationship, however had predicted the relationship that we observed.

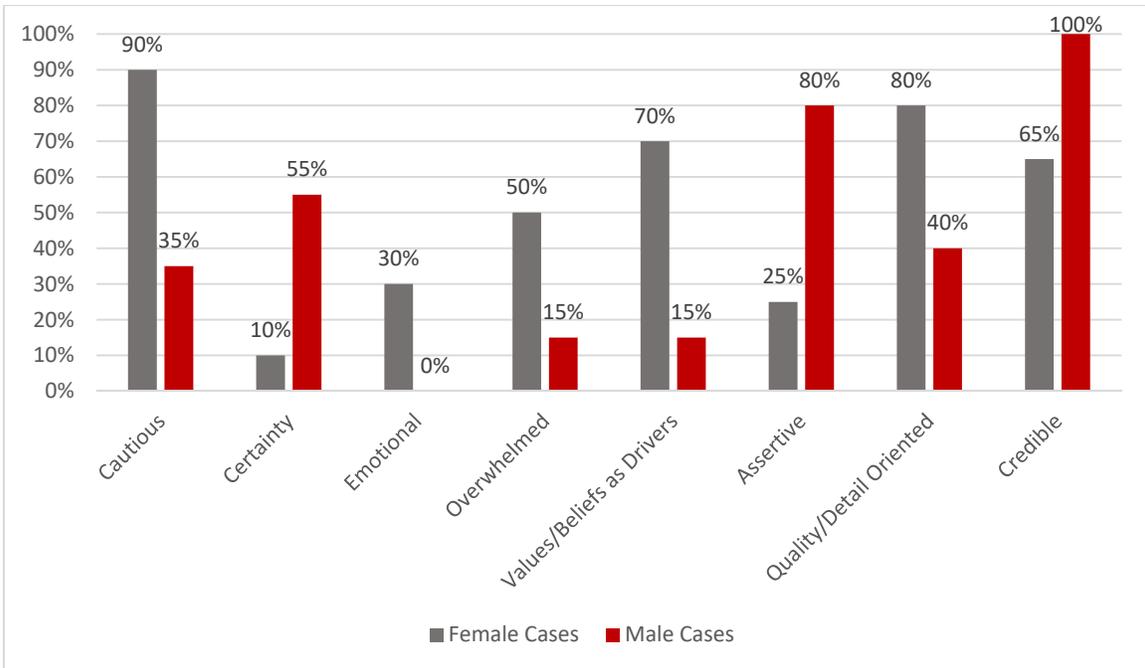


Figure B18. Representations of Personal Characteristics

In Figure B19 below, a comparison of who or what decision-making is attributed to for female versus male protagonists is displayed. The decision-making is more often attributed to the protagonist when he is male (1.2 times more likely) and attributed to other entities, such as the organization (2.5 times more likely) or the protagonist’s team (1.2 times more likely), more often when it is a female protagonist. However, these results were not significant.

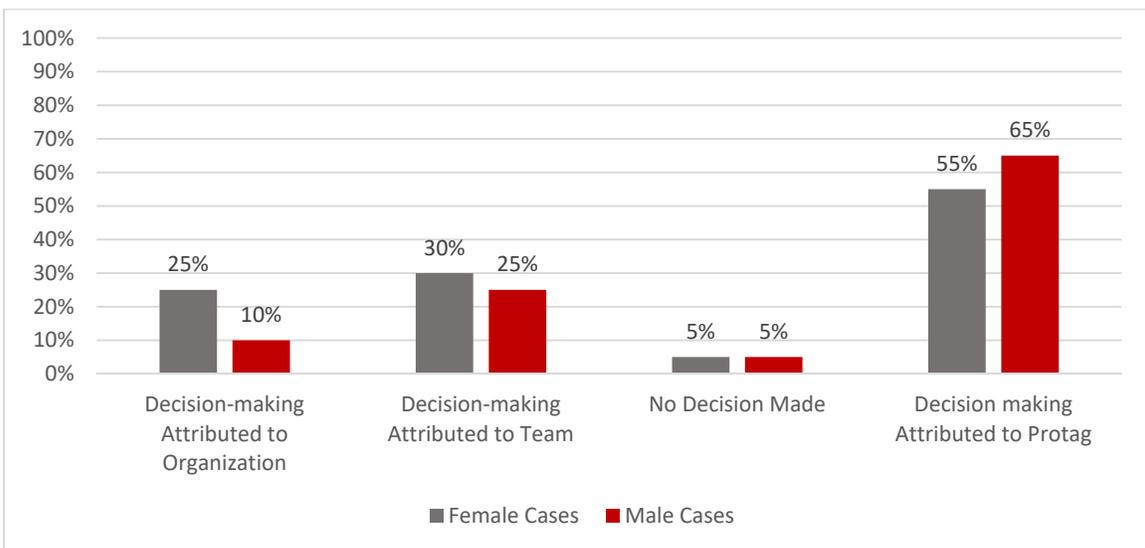


Figure B19. Attribution of Decision Making

Before Sharen and McGowan’s (2019) study was published, we had begun a qualitative analysis of all of our male and female protagonists. After comparing our results to Sharen and McGowan, we identified a few additional differences between how male and female protagonists were portrayed. The following graph (Figure B20) displays characteristics we found that were not present in Sharon & McGowan’s study. All of these characteristics are associated with negative connotations, for example being replaceable and exhibiting self-doubt. It can be seen that female protagonists were portrayed with all of these characteristics more often than male protagonists. For example, female protagonists were 6 times more likely to be replaceable ($p < 0.05$) and 5 times more likely to have their career on the line ($p < 0.1$). T-tests show that all of these differences are significant ($p < .05$) except for ‘Career on the Line’ and ‘Enlightened after Speaking to a Male’.

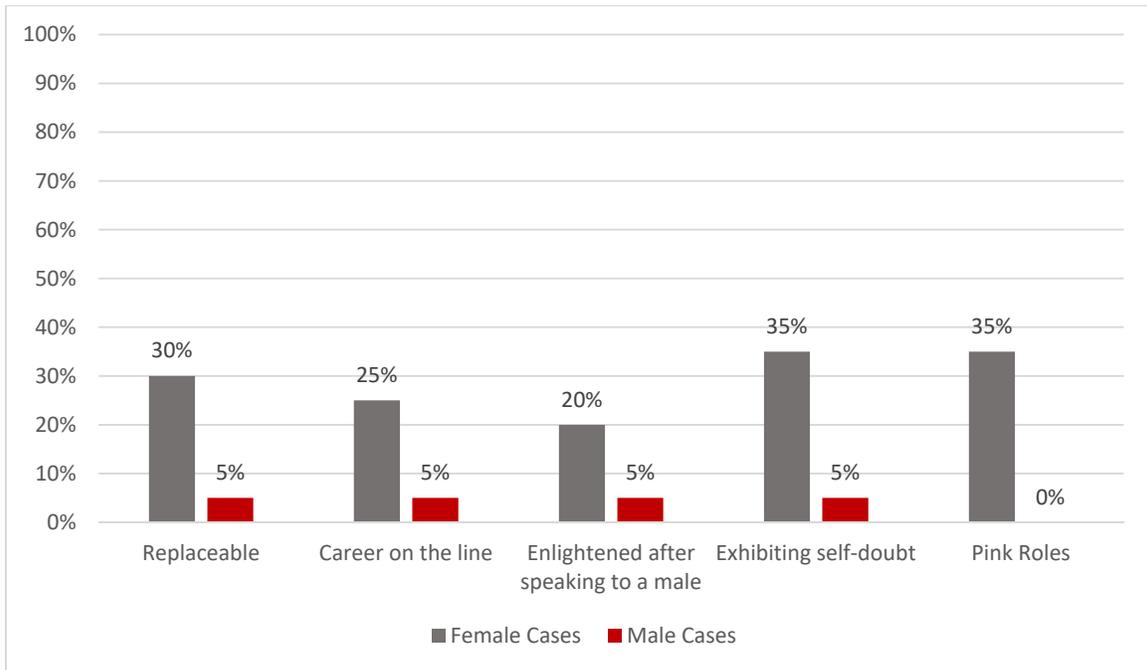


Figure B20. Representation of Other Characteristics

These findings align with feedback that we have received from our graduate students. For example, a FT MBA student commented **‘the women in cases are always doing things wrong. Then a man is saving them.’** Another FT MBA student, who was a BIPOC female, expressed concerns that **‘we are so far from being represented in our cases, and when we are there is often an element of saviorism’**.

Students also expressed concerns that when race and gender were raised, they were brushed over quickly or the discussion failed to address the underlying systemic issues and the historical context of discrimination and exclusion. For example, an EMBA student commented that ‘a couple people raised the issue of diversity, women in leadership and the concern that we are barely touching this issue in our discussions. The intersectionality of race, culture and gender may need a little more space for a healthy exchange.’ This was followed by a request to have additional sessions that could address some of these gaps for their class as soon as possible. Another EMBA commented that ‘we don’t talk about it in the classroom, and if we do, the conversations go sideways and BIPOC students like myself end up doing a lot of teaching and emotional labour because of the lack of awareness among the cohort. We’ve even had one of our faculty members label these discussions a rabbit hole’. These concerns echo those expressed by the students and alumni at Smith School of Business in their ‘Reform Smith’ proposal, which indicated there was limited racial and gender diversity in instructors, case protagonists, and guest speakers; faculty are untrained to deal with equity, diversity, and inclusion issues in class, so shy away from it; and a lack of acknowledgement and discussion of systemic issues (Rahemtulla et. al, 2020).

Executive Speakers

The following chart (Figure B21) shows the gender of executive speakers in our graduate programs that were organized and tracked through the employer relations team from 2015 to 2019 (n=166). This does not reflect all of our executive speakers, as instructors often organize their own speakers, which we do not have data for. **The female average from 2015-2019 has been 33%** with the lowest being 26% in 2015 and the highest being 46% in 2018. In addressing concerns over a lack of instructor diversity, and in recognition of the long timeline involved in hiring more diverse faculty members, schools, such as Rotman, have increased their proportion of diverse Executive speakers and Executives in residence. Other schools (for example HBS) have made a concerted effort to increase speaker diversity, especially in disciplines that are predominantly occupied by males, such as Finance.

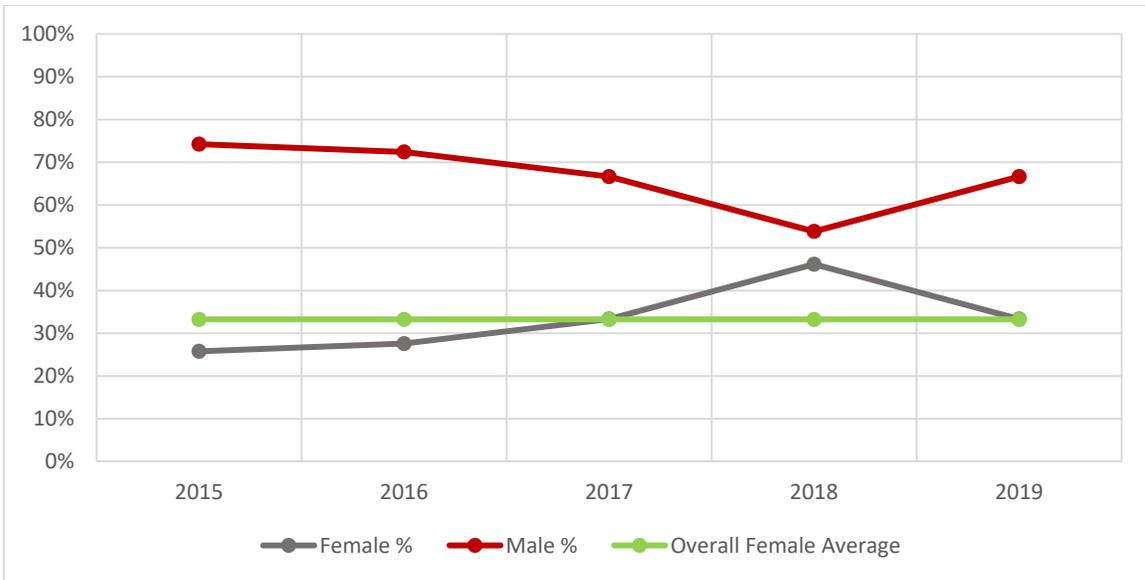


Figure B21. Gender of Executive Speakers (2015-2020), n=166

Mentors in Business

The following chart (Figure B22) demonstrates the prevalence of male mentors within our programs. This prevalence seems to have increased within the past decade, going from 61% male mentors in 2011 to **70% males in 2020**. This has resulted in a female average of 34% across the past ten years (n=2043).

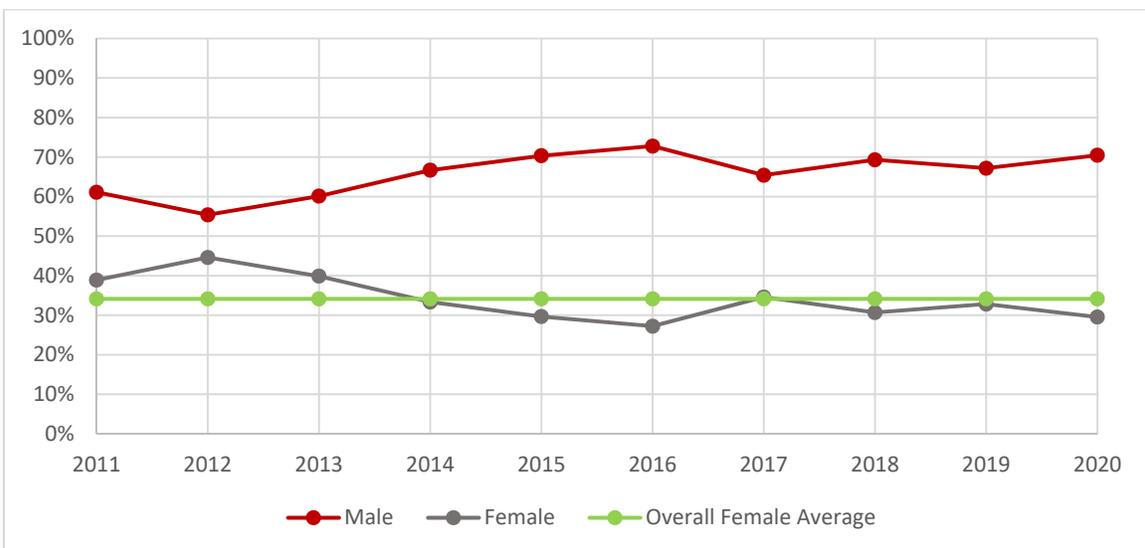


Figure B22. Gender of Mentors in Business (n=2043)

Gender and Grades

As previously discussed, some authors and HBS have found differences in the evaluation of female versus male students. The following table (Table B1) shows the CGPA by program for seven years of the EMBA and Tech MBA and six years of the FT MBA and PT MBA. **There was no significant difference for the EMBA, FT MBA, or PT MBA, but a small but significant difference was found for the Tech MBA.** This is the start of the GPA analysis and we will subsequently be analyzing the incoming versus exiting CGPAs, as was done at HBS.

Table B1. Gender and GPA by Program, 2013-2019 for EMBA and Tech MBA, 2014-2019 for FT MBA and PT MBA

	Male GPA	Female GPA	T-stat	p-value
EMBA	3.57	3.55	0.85	0.40
FT MBA	3.54	3.55	-0.77	0.44
Tech MBA	3.58	3.50	2.07	0.04
PT MBA	3.57	3.55	0.87	0.39
All Programs	3.57	3.54	1.55	0.12

The students and alumni who wrote the 'Reform Smith' proposal expressed concerns over the subjectivity of grading from faculty, peers, and TAs and called for implicit bias training, and removal or identifiers, when possible. They also indicated the faculty were not engaging racially diverse students in class who had names that were difficult for them to pronounce and suggested training and tools to support them. Although this feedback is not from our students, it may reflect concerns our students have as well. Other schools have implemented training and Learning Management System (LMS) tools to support name pronunciation. They have also made an effort to make grading more objective through implicit bias training and masking identity where possible.

Gender in Curriculum

Given the recent attention towards EDI, critiques of management education for a lack of systemic focus (Ely & Padavic, 2007), and student feedback on the lack of EDI-related content in the MBA curriculum, we examined the course outlines for the FT MBA

cohort for fall 2018 to summer 2019, the Tech MBA cohort for fall 2017 to summer 2019, the PT MBA cohort for spring 2018 to fall 2019, and the EMBA cohort from fall 2017 to spring 2019. We looked for readings, discussions, or assignments that related to gender.

We found one course in the FT MBA with 2 readings that mentioned gender:

'Cultural Constraints on the Emergence of Women Leaders: How Global Leaders Can Promote Women in Different Cultures' and 'Businesswomen Navigate Traditions in Saudi Arabia'. There were no other indications of gender in the course curriculum, however it is important to note that without surveying instructors, we cannot say for certain whether this is covered as part of class discussions.

Recently we have had questions from Business school graduate students as to why the course content is isolated from social justice issues and when these connections are raised by students there is a reluctance of faculty to give them space. This was also a concern expressed in the Reform Smith Proposal.

To address these concerns, other business schools have added electives in gender and EDI (e.g. Smith, Ivey, Rotman), added core courses in EDI, and integrated EDI into all courses (for example Schulich will have EDI addressed in all core courses by their 2022 intake). In addition, other schools have asked instructors to indicate how they are addressing EDI in their courses in all course outlines, and surveyed faculty on what their support and training needs were (e.g. Ivey, Desautels, Sauder). They have also offered workshops and had brown bag (e.g. Desautels) discussions on these topics and identified champions (e.g. Schulich) who can support faculty.

Requested Support

This data has been presented at the Graduate Programs Committee, Graduate Curriculum Committee, and the summer 2021 instructor meetings for the programs studied. A few supports have been suggested to improve the inclusion in graduate programs. It was proposed that research assistants be hired to find and vet cases for faculty. It was also proposed that faculty be incentivized additionally to write cases related to issues of EDI. Other instructors requested training, such as use of pronouns and pronunciation of Chinese names. Another instructor requested support for students in how to deal with microaggressions in the class. These and other supports should be

explored further to have a more comprehensive understanding of how to support change in this area.

Next steps

These data, related primarily to gender, is **only a first step in our understanding of EDI in Business school's Graduate Programs**. However, it may be reflective of other aspects of equity, diversity and inclusion. A logical next step is to extend our understanding of EDI in our graduate programs to race or other aspects of diversity and consider how we track our annual progress.

EDI has been indicated as a top priority for University and is present in Business school's calling, strategy, and values. Though we have not been called out publicly by our students as was the case at Smith or Schulich, we must recognize the growing global attention to matters of EDI and the calls for change. We have strong representational diversity in our students and it is important that they feel included, valued, and see themselves in who we portray as leaders. **This is important to address to avoid contributing further to masculine stereotypes and the impact they have on women's careers and in order to avoid hindering our graduates' identity formation, and ability to see themselves as leaders now and into the future.**

By looking at our student diversity, instructor diversity, case protagonist diversity and portrayal, speaker and mentor diversity, student assessment, and reference to gender issues in curriculum, we can begin to get a picture of our student experience in this area and our progress on meeting our stated commitments related to equity, diversity and inclusion. Other business schools globally and across the country are making commitments and changes to address EDI and have done so very quickly in many cases. A subsequent report details the progress that other schools are making and lessons that we can learn from their strategies (see Report Appendix A for the summary). In addition to the initiatives mentioned above, they have created and communicated detailed plans and commitments for change with the priority set from the top; have engaged with students, alumni, faculty, and staff; made commitments to measure and report data; appointed a senior faculty member and staff to lead and manage the work; and amplified thought leadership in this area. The following are

recommendations for moving this work forward at Business school broadly and Graduate Programs specifically.

Evidence Team Recommendations:

The following provides a summary of the Evidence Team's recommendations, bundled by theme. Though the original data collection was specifically related to Graduate Programs and gender, it was quickly evident that recommendations must extend beyond gender to other aspects of EDI and be broader than Graduate Programs. This is not intended to be an exhaustive list of recommendations for Business school as a whole, as the JEDI Steering Committee will be developing that strategy, but the Evidence Team saw many instances where the recommendations necessarily extended beyond Graduate Programs and gender. The recommendations are categorized by: philosophy, leadership, plan, data, instructor diversity, course delivery and curriculum, faculty support, and recruitment and admissions.

Philosophy:

As we proceed in planning and executing related to Equity, Diversity, and Inclusion, we recommend the following broad, philosophical considerations:

- We should not be reflecting the status quo and what we see in society, but instead, **what we want to see in the world** (aspirational), while acknowledging where we are today
- Provide a **safe and inclusive learning environment**
- Continually ask ourselves how our practices, policies, and structures are perpetuating or exacerbating inequity and exclusion and how our practices are failing to improve equity and inclusion, all considered **within a context of historical power asymmetries, discrimination, and exclusion**

Leadership:

We recommend that EDI be a **priority at the highest level of the business school**; other schools who have been successful in making changes in this space have had a clear direction and priority indicated from the top. This would include the following:

- **Senior Academic lead** (with authority) who reports to the Dean, along with dedicated resources in the form of budget and staff (which may challenge other areas of the budget, and involve trade-offs)
- Business school leadership should build **awareness of the priority of EDI in the Business school community** and have continual reminders, sessions, communication, offers of support, and opportunities to get involved and offer input
- **Engage faculty** in the process; develop a plan to get faculty on board
- Communicate priority of EDI to Academic directors and relevant **committees** and encourage to have as a regular agenda item (e.g. Graduate Programs Committee, Graduate Curriculum Committee, Undergraduate Curriculum Committee, Teaching and Learning Committee)
- Continue **analysis of other schools**, and connect with others doing this work to learn, and get ideas
- **Celebrate progress in EDI** and showcase instructors who work to make their courses more inclusive
- **Make diversity a goal in hiring** of new faculty:
 - Faculty selection committees: have representational diversity on **hiring committees** where possible; continue with bias training through University central
 - Increase the pool of candidates through **broader outreach** and search firms

Plan:

The data collected as a part of this process and the recommendations that are included in this report are a start in the process of JEDI work in Graduate Programs. We recommend that a **detailed plan** is created for Graduate Programs, that extends from the JEDI steering committee's plan, considers the recommendations included in this report, as well as the following:

- Invite student voice and involvement
- Align and borrow from the university-wide initiative once the new VP EDI starts
- Graduate programs should work closely with the JEDI Steering Committee, Undergraduate Programs, and the Indigenous Governance committee for alignment and knowledge sharing, where appropriate

- Plans should have targets, a timeline, and accountability for all elements of the plan
- The goals of support services (advising, career, marketing, external relations) should be aligned

Data collection:

We recommend that we **track and report transparently** on an annual basis and extend the existing data collected as follows:

- Develop an annual graduate programs **scorecard** including, but not limited to:
 - Student diversity
 - Instructor diversity
 - Protagonist diversity and framing
 - Guest speakers: Track all guest speakers (from faculty and External Relations) to ensure completeness of data
 - Mentors
 - Grades disaggregated by gender, race, etc. to monitor for areas of possible systemic bias or disparate outcomes
 - Gender and EDI in curriculum: Develop a process to determine where faculty are addressing EDI in their courses
- **Extend existing data collection and analysis:**
 - Collect data for **undergraduate** programs
 - Extend to include other aspects of diversity and consider **intersectionality** (students, instructors, protagonists, speakers, mentors, etc.)
 - Disaggregate data by **identity** (e.g. gender and race) to uncover potential areas of systemic bias (e.g. admissions)
 - Conduct a **student inclusion survey** to have a better understanding of the student perspective; create a **feedback channel** for students
- Present and report data to the Senior EDI Academic lead (once the role is created) on a regular basis

Instructor Diversity:

With an average of 81% male instructors in graduate programs, the diversity of instructors in graduate programs does not reflect the diversity of our students, nor the diversity of the faculty as a whole. However, instructor allocation and mentorship extend beyond graduate programs to Business school as a whole. Therefore, the Evidence Team recommends that we **increase the diversity of instructors in graduate programs** by increasing it in Business school as a whole and specifically within graduate programs:

Business school-wide recommendations:

- Create a model for and encourage **course sharing and mentoring** at Business school, for example: have instructors who teach a particular course mentor a new instructor; appoint course coordinators (similar to undergraduate program model of having a coordinator who manages a course taught with multiple sections); establish and further support area coordinator role of mentoring new instructors or finding someone who can
- Ask Area Coordinators and Academic Directors to work together to **increase diversity when replacing an instructor** and make changes as a **community**, rather than sole responsibility on Academic Directors
- Recognize that this **will take time**, especially in an academic setting, and encouraging and celebrating can support further movement in this direction

Within graduate programs:

- **Survey faculty** who don't teach in graduate programs to see if anyone is interested, and if not, what is holding them back
- Bring junior (diverse) faculty into graduate classes for guest lectures to increase their exposure to graduate teaching and **diversify in-class experience** (offer all instructors opportunity to guest lecture in graduate programs to get exposure, and encourage diverse instructors)
- Examine and consider instructor diversity at the program level and by semester, when possible
- If faculty who are diverse cannot be recruited in the short-term, recruit those who can teach in a diverse way, respecting and surfacing different view points

Course Delivery & Curriculum:

The data reviewed by the Evidence Team found: a lack of diversity of case protagonists and guest speakers, lack of curriculum surfacing issues of gender and systemic challenges, and negative and stereotypical framing of diverse protagonists. In addition, student feedback from Business school and other schools indicate concerns over a lack of social justice and JEDI content integration. Although only one small significant difference was found in grade differentials by gender in our MBA programs, other schools and student groups have raised concern about grading biases for different identity groups. As a result, the Evidence Team recommends the following to increase the inclusiveness of graduate programs (the faculty support recommendations related to these will follow):

- Increase the diversity of case protagonists, and reduce stereotypical or negative framing of diverse protagonists
- Increase inclusion of systemic challenges and social justice considerations
- Increase the diversity of speakers in the class
- Support processes to avoid grade biases
- Add non-credit workshops and orientation sessions on EDI to graduate programs
- Include EDI content within courses
- Consider adding a core course to each program
- Onboard students to EDI topics and our expectations regarding related conduct in the classroom

Faculty support:

The following details the support recommended for faculty in three main areas: awareness, within graduate programs, and through the Teaching and Learning Committee, and External Relations.

Awareness:

The Evidence Team acknowledges that **awareness is a first and crucial step** in increasing the inclusiveness of graduate programs and that most faculty may not be

aware of the importance and impact of inclusion and how they can make their courses more inclusive. Therefore, we recommend increasing awareness with faculty initially and then continually by:

- **Presenting the recent data collection** as an example to all faculty (grad and undergrad) as a significant item on the agenda at a faculty meeting, and allow for questions and discussion.
 - Use **success stories** and examples of faculty who have made changes in their courses
 - **Avoid shaming or blaming** when presenting the data, come from a place of awareness and gentle nudging
 - Ensure there is an understanding that both male and female faculty do this **unintentionally**

Support within Graduate Programs:

In addition, we recommend providing the following supports with graduate programs:

- Offer **Research Assistant support** to source cases with diverse protagonists and vet cases for instructors
- **Annually review syllabi** for protagonist diversity measures and have data as a discussion starter for instructors and Academic Directors to look for opportunities for support
- Offer templates, support, or tools to faculty to make **grading blind**, with only student number indicated, if they choose
- Support instructors in **name pronunciation** of international students through tools such as LMS name pronunciation plug-in and workshops, as there is some evidence in other schools of international students being less likely to be called upon
- Support faculty with **enforcing expectations** and handling student concerns

Supports via Teaching and Learning Committee:

The following recommendations extend beyond graduate programs and align with the work that the TLC is currently leading:

- **Survey faculty** on what training support they need related to EDI (after EDI indicated as a priority) and who they see as thought leaders we could engage to speak to our faculty

- Continue to offer **workshops/brown-bag lunches on EDI** in course material selection, dealing with microaggressions in class, inclusive teaching, gender & EDI integration into courses, etc.; use respected experts
- Provide **resources and links** for diverse case protagonists (e.g. Harvard, Berkeley, etc.) on Teach Anywhere
- Offer **course groups or communities of practice** so instructors can work with other instructors who teach the same or similar courses across multiple graduate programs, or to connect instructors integrating gender and EDI content, similar to those recently trialed by the TLC
- Identify a faculty member to act as an **EDI Teaching Fellow** who is well versed in EDI and can support instructors and compensate the role (e.g. course release)
- Engage with faculty who are interested in this area to determine how to support them

External Relations:

It is recommended that the External Relations team support faculty and students in the following way:

- Source **Executives in Residence and guest speakers** to increase the diversity in the classroom
- Aim for **at least 50% of guest speakers and mentors as female**, higher proportions could help to offset the lack of diversity in instructors
- Aim for **other aspects of diversity**, such as racial diversity so students are more likely to see themselves in who we present as leaders

Recruitment & Admissions

Although we currently have high representational diversity in our programs, there are a few programs and areas where our representational diversity is low, and there may be areas of systemic biases that we are unaware of. Therefore, we recommend the following:

- Expand notion of what it means to be experienced in ‘technology’ and examine admission requirements of the **Tech MBA program for systemic bias**
- Recruit diverse prospects for part-time programs by suggesting the MBA programs as a way to develop high-potential women or other aspects of

diversity to **corporate** contacts; target organizations who have programs to develop high-potential diverse candidates

- Recruit diverse prospects for part-time programs by **partnering** with organizations looking to advance women or other groups (e.g. Forte foundation)
- Examine options for increased **flexibility**, such as longer program plans and online learning to increase interest among females in part-time programs

In conclusion, in the discussions following the presentation of data on student diversity, instructor diversity, who is featured as leaders (case study protagonists, mentors, and executive speakers), student assessment, and presence of gender in the curriculum, the evidence team made recommendations related to: Business school's EDI philosophy, leadership, plan development, data collection and analysis for new and existing data, instructor diversity (in Graduate Programs and across Business school), course delivery and curriculum, faculty support (including awareness, within graduate programs, and through the Teaching and Learning Committee), and recruitment and admissions. Although the data collection and recommendations included in this report are primarily related to gender, **they offer a start in the process of creating a more inclusive experience for our students.**

Report Appendix A: Categories of EDI Focus in Business Schools:

The following are the categories of EDI Actions found in business schools. This is detailed in a separate report.

EDI Plan:

- Short- and long- term commitment to make changes
- Commitment made publicly (website)
- Repetition of commitment and from multiple sources

Stakeholder engagement/consultation:

- Townhalls
- Surveys (internal or DEI consultants)
- Student club involvement/role
- Feedback channel for students, faculty, staff
- Messaging for welcoming involvement and feedback

- Identifying and addressing systemic barriers

Resources for Faculty:

- Resources on the 'how'
- New instructor orientation
- Expert speakers
- Examples
- Mentors
- Core course groups

Measure/Track/Report:

- Include a measure in course evaluations
- Diversity census (students, faculty, staff)
- Scorecard
- Annual report on plans & progress

Student Recruitment, Admissions, & Support:

- Diversity metrics tracked
- Applicant assessment (consider systemic barriers)
- Financial aid
- Partnerships to access candidates

Curriculum:

- Courses added (core, electives)
- EDI integrated into courses and core courses
- Accreditation learning objectives embedded
- Reporting on how EDI reflected in course
- Prime/empower students in orientation
- Diversity of speakers/mentors
- Diversity of case protagonists

Instruction:

- Diversity of instructors
- Direct recruitment of BIPOC and Indigenous instructors
- Executives in residence
- Post-docs

Leadership & Strategy:

- Top leadership support and push (Dean, President)

- Faculty member appointed to lead (tenured)
- Sr. staff member appointed to lead
- Task force (faculty, staff, students, alumni)
- Research (funded research centre, projects)
- Advisory board

Hiring:

- EDI training for hiring panels
- Building EDI into JDs for staff, faculty, and instructors
- Cluster hiring

Thought Leadership:

- Talks
- Publishing research
- Diversity Insights

Report Appendix B: Student Diversity by Program

The gender distribution in the FT MBA (2014-2021) is presented in Figure B23. There has been an average of 47% female students from 2014-2021 and there have been 3 years (2016, 2017, 2019) where there has been a female majority.

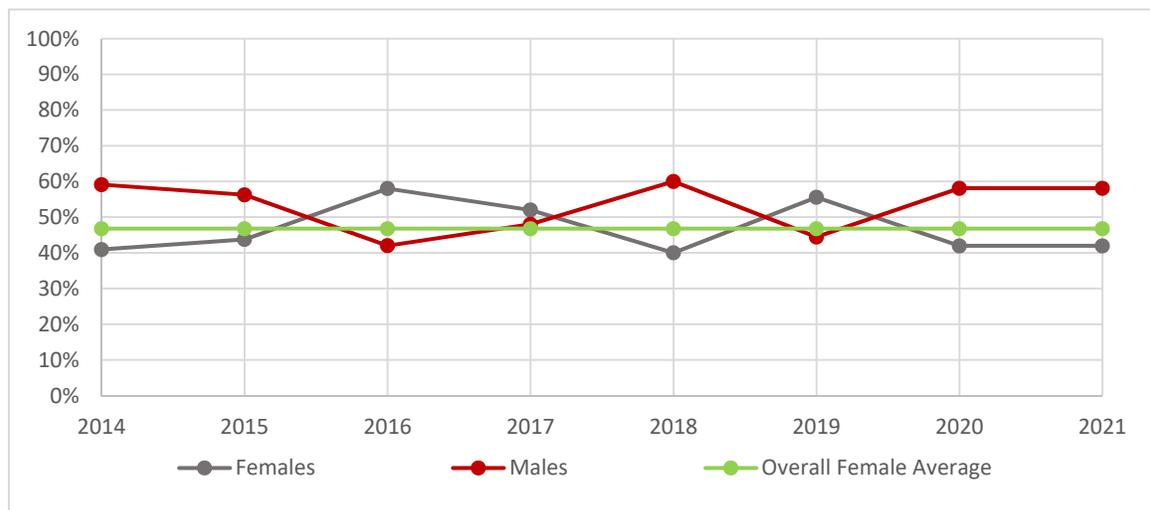


Figure B23. Gender in the FT MBA (2014-2021), with an average of 47% females across all years ranging between 42 – 60% for females and 40 – 58% for males

The gender distribution of the Tech MBA is presented in Figure B24. There has been an average of 27% female students 2014-2021 and the distribution has remained fairly constant. This is due in large part to the prevalence of technical and engineering graduates in the program, which have been dominated by males (see Figure B25).

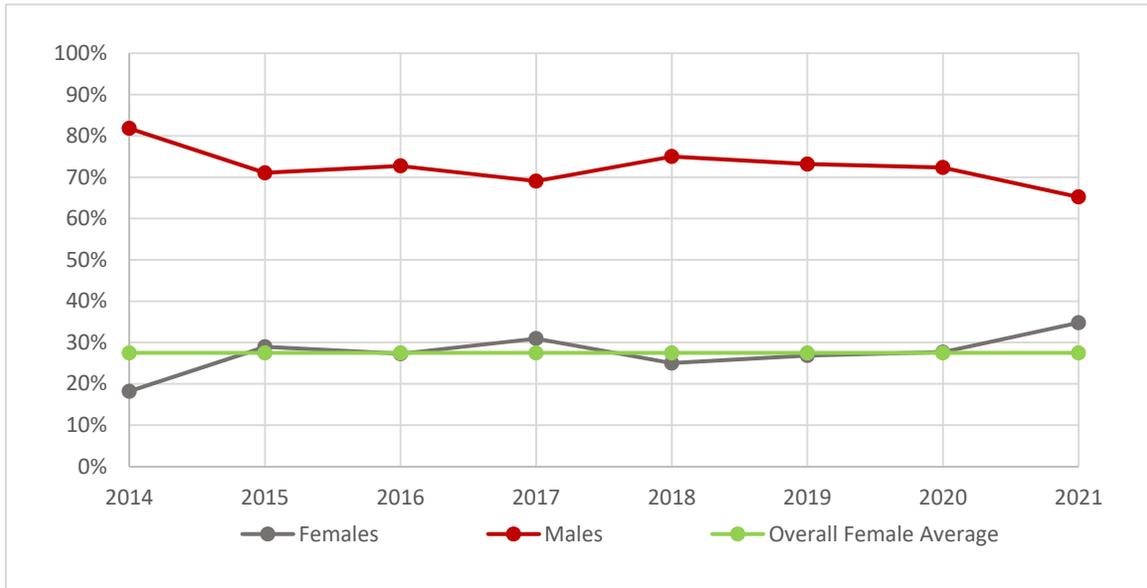


Figure B24. Gender in the Tech MBA (2014-2021), with an average of 27% females across all years between 18 – 35% for females and 65 – 82% for males

The following chart (Figure B25) demonstrates the degrees of the Tech MBA's Fall 2020 students prior to them joining the program. 62% of them come from Technology and Engineering backgrounds and 81% of the students from this background are male.

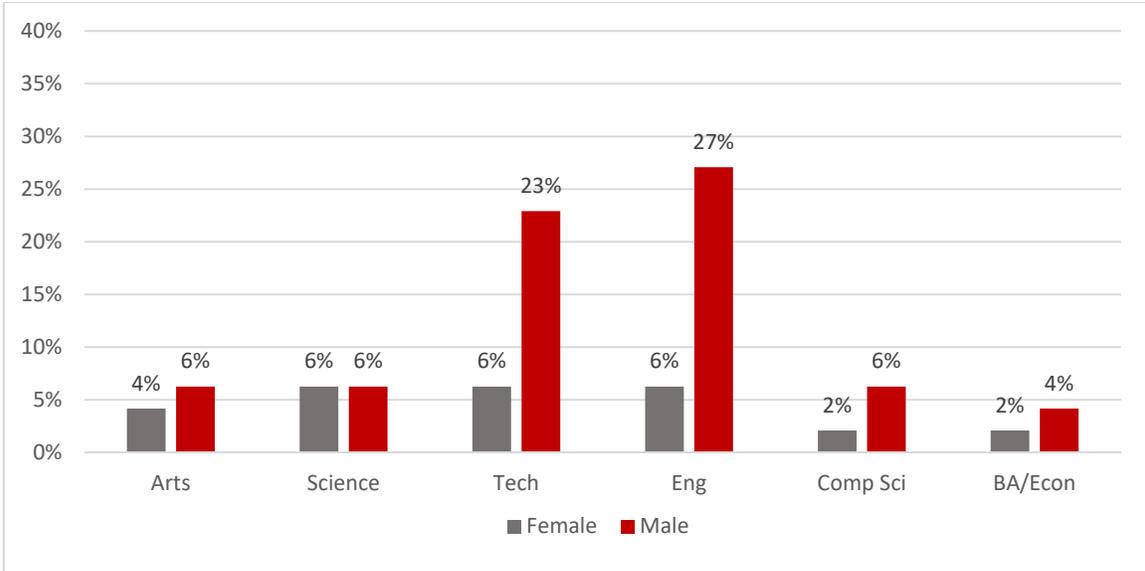


Figure B25. Prior Degrees of Tech MBA Students (Fall 2020)

The gender distribution of the MFin is presented in Figure B26. There has been an average of 54% female students from 2014-2021. The proportion of females in the program was at its highest in 2014 at 68% and its lowest the following year in 2015 at 47%. Most recently in 2021, the program had 48% females.

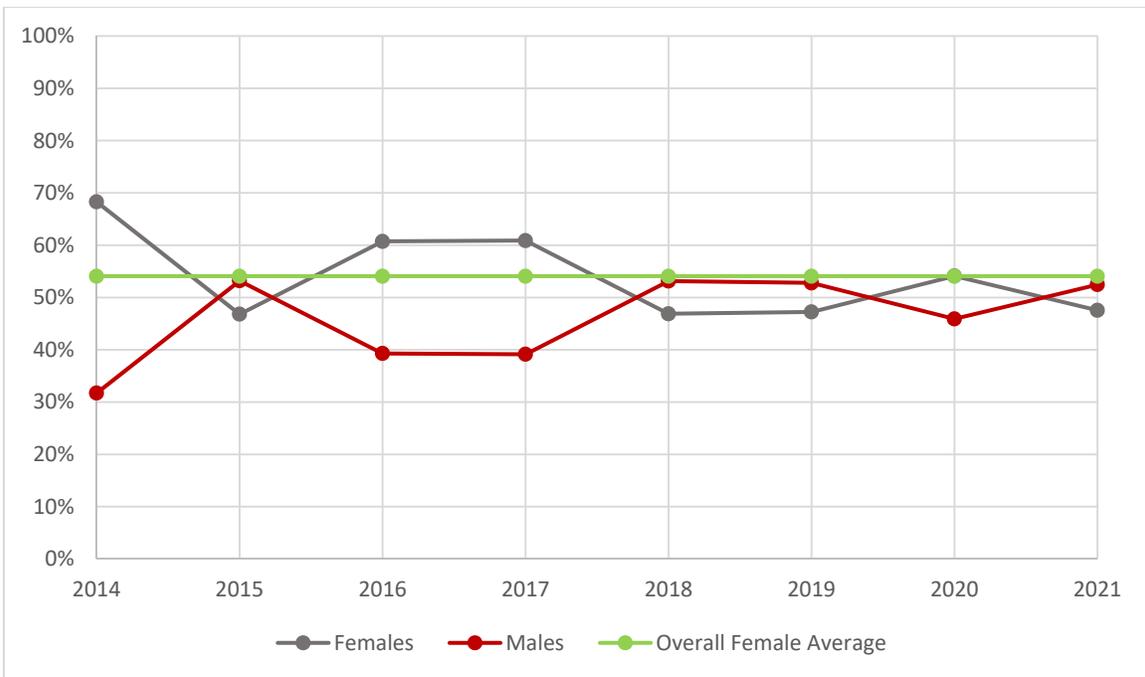


Figure B26. Gender in the MFin (2014-2021), with an average of 54% females across all years and between 47 – 68% for females and 32 – 53% for males

The gender distribution of the PT MBA is presented in Figure B27. There has been an average of 39% female students from 2014-2021 and the distribution has remained fairly constant. The female proportion of the program was at its highest in 2014 and 2015 at 48% and at its lowest in 2016 at 28%.



Figure B27. Gender in the PT MBA (2014-2021), with an average of 39% females across all years and between 28 – 48% for females and 52 – 72% for males

The gender distribution of the EMBA is presented in Figure B28. There has been an average of 37% female students since 2014. The proportion of females has increased since 2017 where it was at its lowest at 21%. The most recent cohort (2021) has 43% female and the previous cohort (2020) had the highest proportion of female students at 53%.

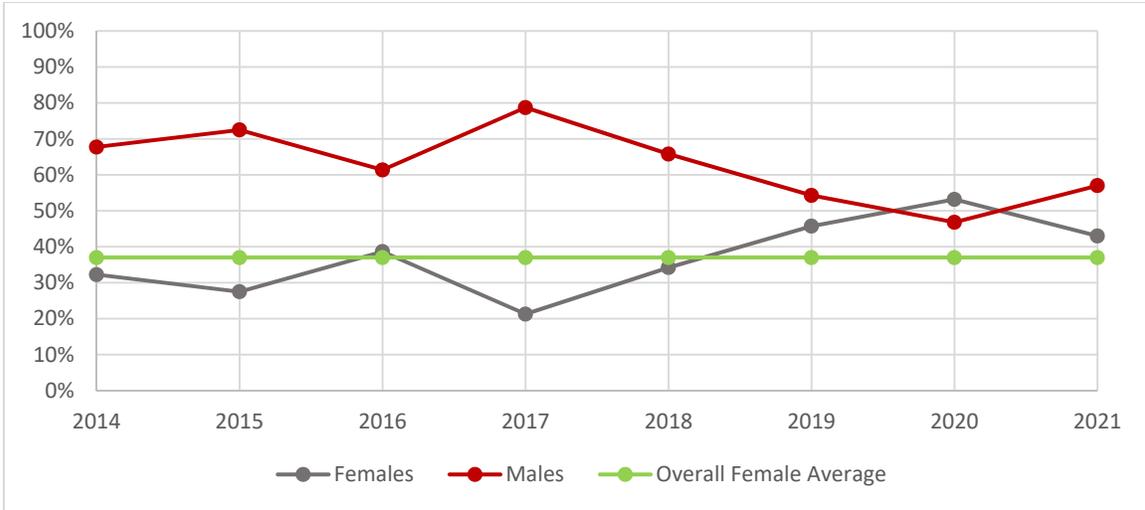


Figure B28. Gender in the EMBA (2014-2021), with an average of 37% females across all years between and 21 – 53% for females and 47 – 79% for males

The gender distribution of the Indigenous Leadership EMBA is presented in Figure B29. There has been an average of 62% female students from 2014-2021 and they have been the majority consistently since 2016. The gaps in 2015 and 2019 represent years that the program was not offered.

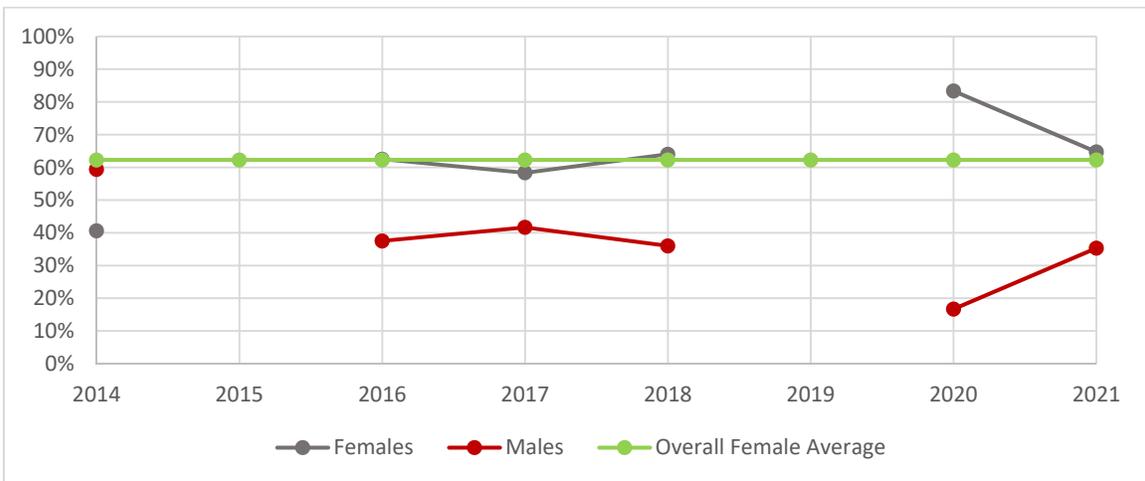


Figure B29. Gender in the Indigenous Leadership EMBA (2014-2021), with an average of 62% females across all years and between 41 – 83% for females and 17 – 59% for males

The gender distribution of the OGD is presented in Figure B30. There has been an average of 50% female students from 2014-2021 and the distribution has remained

fairly constant. 2019 marked the first year the program had a female majority and it remained in 2020 at 53%.

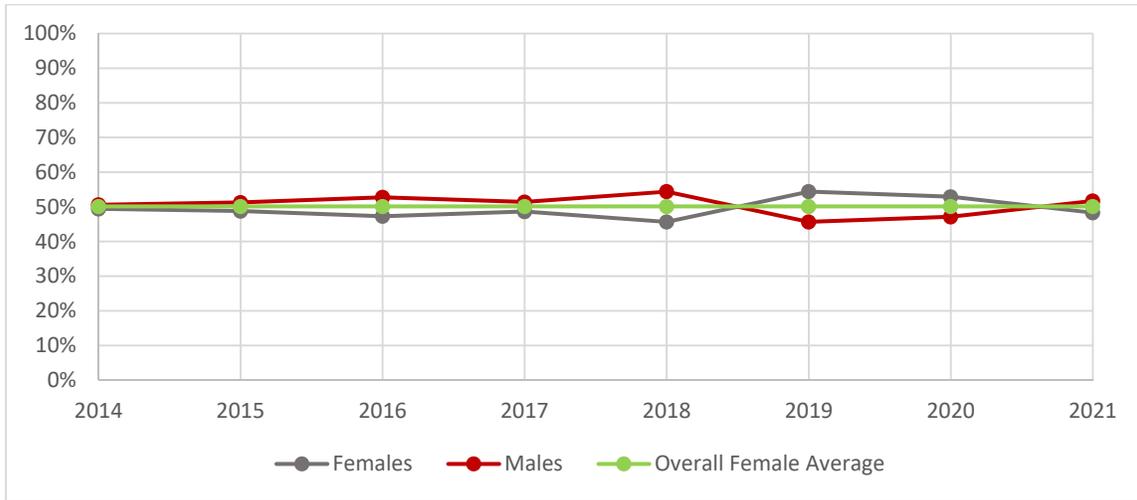


Figure B30. Gender in the OGD (2014-2021), with an average of 50% females across all years and between 46 – 54% for females and 44 – 54% for males

Report Appendix C: Instructor Diversity by Program

The following diagram (Figure B31) shows the gender of instructors in the FT MBA from the 2016 cohort to the 2020 cohort. The male prevalence in the program has decreased over the years but, a majority still remains with the average for the program over these cohorts being 77%.

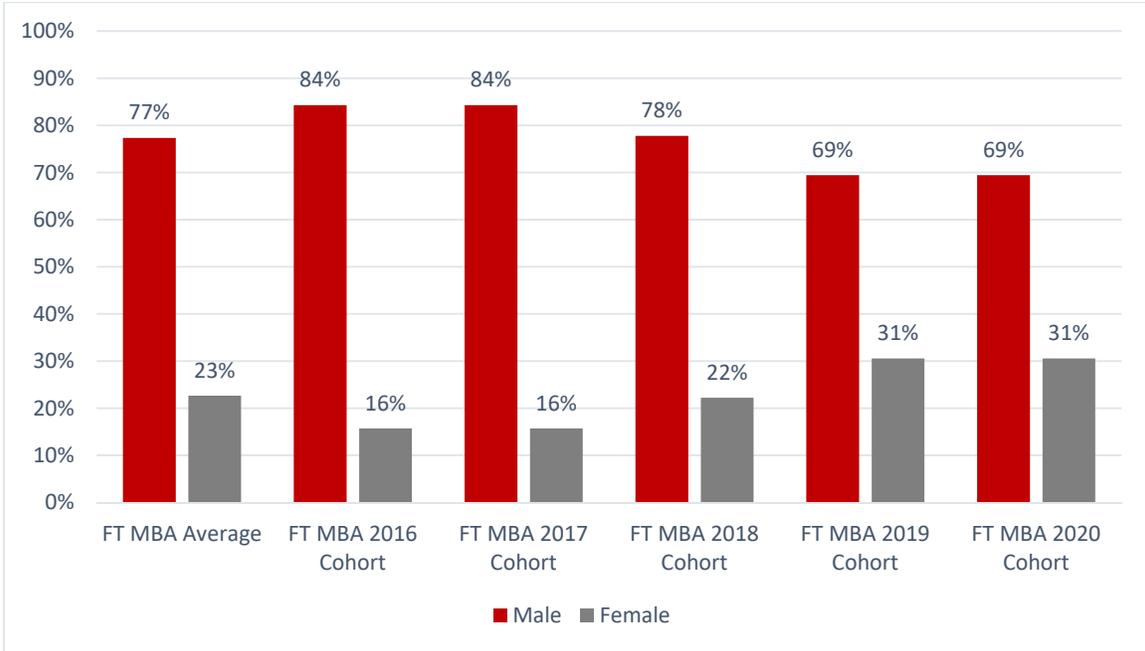


Figure B31. Gender of Instructors in the FT MBA (2016-2020)

The following diagram (Figure B32) shows the gender of instructors in the Tech MBA from the 2016 cohort to the 2020 cohort. A large male majority can be seen with the average of female instructors over these years being 18%.

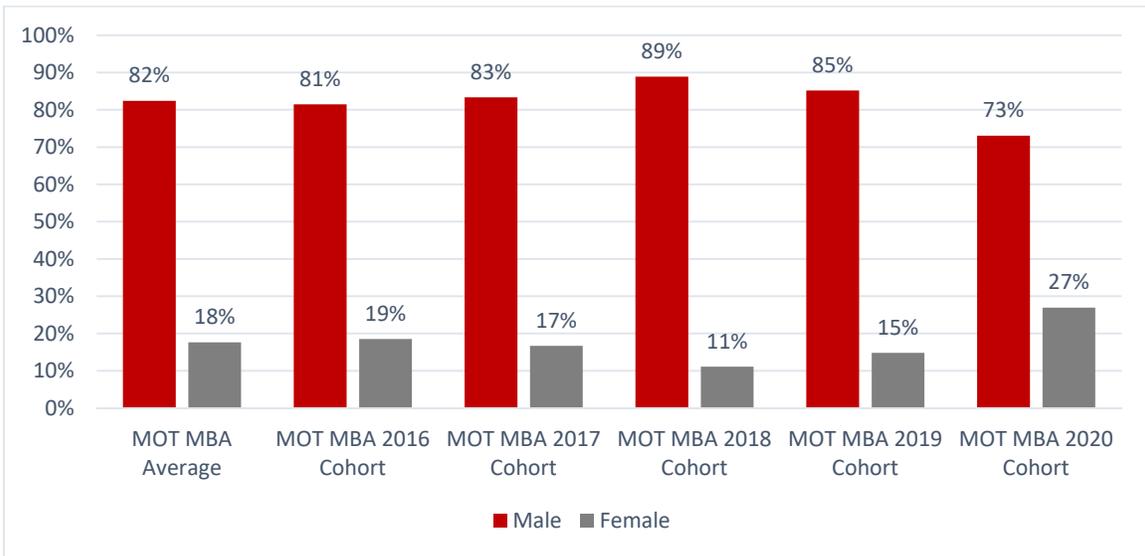


Figure B32. Gender of Instructors in the Tech MBA (2016-2020)

The following diagram (Figure B33) shows the gender of instructors in the PT MBA from the 2016 cohort to the 2020 cohort. The most recent cohort has seen an

increase in female instructors, although a large male majority still remains. The average of female instructors over these years is 23%.

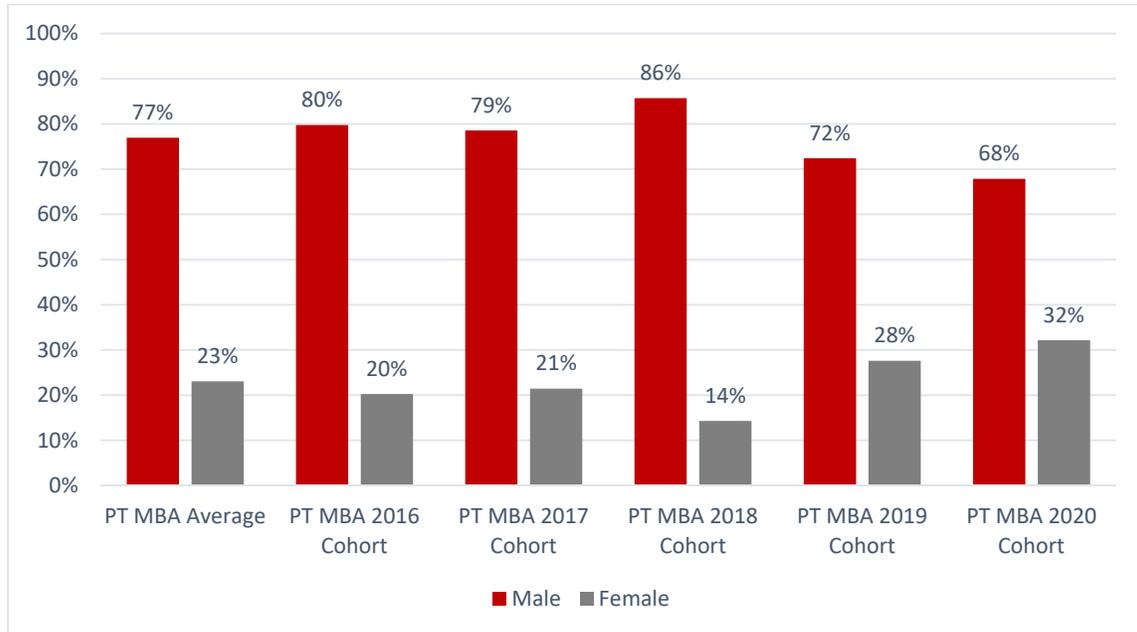


Figure B33. Gender of Instructors in the PT MBA (2016-2020)

The following chart (Figure B34) shows the gender of instructors in the EMBA from the 2016 cohort to the 2020 cohort. There has been a downward trend of male instructors, however the prevalence of males is still apparent. The average for male instructors over these years is 77%.

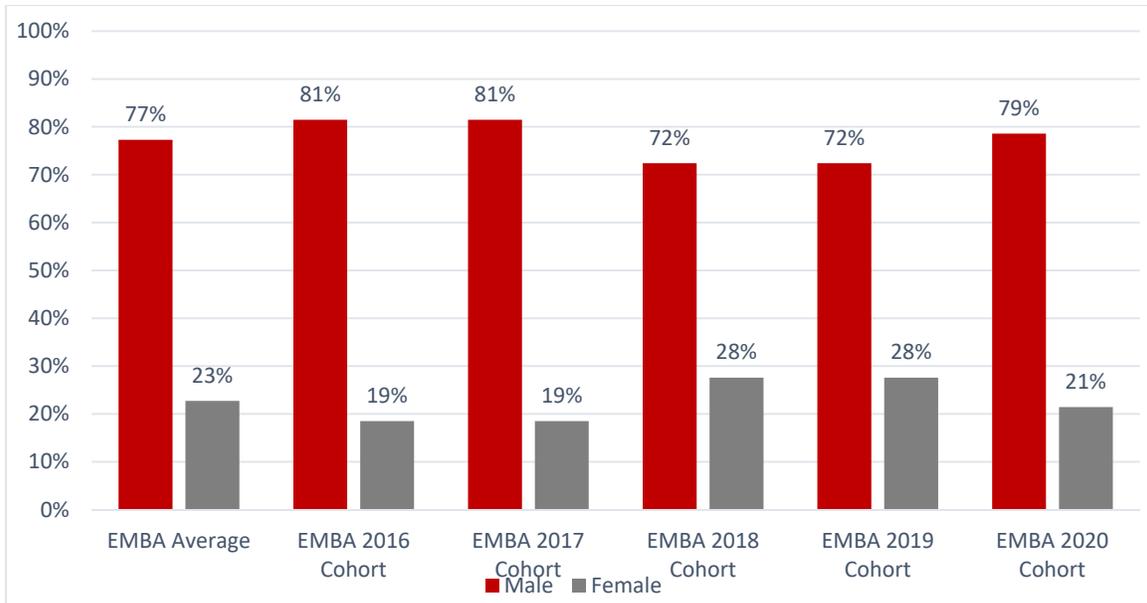


Figure B34. Gender of Instructors in the EMBA (2016-2020)

The following diagram (Figure B35) shows the gender of instructors in the Indigenous Leadership EMBA from the 2016 cohort to the 2020 cohort. The average for female instructors over these years is 28%. The 2020 Indigenous Leadership EMBA instructors are 54% female. This is notable as the first graduate program to have majority female instructors for an entire cohort.

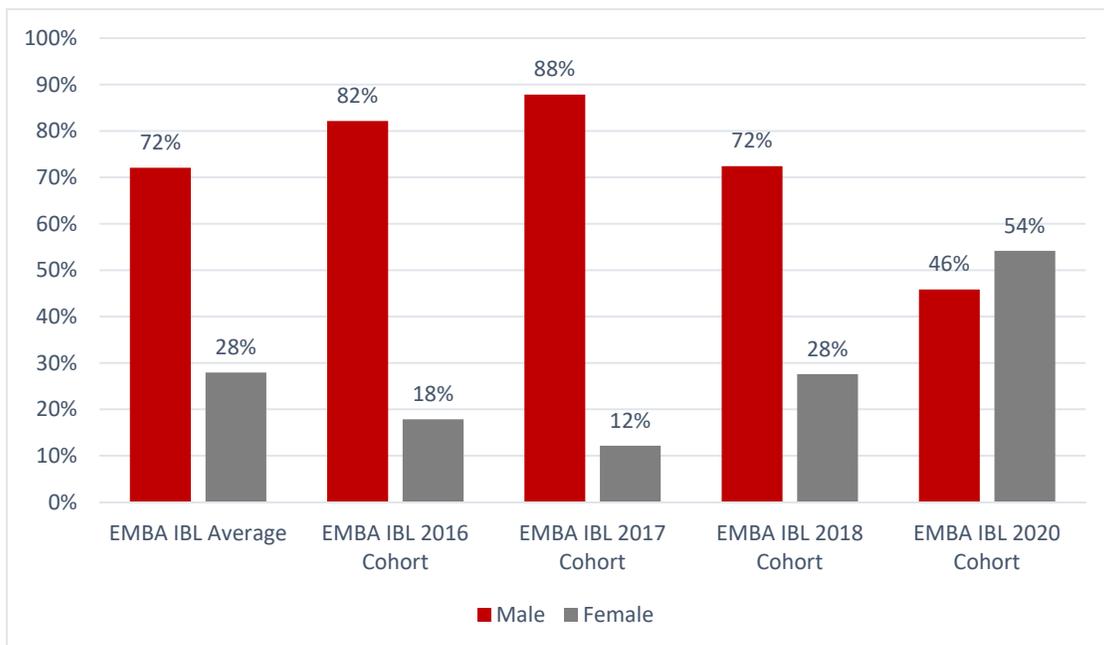


Figure B35. Gender of Instructors in the Indigenous Leadership EMBA (2016-2020)

The following diagram (Figure B36) shows the gender of instructors in the MFin from the 2016 cohort to the 2020 cohort. This program has the largest prevalence of male instructors with there being no female instructors between the 2017-2019 cohorts. The average of female instructors within these years is 3%.

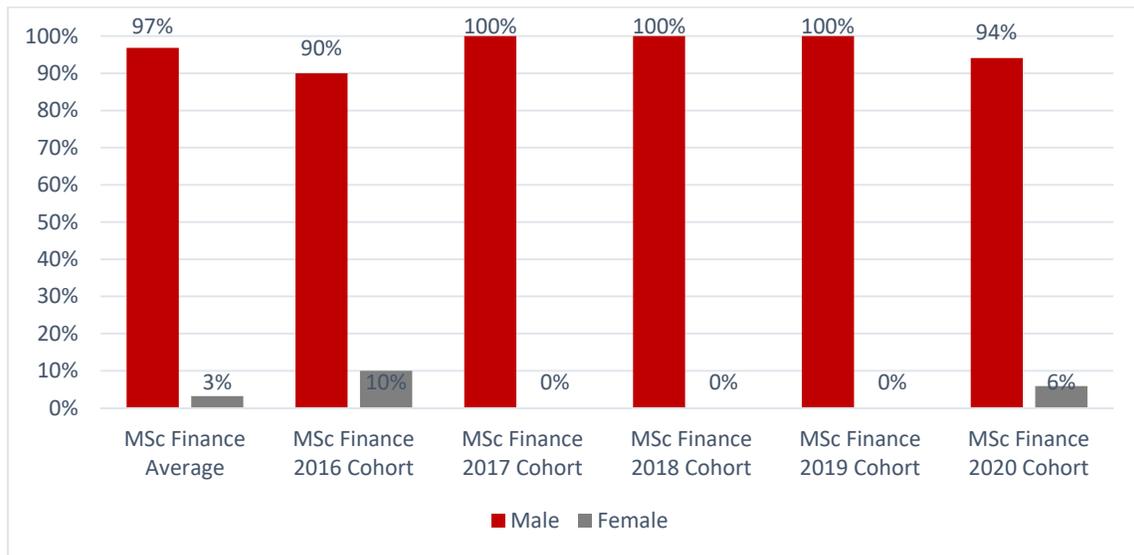


Figure B36. Gender of Instructors in the MFin (2016-2020)

Report Appendix D: Protagonist Type by Program

The following graph (Figure B37) demonstrates the magnitudes of the protagonist types in the case studies taught in the FT MBA. Male protagonists are most often used with 67% of the programs' cases utilizing them.

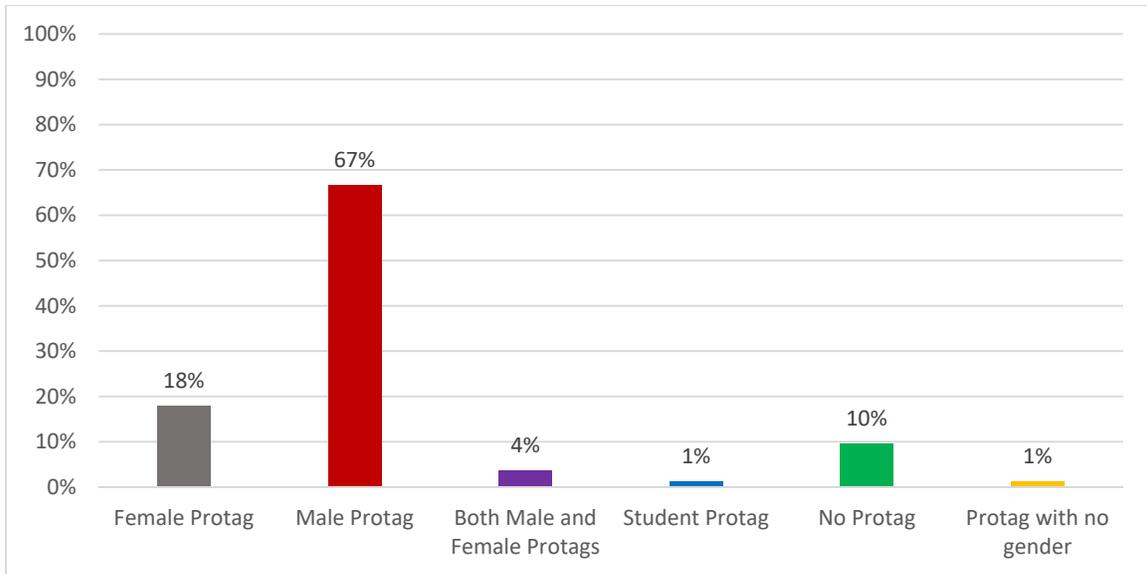


Figure B37. FT MBA Case Studies Gender Makeup (n=84 Case Studies)

The following graph (Figure B38) demonstrates the magnitudes of the protagonist types in the case studies taught in the Tech MBA. Male protagonists are most often used with 70% of the programs' cases utilizing them.

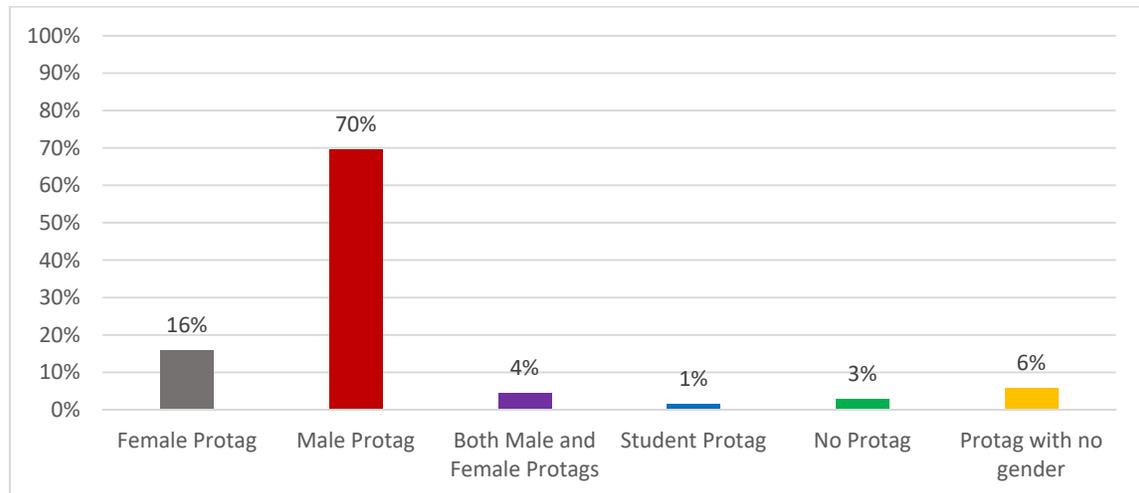


Figure B38. Tech MBA Case Studies Gender Makeup (n=69 Case Studies)

The following graph (Figure B39) demonstrates the magnitudes of the protagonist types in the case studies taught in the PT MBA. The program has the highest percentage of female protagonists at 33%. Male protagonists are most often used with 56% of the programs' cases utilizing them.

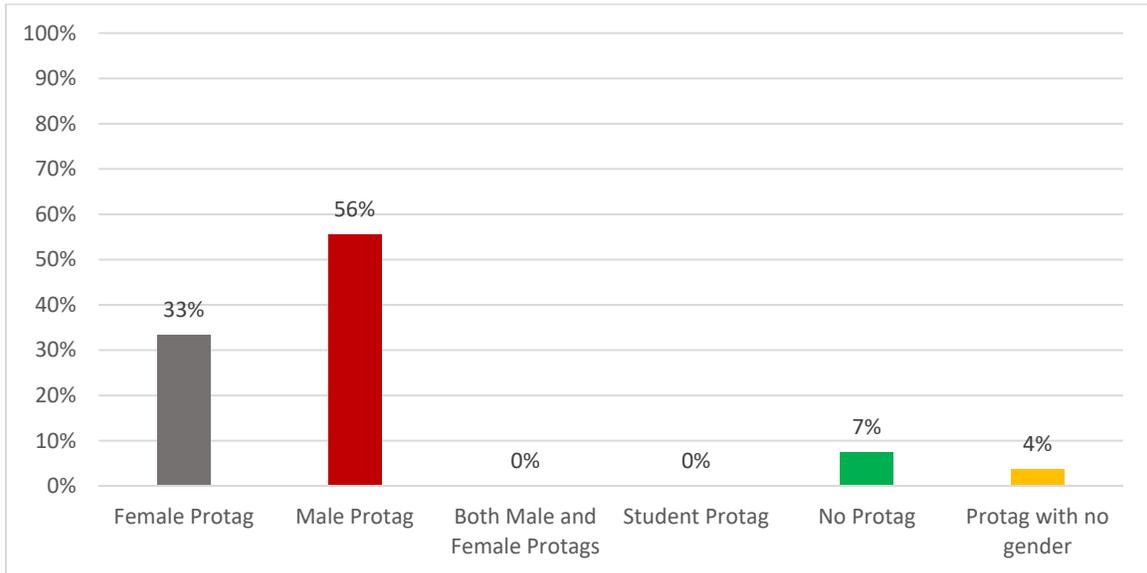


Figure B39. PT MBA Case Studies Gender Makeup (n=27 Case Studies)

The following graph (Figure B40) demonstrates the magnitudes of the protagonist types in the case studies taught in the EMBA. Male protagonists are most often used with 70% of the programs' cases utilizing them.

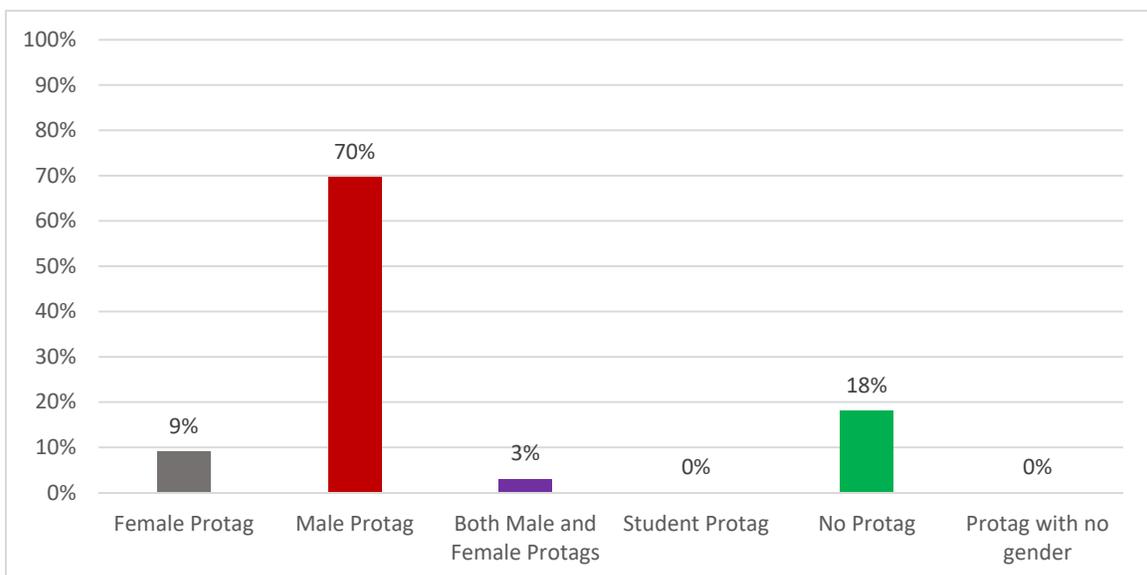


Figure B40. EMBA Case Studies Gender Makeup (n=66 Case Studies)

Report Appendix E: Courses with Female Case Protagonists

The following chart (Figure B41) portrays a histogram of courses binned by the percentage of case studies with female protagonists taught in FT MBA courses (n=10 courses). 10% of the program's courses have no case studies with female protagonists. Further, 60% of the courses have case studies with 25% or less female protagonists and only 20% have more than 50% female protagonists.

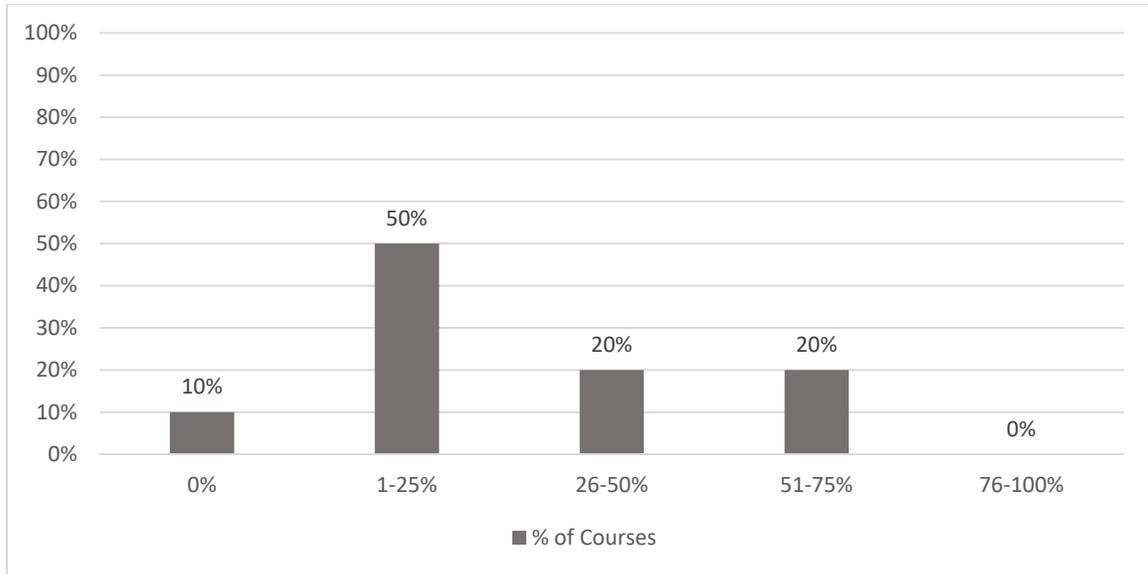


Figure B41. FT MBA Histogram, Number of Courses with Binned Percentage of Female Protagonists (n=10 courses)

The following chart (Figure B42) portrays a histogram of courses binned by the percentage of case studies with female protagonists taught in Tech MBA courses (n=10 courses). 20% of the program's courses have no case studies with female protagonists. 70% of the courses have case studies with 25% or less female protagonists and only 10% have more than 50% female protagonists.

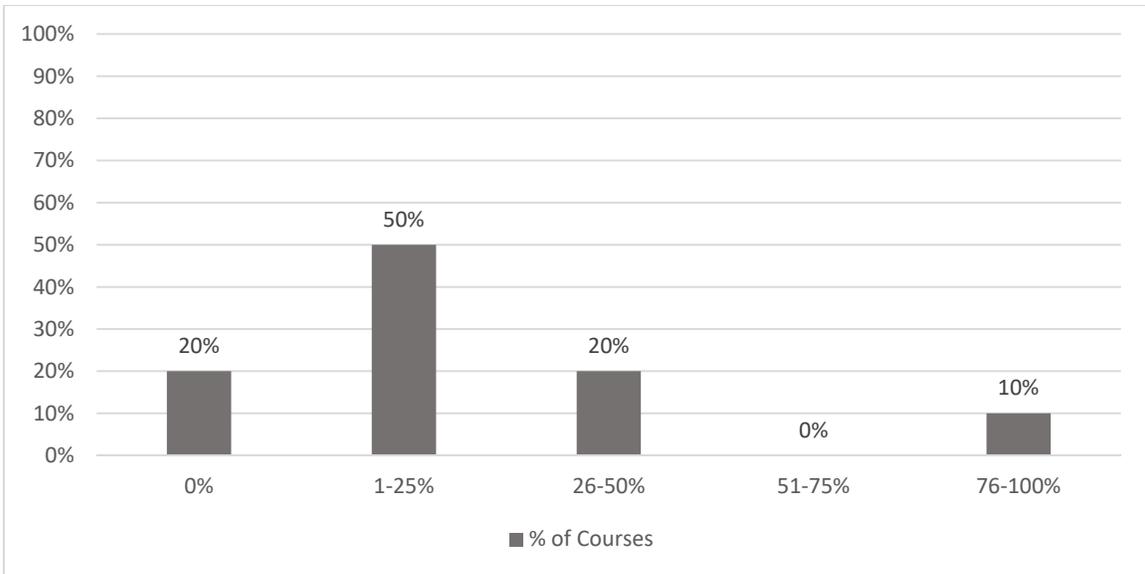


Figure B42. Tech MBA Histogram, Number of Courses with Binned Percentage of Female Protagonists (n=10 courses)

The following chart (Figure B43) portrays a histogram of courses binned by the percentage of case studies with female protagonists taught in PT MBA courses (n=6 courses). 17% of the program's courses have no case studies with female protagonists. Only 17% have more than 50% female protagonists.

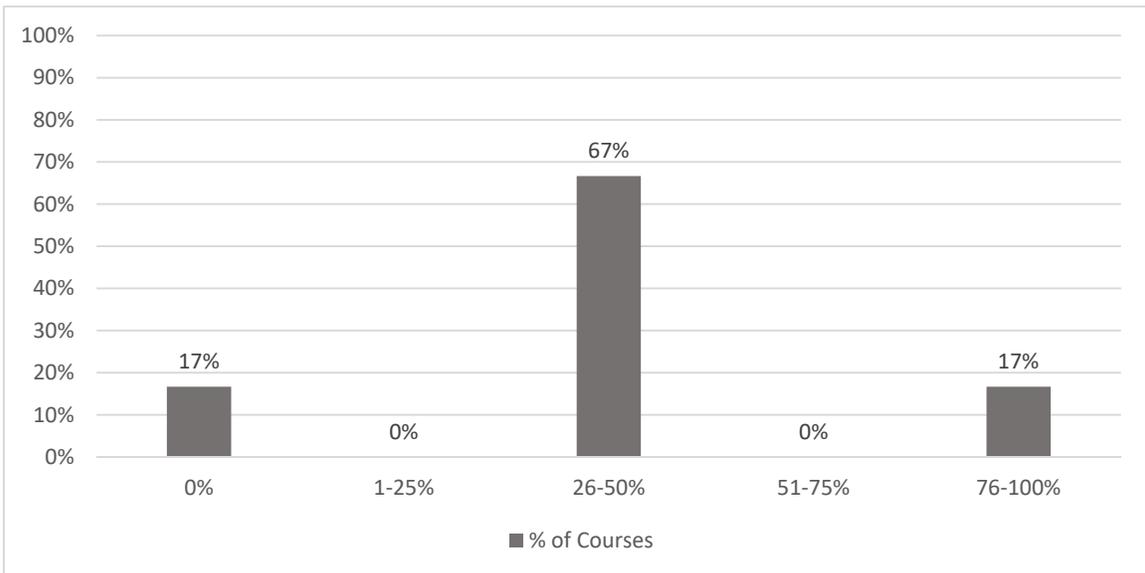


Figure B43. PT MBA Histogram, Number of Courses with Binned Percentage of Female Protagonists (n=6 courses)

The following chart (Figure B44) portrays a histogram of courses binned by the percentage of case studies with female protagonists taught in EMBA courses (n=12 courses). 58% of the program’s courses have no case studies with female protagonists. 83% of the courses have case studies with 25% or less female protagonists and no courses have more than 50% female protagonists.

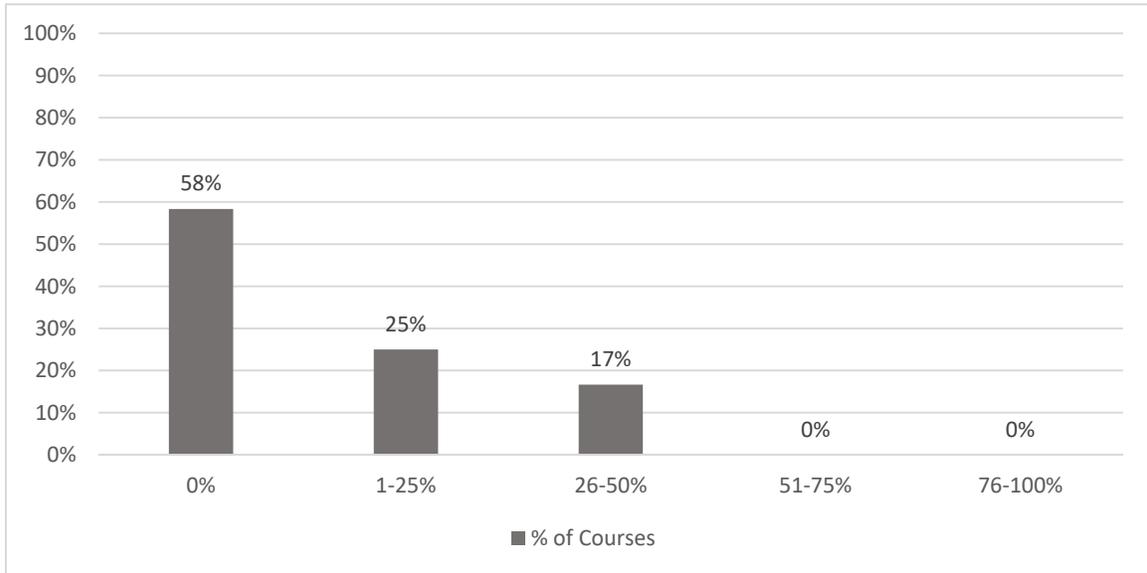


Figure B44. EMBA Histogram, Number of Courses with Binned Percentage of Female Protagonists (n=12 courses)

Report Appendix F: Courses with Male Case Protagonists

The following chart (Figure B45) portrays a histogram of courses binned by the percentage of case studies with male protagonists taught in FT MBA courses (n=10 courses). 80% of the program’s courses have more than 50% of male protagonists.

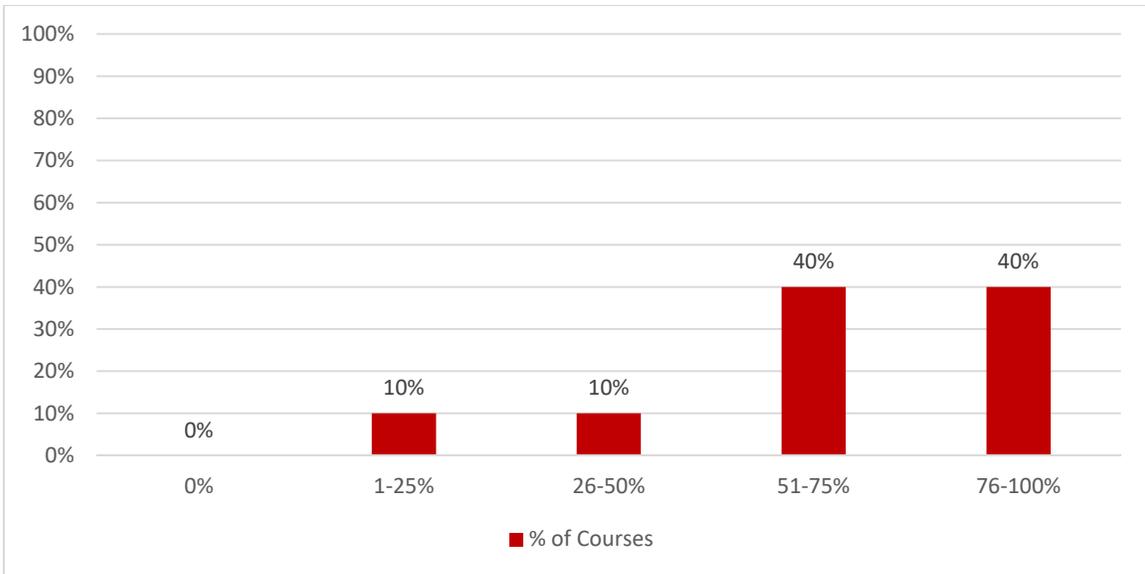


Figure B45. FT MBA Histogram, Number of Courses with Binned Percentage of Male Protagonists (n=10 courses)

The following chart (Figure B46) portrays a histogram of courses binned by the percentage of case studies with male protagonists taught in Tech MBA courses (n=10 courses). 90% of the program's courses have more than 50% of male protagonists.

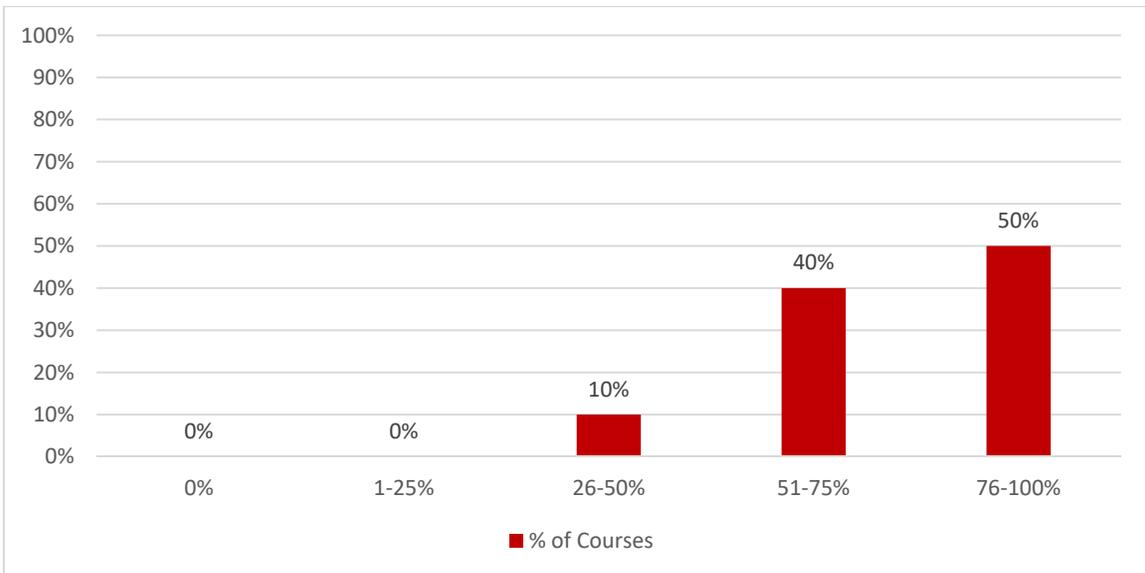


Figure B46. Tech MBA Histogram, Number of Courses with Binned Percentage of Male Protagonists (n=10 courses)

The following chart (Figure B47) portrays a histogram of courses binned by the percentage of case studies with male protagonists taught in PT MBA courses (n=6

courses). 17% of the program's courses have no male protagonists and 33 % of courses have over 50% male protagonists.

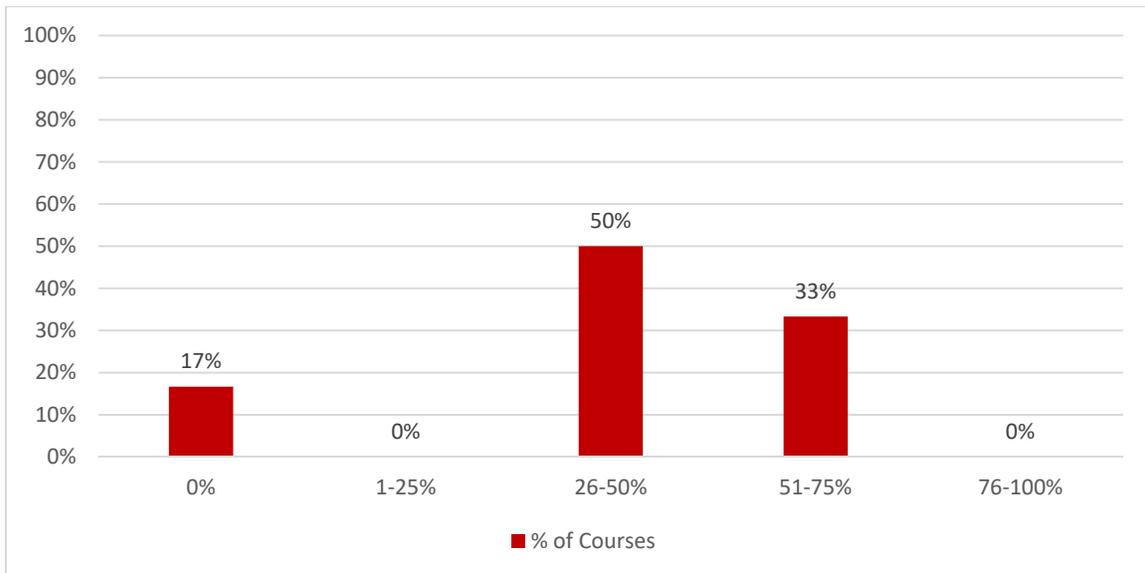


Figure B47. PT MBA Histogram, Number of Courses with Binned Percentage of Male Protagonists (n=6 courses)

The following chart (Figure B48) portrays a histogram of courses binned by the percentage of case studies with male protagonists taught in EMBA courses (n=10 courses). 83% of the program's courses have more than 50% of male protagonists.

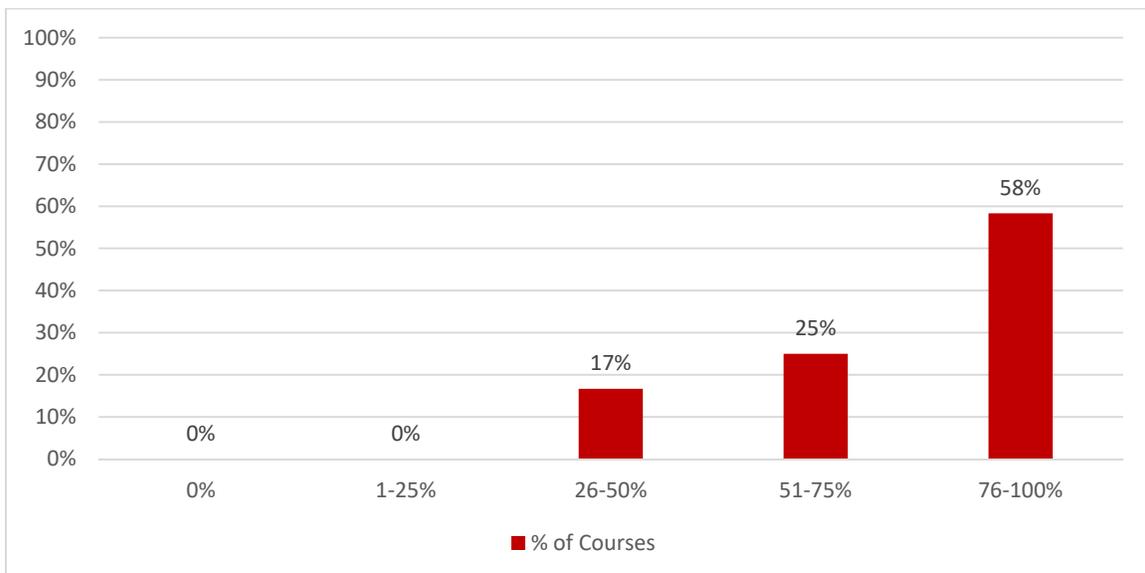


Figure B48. EMBA Histogram, Number of Courses with Binned Percentage of Male Protagonists (n=12 courses)

Appendix C: Code List

Code	Description
Action	Facilitator cutting questioning short and moving to action/recommendations
Agenda	Facilitator cutting discussion, not hearing members to follow planned agenda
Awareness	Increased ET member awareness, brought up in meetings, influences way do job but not specific changes, changed way think about it
Bold	Don't avoid the hard stuff, be bold, go bigger
Change	Change practices (either individual or group)
Change management	Care about change process, discussing change process for effectiveness
Change minor	Small changes, admissions that change was minor or small
Change slow	Change is slow, this change is slow, it is what it is
Change talk	Changed way talk about gender and EDI
Data probing	Interested, engaged, wanting to know more
Defense	Defense of existing practices
Doubt	Doubt/Questioning routines, norms, knowledge, experience, discrediting existing practices, culture, values, beliefs etc.
Dual agenda	Using equity as a rationale to make another org change vs <u>for</u> equity
EDI Context	Hard to separate out; so much EDI going on in general
EDI Data	Used EDI data to argue for change
Equity Blind	Gender/equity blind, equality focus
Equity Conscious	Gender/equity conscious, awareness of how equity is embedded into everyday actions, discuss value-laden aspects of gender and race and viewing in context of current and historical oppression
Equity question	Asking a question to highlight equity issue
ET Questions	Care, listening, asking questions to understand
Explanation	Explanation of existing practices

Code	Description
External	Resisted institutional responsibility for the source of the problem, external attributions of problems
Fear of majority	Fear of the majority, of angering, disturbing, ruffling feathers
Freedom	Cultural shared meaning mediates thinking (academic freedom)
Go further	Facilitator asking to go further/bigger
Hard	Change is hard, this will be hard, identifying barriers
Hesitation	Hesitant to embark on change, pulling back, slowing down, process
Improving	It's getting better, heading in the right direction, we are doing good things
Learned	Group member acknowledged learned or newly recognized an issue (not known or suspected an issue may have been present but now know it's an issue)
LT Passive	LT offered passive suggestions
Methodology	Probing on methodology of study, suggesting methodological changes
New ideas	New ideas, creation of new frameworks/ways of looking at familiar problems, developed points of intervention or change
Not LTs responsibility	Indication that it is not the leadership team's responsibility to change
Off gender topic	Talked about general, not related to gender or race
Optimism	People will change, listen, when prompted with data, we can do this
Org Responsibility	Organization has a responsibility to society, as a public institution, university
Overload	Overloaded, capacity concerns, resource concerns (e.g. LT mention of busy)
Passive	Offering change suggestions that are passive, trickle down
Philosophical	Engagement in discussion from a philosophical perspective
Presenting info	Facilitator presents equity info and data
Questioning	Facilitator asking questions to probe and lead
Reframe	Facilitator trying to reframe attribution of problems (calling attention to patterns, racial/gender reframing, institutional accountability reframing)

Code	Description
Reluctance	Reluctance to see ineffective practice & knowledge
Responsibility	Willing to assume <u>personal</u> responsibility to start change
Root cause	Root cause analysis, digging deeper into education/organization's processes
Society	Societal culture and its impact on us internally
Staff care	Staff care about this, this is important to them
Students	Sense of responsibility to students we admit
Students notice	Students notice gender stuff, it matters to them
Support of new idea	Equity idea offered by someone else and speaker supports it
Talked EDI	Talked about EDI with others
Urgency	Sense of urgency to act

Appendix D: References by Code

	Total in ET Meetings	Total in 1-1 Meetings	Total in all Meetings
1 : Action	4	0	4
2 : Agenda	11	0	11
3 : Awareness	0	6	6
4 : Bold	30	2	32
5 : Change	2	19	21
6 : Change management	85	26	111
7 : Change minor	0	3	3
8 : Change slow	0	3	3
9 : Change talk	0	3	3
10 : Data probing	24	0	24
11 : Defense	15	0	15
12 : Doubt	71	16	87
13 : Dual agenda	12	1	13
14 : EDI Context	0	1	1
15 : EDI Data	0	1	1
16 : Equity Blind	18	5	23
17 : Equity Conscious	24	3	27
18 : Equity question	15	0	15
19 : ET Questions	17	0	17
20 : Explanation	7	0	7
21 : External	17	1	18
22 : Fear of majority	7	1	8

	Total in ET Meetings	Total in 1-1 Meetings	Total in all Meetings
23 : Freedom	6	1	7
24 : Go further	2	0	2
25 : Hard	41	15	56
26 : Hesitation	37	1	38
27 : Improving	5	5	10
28 : Learned	4	3	7
29 : LT Passive	0	2	2
30 : Methodology	31	0	31
31 : New ideas	97	14	111
32 : Not LTs responsibility	14	13	27
33 : Off gender topic	3	0	3
34 : Optimism	8	7	15
35 : Org Responsibility	13	0	13
36 : Overload	0	3	3
37 : Passive	56	12	68
38 : Philosophical	8	0	8
39 : Presenting info	5	0	5
40 : Questioning	43	3	46
41 : Reframe	37	2	39
42 : Reluctance	4	1	5
43 : Responsibility	5	2	7
44 : Root cause	22	1	23
45 : Society	6	0	6

	Total in ET Meetings	Total in 1-1 Meetings	Total in all Meetings
46 : Staff care	1	1	2
47 : Students	1	0	1
48 : Students notice	3	0	3
49 : Support of new idea	11	0	11
50 : Talked EDI	0	12	12
51 : Urgency	0	0	0

Appendix E: Suggestions for Departments, Organizations, Individuals in Equity Work

Suggestions for departments in this work:

Context:

- Be patient when contextual factors occur
- Continue progressing the work
- Gain momentum during policy windows

Urgency:

- Student voice: student inclusion data
- Group diversity
- Ensure sense of the problem

Agency:

- Discuss who needs to be involved/consulted for change to occur
- Engage resisters
- Discuss how to encourage/influence outside directives
- Focused discussion on the underlying values/beliefs that lead to change issues
- Brainstorm solutions when identifying barriers
- Brainstorm solutions without stating barriers, taking note of barriers for later

Responsibility:

- Shared ownership approach (data collection, analysis, presentation, knowledge transfer)
- Discuss shared responsibility and call attention to deferred responsibility

Organizational challenges:

- Surface and discuss assumptions of neutrality, identify examples

- Discuss discourse practices that facilitate equity-mindedness, such as reframing for shared ownership
- Acknowledge equity work as institutional work and resource it
- Discuss how change occurs, what the process is, past change successes/failures
- Discuss where the report/presentation/work will go and how to ensure it moves where it needs to influence change

Process:

- Facilitator reframes and questions towards equity-minded interpretations
- Two facilitators if possible
- Facilitators watch recordings twice: once for content and once for facilitation observation to modify before next meeting
- Allow discussion to proceed and avoid letting agenda and action interfere with discussion depth and surfacing of underlying causes
- Frequent evidence team meetings with sufficient time for discussion

People:

- Diversity of roles: institutional researcher, faculty, staff
- Diversity of identities: e.g. gender, race, socioeconomic, Indigenous perspective
- Facilitation: external facilitator or external and internal facilitator
- Equity-minded to ensure zone of proximal development
- Care for students, dedicated to improving student outcomes
- Sense of possibility/optimism
- Tenured faculty with strong research track records for respect in dissemination of research

Desired Outcome Consensus:

- Discuss desired outcomes, including what changes are desired, how they will be measured, and the timeline
- Discuss learning and process outcomes and characteristics of high-learning groups

Push/pull Dynamic and Forward Momentum:

- Acknowledge the potential for this dynamic and discuss how to identify and support forward momentum
- Analyze transcripts a mid-point of study to identify progression

Suggestions for Organizations:

- Include requirement to report in strategic planning process (data and process for discussion and planning)
- Provide resources and support to department and faculties (institutional researchers, equity experts, equity scorecard facilitators, faculty teaching resources specialized in equity)
- Ensure students have a voice (inclusion in course evaluations, inclusion surveys, etc.)
- Accountability and responsibility for multiple relevant committees, as opposed to only creating a JEDI committee which can take responsibility from others

Suggestions for Individuals Leading Change:

- Understand yourself in change, tendencies, and how it impacts outcomes
- Realism on scope of authority, understand where you have influence and control
- Recognize everyone is in their own part of the journey, try to understand where they are and meet them there
- Plan for self-care and support from other change agents, sharing personal experiences
- Plan for equity change to be hard; recognize that it will likely take a long time, you cannot plan for it perfectly, but do it anyways, and learn as you go
- Recognize that equity change initiatives are major organizational change interventions that are not linear and involve numerous paradoxes; embrace the paradoxes
- Change processes are constantly changing and evolving, plan but the plan needs to constantly evolve and adapt
- Avoid taking all of the responsibility yourself, find others and involve them, embed in processes outside of yourself