ABSTRACT

Title of Document:	ASSESSING GENDER EQUITY IN THE WORKPLACE: A CASE STUDY
	Mary Grace Wahl, Masters of Public Health, 2015
Directed By:	Assistant Professor, Dr. Mary Garza, Behavioral and Community Health, School of Public Health

The presence of gender discrimination in the workforce has been documented and measured, although not extensively, and there has been even less effort focused on its reciprocal, the fostering of gender equity in the workplace. This study examines staff perceptions of gender equity in the workplace, both in the office setting and in the overseas programmatic efforts of the organization. The organization in the case study, Lutheran World Relief, is a small-scale faith-based international development organization, and the study population is its domestically-based staff located at its headquarters office. This study utilizes a cross-sectional quantitative methods approach by conducting an anonymous survey. With a 53% staff response rate, this study showed that the organization's staff have overall positive perceptions of its gender equitable workplace culture as well as its programmatic efforts overseas. Main areas of improvement include financial resources allocated for gender integration and improving technical capacity of staff.

ASSESSING GENDER EQUITY IN THE WORKPLACE: A CASE STUDY

By

Mary Wahl

Thesis submitted to the Faculty of the Graduate School of the
University of Maryland, College Park, in partial fulfillment
of the requirements for the degree of
Master of Public Health
April 2015

Advisory Committee:
Assistant Professor Dr. Mary Garza, Chair
Dr. Donna Howard
Dr. Marian Moser Jones
Ms. Sara Jane Baublitz – Community Member (Lutheran World Relief)

Acknowledgements

This thesis would not have been possible without the valuable insight and assistance of numerous individuals. I would like to sincerely thank the following people for their ongoing support and involvement with this project:

Table of Contents

List of Tables

List of Figures

List of Charts

Chapter 1: Introduction

Statement of the Research Problem

Women currently represent 47 percent of the workforce, and these rates have been steadily climbing since the 1970s (United States Department of Labor, 2013). By 2022, the number of women in the labor force is expected to increase by 5.4 percent, compared to an increase of 5.6 percent of men (United States Department of Labor, 2013). The median weekly earnings of workers 16 years of age and older was $706 for women and $860 for men, signaling that women are earning just 82.1 percent of what men are earning (United States Department of Labor, 2013).

In addition to wage discrepancies, gender discrimination in the workplace comes in the form of role stereotyping and sexual harassment, and ultimately results in health impacts and health disparities between workers and professions (Landsbergis, Grzywac & LaMontagne, 2012; Satcher & Higginbotham, 2008; Phelan, Link & Tehranifar, 2010; Ruel & Hauser, 2012). The presence of gender discrimination in the workforce has been documented and measured in the form of qualitative and quantitative studies, (Ortiz & Roscigno, 2009), court cases (Bobbitt-Zeher, 2011), and legislation passed (Komaki, 2007). There are many discrepancies inhibiting a cohesive body of literature on the topic due to the difficulty in measuring gender discrimination, the lack of individuals willing to speak openly on the topic, as well as the lack of general research on the topic. Thus, the methodology for measuring and analyzing this discrimination and its subsequent health impacts is a field of research that will grow only if it is continued to be made a priority (Bobbitt-Zeher, 2011; Komaki, 2007; Ortiz & Roscigno, 2009).

There has also been little effort focused on the reciprocal, the fostering of gender equity in the workplace (Blair-Loy, Wharton, & Goodstein, 2011). Efforts to foster gender equity in the workplace first require measuring and understanding the present level of gender discrimination in order to then address and change it. Evidence shows that while job insecurity and organizational hazards have an impact on an individual's health and satisfaction in the workplace, workplace policies and programs have the capacity to reduce these hazards and to reduce health disparities and stress (Landsbergis, Grzywac & LaMontagne, 2012; de Castro, Gee & Takeuchi, 2008). Thus, this evidence provides a basis upon which efforts to foster gender equity in the workplace can be founded.

Introduction to Study

This study examines staff perceptions of gender equity in the workplace, both in the office setting and in the programmatic efforts of an organization. The organization in focus, Lutheran World Relief (LWR), is a small-scale faith-based international development organization, and the study population is its domestically-based staff located at its headquarters office in Baltimore, Maryland. In the field of international development, where gender equity and gender integration are considered best practice, it is important that organizations strive to implement this practice both programmatically and within their own headquarters. Thus, this study will examine two perceptions of domestic staff: on gender equity in the workplace as well as on gender equity in programmatic efforts overseas. Programmatic efforts overseas refer to the projects and programs that LWR manages in various countries around the world that aim to alleviate poverty and suffering, and this study is specifically examining the level to which these projects have a gender integration focus. The workplace or organizational efforts refer to

the level of gender equity in the office culture, created by policies and expectations of the leadership.

LWR was formed after World War II in response to an estimated 20 percent of the world's Lutherans left homeless due to the war. Lutheran churches in the United States mobilized to assist European churches through a new agency, named Lutheran World Relief (Lutheran World Relief, 2014). Due to changing need and new crises around the world, the organization gradually shifted its focus to other populations in need and now specifically focuses on three regions of the world: Latin America, Asia and the Middle East, and Africa. Under LWR's mission of "affirming God's love for all people," the organization works with Lutherans and partner organizations throughout the world to put an end to poverty, injustice, and human suffering (Lutheran World Relief, 2014). The organization is founded on the Lutheran values of gratitude, calling, accompaniment, stewardship, and innovation.

LWR has a long history of focusing on gender in its programs and organizational culture, but it was in 2010 that this focus became more intentional and institutionalized in a programmatic way. In the aftermath of a bi-annual all-staff brainstorming session, the resolve to focus on gender as an organization was collectively found. This new resolve led to a two-prong decision of the organization: to implement an organization-wide gender survey in 2011 and to pilot three gender integrated programs in the three different regions of the world in which they work, specifically: Uganda, India, and Nicaragua.

The gender survey conducted in 2011 by LWR is named the Gender Audit and was developed by the international development alliance organization, InterAction. InterAction acts as a convener, mobilizing collective action among their more than 180

diverse member organizations. These organizations all work in developing countries and share common commitments in their work such as fostering economic and social development, providing relief to those affected by disaster and war, and advancing human rights, among others (InterAction, 2014). The Gender Audit, the original survey tool, was first published in 1995. Numerous updates have since been published and the most recent version was published in 2010. This tool has been used by numerous organizations; however, these organizations have not published their results or made them public on their websites (USAID, 2014; CARE, 2014; Counterpart, 2014; PCI Global, 2014).

LWR was chosen for this case study because not only is it an organization that has conducted the Gender Audit Survey previously and plans to conduct it a second time, LWR is an organization willing to make their results publicly available. LWR is also making great efforts both internally and externally to become a forerunning organization in its expertise on gender in the field of international development. The student researcher was hired by Lutheran World Relief as the Learning for Gender Integration (LGI) Intern. One of the key projects of this internship role was to conduct the following study, and LWR gave permission to conduct the survey process and to use the data collected for this thesis research.

By implementing the Gender Audit Survey for a second time, the organization can assess its progress and use the survey results to improve its office culture and programmatic efforts. Thus, this study examines one organization's continued efforts toward gender equity and gender integration, setting an example of the importance of organization-wide transparent reflection around and the prioritizing of gender equity. In

addition, LWR is setting the foundation for future research on this topic to be published, initiating the building of a needed body of research.

<u>Research Questions and Objectives</u>

This section includes the research questions and objectives for the study. The six research questions will guide the data analysis plan.

Research Questions

Research Question 1: What are the current perceptions of gender equity and gender integration in the workplace?

Research Question 2: What are the current perceptions of gender equity and gender integration in programmatic efforts overseas?

Research Question 3: What are the current perceptions of peer organizations efforts around gender equity and gender integration?

Research Question 4: What are the current perceptions of the organizational stages of change?

Research Question 5: How do demographic characteristics vary in relation to organizational level factors?

Research Question 6: How do demographic characteristics vary in relation to outcomes?

Objectives: The objectives of this study are to:

       o Administer a survey to quantitatively assess the current state of the organization's perceptions of gender equity and gender integration, social norms, the organizational process of change, and demographics of the staff.

- Use a quantitative approach to guide future organizational strategies around gender equity and gender integration.
- Provide recommendations to the organization on how to improve their efforts towards gender equity and gender integration.

<u>Definition of Terms</u>

There are four key definitions that provide the foundation for this study, including gender, gender mainstreaming, gender equity, and gender equality. Gender is understood to be a culture-specific definition of men and women defined by social constructions, determining functions and roles attributed to men and women in both public and private spheres (United Nations High Commissioner for Refugees, 1998). Gender mainstreaming is a term used in the international development field to show a specific emphasis on promoting the role of women and incorporating women's values in development projects with the broad goal of obtaining gender equality (United Nations High Commissioner for Refugees, 1998). It is an organizational capacity-building strategy that focuses on how women are impacted by policy, programs, partnerships, and financial allocations, and aims to improve the subsequent effects of these factors on women (Derbyshire, 2012).

Gender equality is understood to mean providing equal opportunities or access to all people with gender not a factor to be considered, and accepting and valuing equally the differences between men and women, specifically the different roles and functions they fulfill in society (United Nations High Commissioner for Refugees, 1998; Kranich, 2005). Gender equity aims to level the playing field by providing what is needed on an individual level to make the final result for each person the same, rather than providing equal opportunities to all individuals (Kranich, 2005).

Significance of the Project

     While studies that examine gender as a whole and specifically gender in the workplace frequently use the lens of gender equality (Ortiz, & Roscigno, 2009; Usdansky, 2011), this study aims to use the lens of gender equity. Gender equality in the workplace looks at the attempts to provide equal opportunity to anyone interested in being in the workplace. Because of the history of gender inequality in the workplace in the United States, a gender equitable approach is necessary to effectively level the playing field (*A Fair Share for All,* 2010; Lily Ledbetter Fair Pay Act, 2013). In international development, the concept of gender equity is also important, as it recognizes that women around the world have historically had less access to the same resources as men, so simply providing equal access to these resources for women would not remedy this historic inequality fully (Jones, Holmes, & Espey, 2008). In addition, 2015 marks the 20th anniversary since gender mainstreaming was determined to be a world agenda item at the United Nations Fourth World Convening on Women in 1995, making this study a timely review of progress on this topic (United Nations High Commissioner for Refugees, 1998).

     This study is an important effort made by LWR to assess its work and its office culture in an attempt to be able to remedy any problems by first recognizing them. This study contributes to the literature on gender equity in the workplace, as similar such assessments are lacking from the academic literature and among information made public by other organizations. By aiming to publish and disseminate these findings, a precedent is set for other organizations to perform similar self-assessments and also to make them public, creating a culture of accountability among international development non-

governmental organizations (NGO's). Lastly, this study also sets up the organization for future self-assessments by providing a thorough analysis of the current culture and programs.

Public Health Significance of the Project

Gender is understood to have a strong association with resources such as social connections, money, power, and prestige - all of which impact overall health and mortality by creating pathways or barriers to resources that impact overall quality of life for women and their families (Satcher & Higginbotham, 2008; Phelan, Link & Tehranifar, 2010; Ruel & Hauser, 2012). In addition, workplace discrimination has been associated with negative health outcomes due to the stress it can cause (de Castro, Gee & Takeuchi, 2008). By addressing the gender discrimination in the workplace, these negative health side effects can also be addressed and alleviated.

In international development programs, gender equality has been strongly linked to improved health outcomes for women. Specifically, gender inequality limits females' access to information and educational opportunities, decision-making power, economic assets and social capital (FHI 360, 2012). These barriers thus limit female's overall opportunities in life and have direct impacts on their health, specifically by impacting their knowledge of and access to health resources (Lutheran World Relief, 2014; Cultural Practice, 2015). By having the international aid community focus on ensuring equal opportunities for men and women, these detrimental side effects can continue to be alleviated for those affected, and in the long-term, could actually be eliminated altogether.

Chapter 2: Literature Review and Theoretical Background

This chapter presents foundational literature and highlights the gaps in the literature upon which this study is based. This chapter also provides the theoretical framework for the study and the findings from the Gender Audit survey conducted in 2011 at Lutheran World Relief.

Literature Review

There are numerous studies that provide foundational literature on the issues of gender equality in the workplace and on gender integration in international development programs (Komaki, 2007; Usdanksy, 2011; Craig & Mullan, 2010). However, there are no comparable studies that present findings from internal assessments of gender equity. The first section will provide a review of evidence of gender disparities in the workplace, and the following two sections will provide information on published gender audits and gender integration in international development.

Gender Disparities in the Workplace

Despite evidence showing that women will soon make up more than 50 percent of the workforce, there is overwhelming evidence showing that women not only earn less than men but also have fewer numbers in leadership positions in the workforce (Ortiz & Roscigno, 2009; Bobbitt-Zeher, 2011). In 2007, women were cited as holding 15.6 percent of middle management positions in Fortune 500 companies, and only 6.7 percent of the top paying positions in these companies (Komaki). Women make up less than 20 percent of the seats in Congress (Institute for Women's Policy Research, 2013) and are only 29 percent of business owners in the United States (Institute for Women's Policy Research, 2012). While it is understood that women often remove themselves from the

workforce to raise a family, which can also set them back in their career when trying to re-enter the workforce, there are other reasons for this gender discrepancy among high-ranking positions (Sandberg, 2013). These reasons include the reinforcement of traditional gender stereotypes in the workplace, as well as discrimination based on gender, all of which limit the positions women have available to them.

From the 1970s to the 1990s, a widely-used research strategy to examine gender was to provide study participants with a list of descriptors and to have them check off those characteristics they associated with certain groups (Komaki, 2007). Men were generally depicted as "self-confident, desirous of responsibility, industrious, assertive, and logical" (leadership qualities), whereas women were depicted as " 'curious, helpful, intuitive, creative, understanding, and neat' " (Komaki, 2007, p. 634). The above results, recorded in 1995, were compared with data that were collected in a similar fashion from 1985 and 1975, and the results were found to be exact matches (Komaki, 2007). Little progress towards a gender equitable perspective in the workplace was made in that time frame, and while this research strategy is no longer used, there is still evidence that such beliefs hold true today.

Stereotypes are delineated into two forms in the literature, those that derive from either descriptive norms or prescriptive norms. Madeline Heilman coined the term "lack of fit" as a way to understand descriptive norms (1983, 2001, p. 393). This term has been repeatedly used by analysts of gender equality in the workplace. It refers to when a position requires a role that is traditionally filled by one gender, and an employer hesitates to offer the position to the opposite gender because the individual fails to 'fit' the description, such as male nurses or secretaries. Secondly, prescriptive norms are a

more subtle form of understanding gender; this norm refers to someone's belief of how each gender should act and their interactions with any delineations from the expected (Komaki, 2007; Bobbitt-Zeher, 2011). These norms provide a framework for understanding gender stereotyping in the workplace, and both contribute to the barriers toward a more gender equitable workplace culture.

Few studies have examined how gender stereotyping and workplace structure contribute to workplace discrimination (Ortiz, & Roscigno, 2009; Usdansky, 2011). A study conducted by Bobbitt-Zeher (2011) aimed to assess the association between institutional policies and the views and stereotyping of gatekeepers (recruiters or hiring managers), and whether these associations translated into discriminatory actions. An analysis was conducted of cases filed by the Ohio Civil Rights Commission (OCRC) between the years of 1988 and 2003. Eligible cases were limited to only those deemed by the OCRC to have probable cause for a discrimination charge on the basis of gender. Type of gender stereotyping was coded for, as either descriptive or prescriptive, and then narratives were created that demonstrated the experiences of women. One common theme showed that women are recognized as a woman first and employee second, meaning a woman's role as wife and mother were perceived to influence her ability to and investment in her work (Bobbitt-Zeher, 2011). Women also expressed that they were assumed to be inferior, hormonal, and emotional, and that they were not seen as the right fit for a position - a man's position.

While the findings from Bobbitt-Zeher align with the findings from the above-mentioned research strategy associating each gender with a list of characteristics, the importance of policy was also highlighted, as a lack of policies concerning sexual

harassment, maternity leave, and evaluation criteria were all important factors in the cases analyzed. Eighty-four percent of the women surveyed highlighted a policy-related gender disparity in their responses (Bobbitt-Zeher, 2011). The author established that despite being unable to conclusively determine whether discrimination is more prominent at organizations lacking policies, it was clear that authority figures have the ability to use policies in a selective manner and in ways that disadvantage women (Bobbitt-Zeher, 2011).

Additional inquiries into the gender discriminatory practices of gatekeepers has shown that gatekeepers attribute certain characteristics to both white and black women, and this results in fewer opportunities overall for women (Ortiz & Roscigno, 2009). One characteristic of women that has been noted is that women who are also mothers or who may become mothers tend to face harsher judgement than their male peers and are often seen as less dependable, less promotable, and deserving of less money (Ortiz & Roscigno, 2009). Women can experience discrimination in the form of segregated work places, lower status positions, hiring discrimination, wage inequality, and differential treatment on the job or in their reason for leaving a job/the workforce (Ortiz & Roscigno, 2009). Black women are disproportionately found in service positions and sales or clerical positions (26 percent), whereas white women have similar rates of clerical positions (28 percent) but higher rates of professional and technical occupations (19 percent) than black women (14 percent) (Ortiz & Roscigno, 2009). It has been suggested that black women suffer from lower earnings due to their race and their gender, and they receive an added disadvantage due to the combination of the two (Kim, 2009).

Another common trend in discrimination cases demonstrates the prevalence of women experiencing subjective standards during evaluations, resulting in less frequent promotions and pay raises (Komaki, 2007). In an extensive review of a large financial service organization, organizational data of almost 500 upper and senior level managerial positions showed that women in line jobs received performance ratings that were lower than both their male counterparts and women and men in staff jobs, demonstrating evidence towards a 'lack-of-fit' argument (Heilman & Eagly 2008). Additionally, a meta-analysis found that of 96 studies, men received better performance evaluations than women in culturally male-dominated settings, whereas women exceeded men in less culturally male-dominated settings (Heilman & Eagly 2008). These findings suggest that women experience discrimination not necessarily based on their sex but instead based on their perceived inability to meet the requirements of a specified role that is traditionally or predominately male (Heilman & Eagly 2008).

Unfortunately, despite the legislative efforts created to provide equal pay opportunities (*A Fair Share for All,* 2010) and legal remedies for cases of discrimination (Lily Ledbetter Fair Pay Act, 2013), there is still a great disparity in women who come forward about their experiences of discrimination. Another team of researchers analyzed the dataset from the Ohio Civil Rights Commission of gender discrimination cases filed between 1988 and 2003 (Ortiz & Roscigno, 2009). These researchers acknowledged the limitations of this dataset - that these cases only highlight a specific aspect of gender discrimination as the cases represent someone who knows their rights, interpreted their experience as discrimination, sought out a civil rights commission office, and completed the entire investigation process (Ortiz & Roscigno, 2009). The majority of cases filed by

all women were primarily filed for discriminatory firing, at 57 percent, and secondly, for general harassment, at 23 percent. It is noteworthy that women who have been fired are generally unable to suffer further repercussions for filing discrimination charges, and thus, they may be more likely to file charges against former employers (Ortiz & Roscigno, 2009). Additional studies have found that depending on the sample examined, anywhere between 16 and 90 percent of women in the workforce experience sexual harassment in their lifetime (Ortiz & Roscigno, 2009).The lack of individuals coming forward about their experience further limits the available data on this topic and makes the specific barriers women face in entering leadership positions more difficult to pinpoint.

Gender Audits

A literature search revealed a limited number of articles on gender audits (Pandey, Kanchi, & Akolkar, 2004; Hamilton & Jenkins, 2000), which is the title of the original survey instrument created by InterAction. Mainly, gender audits have been used to examine financial records of governments, quantifying the number of budget lines and designating an amount in each budget line that is geared towards a gender-focused item. One audit aimed to assess whether the budget reflected the governments' goals of putting effort into gender equality programs (Pandey, Kanchi, & Akolkar, 2004). Another gender audit was completed to examine the use of public transportation services by women, examining how often women used the services and for what purposes. This transportation services audit aimed to assess the gender-friendliness of the available services, and it also planned to use the findings of the research to improve upon the service available to its population (Hamilton & Jenkins, 2000).

An important similar study, although not labeled a gender audit, included an analysis of the pay scales of the White House staff in the United States. Using the 2013 Annual Report to Congress, a gender wage gap for the White House staff was documented, noting a 12 percent difference between men and women (Perry, 2013). However, it was counter-argued that this wage gap existed mainly because there are fewer women in higher roles, but when men and women are in the same role, their wages are equal.

In the International Development field, Gender Audits have been conducted by various U.S. based organizations, assessing their sites and partners overseas. United States Agency for International Development (USAID) conducted a gender audit of its foreign staff at a mission site in Tanzania, adjusting the Gender Integration Framework and survey tools developed by InterAction to match their needs (Rubin & Missokia, 2006). USAID conducted this audit to assess whether the goals of USAID were reflected in their partner organizations. The findings demonstrated a widespread acceptance of USAID's mandate for gender integration, strong leadership initiatives and a high level of awareness among staff on the importance of addressing gender issues. Additionally, the staff felt comfortable and respected in their working environment. The recommendations of this study for the Tanzania mission staff were to develop and approve a gender vision statement, policy and action plan, and to develop a gender training for the mission staff (Rubin & Missokia, 2006). USAID has many similar internationally-focused studies available on their website, including projects located all over the world. It is not possible, however, to find any information regarding internal, United States-based gender audits on the USAID website or among other InterAction peer organizations, many of whom have

conducted them before and are planning to conduct future audits as well (USAID, 2014; CARE, 2014; Counterpart, 2014; PCI Global, 2014).

Gender Integration in International Development

The Millennium Development Goals (MDG's), developed by the United Nations in 2000, have guided the world's development efforts (United Nations Millennium Development Goals, 2015), including an intensive focus on women. Of the eight specific goals, one is of particular importance: Goal Three calls for the promotion of gender equality and the empowerment of women (Tyer-Viola & Cesario, 2010). A field of theory has developed around the use of sex-disaggregated data and the possibilities of how to use that data. By collecting and analyzing sex-disaggregated data during a needs assessment, the program model can include methods addressing the needs of each gender, rather than providing a less effective 'one-size-fits-all' approach (Jones, Holmes & Espey, 2008). In addition, when evaluating a program, the data will also be gender disaggregated, as it is then possible to see the impacts and effects of a program on individuals based on gender, rather than on a population as a whole. Evidence shows this methodology provides better outcomes for program beneficiaries (Nakweya, 2014).

At Lutheran World Relief, gender integration is currently an effort championed by the headquarters staff, who then push it out to the field staff. Gender integration is difficult to incorporate into programmatic efforts, as it includes extensive training and the fostering of new skills. For best results, gender integration must be incorporated from the program planning phases and needs assessment all the way through the final program evaluation (Nakweya, 2014). Thus, extensive trainings have been held for both LWR headquarters and field staff with future trainings scheduled as well.

Gaps in the Literature

There are numerous gaps in the literature that has been presented here that are relevant to this study. Much of the literature that has been highlighted here is from the late 1990s or mid2000s, but there are minimal publications on this topic in more recent years. Beyond civil cases, there are minimal means for addressing and thus measuring, gender disparities. There is also minimal research on the civil cases that are processed, as evident here in the use of two analyses of the same dataset due to the lack of other available studies. Little evidence is available in terms of effective ways for organizations to address gender inequities and to promote cultures of gender equity. Most gender audits that have been conducted are either for internal use or are regarding the use of monetary resources; little effort has been focused on assessing an organizational effort towards gender equality and few reports have been made for public consumption. In the international development field, there is also no research on the impact of prioritizing a gender equitable workplace. Lastly, there is no research available on the stages of change an organization will need to go through in order to become a gender equitable environment. Overall, these shortcomings in the literature point to holes for which this study aims to lay the foundation.

Theoretical Model and Conceptual Framework

The survey was developed by InterAction using the framework and theory of change titled the Gender Integration Framework (GIF) (Figure 2.1), which argues that transformation within an organization can only occur when four key constructs are prepared for gender integration, thus also leading to gender equity (Morris, 2003). The four constructs include Political Will, Technical Capacity, Accountability, and

17

Organizational Culture, and these constructs are measured at each stage of the process. See Table 2.1 for the definition for each construct. Each construct is assessed by several items in the survey, which are listed below in the methods section.

Figure 2.1: Gender Integration Framework

Gender Integration Framework – GIF
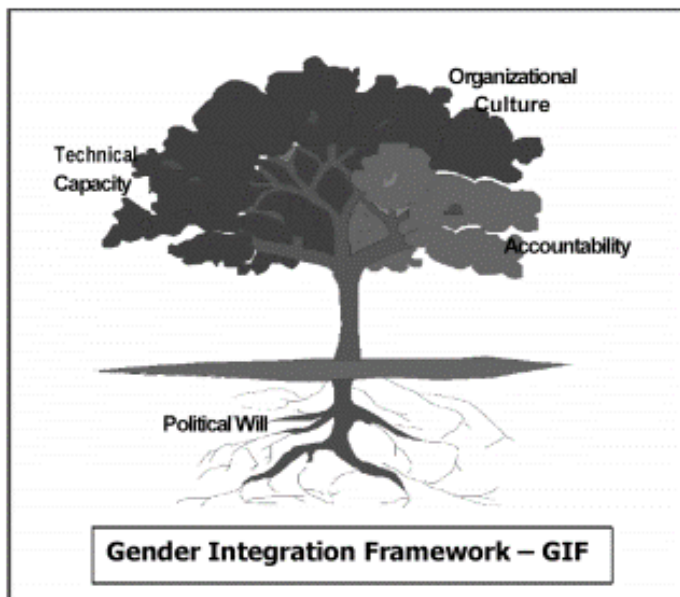
Figure 2.1 shows the model used for the Gender Integration Framework, which is in the form of a tree. Political Will forms the roots, because it is understood to be foundational to and necessary for the presence of the other three constructs.

The Gender Integration Framework provides the theoretical base for the gender survey. GIF was developed by the survey creators initially, and the survey was built around this theory (Morris, 2003). This framework was used for this study because it is the prime theory in the field of international development for gender issues and is used to guide most programs and projects with a gender focus (United Nations High Commissioner for Refugees, 1998). The framework was developed after the United Nations Fourth World Conference on Women in 1995, during which 189 governments convened to create an international roadmap to achieve gender equality throughout the

world (Theis, 2015). After this convening, gender mainstreaming became a forefront issue for international development practitioners (United Nations High Commissioner for Refugees, 1998).

Table 2.1: Gender Integration Framework Construct Definitions

Construct	Definition
Political Will	Ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization
Accountability	Mechanisms by which an organization determines the extent to which it is 'walking the talk' in terms of integrating gender equality in its programs and organizational structures
Organizational Culture	Norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality - how people relate; what are seen as acceptable ideas; how people are 'expected to behave' and what behaviors are rewarded
Technical Capacity	Level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes

Two new sets of questions were added to the original survey because of the cohesion of these items within the Gender Integration Framework and because of the important insight that the new items provided (See Figure 2.2). These new items assessed staff perceptions of peer organizations efforts towards gender integration (social norms) and the organizational process of change towards implementing innovative ideas into the organizations' structure (organizational change).

Figure 2.2: Revised Theoretical Framework for Bivariate Associations
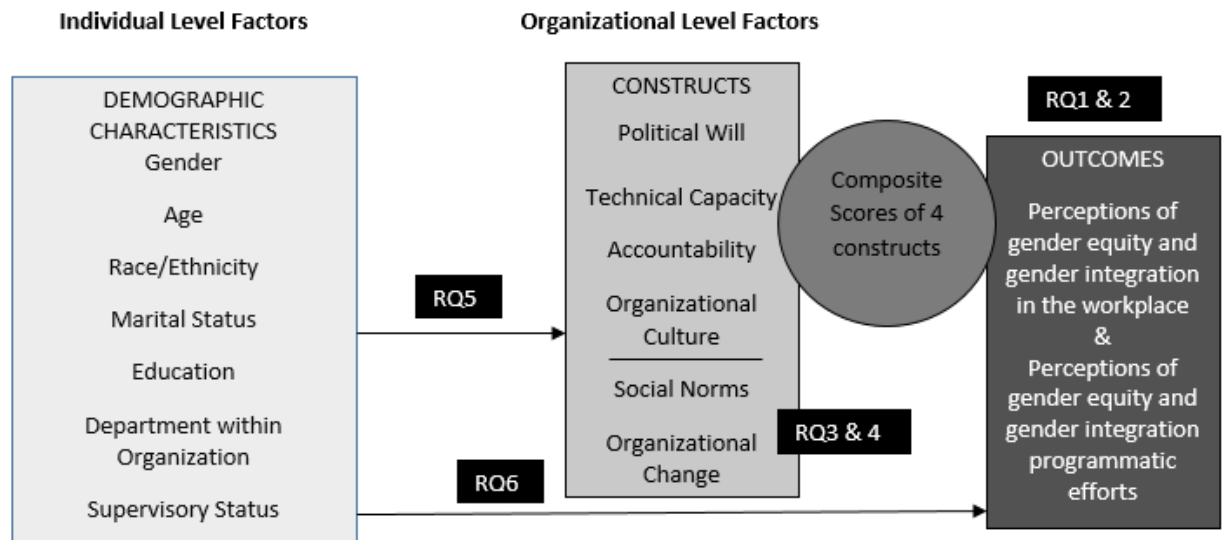
Review of Findings from 2011 Gender Audit

Important information was gained through this initial study conducted in 2011.

There was significant lack of staff knowledge specifically around gender policies,

budgeting, technical capacity, and project planning (Gender Audit Report and

Recommendations, 2011). Areas of strength were highlighted, including human resources

policies, management support, and accountability in results of programs. These findings

suggest that the staff felt supported by the leadership and policies of the organization but

lacked knowledge of the actual inner workings of the programmatic efforts overseas by

the organization and in their knowledge of gender integration techniques and practices.

The findings also suggested the level of gender equity achieved within the

organization overall. According to the Gender Integration Framework, the combination of

positive findings on Political Will, Accountability, Technical Capacity, Organizational

Culture, the four independent variables of this study, point to a mildly positive gender

equitable workplace. The overall findings demonstrated mildly positive responses on

Political Will, Accountability, and Organizational Culture. There were a range of answers for Technical Capacity, from highly negative to highly positive. Thus, Technical Capacity was a specific area of growth for the organization.

The findings led the Gender Working Group (see Chapter 3 for a description of this group) to make the following recommendations to the organization. The Gender Working Group (GWG) created an organizational statement and a set of related definitions on which to receive buy-in from across the organization. Secondly, the GWG examined organizational strategic plans through the lens of gender equity, revising them to better reflect the organization's long-term gender visions. These revisions were approved by the President and have since been incorporated into the organization's official strategic plan. Thirdly, 'gender champions' were nominated for each division and were tasked with keeping gender at the forefront of the divisions' priorities. Fourth, the GWG recommended awareness raising efforts for policy-related issues. Lastly, the GWG recommended that a second audit be completed in 2-3 years to check-in on the organization's progress, check for new gender concerns, and keep the conversation a priority (Gender Audit Report and Recommendations, 2011).

It is also important to note the additional efforts the organization has taken to address the gender equity and integration gaps in the organization since the 2011 gender survey. After the GWG was formed, which was primarily to advise the completion of the 2011 gender survey, the next step included the introduction of three gender-focused pilot programs overseas. These three pilot programs each engage with rural farming families, aiming to increase agricultural production while reducing gender gaps, specifically by organizing women's groups to foster income sharing systems, facilitating community

conversations around masculinity, and providing women-friendly farming equipment. These programs were each intended to last for 3 years, and in 2014, the organization conducted a mid-project evaluation to monitor and share findings from the half-way point of the projects. These findings were shared both internally within the organization and externally with peer organizations. In addition, a gender training for headquarters' staff was held in 2011, focusing on educating staff on the complexities of gender issues as well as on the organizations' pilot programs.

Chapter 3: Methods

The methods chapter describes the study design and study site, including the Gender Working Group, and information on recruitment of participants, informed consent, and the study sample. The chapter also describes the operational definitions of variables and the measures used in the survey. Lastly, this chapter provides the data analysis plan and the overall timeline for the study.

Study Design

This study is a cross-sectional design using an anonymous survey to collect quantitative data.

Gender Working Group (GWG)

A group of nine volunteer staff from across the organization made up the GWG, which was an existing infrastructure within the organization that had been originally created to act as an advisory board to the 2011 Gender Audit process. The volunteer staff that comprise the group has changed in this time period due to staff turnover, but the overall goal of the group has remained the same. For the 2015 gender survey, this group provided guidance on the following research activities: survey development, the recruitment of and communication with participants, and the review, interpretation, and dissemination of findings. This group also assisted in gaining buy-in from the rest of the organization around the importance of gender integration in their workplace by ensuring that the communication with the organization was relevant and timely.

The GWG met on an as-needed basis during particularly work-intensive periods of this study. Specifically, during the survey development phase, the group met to discuss the goals of the second survey and any changes that needed to be made to survey tool

from the initial process. As preparations were made to disseminate the survey to staff, the GWG provided feedback via email on the wording and phrasing of the recruitment emails. Once the data was collected and analyzed, the GWG met in person two more times to provide feedback on which data was most relevant for the organization as well as how to best present the data to staff.

<u>Study Sample</u>

The individuals eligible to participate in this survey were all domestically-based staff of the organization, totaling 85 people. There are five departments within the organization, including the President's Office (5 staff), External Relations (33 staff), International Programs (26 staff), Finance and Administration (18 staff), and Human Resources (3 staff). There are fifty-five female staff members and 30 male staff members in the headquarters office.

<u>Procedures</u>

Recruitment of Participants

Because the study focuses on one organization, it was feasible to administer the survey to all staff, providing representative results of the organization's headquarters staff. All five departments within the organization were given the opportunity to participate in the study. Participants were recruited through a multiple step process. First, supervisors of each department within the organization were informed of the upcoming survey to gain their support of the process. Participants were officially informed of the upcoming gender survey through a newsletter in early January 2015. This newsletter outlined the goals, timeline, and process of the survey.

The online survey was officially launched on January 16th, 2015 and was initially set to close on January 30th, 2015. Due to low participation rates, the survey was extended and remained open until February 5th, 2015. The gender survey was sent out to participants via email with a description of the survey, an estimated amount of time needed to complete the survey, and also a review of what had been included in the newsletter. During the almost three week window where the survey was open to participants to complete, supervisors of each department continued to urge their staff to complete the survey. Supervisors and even the president of the organization sent emails encouraging participation and showing their own engagement by stating their plans to complete the survey. In total, 45 staff from LWR's headquarters office responded to the survey. Email communication to staff from the student researcher can be found in Appendix 4.

A raffle of an LWR t-shirt was held as the incentive to participate. The raffle drawing was conducted on February 26th, 2015, with two winners randomly drawn from the list of those who had completed the survey and completed the t-shirt raffle entry form. Winners were notified by email and were given the t-shirt in the size they had requested on the entry form.

Data Cleaning

The first step of data analysis included cleaning the data, accounting for missing data, and tabulating results for each variable. The data cleaning process included removing the two entries that had a blank survey and removing the one entry that did not click the consent waiver. Next, due to the Google Drive software used to administer the survey, the data did not download in numerical order by survey question, so the data was

reordered appropriately. In addition, the responses to questions 77-82 needed to be reverse coded because of the wording of the questions, meaning that positive responses should be coded as negative responses and vice versa. The survey was constructed in such a way that it was not possible for a participant to input incorrect data, so the only issue was missing data. Any unanswered question was substituted with a data point score, called item imputation, and the score was then found by using the last observation carried forward (Issel, 2014). This process was conducted for the 2011 survey conducted by LWR, so it was decided to use this process again. Each survey item was then recoded to be presented as Strongly Positive, Mildly Positive, Neutral, Mildly Negative, Strongly Negative, and Don't Know. Table 3.1 provides specific detail on how the various response formats were coded to fit this format.

Table 3.1: Coding of Response Options

To what extent	To what intensity	To what frequency	Coding Plan	Chi-Square Coding Plan
To the fullest extent	Strongly agree	Always	Strongly Positive	Positive
To a great extent	Agree	Frequently	Mildly Positive	
To a moderate extent	No opinion	Occasionally	Neutral	Neutral
To a limited extent	Disagree	Seldom	Mildly Negative	Negative
Not at all	Strongly disagree	Never	Strongly Negative	
Do not know	NA	Do not know	Do not know	Do not Know

Survey Definitions

The definitions found in Table 3.2 were provided by the survey creators at InterAction (Morris, 2003) and accompanied the gender survey as an attachment to the emails sent to staff that contained the survey link. These definitions were meant to ensure that participants had similar understandings of the terms used in the survey.

The 90-item gender survey was administered through Google Forms (2015), an online survey resource, to ensure confidentiality of participants. The survey included questions in the following answer formats: dichotomous response, cumulative response, and interval response. The questions were asked in three main ways, including to what extent, to what frequency, and to what intensity. There were also open-ended questions. The complete survey can be found in Appendix 1.

Operational Definitions of Variables

The measurement of gender equity and gender integration in the workplace has been presented in four dimensions, including programming levels, organizational levels, peer organizations, and organizational change. The variables and constructs to be measured are outlined in Appendix 2. Specifically for programming and organizational levels, these dimensions are broken into constructs, which are comprised of variables, and each variable is measured by a set of survey items. For peer organizations and organizational change, these dimensions are also broken into variables with a set of survey items to measure these variables. See Table 3.3 for a detailed breakdown of the dimensions, constructs, and variables.

Survey Items

Original Survey: The survey was developed by InterAction staff (Morris, 2003).

Additional New Items: New questions were added to the survey to gain important insight as to the staff perceptions on their peers' efforts towards gender integration as well as information on the progress of the organization towards a culture of gender responsiveness. The survey questions on social norms were developed based on a

Table 3.2: Survey Definitions

Term	Definition
Gender	An ascribed status that provides a basis for social differentiation. It is a socially constructed and socially learned set of behaviors, identities, etc. assigned by a given society to individuals based on their roles in society, usually—though not always—based on biological sex.
Sex	Constructs (usually male and female, or men and women,) used to distinguish between biological differences. Sex is based in biological criteria whereas gender is based in social roles.
Gender Equality	A condition in which males and females are treated the same, regardless of gender. While the goal on gender work is typically gender equity, in some cases (such as equal pay for equal work), gender equality is the goal — i.e., gender should not factor into the situation in any way.
Gender Equity	A condition of fairness between females and males, leading to a situation in which each has equitable access to resources, rights, status, levels of responsibility, and power with the understanding that females and males are unique and have different needs and goals. Equity takes into account differences that may exist between people of different genders, including abilities, interests and inherent or systemic disadvantages they face as a result of institutions or culture. Gender Equity recognizes a need for differential treatment between genders based on where those genders are and where they would like to be.
Gender Integration	Gender integration recognizes assets and needs associated with gender, surfaces historical or potential inequities based on gender, and pro-actively addresses, or "integrates," gender considerations into the work of an organization with the ultimate goal of gender equity. Integrating gender in an organization's activities and structures has both external and internal dimensions. In programs and services, gender integration means that the organization ensures that gender-based concerns and experiences are an integral dimension of design, implementation, communications, monitoring, and evaluation of programs and services, considering all political, economic, and societal spheres. Within an organization, gender integration promotes both women's and men's leadership and equity in the organization's own policies, structures, and operations.
Gender Analysis	A systematic way of looking at the different impacts of development interventions on males and females. Gender Analysis requires separating (disaggregating) data by sex and understanding how labor is divided and valued. Gender analysis must be done at all stages of the project planning process; one must always ask how a particular decision, activity, or plan will affect males differently from females.

working paper published by representatives from UNICEF and the University of California San Diego Center on Global Justice (Mackie, Moneti, Denny & Shakya, 2012). This working paper provides evidence-based common indicators used for measuring social norms that were then adapted to be applicable to this study and were labeled Peer Organizations in the survey. The survey questions on stage theory of organizational change were adapted from a seminal piece on the theory by Van de Ven and Poole (2005). This piece also presented common indicators used for measuring organizational change, and the survey questions were adapted for this study.

Table 3.3: Breakdown of Dimensions, Constructs and Variables

Dimension	Construct	Variable
Organization	Political Will	Gender Policies
		Staffing
		Human Resources
		Public Relations and Communications
		Financial Resources
	Organizational Culture	Organizational Culture
	Technical Capacity	Human Resources
		Public Relations and Communications
	Accountability	Public Relations and Communications
Programming	Political Will	Program Design and Guidelines
		Partner Organizations
	Accountability	Monitoring and Evaluation
		Program Implementation
	Organizational Culture	Program Implementation
	Technical Capacity	Technical Expertise
		Partner Organizations
Organizational Change		Organizational Change
Social Norms		Perceived Norms

<u>Informed Consent</u>

Approval for this study was obtained from the University of Maryland College Park (UMD) Institutional Review Board (IRB). The submission application included study materials and consent forms. Only after approval from the IRB was granted did any research activity commence.

All recruiting material developed for this study informed the prospective participant of the purpose of the study, the procedures involved, and the necessary steps taken to ensure participant confidentiality. These materials also included information on any potential risks or benefits of participating in the study, contact information for the student investigator, and information on the right to abstain from participation or to withdraw from the study at any time without any negative consequences. Lastly, participants were informed of the voluntary nature of the study.

Informed consent for the survey was obtained at the start of the survey. The waiver of consent was preceded by a brief summary of the study, followed by a question where participants agreed to complete the survey and for their responses to be used in the organization-wide assessment.

<u>Data Analysis</u>

This section presents information on the steps taken to perform the quantitative data analysis of the gender survey data. The gender survey consists of four dimensions to assess gender equity and gender integration: programming levels, organization levels, peer organizations, and organizational change. An aggregate index score for each dimension was calculated to then provide an overall picture of gender equity within the organization as a whole (Morris, 2003).

Univariate Analysis Plan

Univariate analysis was performed to provide insight into the spectrum of answers for each variable. The analysis included stratifying by demographics, calculating average frequencies and then examining the median and mode for each variable.

Demographic Characteristics

Upon completion of data cleaning, the organizational level data was stratified by the seven demographic characteristics: gender, race/ethnicity, age, education level, marital status, department within the organization, and supervisory status. For the demographic characteristics, the data was also recoded when necessary to make the information understandable and to make it easier to conduct bivariate analyses.

The gender demographic was coded as male or female, and did not need to be recoded. The race/ethnicity was recoded to be white and other, due to a majority of white respondents. The age demographic was recoded to show two constructs: 44 years old and younger, and 45 years old and older. This breakdown was decided because it is the breakdown used by the organization' Human Resources when coding for age and because it created similar sample sizes in each construct. The education level was recoded to two constructs: Bachelor's degree or less, and Master's degree or higher. This breakdown was chosen because the majority of respondents had either a Bachelor's or Master's degree. Marital status did not need to be recoded because respondents selected either married or unmarried as their status. Supervisory status also did not need to be recoded because respondents selected either supervisor or non-supervisor as their status. The department within the organization was recoded to be International Programs and all other departments. This breakdown was chosen because staff in International Programs work

most directly with gender integration theories and tools and are more likely to be trained in these areas, so their answers were expected to be notably different than those without that training.

Organizational and Programmatic Dimension Variables and Constructs

Survey items were designated as a part of either the organizational or programmatic dimension (see Appendix 2), and a set group of survey items represented a variable. The variables comprised the dimensions. The analysis of the organizational and programmatic variables first required tabulating the answers for each survey item. Then, a summary score was calculated for each variable by averaging the group of items that comprised that variable. The group of items were averaged by summing the number of responses provided for a response option and dividing by the number of survey items. This average was conducted for each response option. For example, five items were used to assess the variable Program Design and Guidelines, so a summary score for each response option was calculated by averaging the responses for the five survey items.

Once the variable summary score was calculated, those scores were then used to create a construct summary score. This calculation followed the same pattern as was used to find the variable summary score. The averages found for each response option of all the variables that comprised a construct were summed and divided by the number of variables. The summary scores for each construct were calculated to provide the basis for the composite analysis. In addition, the median and mode were calculated for each variable to highlight trends.

Composite Analysis of the Organizational Level Factors

A composite analysis was performed by first conducting the univariate analysis for each of the six constructs. Next, to find the composite score for each of the four dimensions, the summary construct scores were averaged for each dimension. The composite score was calculated by summing the construct scores, specifically the responses for each response option and dividing by the number of constructs that comprised the dimension. For example, the Programming Dimension was comprised of four constructs: Political Will, Accountability, Organizational Culture, and Technical Capacity, and the summary score of each construct was used to calculate a composite score for the dimension. These were the steps conducted for Research Questions 1- 4 and provide the overall staff perceptions for each Dimension.

The responses were grouped for the final composite scores in the format of Positive, Negative, Neutral, and Unknown. The Mildly Positive and Strongly Positive responses were grouped as Positive by summing the two scores. The Mildly Negative and Strongly Negative responses were grouped as Negative by summing the two scores. The Neutral and Do Not Know responses were grouped by summing the two scores – these two groups were summed because if a staff selected this option, it indicated that they did not have enough information to make an informed decision. In addition, due to the small sample size, these two responses were grouped so as to avoid small numbers in the cells when conducting chi-square analyses. See Table 3.1 for the detailed outline of this coding plan. The responses were grouped in this way to prepare for the chi-square analyses.

Bivariate Analysis

Bivariate analysis was also performed to examine relationships between variables. The two sets of analyses were conducted to:

- Determine the relationship between demographic characteristics and the four organizational level factors of the Gender Integration Framework.

- Determine the relationship between demographic characteristics and the outcomes.

In order to conduct these analyses, the first step was to stratify the survey data by the demographic characteristics. The demographic characteristics included gender, supervisory status, age, department, race, marital status, and level of education. For each demographic characteristic, the steps listed above to find summary scores for the variables, constructs, and dimensions were conducted with the stratified data. An overall average of the Positive, Negative, Neutral and Unknown answers was recoded for each of the four constructs and the two dimensions. A final average of the Positive, Negative, Neutral and Unknown answers was also found the Organizational level factors. The final total averages were found for each response option by summing the responses to the four constructs and dividing by four, the number of constructs.

The subsequent step was to conduct a Pearson Chi-Square analysis as well as a Fisher's Exact test, assessing the association between the final averages for each construct of the Gender Integration Framework and each demographic characteristic. These steps were conducted to assess Research Questions 5. For Research Question 6, a Pearson Chi-Square Analysis and Fisher's Exact test was conducted using the composite

scores of the Organizational and Programming Dimension as well as the overall

Organizational level factors.

      The Pearson Chi-Square test was selected for this study due to the categorical

nature of the variables and to test the association between variables (Pagano & Gavreau,

2000). The Fisher's Exact Test was selected for this study due to the small sample size

which left too small of an amount (<5 in each cell) for a high percentage of the expected

results and because it provides a more exact significance level (Pagano & Gavreau,

2000). The composite scores were tabulated and calculated using Excel (2013), and the

data was then transferred to SPSS (2014) to perform the Pearson Chi-Square analysis and

Fisher's test.

<u>Timeline</u>

      See Appendix 2 for the full thesis timeline.

Chapter 4: Survey Results

In this chapter, univariate analyses will first be presented. Secondly, the analysis conducted for each research question will be presented to provide an understanding of current staff perceptions of gender equity and gender integration at the Lutheran World Relief organization.

Univariate Analyses

Demographic Characteristics

A summary of the demographic characteristics of the survey respondents are included in Table 4.1. Overall, the majority of respondents were women, in the 30-44 year age range, white, married, and had a master's degree. In addition, the majority of respondents supervised other staff and worked in International Programs or External Relations.

Frequency Distribution of Variables

This section presents an overview of the variables assessed by the gender survey, including frequency distributions and the median and mode for each variable. The variables for the organizational dimension include the following: Gender Policies; Staffing; Human Resources; Public Relations and Communications; Financial Resources; and Organizational Culture. The variables for the programmatic dimension include the following: Program Design and Guidelines; Partner Organizations; Monitoring and Evaluation; Program Implementation; and Technical Expertise. The variables for Peer Organizations and Organizational Change will also be presented here.

Table 4.1: Demographic and Organizational Characteristics of Survey Respondents

Characteristics of Questionnaire Respondents			
			Organizational
		Response Rate	Representation
Demographic Characteristics	N	(%)	(%)
Gender	n=45		
Male	13	28.9	43.3
Female	25	55.6	45.5
Prefer not to answer	7	15.6	NA
Race	n=43		
White	33	76.7	NA
Other	10	23.3	NA
Age	n=43		
Under 30	4	9.3	36.4
30-44	27	62.8	56.3
45-60	10	23.3	41.7
Over 60	2	4.6	100.0
Marital Status	n=43		
Married	30	69.8	NA
Not married	13	30.2	NA
Level of Education	n=43		
Bachelors	15	34.9	NA
Masters	25	58.1	NA
Doctorate	1	2.3	NA
			Organizational
		Response Rate	Representation
Organizational Characteristics	N	(%)	(%)
Supervisory Status	n=44		
Supervisor	25	56.8	100.0
Non-supervisor	19	43.2	31.7
Department	n=40		
International Programs	15	37.5	57.7
Finance and Administration	9	22.5	50.0
External Relations	12	30	36.4
President's Office/HR	4	10	50.0

In Table 4.2, univariate analysis for the organizational dimension variables are presented. In general, the response option Mildly Positive was the most frequent median (six occurrences), and the response option Don't Know was the most frequent mode (five occurrences).

Human Resources under the Political Will construct had the highest overall Strongly Positive staff rating (35.35%), which means that staff overall think that Human Resources

has sufficient policies in place to promote gender integration. Public Relations and Communications under the Accountability construct had the highest Mildly Positive staff rating (47.73%), which means that staff overall think that a gender perspective is reflected in LWR's publications. Public Relations and Communications under the Political Will construct had the lowest Mildly Negative response rating (6.82), showing that staff do not feel negatively about the level of gender perspective in their public relations efforts and initiatives. Gender Policies under the Political Will construct had the lowest Strongly Negative response rating (1.67%), meaning that staff do not feel negatively about the gender policies currently in place within the organization.

Financial Resources under the Political Will construct had the highest overall Mildly Negative staff rating (26.52%), the highest Strongly Negative staff rating (8.33%), the lowest staff rating for a Strongly Positive response (3.03%) and for the Mildly Positive response (8.33%). Overall, these trends show that staff do not think LWR has budgeted adequately for gender integration.

Human Resources under the Technical Capacity construct had the highest overall Neutral staff rating (22.73%), which shows that staff are mixed in their perspectives on the amount of training and expertise within the organization around gender. Public Relations and Communications under the Technical Capacity construct had the lowest Neutral response rating by staff (9.09%), as well as the highest rating of unknown (61.36%), which shows that staff are largely unsure of how public relations policies are influenced by gender expertise. Gender Policies under the Political Will construct had the lowest unknown responses (15%), which means that the organization as a whole are

informed about the gender policies available to them, such as maternity leave and

childcare.

Table 4.2: Univariate Analysis for Organizational Dimension Variables

Construct/Variable	# of Items	Frequency Distribution (%)						Median*	Mode
		Strongly Positive	Mildly Positive	Neutral	Mildly Negative	Strongly Negative	Don't Know		
Political Will									
Gender Policies	4	5.56	41.67	19.44	16.67	1.67	15	Mildly Positive	Mildly Positive
Staffing	7	12.22	29.63	17.78	11.48	5.56	35	Mildly Positive	Don't Know
Human Resources	9	35.35	27.78	11.62	7.58	1.77	15.91	Mildly Positive	Strongly Positive
Public Relations and Communications	2	3.41	37.5	11.36	6.82	2.27	38.64	Mildly Positive	Don't Know
Financial Resources	3	3.03	8.33	15.91	26.52	8.33	37.88	Mildly Negative	Don't Know
Organizational Culture	16	16.5	33.65	15.89	24.42	3.28	16.67	Mildly Positive	Mildly Positive
Technical Capacity									
Human Resources	3	9.85	20.45	22.73	16.67	3.03	40.91	Neutral	Don't Know
Public Relations and Communications	1	4.55	9.09	9.09	9.09	6.82	61.36	Neutral	Don't Know
Accountability									
Public Relations and Communications	1	6.82	47.73	15.91	11.36	2.27	15.91	Mildly Positive	Mildly Positive
*Note that the response option 'Don't Know' was not included when finding the median response option.									

In Table 4.3, univariate analysis for programmatic dimension variables are

presented. Four of the variables had a Neutral median, and two had Mildly Negative as

their median. Only one variable, Program Implementation under the Accountability

construct, had Mildly Positive as its median. There were four variables with Don't Know

as their mode. Overall, the programmatic dimension had a more negative perception by

staff than the organizational dimension.

Monitoring and Evaluation under the Accountability construct had the highest

Strongly Positive staff rating (6.83%), which shows that a select group of staff think that

sufficient effort is put into collecting adequate data to monitor the efficacy of programs.

Note that all Strongly Positive ratings were low, showing that the Programmatic

dimension as a whole did not receive as high of ratings as the Organizational dimension.

Program Implementation under the Accountability construct had the highest

Mildly Positive staff rating (40.89%), the lowest response rate for the Mildly Negative

response option (4.44%) as well as for the Strongly Negative response option (0.89%).

Overall, these trends show that staff think that the projects of LWR are positively

impactful for the beneficiaries.

Technical Expertise under the Technical Capacity construct had the highest

Mildly Negative staff rating (20.91%), which shows that staff have a negative view of

LWR's in-house technical expertise around gender. Partner Organizations under the

Political Will construct had the highest Strongly Negative staff rating (10.23%), which

shows that staff do not think that LWR provides sufficient commitment to gender equity

in its criterion for selecting partner organizations. Partner Organizations under the

Technical Capacity construct had zero responses for Strongly Positive staff perceptions

and also the lowest response rate for Mildly Positive (4.55%), which shows that LWR

does not provide sufficient training and gender tools to its partner organizations in the

field.

Program Implementation under the Organizational Culture construct had the

highest Neutral staff rating (42.86%) and a high Mildly Positive rating (38.1), showing

that staff were leaning toward a positive opinion on LWR's capacity to address

organizational resistance to gender issues in programs but that there is still room for

improvement. Partner Organizations under the Political Will construct had the lowest

Neutral staff response rate (4.55%) and low responses for all except the Don't Know

response option (68.18%), which shows that staff need more information on the details of LWR's relationships with partner organizations in the field and specifically do not know how LWR regulates gender work with these organizations. Technical Expertise under the Technical Capacity construct had the lowest staff response for Don't Know (21.82%), which shows that a significant portion of staff do not know the technical details of gender programming at LWR nor do they know the extent to which programming staff are trained in gender integration.

Table 4.3: Univariate Analysis for Programmatic Dimension Variables

Construct/Variable	# of Items	Frequency Distribution (%)						Median*	Mode
		Strongly Positive	Mildly Positive	Neutral	Mildly Negative	Strongly Negative	Don't Know		
Political Will									
Program Design and Guidelines	6	3.33	22.22	23.33	11.48	4.81	34.81	Neutral	Don't Know
Partner Organizations	2	2.27	7.95	4.55	6.82	10.23	68.18	Mildly Negative	Don't Know
Organizational Culture									
Program Implemenation	1	2.38	38.1	42.86	11.91	4.77	NA	Neutral	Neutral
Technical Capacity									
Technical Expertise	5	6.36	22.73	25	20.91	3.18	21.82	Neutral	Neutral
Partner Organizations	1	0	4.55	11.36	20.45	2.27	61.36	Mildly Negative	Don't Know
Accountability									
Program Implemenation	5	12	40.89	23.11	4.44	0.89	31.11	Mildly Positive	Mildly Positive
Monitoring and Evaluation	5	6.83	27.38	21	13.28	0.92	38.24	Neutral	Don't Know
*Note that the response option 'Don't Know' was not included when finding the median response option.									

In Table 4.4, univariate analysis for both peer organizations and organizational change dimension variables are presented. For Peer Organizations, the majority of respondents selected the Don't Know option (62.22%), showing that the majority of staff do not know how LWR's work compares to other peer organizations work around gender.

For Organizational Culture, the majority of respondents chose the Mildly Positive response option (45.19%). Only 4.44% chose the Strongly Negative response option.

Thus, staff have a positive perception of LWR's efforts to institutionalize gender

integration.

Table 4.4: Univariate Analysis for Peer Organizations and Organizational Change

Dimension Variables

Construct/Variable	# of Items	Frequency Distribution (%)						Median*	Mode
		Strongly Positive	Mildly Positive	Neutral	Mildly Negative	Strongly Negative	Don't Know		
Peer Organizations	3	0	9.63	14.81	6.67	6.67	62.22	Neutral	Don't Know
Organizational Change	3	8.14	45.19	20.74	22.22	4.44	NA	Mildly Positive	Mildly Positive
*Note that the response option 'Don't Know' was not included when finding the median response option.									

Research Question 1: What are the current perceptions of gender equity and gender integration in the workplace?

The scores in Chart 4.1 represent average overall perceptions held by staff of the organizational aspects of the four Gender Integration Framework constructs. Overall, 45.89% of staff have a positive perception of the organizational dimensions of gender integration, and 16.76% of staff have a negative perception. 42.82% had either a neutral or unknown response. While there was a primarily positive response, there is also a large proportion of staff who do not have a strong opinion on the topic or do not know enough information to make an informed choice.

Organizational Culture had the highest positive perception at 58.48% of staff, as well as the highest negative perception at 19.36% of staff. This response percentage shows that the majority of staff have a positive perception of LWR's organizational culture around gender equity, but that a significant portion still have a negative perception of the equal promotion of men and women in the workplace. This construct also had the lowest percentage of neutral responses at 12.12% of staff, showing that staff mostly had enough information on this topic to make an informed choice on the survey.

The highest score for the neutral response was Technical Capacity at 48.89%, and this construct also had the highest unknown responses (19.44%). These response percentages show that a majority of staff do not have enough information to have a strong opinion on this construct. It is also important to note how close the positive and negative responses are, which shows that staff are also relatively split on this topic. This construct also received the lowest percentage of overall positive responses (25.56%).

Accountability had the lowest negative responses at 13.33% of staff, which shows that staff overall have positive opinions of LWR's efforts to promote gender equity in its publications. Political Will had the lowest percentage of respondents who answered unknown at 14.91%, which shows that staff have enough information on this construct to make informed decisions. Political Will did have a large percentage of respondents show a positive perception, meaning that overall, staff have positive perceptions of the internal and external efforts to promote gender equity among staff within the organization.

Chart 4.1: Current Staff Perceptions of Organizational Dimensions (RQ1)

Note: The responses do not equal 100% because they are the average of the four response options.

Research Question 2: What are the current perceptions of gender equity and gender
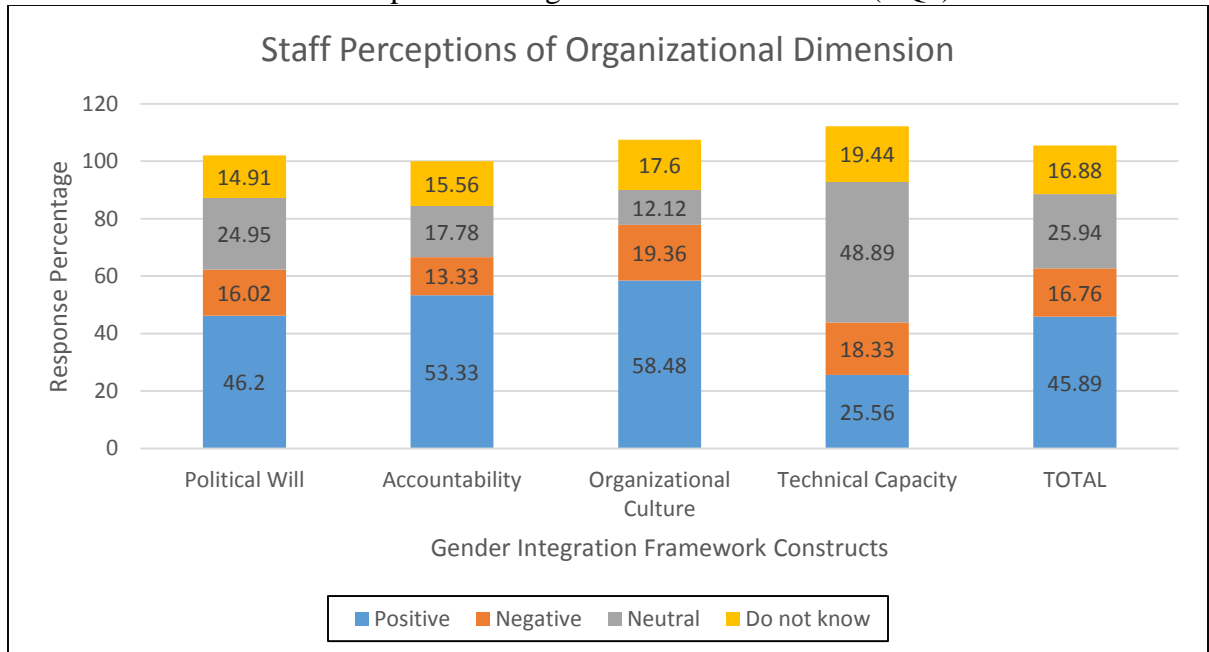
integration in programmatic efforts overseas?

The scores in Chart 4.2 represent average overall perceptions held by staff of the

programmatic aspects of the four Gender Integration Framework constructs. Overall,

32.62% of staff have a positive perception of gender equity and gender integration in the

organization's programmatic efforts overseas, and 16.28% of staff have a negative

perception. 53.74% had either a neutral or unknown response. A majority of staff did not

have enough information to make informed decisions about this construct.

Accountability had the highest positive perception at 44% of staff and the lowest

negative perception at 9.56% of staff. These responses show that staff overall think that

LWR has adequate mechanisms in place to ensure programmatic accountability.

Technical Capacity had the highest negative perception at 23.33% of staff, and

this percentage is very close to the positive perception (24.81). Staff are almost equally

mixed in their perceptions of Technical Capacity, and this is likely due to the overall

positive perception of LWR's technical expertise and the overall negative perception of

LWR's relationships with partner organizations, the two variables that comprise this

construct.

Political Will had the lowest positive perception at 21.67%, the highest score for

the neutral responses at 43.06%, and the lowest percentage of respondents answer

unknown at 18.61%. Thus, staff do not have a strong level of confidence in the efforts

taken by LWR to promote gender equity in every dimension of the program cycle as well

as in the relationships with partner organizations overseas.

Organizational Culture was the construct with the highest unknown responses at 44.44%. While there was a high positive response (40%), the high unknown response shows that the staff are evenly split between overall positive perceptions and not having enough information to make an assessment. This split is likely because half of respondents do not work on the program implementation level of gender integration and half do, thus equipping only half of staff with the needed knowledge to answer these questions.

Chart 4.2: Current Staff Perceptions of Programming Dimensions (RQ2)
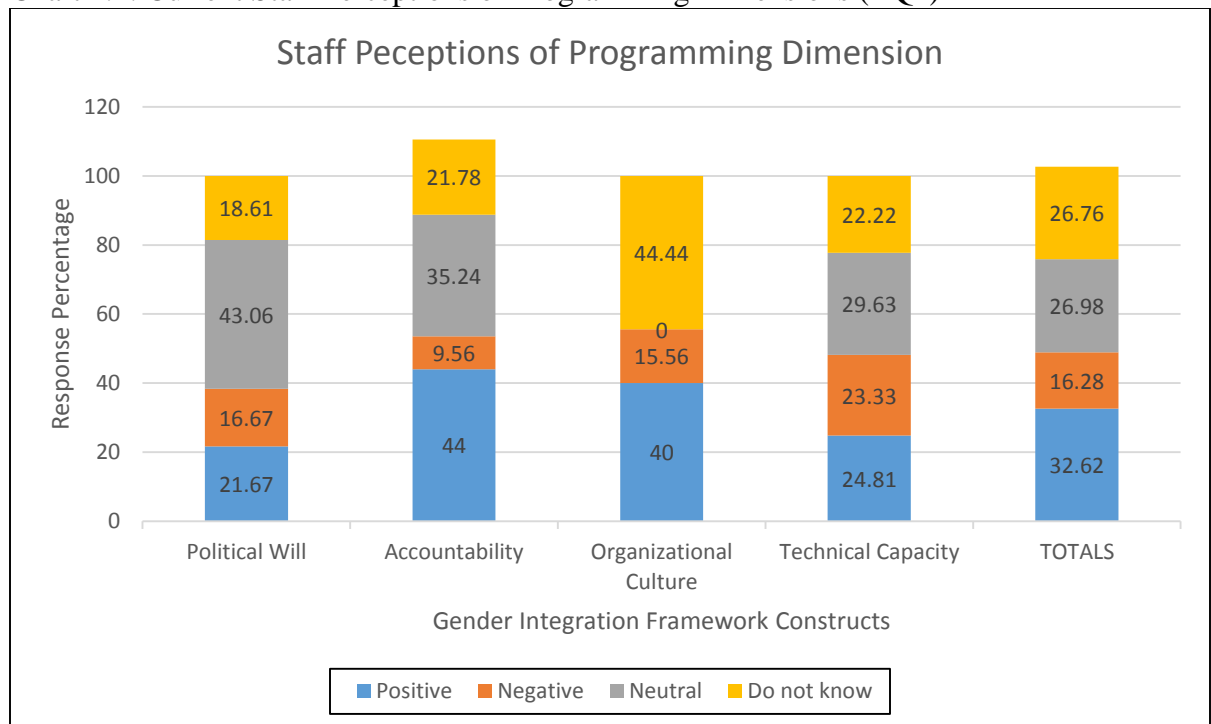
Note: The responses do not equal 100% because they are the average of the four response options.

Research Question 3: What are the current perceptions of peer organizations efforts around gender equity and gender integration?

The largest percentage of respondents demonstrated that they do not know what peer organizations efforts are toward gender integration or how LWR compares to these organizations, with 62.22% of staff choosing that option. The positive perception of peer organizations efforts was 9.63% of staff, and the negative perception of peer organizations' efforts was 13.33% of staff. There were also 14.81% that chose a neutral response option.

Chart 4.3: Current Staff Perceptions of Peer Organizations
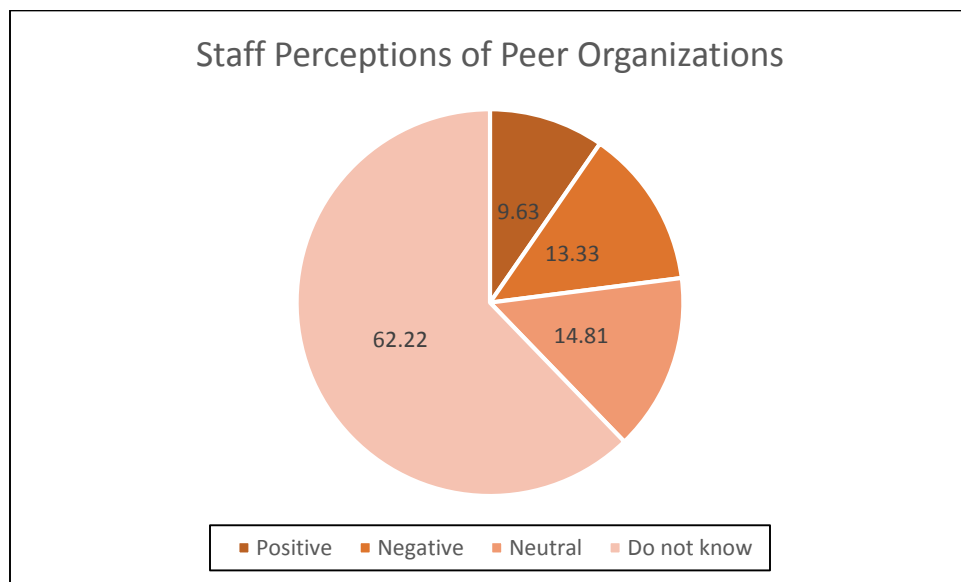
Research Question 4: What are the current perceptions of the organizational stages of change?

The positive perception of organizational change efforts was 53.33% of staff, and the negative perception of peer organizations efforts was 26.67% of staff. Overall, a majority of staff think that LWR is making a sufficient effort towards institutionalizing gender integration. There were also 20% that chose a neutral response option. The unknown response option was not included as a response option for these questions.

Chart 4.4: Current Staff Perceptions of Organizational Change
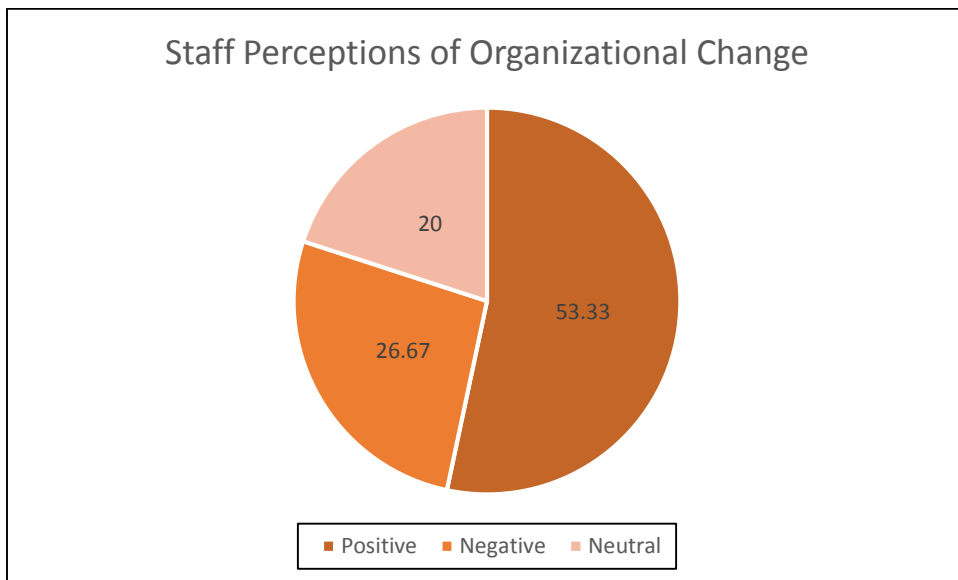
Research Question 5: How do demographic characteristics vary in relation to the Gender

Integration Framework Constructs (organizational factors)?

For all subsequent calculations in response to Research Question 5, the null

hypothesis states that there is no significant difference between the observed and

expected results. The alternate hypothesis states that there is a significant difference

between the observed and expected value. Cross tabulations were conducted in order to

calculate Chi-Square and Fisher's Exact Test. According to the description provided by

Pagano & Gavreau (2000), noteworthy trends are differences between groups 10% or

higher. Only those differences are highlighted here, and those cross tabulation tables can

be found in Appendix 4.

The organizational characteristics were stratified by gender. In total, there were 38 valid responses to this question; 25 female and 13 male. There were no significant associations found between gender and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted.

Table 4.5: Chi-Square Analysis for Gender and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	0.123	2	0.94	0.249	1	Accept H_o
Political Will	0.061	2	0.992	0.245	1	Accept H_o
Accountability	0.016	2	0.992	0.245	1	Accept H_o
Organizational Culture	0.385	2	0.825	0.454	0.901	Accept H_o

Demographic Characteristic: Supervisory Status

The organizational data was stratified by supervisory status. There were 44 valid responses to this question; 25 supervisors and 19 non-supervisors. There were no significant associations found between supervisory status and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted. In the cross tabulation for Supervisory status and the construct of Accountability, 52% of non-supervisors had responded Neutral or Unknown, whereas only 38% of supervisors selected the response options Neutral or Unknown, showing that supervisors were more informed of the measures of Accountability.

Table 4.6: Chi-Square Analysis for Supervisory Status and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	0.065	2	0.968	0.165	1	Accept H_o
Political Will	0.145	2	0.93	0.25	0.92	Accept H_o
Accountability	1.549	2	0.461	1.436	0.479	Accept H_o
Organizational Culture	0.303	2	0.859	0.396	0.839	Accept H_o

Demographic Characteristic: Age

The organizational data was stratified by age, specifically those who were 44 years of age and under and those who were 45 years of age and older. There were 43 valid responses; 31 respondents were 44 years of age and under and 12 respondents were 45 years of age and older. There were no significant associations found between age and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted. In the cross tabulation for Age and Political Will, 19.4% of staff 44 years of age and under selected a Negative response option whereas only 8.3% of staff 45 years of age and older selected a Negative response option, showing that staff in the older age range had a more positive opinion of Political Will efforts.

Table 4.7: Chi-Square Analysis for Age and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	0.143	2	0.931	0.33	1	Accept H_o
Political Will	0.792	2	0.673	0.707	0.813	Accept H_o
Accountability	0.307	2	0.858	0.343	1	Accept H_o
Organizational Culture	0.055	2	0.973	0.193	1	Accept H_o

Demographic Characteristic: Department

The organizational data was stratified by department within the organization, specifically those who work in the International Programs Department (IPD) as one

group and all other departments as another. These other departments include External Relations, the President's Office and Human Resources, and Finance and Administration. This decision was made because IPD works most directly with gender integration tools and methodology, so they were the most likely department to have the strongest opinions on the topic. There were 40 valid responses; 15 from IPD and 25 from the remaining departments. There were no significant associations found between a respondent's department and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted.

In the cross tabulation conducted for Department and Technical Capacity, 33.3% of IPD staff selected a Negative response option whereas only 16% of non-IPD staff selected a Negative response option, showing that IPD staff had a more negative opinion of the organization's technical capacity around gender. In the cross tabulation conducted for Department and Political Will, 28.6% of IPD staff selected a Negative response option whereas only 12% of non-IPD staff selected a Negative response option. Additionally, only 28.6% of IPD staff selected a Positive response option whereas 44% of non-IPD staff selected a Positive response option, again showing that IPD staff had a more negative opinion of the organization's efforts around Political Will and gender. In the cross tabulation conducted for Department and Accountability, 20% of IPD staff selected a Negative response option whereas only 4.2% of non-IPD staff selected a Negative response option, showing that IPD staff had a more negative opinion of the organization's efforts around Accountability and gender.

Table 4.8: Chi-Square Analysis for Department and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	1.647	2	0.439	1.631	0.522	Accept H_o
Political Will	1.931	2	0.381	1.917	0.423	Accept H_o
Accountability	2.528	2	0.282	2.378	0.401	Accept H_o
Organizational Culture	1.067	2	0.587	1.085	0.602	Accept H_o

Demographic Characteristic: Race

The organizational data was stratified by race, specifically by white and other races. The majority of respondents who were non-white chose the option Prefer Not to Answer. There were 43 valid responses; 33 respondents selected white and 10 respondents chose a non-white response. There were no significant associations found between a respondent's race and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted.

For the cross tabulation conducted for Race and Technical Capacity, of the respondents who identified as non-white, 10% selected a Positive response option compared to the 26.5% of those who identified as white, showing that white respondents had a more positive opinion of the technical capacity of the organization than non-white respondents. For the cross tabulation conducted for Race and Accountability, of the respondents who identified as non-white, 30% selected a Positive response option and of the respondents who identified as white, 48.5% selected a Positive response option. These results show that white respondents had a more positive opinion of Accountability efforts than respondents who identified as non-white.

Table 4.9: Chi-Square Analysis for Race and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	1.294	2	0.524	1.268	0.705	Accept H_o
Political Will	0.067	2	0.967	0.266	1	Accept H_o
Accountability	1.11	2	0.574	1.299	0.663	Accept H_o
Organizational Culture	0.417	2	0.812	0.679	0.884	Accept H_o

Demographic Characteristic: Marital Status

The organizational data was stratified by marital status, specifically those who are married and non-married. There were 43 valid responses; 30 respondents were married and 13 were not married. There were no significant associations found between a respondent's marital status and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted.

Table 4.10: Chi-Square Analysis for Marital Status and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	0.037	2	0.982	0.151	1	Accept H_o
Political Will	0.354	2	0.838	0.461	0.904	Accept H_o
Accountability	0.381	2	0.827	0.601	0.899	Accept H_o
Organizational Culture	0.28	2	0.869	0.311	1	Accept H_o

Demographic Characteristic: Level of Education

The organizational data was stratified by education level, specifically those who had bachelor's degrees and those who had a master's degree or higher. This stratification was chosen because there was only one respondent with a doctoral degree and zero respondents with lower than a bachelor's degree. There were 43 valid responses; 15 respondents had bachelor's degrees and 28 respondents had a master's degree or higher. There were no significant associations found between level of education and the four Gender Integration Framework constructs. For all associations, the null hypothesis is to be accepted. In the cross tabulation conducted for Level of Education and Accountability, 53.3% of staff with a Bachelor's degree selected a Neutral or Unknown response option whereas 39.3% of staff with a Master's degree selected Neutral or Unknown, showing that more staff with a Master's degree had the needed information to select a positive or negative response than those with a Bachelor's degree.

Table 4.11: Chi-Square Analysis for Level of Education and Gender Integration Framework Constructs

GIF Construct	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Technical Capacity	0.393	2	0.822	0.42	0.837	Accept H_o
Political Will	0.156	2	0.925	0.223	1	Accept H_o
Accountability	1.015	2	0.602	0.938	0.736	Accept H_o
Organizational Culture	0.463	2	0.793	0.602	0.905	Accept H_o

Research Question 6: How do demographic characteristics vary in relation to outcomes?

For all subsequent calculations in response to Research Question 6, the null hypothesis states that there is no significant difference between the observed and expected results. The alternate hypothesis states that there is a significant difference between the observed and expected value. There were no significant associations found between any demographic characteristics and the Programming Dimension, Organizational Dimension, or overall total score. For all associations tested, the null hypothesis is to be accepted.

For the cross tabulation conducted for Department and the Programming Dimension, 33.3% of IPD staff selected a Negative response option whereas only 8% of non-IPD staff selected a Negative response option, showing that IPD staff have a more negative opinion of the organization's programming efforts for gender integration overall than non-IPD staff. In addition, 40% of IPD staff selected a Neutral or Unknown response option and 56% of non-IPD staff selected a Neutral or Unknown response option, showing that more IPD staff have the needed information to select a positive or negative response option than non-IPD staff. For the cross tabulation conducted for Department and the Organizational Dimension, 26.7% of IPD staff selected a Negative response option whereas only 12.5% of non-IPD staff selected a Negative response option, showing that IPD staff have a more negative opinion of the overall organizational efforts for gender integration than non-IPD staff. In addition, 40% of IPD staff selected a Positive response option whereas 54.2% of non-IPD staff selected a Positive response option, showing that non-IPD staff have a more positive opinion of organizational efforts around gender integration than IPD staff.

In the cross tabulation conducted for Race and the overall composite score, 45.5% of staff who identified as white selected a Positive response option whereas only 30% of staff who identified as non-white selected a Positive response option, showing that respondents who identified as white had a more positive opinion of the overall efforts of the organization towards gender integration than those who identified as non-white. In addition, 39.4% of staff who identified as white selected a Neutral or Unknown response option whereas 50% of staff who identified as non-white selected a Neutral or Unknown response option, showing that more of those who identified as white had the needed information to select a positive or negative response option than those who identified as non-white.

In the cross tabulation conducted for Level of Education and Programmatic Dimension, 64.3% of staff with a Bachelor's degree selected a Neutral or Unknown response option whereas only 46.4% of those with a Master's degree selected that option, showing that more staff with a Master's degree had the needed information to select either a positive or negative response option. In addition, 7.1% of staff with a Bachelor's degree selected a Negative response option whereas 21.4% of staff with a Master's degree selected a Negative response option, showing that staff with a Master's degree had a more negative opinion than those with a Bachelor's degree.

Lastly, in the cross tabulation conducted for Age and the Programmatic Dimension, 20% of staff 44 and under selected a Negative response option whereas only 8.3% of staff 45 and older selected a Negative response option, showing that the staff 44 years of age and younger had a more negative opinion of the programmatic dimensions around gender integration compared to those who are 45 years of age and older.

Table 4.12: Chi-Square Analysis for Demographic Characteristics and Overall Outcomes

Characteristic	Dimension	Pearson Chi-Square	df	Asymp. Significance	Fisher's Test	Exact Significance	Hypothesis
Demographic Characteristics							
Gender	Programmatic	0.791	2	0.673	0.915	0.732	Accept H_o
	Organizational	0.156	2	0.921	0.315	0.9	Accept H_o
	Overall	0.016	2	0.992	0.158	1	Accept H_o
Marital Status	Programmatic	0.019	2	0.991	0.201	1	Accept H_o
	Organizational	0.195	2	0.907	0.29	0.906	Accept H_o
	Overall	0.143	2	0.931	0.258	1	Accept H_o
Age	Programmatic	0.844	2	0.656	0.761	0.806	Accept H_o
	Organizational	0.041	2	0.98	0.152	1	Accept H_o
	Overall	0.053	2	0.974	0.16	1	Accept H_o
Level of Education	Programmatic	1.75	2	0.417	1.579	0.455	Accept H_o
	Organizational	0.051	2	0.975	0.193	1	Accept H_o
	Overall	0.269	2	0.874	0.328	1	Accept H_o
Race	Programmatic	0.742	2	0.69	0.85	0.701	Accept H_o
	Organizational	0.283	2	0.868	0.549	0.884	Accept H_o
	Overall	0.755	2	0.686	0.944	0.706	Accept H_o
Organizational Characteristics							
Supervisory Status	Programmatic	0.812	2	0.666	0.808	0.717	Accept H_o
	Organizational	0.21	2	0.9	0.295	0.926	Accept H_o
	Overall	0.248	2	0.883	0.318	0.929	Accept H_o
Department	Programmatic	4.169	2	0.124	3.88	0.165	Accept H_o
	Organizational	1.412	2	0.494	1.462	0.511	Accept H_o
	Overall	1.067	2	0.587	1.085	0.602	Accept H_o

Chapter 5: Discussion

This study has explored staff perceptions of gender equity and gender integration in the workplace at a specific international development organization. In the last twenty years, gender integration, as a focus both in the workplace and in programmatic efforts overseas, has become a priority for international development practitioners (United Nations, 2002). However, it is not without a struggle that organizations fully institutionalize these practices. This study highlights important areas of strength and growth for Lutheran World Relief. Due to the lack of publications on gender equity in programmatic and organizational efforts of an organization, these findings also provide an example to other organizations upon which they can base their own efforts around gender integration.

It is known that other organizations have completed this survey and developed recommendations and next steps as a result of their survey findings. However, these organizations have chosen to keep their information internal, thus preventing a body of literature to develop around this survey tool and topic. While there is no available data on other organizations to which to compare the findings of this study, there is current literature that supports components of the findings for research questions 1-3. For research questions 4 – 6, suggestions will be made for how to develop a literature base, as these findings do not have supporting literature available. The main findings and available supporting literature will be presented here, by presenting findings for each construct of the Gender Integration Framework (GIF), the two new constructs that were added to the survey, the demographic characteristics as well as the overall summative findings. The theoretical and practical implications of the findings will also be presented,

as well as recommendations for LWR, a review of the progress LWR has made since the first gender audit, the dissemination plan of the findings to the organization, limitations of the study, and directions for future research.

Research has shown the effectiveness of promoting women in international development projects, indicating that best practice for any project includes incorporating into the project lifecycle various mechanisms to both provide and measure ways of addressing the needs of men and women equitably and not as a one-size-fits-all response (Jones, Holmes & Epsey, 2008). While the Millennium Development Goals have been used as a guide for organizations' efforts overseas, that these goals have not yet been reached shows that there are still extensive improvements needed in terms of how organizations implement projects (United Nations Millennium Development Goals, 2015). Thus the importance of assessing programmatic and organizational efforts are highlighted, and until gender equality work is completed worldwide and the methodology is perfected, there will be a need for this type of research.

Gender Integration Framework Constructs

The results for Research Question 1, which examined the current perceptions of gender equity and gender integration in the workplace, provide an overview of staff perceptions on the Gender Integration Framework constructs. The results for Research Question 2, which examined the current perceptions of gender equity and gender integration in programmatic efforts overseas, also provide an overview of staff perceptions on the Gender Integration Framework constructs. The results on the constructs found for the two research questions will be presented concurrently to show the breadth of responses by staff on each construct of the GIF.

According to the GIF, the construct of Political Will is the needed foundation for the remainder of the constructs to flourish, and is measured based on the efforts made by the leadership of the organization in prioritizing gender as well the leadership's level of commitment to these efforts (Morris, 2003). For the organizational dimension, staff had a positive perception of the organizational efforts related to Political Will. For the programming dimension, the staff response to Political Will was strikingly more negative than for the organizational dimension, demonstrating that the leadership has made a strong commitment to the organizational efforts but not a full commitment to the programmatic components of their gender work. These findings are in line with the process of organizational change theory that without an organizational commitment to gender, it is unlikely for the level of integration to be considered extensive or complete (Van de Ven & Poole, 2005). While there is no available literature on the role of leadership in championing gender specifically, there is information on the role of leadership in championing an issue within an organization, thus showing the overall importance of leadership in making organizational changes. It is possible to use the research focusing on racial equality in the workplace as a comparison to show the influence of supervisors – a meta-analysis of publications on race and promotions in the workplace spanning the years 1980 to 2005 shows that structural factors are often the reason for inequitable workplaces and highlights supervisors as main contributors to workplace mobility (Brooks & Clunis, 2007). This literature and the study findings support the need for the leadership of LWR and of other organizations considering gender integration to make conscious decisions regarding their intention and capacity for

gender integration as an organization. Without the leadership making a continued and concerted effort, the longevity of the integration efforts are threatened.

An additional construct of the GIF is Accountability, which refers to the mechanisms by which the organization measures its level of gender integration in both organizational and programmatic efforts (Morris, 2003). The construct Accountability was highlighted as a particular area of strength, both programmatically and organizationally. These findings suggest that the organization is transparent about its efforts around gender integration and maintains high standards of program implementation and monitoring and evaluation. The importance of these high standards is outlined in the literature, showing not only the attention to detail needed when planning culturally specific projects but also the dedicated time and resources needed for evaluations to show the true impact of a program (Nakweya, 2014). Women's empowerment is notably challenging to measure, because the indicators of empowerment are not obvious or universal, and only through establishing sound measurement methodology can an organization prove the effectiveness of its programs (Carter, et al., 2014). Thus, the efforts of LWR and of other organizations around programmatic Accountability are imperative for maintaining and ensuring successful efforts toward gender integration.

In addition, the organizational components of Accountability also received overall positive responses, and according to the United Nations Overview on Gender Mainstreaming (2002), by making the organizational efforts known publicly, staff of the organization are reminded of the priority around gender, which is an important strategy in maintaining and fostering a gender equitable workplace. Overall, Accountability points to

the belief held by the staff that the work they are doing, be it programmatic or within their own organization, is beneficial to those who are impacted. Thus, the positive staff perceptions of their efforts also points to the staffs' strong belief in the importance of their current gender integration efforts and their belief in the effectiveness of the mechanisms they have established to measure these impacts. These findings suggest to other organizations the importance of fostering these beliefs in staff, to both gain buy-in around the topic and to support staff motivation to continue their efforts.

The construct of Organizational Culture of the GIF refers to the norms and codes of behavior in a workplace that either support or detract from gender equality and gender integration efforts (Morris, 2003). This construct also received a strong positive response from staff, both programmatically and organizationally. Notably, a large percentage of staff was unaware of numerous organizational culture variables, showing that LWR as an organization has more work to do around educating staff and creating room for reflection on organizational culture. The organizational dimension of this construct has the strongest support from the literature, specifically on the role of gatekeepers in an organization. Research has shown the importance of and influence had by gatekeepers at work, both in terms of the way they set a tone in an organization and their role in staff promotions (Komaki, 2007; Bobbitt-Zeher, 2011). Women and men have been found to be treated differently by people in these roles as well as by their supervisors in some workplaces, all of which contribute to the promotion opportunities available to individuals at work (Ortiz & Rosignio, 2009). While the studies conducted by Ortiz & Rosignio (2009), Komaki (2007), and Bobbitt-Zeher (2011) specifically examined mechanisms by which gatekeepers were able to influence employee opportunities due to

gender, this gender survey examined staff perceptions of how the organization has responded to any perceived disparities due to the influence of gatekeepers. The findings from the literature and this study align, suggesting that staff are aware of the decisions made by gatekeepers of an organization, and that staff have strong opinions as to how these decisions impact them. Thus, an organizations' cultural efforts around gender is a signal of commitment to staff, that their concerns will be considered seriously, and in turn make staff more invested in the organizational culture as well.

Finally, the construct of Technical Capacity refers to the skill of individuals in the organization around gender integration as well as the extent to which staff are trained in this theory and methodology (Morris, 2003). Both programmatically and organizationally, this construct had the lowest positive ratings and the most neutral ratings from staff. An important issue raised by this construct is the relationship US-based organizations have with partner organizations in the field. When specifically navigating cultural norms around gender, it can be especially difficult to ensure the staff of a partner organization, who are typically citizens of the country in which a project is based, have open-minded and educated understandings of gender issues. This level of openness is important when the partner organization staff are involved with the gender components of a project, especially if these ideas are in conflict with their cultural norms, which is an issue highlighted by the United Nations document on Gender Mainstreaming (2002; Kenneth Barigye, Lutheran World Relief, personal communication, 2015). This information is important for other organization's considering gender integration, as it involves managing the contract process in the field, meaning that when an organization contractually agrees to work with a field-based organization, included in that contract

needs to be information on training around gender or other ways to ensure that field-based staff have the needed information to perform their tasks properly and fully.

A few of the issues raised by the Technical Capacity construct tie in directly with the construct of Political Will. An issue raised by staff included the need for more extensive training and resources (time and money) allocated to gender integration, because at this time, the gender integration responsibilities, including learning of new skills, are a task on top of the regular workload for an individual staff member. Thus, staff can feel overstretched and still lacking in the needed gender skills. For the organization to allow for more time to be allocated to this work would demonstrate the commitment to becoming experts in gender integration. According to Carter et al, the development of technical skills is imperative to implementing quality gender projects (2014). Without the needed resources allocated to gender integration, a decision made by the organizations' leadership, it will be impossible to achieve a state of full gender integration, according to the United Nations document on Gender Mainstreaming (2002). Thus, for an organization considering gender integration, ensuring adequate time, resources, and energy of staff are imperative for creating the environment needed for gender integration to be possible.

Social Norms and the Organizational Process of Change

The results of Research Question 3, which examined the current staff perceptions of peer organizations efforts around gender integration, provide an overview of how staff think LWR compares to peer organizations. Staff indicated that they do not know what peer organizations' efforts are toward gender integration. This result shows a lack of collaboration between organizations around the topic of gender. LWR has recently

attempted to address this issue through the development of the *2014 Storybook: INGO Experience with Gender Integration*, a document that outlines the internal efforts organizations have made towards gender integration (Lutheran World Relief, 2014). This recent publication was developed out of a brainstorm by several gender experts from various organizations who recognized the lack of available information on an organization's internal process for gender integration. Thus, LWR brought together six organizations to share their internal experiences around gender integration and created that publication. LWR recently hosted an event to officially launch this document, and the response to the event by peers and LWR staff alike was overwhelmingly positive. The document has been applauded by numerous public figures, including Maryland Senator Barbara Mikulsi (Christie Getman, Lutheran World Relief, personal communication, 2015). Overall, these recent efforts by LWR and the strongly positive public response show a growing awareness of the lack of comparisons between and collaboration among organizations. However, further efforts by more organizations are needed to fully close these gaps in knowledge.

The results of Research Question 4, which examined the current staff perceptions of the stages of organizational change, provide a closer look at perceptions of the level of institutionalization of gender integration in the organization. Staff provided a strongly positive response to the organizational process of integrating gender into the organization, representing that staff are pleased with the progress and prefer to continue this process as it is seen to align with the overarching goals of the organization. However, staff indicated that gender integration has not reached a satisfactory level of institutionalization within the organization. Again, these findings relate to the level of

Political Will found within the organization, demonstrating that the organization is at a crossroads. It is an important moment for the organizations' leadership to decide, with these survey findings, the extent to which the organization will continue to prioritize gender. These findings indicate to the leadership of LWR and of other organizations that staff will be aware of any effort that has been made but that staff need solid evidence of efforts by leadership around gender integration to believe that the actual institutionalization of gender will occur. This lack of clarity by the organization is likely the cause for some of the shortcomings found in this analysis, most notably around technical capacity. Thus, other organizations can see that the level of commitment by leadership impacts staff perceptions and actions. There is no literature to directly compare these findings, nor is there information on what the stages of change around gender are for an organization, and thus, this study provides important foundational literature as to the information needed for staff to understand the level of buy-in by their organization around gender integration.

Demographic Characteristics and the Gender Integration Framework

Past research has demonstrated that demographic characteristics and organizational characteristics can impact one's perceptions of workplace gender equity (Ortiz & Rosignio, 2009; Komaki, 2007; Bobbitt-Zeher, 2011; Usdansky, 2011). The analyses completed for Research Questions 5 and 6 highlight important trends found for demographic characteristics. The results of Research Question 5, which examined how the demographic characteristics vary in relation to organizational level factors, provide a closer look at how staff perceptions on the four GIF constructs vary by demographic characteristic. The results of Research Question 6, which examined how the demographic

characteristics vary in relation to the overall outcomes, provide a closer look at how staff perceptions vary by demographic characteristics on the programmatic and organizational dimensions as well as on the overall total score. There are trends to highlight that point to potential future research, specifically around departmental buy-in, even though statistical significance was not found.

The most notable difference found in the demographic characteristics were seen between departments within the organization. Overall, IPD staff had more negative opinions of the gender integration efforts, both programmatically and organizationally, than non-IPD staff. These findings are noteworthy because the staff in IPD are the most technically trained staff on gender integration in the whole organization, so their perceptions of specifically the programmatic dimension variables are important to consider. These findings are also noteworthy for this organization specifically because, as a faith-based organization, many of the non-IPD staff are interfacing with Lutheran donors who may have different perspectives on gender relations. It is understandable that the staff from non-IPD departments have less technical knowledge, as they do not need this information for their day-to-day work. However, it is striking that the staff that works most closely with the gender integration theory and methodology had the more negative opinions. It may be possible that this negative perception is due more to the gap in what the organization could be doing rather than the actual shortcomings in the methodology already set in place by the organization.

These differences between departments also raise the question of the importance of having common understanding among all staff on issues of gender integration, suggesting that staff perceptions would be different if an organization made an effort to

ensure that training of all staff was prioritized and that all staff saw a connection between their work and gender relations. There is a lack of overall findings to which to compare these results, thus showing the importance of other organizations publishing these results in an effort to begin building a base of literature around how to engage all departments within an organization around gender.

Beyond the departmental differences, the trends found through an analysis of the cross tabulation tables are noteworthy, but the lack of statistically significant findings also points to the relatively similar thoughts by staff at LWR, regardless of their demographic characteristics. This finding is important for the organization to note, as it demonstrates the generally uniform opinions of staff around gender integration.

Implications of Findings

Theoretical Implications

This survey tool was developed based on the Gender Integration Framework, which was the framework also used as the basis of this study. The theory was developed at a time of great transition and need for the international development community (United Nations High Commissioner for Refugees, 1998), and has been expanded in the time since to be more precise and to adapt to changing needs. There is still room for improvement in the use of this theory that this study highlights. The survey is now twenty years old, and while it has been updated, it still does not fully measure all components of gender integration that are now needed. The use of technology in international development and the area of resilience, or the ability of people to maintain their quality of life in the face of crises or disasters, are two areas that are lacking from the application of the theory. Both of these areas are new methodology for integrating gender and would

produce interesting results for an organization if incorporated into the survey (United Nations Conference on Trade and Development, 2014; Heeks, 2008; Mercy Corps, 2015). These areas are new frontiers for gender analyses, and the theory should be adapted to be used in relation to these new efforts.

The theory of social norms was also used in this study and produced relevant results for the organization, showing that staff largely did not have information on what other organizations were focusing on both programmatically and organizationally. If LWR intends to be an expert in its field on gender issues, it is important to know how it compares in expertise and scale to peer organizations, as this has been shown to be a motivator and even a mechanism of accountability for organizations who are closely connected with their peers (Mackie, Moneti, Denny, & Shakya, 2012). LWR has already begun engaging this theory through its efforts with the *2014 Storybook,* as staff had noted this shortcoming and had begun taking action before the survey implementation even began. Thus, the use of social norms theory was applicable in this case study and would be beneficial for other organizations to add to the gender survey or when utilizing the Gender Integration Framework.

The theory of organizational stages of change was also used in this study and showed that staff think the gender integration efforts are important and moving at an appropriate pace. However, these questions could have been more specific in their wording to produce more specific results. There is room for improvement in the use of this theory, as evidenced by the lack of publications available utilizing this theory, and without more research, improved questions and indicators will not be developed.

Lastly, a literature search on the use of gender audits displayed a significant lack of audits used for the same purpose as this study, and the positive feedback gained from this study shows the power and benefit of using this methodology for finding out staff perceptions of an organizations efforts, both in the workplace and overseas.

Practical Implications

The practical implications of this study show that there are numerous steps an organization can take to foster a gender equitable environment. Feedback will be provided to the organization on what is working well and what needs improvement or structural adjustments. The following notes are recommendations for Lutheran World Relief to continue to improve its culture of gender equity in the workplace based on the findings of this study:

- Provide more opportunities for in-depth training on gender integration to interested staff.
- Establish an organization-wide policy around gender requirements for partner staff and the gender training and resources that will be provided to them.
- Include information on gender policies in all human resources orientation materials. These materials should be explicitly labeled as gender policies.
- Look into the financial resources allocated to gender integration and make an organization-wide decision on what prioritizing gender means financially.
- Learn what other organizations are doing around gender integration and share that internally so that staff know the level of effort and expertise had by other organizations, which can be a motivation to continue to focus on the issue.
- Conduct the gender survey again in 4 – 5 years, especially as the organization continues to grow in size and scale.
- Share the findings from this study with a wider audience to encourage accountability among peer organizations.

Overall, these recommendations are important for the organization to implement in order to improve upon its workplace culture and programmatic efforts. There is room

to make the gender survey process more streamlined and effective, which is further addressed in the discussion around areas for future research.

Comparison to 2011 Gender Audit

While analysis was not conducted on the differences between the 2011 and 2015 findings, progress was found. Areas that were found to need additional attention in the 2011 results, specifically gender training and more staff information on parenting policies, both showed dramatic improvements in staff perceptions in the 2015 survey. A few of the areas that were already positive perceptions by staff in the 2011 survey included Human Resources policies, IPD program design and the commitment of leadership to the issue; all three of these areas again received positive ratings by staff in the 2015 survey, demonstrating the organization has been able to maintain these good efforts towards a more gender equitable workplace over the last four years. It should be noted that while the commitment of leadership to the issue of gender integration has remained stable since the 2011 survey, the organization is no longer initiating their gender integration efforts. At this time, the organization needs to decide to what extent it will continue to focus on gender integration, and thus, further displays of commitment by the leadership is encouraged.

Areas that needed improvements as found in the 2011 survey were financial investments in gender integration and consistent support from the whole organization on the priority of this issue; both of these areas for improvement were again significant areas for improvement in the 2015 survey, showing that the organization, while it has made some progress, still has important gender mainstreaming work to do. The organization, after the 2011 survey, aimed to check for new concerns and to keep the conversation a

priority for the organization, which has been accomplished as evidenced by the continued existence of the Gender Working Group, the successful completion of a second gender audit, and the creation and maintenance of three gender projects overseas. Overall, gender mainstreaming requires a continuous effort to improve office culture and programmatic efforts, and LWR has stayed the track in the time between the first and second surveys.

Dissemination of Findings

The GWG guided the interpretation of the results and recommendations to prepare them for dissemination to the organization. Once the interpretation of the findings is completed, the GWG will assist with the presentation of the key findings to the organization. The findings and recommendations will be presented to the organization in the form of an informal "brown bag" presentation, which will be recorded and made available to staff who are unable to attend the presentation. Additionally, an executive summary will be drafted to be presented to the senior leadership of the organization and to the Board of Trustees with the guidance of the GWG. The findings that will be presented include the staff perceptions on each GIF construct, the findings from the new survey items, as well as the demographic breakdown of responses. In addition, the findings will be compared to the previous findings to show the progress that the organization has made since 2011.

Limitations of Study

One of the key limitations to this study was the low participation rate. This low enrollment is likely due to the busy time of year for staff during which this survey was released. In addition, specifically relating to the department of the respondents, it is

noteworthy that the greatest proportion of respondents were from IPD and IPD had the greatest proportion of its staff respond to the survey. While this is telling regarding the number of staff who showed an investment, it is also important to explore why the overall numbers were so low. There has been a continual push around gender integration in recent years, and it is possible that some IPD staff, who do not work specifically on gender projects, have tired of hearing about these issues and chose not to participate. In addition, for staff who do not work specifically on gender integration in their day-to-day work, it is possible that their reason for not participating in the survey was because they did not see what they could contribute or feel connection to the topic in any way. This self-selection of staff likely led to a response bias, as only staff who willingly prioritized this topic and survey provided their input. In addition, the overview of the survey sent to staff stated that about 45 minutes were needed to complete the survey. In conversation with staff, the student researcher was repeatedly told that the survey did not take that long to complete and that some potential participants were put off by that estimate. This number was a conservative estimate, but in the future it is recommended to use a lower time frame so as not to dissuade participants. Due to the length of the survey, respondent fatigue was likely, thus also impacting the integrity of their responses and potentially causing response bias.

Another limitation to this study was the missing demographic factors for some of the respondents. The likely reason for much of the missing data was a fear of identification by the participant. While the responses missing data were included in the summative analyses, this data could not be included in the demographic analyses.

While the survey questions that were potentially confusing or needed describing were addressed before the survey was implemented, the survey tool itself is not without its flaws. Some questions were still double-barreled or even triple-barreled, so that information gained from them is not as specific as it could be. The section that was added to examine staff perceptions on the Organizational Stages of Change did not produce specific results, as the majority of respondents selected the 'Do not know' option for all three questions on the topic. These questions need to be reworded to be more specific.

Directions for Future Research

By focusing on gender in the workplace and in programmatic efforts overseas, the study highlights issues relevant to the future of using gender integration. As noted, different institutions will have different issues in addressing gender inequity in their workplace culture, and thus, another direction for future research would be to implement this survey in other types of institutions to see how different fields and types of institutions compare on these issues. This cross-organizational analysis would provide important insight as to the level of emphasis on gender equity in various work settings and would highlight fields and sectors that are either successful or in need of more gender emphasis. In addition, it is time to expand beyond just the gender binary and to begin to conduct these examinations across the spectrum of gender identities.

Another direction for future research involves including a component of the survey that assessed realities of the GIF constructs, rather than just the staff perceptions. An assessment of the reality of an organization would yield interesting comparative results with the staff perceptions of the organization. Lastly, an assessment on the survey instrument to test its reliability and validity is needed. With this information, an improved

survey instrument could be developed that would ultimately produce more specific

results, and organizations may be more likely to attempt the survey when equipped with

the reliability and validity of the tool itself.

Conclusions

Overall, this study shows the progress that LWR is making towards a more gender

equitable workplace overall. Gender responsiveness is cited as the act of "creating an

environment…that reflects an understanding of the realities of women's lives and

addresses the issues of women" (Bloom, Owen, & Covington, 2003). This term is used

by organizations to guide their plans and acts as the ideal circumstances towards which to

strive for gender equity. While LWR is not a fully gender responsive environment at this

time, it is on its way. Further efforts by the organization will only continue to bring the

organization closer to that reality. Further efforts by other organizations will contribute to

the important effort of understanding how to best foster a gender equitable workplace.

This study is an important example for other organizations to follow, in conducting

internal assessments and in creating and contributing to a base of literature to be used by

other organizations as a source for comparison.

Appendix 1: Gender Survey

2015 Lutheran World Relief Gender Audit
Thank you for taking the time to complete this survey. Your answers will help us address LWRs weaknesses and reinforce areas of strength in regards to gender integration. Your answers will also help us to note progress and areas of change since the last Gender Audit, which was conducted in 2011.

Please note:
-This survey should take about 45 minutes.
-You will not be able to save your results and return to them, so make sure you have sufficient time to answer all questions before exiting the survey.
-You will be able to return to previous pages to view and edit earlier answers.
-The survey responses are anonymous. You will be asked demographic information, but this information will not be used for identifying purposes.
-At the end of the survey, you will receive instructions for how to enter the raffle for an LWR t-shirt!
-Please refer to the gender definitions attached to the email with this survey link before beginning the survey to ensure that all respondents are completing the survey with a shared understanding of the terms used.
-In this survey, you will be asked questions both about our programs (US-based and international) and organizational culture within LWR. Both are equally important for getting an idea of areas of problem and strength.
-If you feel you do not know enough about the question to answer, you may select "don't know" or "no opinion." However, we encourage you to answer based on your perspective from within the organization even if the question is not in your area of specialization. The purpose of the survey is to collect data on staff perceptions of gender integration at LWR.

Thank you!

The Gender Working Group

FOR HQ STAFF ONLY:
        You are invited to participate in the study to be conducted by Mary Wahl, which will include using the survey results from HQ staff as data for her master's thesis titled, Assessing Gender Equity in the Workplace: A Case Study. You have been invited to participate in this survey because you are an employee of LWR and have insight on the efforts towards gender integration and gender equity within this organization. The purpose of this survey is to:
a). assess gender equity efforts at LWR
b). disseminate the findings to the leadership and staff of LWR
c). provide recommendations to the organization based on the survey results as to how to improve gender equity within the organization.
        There may be some risks from participating in this research study. However, the risks of participating are considered to be minimal. You may experience discomfort or anxiety in answering questions regarding your own workplace. You do not have to

answer any questions in the survey you do not feel comfortable answering. You are free to end the survey at any time. There are no direct benefits to participants. However, possible benefits include a potential improvement in your workplace culture and programmatic efforts. Your answers will be used to make recommendations to improve the staff perceptions of gender equity at Lutheran World Relief. We hope that, in the future, other people might also benefit from this study through improved understanding of how to foster a gender equitable workplace.

This is an anonymous survey and no identifying information will be collected. Any potential loss of confidentiality will be minimized by keeping all study documents in a secure, password protected online location and computer to which only the student researcher has access.

If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

Your participation in this research is completely voluntary. You may choose not to take part at all. You do not have to answer any questions that you do not feel comfortable answering. If you decide to participate in this survey, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

By participating in this study, you are eligible to enter a raffle for an LWR t-shirt. Upon completing the survey, you will directed to a new page that is separate from the survey, so that your identifying information is protected. You will be asked for your name and t-shirt size. Once the survey closes, the drawing will be held, and the winner will be contacted via email.

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:
Mary Wahl, mwahl1@umd.edu, mwahl@lwr.org, 585-507-9817

Clicking below indicates that you provide consent for participating in this research study and that you are at least 18 years of age.
1. I confirm that I provide consent for my responses to this survey to be used in this study.
Check all that apply.
Yes

Explanation of Response Categories
The Gender Audit is designed to solicit three types of information (1) to what extent?, (2) to what intensity?, and (3) to what frequency?
TO WHAT EXTENT?
Questions or statements designed to determine the extent of gender integration have the following response categories:
NOT AT ALL – there is no policy or system in place, little awareness by staff, no training available, no expressed commitment by leadership.

TO A LIMITED EXTENT – there is a policy being developed or in place but not implemented, the system is somewhat effective, dialogue on values or norms has begun, minimal training provided, leadership supportive but not proactive.

A MODERATE EXTENT – there is a policy in place and usually implemented, the system is usually effective, values and norms commonly expressed, training available to some staff, and leadership is clearly supportive.

TO A GREAT EXTENT– policy is fully in place and reliably implemented, the system is usually effective, values and norms are widely shared, training is widely implemented, and leadership is strongly and visibly committed.

TO THE FULLEST EXTENT– a comprehensive policy is fully implemented and monitored, the system is very clear and effective, value and norms are widely shared and evident in actions, there are well-designed training programs regularly available for a large number of staff, and leadership champions the issue.

DO NOT KNOW – a lack of knowledge to respond to this question.

TO WHAT INTENSITY?

Questions or statements designed to determine the intensity of gender integration have the following response categories:

STRONGLY AGREE – very clear and strong support for the statement.

AGREE– support for the statement.

NO OPINION – neither support of lack of support for the statement.

DISAGREE– lack of support for the statement.

STRONGLY DISAGREE – very clear and strong lack of support for the statement.

TO WHAT FREQUENCY?

Questions or statements designed to determine the frequency of gender integration have the following response categories:

ALWAYS – very consistent and regular practices, behaviors and implementation of policies.

FREQUENTLY– fairly reliable practices, behaviors and implementation of policies.

OCCASIONALLY– irregular practices, behaviors and implementation of policies.

SELDOM – inconsistent practices, behaviors and implementation of policies.

NEVER – no practice, behaviors or implementation of policies.

DO NOT KNOW – a lack of knowledge to respond to this question.

Gender Policies

This section focuses on the nature and quality of LWR's gender policies, i.e. personnel, board, financial, safety, and security policies that relate to gender issues.

In questions that use the term "gender equity," please recall the following definition:

GENDER EQUITY is a condition of fairness between females and males, leading to a situation in which each has equitable access to resources, rights, status, levels of responsibility, and power with the understanding that females and males are unique and have different needs and goals. Equity takes into account differences that may exist between people of different genders, including abilities, interests and inherent or systemic disadvantages they face as a result of institutions or culture. Gender equity recognizes a need for differential treatment between genders based on where those genders are and where they would like to be.

1. Does LWR have written gender policies that affirm a commitment to gender equity?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

2. Is gender equity taken into account during strategic planning for LWR's activities?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

3. Everyone in my organization feels ownership over policies related to gender.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion
do not know

4. Leadership Team takes responsibility for the development and implementation of gender
policies.
Mark only one oval.
always
frequently
occasionally
seldom
never
do not know

5. Optional: Please add any additional comments to clarify answers to the Gender Policies
section.

Staffing
This section focuses on the gender composition of staff in US-based and international offices.

6. In the US-based offices, there is adequate gender balance in the Leadership Team.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

7. In the international offices, there is adequate gender balance in the Leadership Team.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

8. Is there gender balance on the board?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

9. Are there proactive strategies implemented to recruit or promote women into the Leadership Team?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

10. Are there proactive strategies implemented to recruit or promote men into the Leadership
Team?
Mark only one oval.
not at all
to a limited extent
to a moderate extent

to a great extent
to the fullest extent
do not know

11. Do supervisors show respect for gender diversity in work and management style at LWR?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

12. Optional: Please add any comments to clarify answers to questions on the Staffing section.

Program Planning and Design
This section focuses on procedures and methods used to conceptualize and design work with our two priority groups:
a) Communities experiencing poverty
b) U.S. Lutherans
For most of the questions that follow (except as noted), please answer considering what you know about LWR as a whole--think "organization-wide" about the range of LWR programs, projects, and activities in the U.S. and around the world. Please answer to the best of your ability based on your experiences and observations. Even if there are parts of LWR's work that you are less familiar with, please try to answer each question. Your impression of LWR's work around the world and your unique perspective are valued. During the focus group sessions we will be able to discuss in greater depth which strengths and weaknesses are tied to which specific programs, projects, activities.
In questions that use the term "gender integration," please recall the following definition:

GENDER INTEGRATION recognizes assets and needs associated with gender, surfaces historical or potential inequities based on gender, and pro-actively addresses, or "integrates" gender considerations into the work of an organization.

13. Is gender integration (and/or deliberate consideration of gender) mandated by your organization in the design or programs, projects, and activities?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

14. Is gender considered in the design of LWR programs/projects/activities and goals and objectives FOR U.S. LUTHERANS?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

15. Is gender considered in the design of LWR programs/projects/activities and goals and objectives FOR COMMUNITIES EXPERIECNING POVERTY AND MARGINALIZATION?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

16. For each overseas program/project/activity, is there a needs assessment, including an analysis of gender roles and responsibilities, in the targeted community or audience?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

17. Are gender questions or criterion included in your department's program/project/activity approval process for overseas projects?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know
N/A

18. Does your department use participatory methods to incorporate the views and preferences of both male and female community/audience members in project/program/activity design? Participatory methods are defined as methods which enable ordinary people to provide input in decisions which affect their lives.

Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know
N/A

19. Optional: Please add any additional comments to clarify answers to the Program Planning and Design section.

Program Implementation
This section focuses on how overseas programs, projects, and activities actually operate.

20. Do programs/projects/activities provide equal access and leadership opportunities for female participants?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

21. Do programs/projects/activities provide equal access and leadership opportunities for male participants?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

22. Do programs/projects/activities take into account existing gender roles and interests of both male and female participants?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

23. Female participants in LWR's programs/projects/activities value and see our programs/projects/activities as beneficial to their lives.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

24. Male participants in LWR's programs/projects/activities value and see our programs/projects/activities as beneficial to their lives.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

25. My organization has developed the capacity to recognize and handle organizational resistance to addressing gender issues in our programs/projects/activities.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

26. What are some of the obstacles to gender integration in program/project/activity planning, implementation and evaluation in your unit/office? Please check all that apply.
Check all that apply.
organization size
level of staffing
office culture/environment
regional culture
lack of financial resources for gender programming
lack of staff training on gender
lack of gender analysis tools
lack of support from the Leadership Team
low organizational priority for gender issues
other, please specify below in comments section
I do not see any obstacles to gender integration in the organization.

27. Optional: Please add any additional comments to clarify answers to questions in the Program Implementation section.

Human Resources
This section focuses on human resources policies and the level and extent of gender equity considerations in hiring and personnel assessments.

28. Is there a written equal opportunity policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

29. Are there flexible work arrangements in your organization?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

30. Are staff encouraged to take advantage of flexible work arrangements?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

31. Is there a maternity leave policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

32. Is there a paternity leave policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent

to the fullest extent
do not know

33. Is staff encouraged to take advantage of maternity leave policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

34. Is staff encouraged to take advantage of paternity leave policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

35. Is there a child care and dependent care leave policy?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

36. Is gender awareness included in all job descriptions?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

37. Is there training of staff in gender awareness and gender sensitization? Gender
sensitization refers to changing individual behavior by raising awareness of gender
equality issues.
Mark only one oval.
not at all
to a limited extent
to a moderate extent

to a great extent
to the fullest extent
do not know

38. Is there training of the Leadership Team and members of the board in institutionalizing gender integration into the management of the organization?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

39. LWR promotes teamwork, involving both males and females as equal partners.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

40. There has been a gradual increase of gender expertise among staff members at LWR.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

41. Optional: Please add any additional comments to clarify answers to questions in the Human Resources section.

Advocacy, Public Relations, and Communications
This section focuses on the quality and gender sensitivity of LWR's communications.

42. Are public relations efforts and initiatives informed by a gender equitable perspective?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

43. Are public relations policies and plans influenced and advised by women's organizations,
networks, and gender experts?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

44. Is gender equity incorporated into LWR's communications, fundraising, and media strategies?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

45. Is a gender perspective reflected in LWR's publications (e.g. books, brochures, newsletters)?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

46. Optional: Please add any additional comments to clarify answers to questions in the Advocacy, Public Relations, and Communications section.

Technical Expertise
This section focuses on the level of the staff's expertise in gender analysis and evaluation.

47. Is there a person or group responsible for gender integration at LWR?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

48. Is there assigned staff responsibility for gender integration in different departments?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

49. Do staff have the necessary knowledge, skills, and attitude to carry out their work with
gender integration?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

50. Is there staff training in gender integration and analysis?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

51. Strategy teams, working groups, and other advisory/planning groups at LWR include at
least one person with specific expertise and skills on gender issues.
Mark only one oval.
always
frequently
occasionally
seldom
never
don't know

52. Optional: Please add any additional comments to clarify answers to questions in the
Technical Expertise section.

Monitoring and Evaluation
This section focuses on the extent to which gender-disaggregated data and information is incorporated in the monitoring and evaluation of LWR's programs, projects, and activities, and on their outcomes.
In questions that use the term "gender-disaggregated data," please recall the following definition:
GENDER-DISAGGREGATED DATA is the act of separating data by sex to analyze information regarding males and females separately.

53. Is gender-disaggregated data collected for international projects and programs?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

54. Is gender-disaggregated data collected for US-based program participants and donors?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

55. Is the gender impact of projects/programs/activities monitored and evaluated?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

56. Gender-disaggregated data provides useful information for program/project/activity evaluation and subsequent program/project/activity design.
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

57. LWR's programs/projects/activities contribute to the empowerment of women/girls and the changing of inequitable gender relations.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

58. Optional: Please add any additional comments to clarify answers to questions in the Monitoring and Evaluation section.

Partner Organizations
This section focuses on the level of gender integration in LWR's relations with partner or local NGO affiliates for international programs. These questions do not refer to LWR's partnerships with U.S. Lutheran organizations such as church bodies and women's groups.

59. Is commitment to gender equity a criterion in LWR's selection of partner or local NGO affiliates?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

60. Is a gender policy included in the written agreements outlining LWR's relationship with partner or local NGO affiliates?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

61. Does LWR provide training and tools for gender integration and evaluation to partner of local NGO affiliate staff?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent

to the fullest extent
do not know

62. Optional: Please add any additional comments to clarify answers to questions in the Partner Organizations section.

Financial Resources
This section focuses on the level of your unit's or local office's resources budgeted for gender equity.

63. Has LWR budgeted adequate financial resources to support its gender integration work?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

64. Are financial resources allocated for the implementation of gender policies at all levels of the organization?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

65. Is staff training on gender integration systematically budgeted at LWR?
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

66. Optional: Please add any additional comments to clarify answers to questions in the Financial Resources section.

Organizational Culture
This section focuses on the level of gender sensitivity in the organizational culture at LWR.

67. Does LWR encourage gender-sensitive behavior, for example in terms of language used, jokes, and comments made?

Mark only one oval.

not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

68. Does LWR reinforce gender-sensitive behavior and procedures to prevent and address sexual harassment?

Mark only one oval.

not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

69. Is LWR's staff committed to the implementation of a gender policy?

Mark only one oval.

not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

70. Are gender issues taken seriously and discussed openly by male and female staff members at LWR?

Mark only one oval.

not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

71. Is gender stereotyping (e.g. "those blind men" or "those feminists") addressed and countered by individual staff members at LWR?

Mark only one oval.

not at all
to a limited extent
to a moderate extent
to a great extent

to the fullest extent
do not know

72. There is a gap between how male and female staff members at LWR view gender issues.
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

73. Staff at LWR think that the promotion of gender equity fits into our organizational image.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

74. I think LWR is a woman-friendly organization.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

75. I think LWR is a man-friendly organization.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

76. LWR has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

77. LWR could do much more than it is currently doing to institutionalize gender equity.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

78. Meetings at LWR tend to be dominated by female staff.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

79. Meetings at LWR's offices tend to be dominated by male staff.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

80. It is unfair to promote females more than males in LWR's programs/projects/activities.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

81. It is unfair to promote males more than females in LWR's programs/projects/activities.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

82. At LWR, males have a much easier time establishing personal and professional networks within the organization than do females.
Mark only one oval.
strongly agree

agree
disagree
strongly disagree
no opinion

83. Optional: Please add any additional comments to clarify answers to questions in the Organizational Culture section.

84. What do you think LWR should do to improve gender integration both within the organization and in our work?

Organizational Change
This section will examine the process of organizational change that LWR has experienced through its efforts to integrate gender.

85. LWR has made sufficient effort towards gender integration in its organizational culture.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

86. LWR has made sufficient effort towards gender integration in its programs/projects/activities.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

87. Gender Integration has become an institutionalized component of LWR.
Mark only one oval.
strongly agree
agree
disagree
strongly disagree
no opinion

Peer Organizations
This section focuses on how peer organizations perceive LWR's gender integration efforts.

88. Peer organizations have made more organization-wide efforts towards gender equity than LWR.
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

89. Peer organizations respect LWR's efforts towards gender integration.
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

90. LWR is a key leader on gender integration in the field.
Mark only one oval.
not at all
to a limited extent
to a moderate extent
to a great extent
to the fullest extent
do not know

Demographics
This section focuses on the basic demographic information of the audit's respondents.
This information will not be used to identify participants but to fully analyze survey data.
91. Select your gender:
Mark only one oval.
male
female
prefer not to answer

92. Choose one:
Mark only one oval.
I supervise other staff in my role at LWR.
I am not the supervisor of any other staff at LWR.

93. Where is your base of work located?
Mark only one oval.
US-Baltimore
US-Other

Africa
Asia
Latin America

94. What is your age?
Mark only one oval.
Under 30
30-45
45-60
Over 60

95. In which department would you best say your work?
Mark only one oval.
President's Office/Human Resources
International Programs
Finance and Administration
External Relations

96. With what race do you identify?
Mark only one oval.
White
Hispanic or Latino
Black or African American
American Indian or Alaska Native
Asian
Native Hawaiian or Other Pacific Islander
prefer not to answer

97. Are you married?
Mark only one oval.
Yes
No

98. What is the highest level of education achieved?
Mark only one oval.
High School Diploma
Bachelor Degree
Master Degree
Doctorate Degree
prefer not to answer

99. Did you participate in the LWR Gender Audit in 2011?
Check all that apply.
Yes
No

Appendix 2: Operational Definitions of Variables

Dimension	Construct	Variable	Item	Response Format	Q#
Programming	Political Will	Program Design and Guidelines	Is gender integration (and/or deliberate considerations of gender) mandated by your organization in the design of programs, projects, and activities?	To what extent	13
			Is gender considered in the design of LWR programs/projects/activities and goals and objectives FOR COMMUNITIES EXPERIENCING POVERTY AND MARGINALIZATION?	To what extent	15
			Is gender considered in the design of LWR programs/projects/activities and goals and objectives FOR US LUTHERANS?	To what extent	14
			For each program, project, or activity, is there a needs assessment, including an analysis of gender roles and responsibilities in the targeted community or audience?	To what extent	16
			Are gender questions or criterion included in your department's program/project/activity approval process?	To what extent	17
			Does your department use participatory methods to incorporate the views and preferences of both male and female community/audience members in project/program/activity design?	To what extent	18
		Partner Organizations	Is commitment to gender equity a criterion in LWR's selection of partner or local NGO affiliates?	To what extent	59
			Is a gender policy included in the written agreements outlining LWR's relationship with partner or local NGO affiliates?	To what extent	60
	Accountability	Monitoring and Evaluation	Is gender-disaggregated data collected for international projects and programs?	To what extent	53
			Is gender-disaggregated data collected for US based program participants and donors?	To what extent	54
			Is the gender impact of projects, programs, and activities monitored and evaluated?	To what extent	55
			Gender disaggregated data provides useful information for program/project/activity evaluation and subsequent program/project/activity design.	To what intensity	56
			LWR's programs, projects, and activities contribute ot the empowerment of women/girls and the changing of unequitable gender relations.	To what intensity	57
		Program Implementation	Do programs, projects, and activities provide equal access and leadership opportunities for female participants?	To what extent	20
			Do programs, projects, and activities provide equal access and leadership opportunities for male participants?	To what extent	21
			Do programs, projects, and activities take into account existing gender roles and interests of both male and female participants?	To what extent	22
			Female participants in LWR's programs, projects, and activities value and see our programs, projects, and activities as beneficial to their lives.	To what intensity	23
			Male participants of my organization's programs, projects, and activities value and see our programs, projects, and activities as beneficial to their lives.	To what intensity	24
	Organizational Culture		My organization has developed the capacity to recognize and handle organizational resistance to addressing gender issues in our programs, projects, and activities.	To what intensity	25
	Technical Capacity	Technical Expertise	Is there a person or group responsible for gender integration at LWR?	To what extent	47
			Is there assigned staff responsibility for gender integration in different departments?	To what extent	48
			Do staff have the necessary knowledge, skills, and attitude to carry out their work with gender awareness?	To what extent	49
			Is there staff training in gender integration and analysis?	To what extent	50
			Strategy teams, working groups, and other advisory/planning groups in my organization include at least one person with specific expertise and skills on gender issues.	To what frequency	51
		Partner Organizations	Does LWR provide training and tools for gender integration and evaluation to partner or local NGO affiliate staff?	To what extent	61

Dimension	Construct	Variable	Item	Response Format	Q #
Organization	Political Will	Gender Policies	Is gender equity taken into account during strategic planning for LWR's activities?	To what extent	2
			Does LWR have written gender policies that affirm a commitment to gender equity?	To what extent	1
			Everyone in my organization feels ownership over policies related to gender.	To what intensity	3
			Management takes responsibility for the development and implementation of gender policies.	To what frequency	4
		Staffing	There is adequate gender balance in senior management positions.	To what intensity	6, 7
			Has there been a positive trend in gender balance on the board in the past few years?	To what extent	8
			Are there proactive strategies implemented to recruit or promote women into senior management positions?	To what extent	9
			Are there proactive strategies implemented to recruit or promote men into senior management positions?	To what extent	10
			Does management show respect for gender diversity in work and management styles at LWR?	To what extent	11
		Human Resources	Is there a written equal opportunity policy?	To what extent	28
			Are staff encouraged to take advantage of flexible work arrangements?	To what extent	30
			Are there flexible work arrangements in your organization?	To what extent	29
			Is there a paternity leave policy?	To what extent	32
			Is there a maternity leave policy?	To what extent	31
			Is staff encouraged to take advantage of maternity leave?	To what extent	33
			Is staff encouraged to take advantage of paternity leave?	To what extent	34
			Is there a child care and dependent care leave policy?	To what extent	35
			Is gender awareness included in all job descriptions?	To what extent	36
			LWR promotes teamwork, involving both males and females as equal partners.	To what intensity	39
		Public Relations and Communications	Are public relations efforts and initiatives planned and informed by a gender equitable perspective?	To what extent	42
			Is gender equity incorporated into LWR's communications, fund-raising, and media strategies?	To what extent	44
		Financial Resources	Has LWR budgeted adequate financial resources to support its gender integration work?	To what extent	63
			Are financial resources allocated for the implementation of gender policies at all levels of the organization?	To what extent	64
			Is staff training on gender integration systematically budgeted in your organization?	To what extent	65
	Org Culture		Does LWR encourage gender-sensitive behavior, for example in terms of language used, jokes, and comments made?	To what extent	67
			Does LWR reinforce gender-sensitive behavior and procedures to prevent and address sexual harassment?	To what extent	68
			Is LWR's staff committed to the implementation of a gender policy?	To what extent	69
			Are gender issues taken seriously and discussed openly by male and female staff members at LWR?	To what extent	70
			Is gender stereotyping (e.g. "those blind men" or "those feminists") addressed and countered by individual staff members at LWR?	To what extent	71
			There is a gap between how male and female staff members at LWR view gender issues.	To what extent	72
			Staff at LWR think that the promotion of gender equity fits into our organizational image.	To what intensity	73
			I think LWR is a woman-friendly organization.	To what intensity	74
			I think LWR is a men-friendly organization.	To what intensity	75
			LWR has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development.	To what intensity	76
			LWR could do much more than it is currently doing to institutionalize gender equity.	To what intensity	77
			Meetings at LWR's offices tend to be dominated by female staff.	To what intensity	78
			Meetings at LWR's offices tend to be dominated by male staff.	To what intensity	79
			It is unfair to promote females more than males in LWR's programs, projects, and activities.	To what intensity	80
			It is unfair to promote males more than females in LWR's programs, projects, and activities.	To what intensity	81
			At LWR, males have a much easier time establishing personal and professional networks within the organization than do females.	To what intensity	82
	Technical Capacity	Human Resources	Is there training of staff in gender awareness and sensitization?	To what extent	37
			Is there training of senior management and members of the board in institutionalizing gender integration into the management of the organization?	To what extent	38
			There has been a gradual increase of gender expertise among staff members at LWR.	To what extent	40
	Accountability	Public Relations and Communications	Are public relations policies and plans influenced and advised by women's organizations, networks, and gender experts?	To what extent	43
			Is gender perspective reflected in LWR's publications, for example books, brochures, newsletters?	To what extent	45

Dimension	Variable	Item	Response Format	Item #
Organizational Change	Organizational Change	Lutheran World Relief has made sufficient effort towards gender integration in the workplace.	To what intensity	85
		Lutheran World Relief has made sufficient effort toward gender integration in its programmatic efforts.	To what intensity	86
		Gender integration has become an institutionalized component of Lutheran World Relief.	To what intensity	87
Social Norms	Perceived Norms	Peer Organizations have made more organization-wide efforts towards gender equity than LWR.	To what extent	88
		Peer Organizations respect LWR's efforts towards gender integration.	To what extent	89
		LWR is a key leader on gender integration in the field.	To what extent	90
Demographics		Gender, Supervisory Status, Age, Race/Ethnicity, Marital Status, Education, Department with Organization	Appropriate categories	Final page of survey

Appendix 3: Timeline of Research Study

Assignment	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15
Write timeline for thesis, send to Dr. Garza	x								
Recruit faculty for committee	x								
Send proposal draft to Dr. Garza	x								
Dr. Garza reviews thesis proposal, returns with edits		x							
Schedule Thesis Proposal Defense		x							
Mary make any edits as needed to draft before sending to committee		x							
At least 5 working days before presentation: give hard copy of proposal to committee, AND abstract and defense date must be posted publicly on depts. graduate bulletin board and listservs		x							
Hold Thesis Proposal Defense on 11/20			x						
As needed, make revisions to proposal			x						
Submit IRB application			x						
Continue with research, readying survey, review of previous findings, etc.			x						
IRB proposal — is it approved?				x					
Continue with research, readying survey, review of previous findings, etc.				x					
Notify Lutheran World Relief (LWR) staff of upcoming survey, generate interest with newsletter					x				
Jan. : Sent out survey to LWR staff through Google Forms, with two weeks to complete					x				
Extend Survey by 5 days					x				
Begin compiling data					x				
Write thesis Chapter 4						x			
Complete data compilation, continue with data analysis						x			
Write thesis Chapter 5							x		
Submit draft to Dr. Garza for review. Make revisions as needed							x		
Schedule oral defense of thesis — 5 days in advance of thesis defense							x		
At least 5 working days before defense: give hard copy of manuscript to committee AND abstract and defense date must be posted publicly on depts. graduate bulletin board and listserv								x	
Defend thesis								x	
Make any changes as needed, submit paperwork for graduation to UMD by 4/28								x	
Graduate!									x

Appendix 4: Cross Tabulation Tables

Supervisory Status * Accountability Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Supervisory Status	Not Supervisor	Count	1	10	8	19
		% within Supervisory Status	5.3%	52.6%	42.1%	100.0%
		% of Total	2.2%	22.2%	17.8%	42.2%
	Supervisor	Count	4	10	12	26
		% within Supervisory Status	15.4%	38.5%	46.2%	100.0%
		% of Total	8.9%	22.2%	26.7%	57.8%
Total		Count	5	20	20	45
		% within Supervisory Status	11.1%	44.4%	44.4%	100.0%
		% of Total	11.1%	44.4%	44.4%	100.0%

Age * Political Will Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Age	44&Under	Count	6	13	12	31
		% within Age	19.4%	41.9%	38.7%	100.0%
		% of Total	14.0%	30.2%	27.9%	72.1%
	45&Up	Count	1	6	5	12
		% within Age	8.3%	50.0%	41.7%	100.0%
		% of Total	2.3%	14.0%	11.6%	27.9%
Total		Count	7	19	17	43
		% within Age	16.3%	44.2%	39.5%	100.0%
		% of Total	16.3%	44.2%	39.5%	100.0%

Department * Technical Capacity Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Department	IPD	Count	5	7	3	15
		% within Department	33.3%	46.7%	20.0%	100.0%
		% of Total	12.5%	17.5%	7.5%	37.5%
	Other	Count	4	14	7	25
		% within Department	16.0%	56.0%	28.0%	100.0%
		% of Total	10.0%	35.0%	17.5%	62.5%
Total		Count	9	21	10	40
		% within Department	22.5%	52.5%	25.0%	100.0%
		% of Total	22.5%	52.5%	25.0%	100.0%

Department * Political Will Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Department	IPD	Count	4	6	4	14
		% within Department	28.6%	42.9%	28.6%	100.0%
		% of Total	10.3%	15.4%	10.3%	35.9%
	Other	Count	3	11	11	25
		% within Department	12.0%	44.0%	44.0%	100.0%
		% of Total	7.7%	28.2%	28.2%	64.1%
Total		Count	7	17	15	39
		% within Department	17.9%	43.6%	38.5%	100.0%
		% of Total	17.9%	43.6%	38.5%	100.0%

Department * Accountability Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Department	IPD	Count	3	6	6	15
		% within Department	20.0%	40.0%	40.0%	100.0%
		% of Total	7.7%	15.4%	15.4%	38.5%
	Other	Count	1	11	12	24
		% within Department	4.2%	45.8%	50.0%	100.0%
		% of Total	2.6%	28.2%	30.8%	61.5%
Total		Count	4	17	18	39
		% within Department	10.3%	43.6%	46.2%	100.0%
		% of Total	10.3%	43.6%	46.2%	100.0%

Department * Programming Dimension Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Department	IPD	Count	5	6	4	15
		% within Department	33.3%	40.0%	26.7%	100.0%
		% of Total	12.5%	15.0%	10.0%	37.5%
	Other	Count	2	14	9	25
		% within Department	8.0%	56.0%	36.0%	100.0%
		% of Total	5.0%	35.0%	22.5%	62.5%
Total		Count	7	20	13	40
		% within Department	17.5%	50.0%	32.5%	100.0%
		% of Total	17.5%	50.0%	32.5%	100.0%

Department * Organizational Dimension Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Department	IPD	Count	4	5	6	15
		% within Department	26.7%	33.3%	40.0%	100.0%
		% of Total	10.3%	12.8%	15.4%	38.5%
	Other	Count	3	8	13	24
		% within Department	12.5%	33.3%	54.2%	100.0%
		% of Total	7.7%	20.5%	33.3%	61.5%
Total		Count	7	13	19	39
		% within Department	17.9%	33.3%	48.7%	100.0%
		% of Total	17.9%	33.3%	48.7%	100.0%

Race * Technical Capacity Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Race	Other	Count	3	6	1	10
		% within Race	30.0%	60.0%	10.0%	100.0%
		% of Total	6.8%	13.6%	2.3%	22.7%
	White	Count	7	18	9	34
		% within Race	20.6%	52.9%	26.5%	100.0%
		% of Total	15.9%	40.9%	20.5%	77.3%
Total		Count	10	24	10	44
		% within Race	22.7%	54.5%	22.7%	100.0%
		% of Total	22.7%	54.5%	22.7%	100.0%

Race * Accountability Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Race	Other	Count	1	6	3	10
		% within Race	10.0%	60.0%	30.0%	100.0%
		% of Total	2.3%	14.0%	7.0%	23.3%
	White	Count	3	14	16	33
		% within Race	9.1%	42.4%	48.5%	100.0%
		% of Total	7.0%	32.6%	37.2%	76.7%
Total		Count	4	20	19	43
		% within Race	9.3%	46.5%	44.2%	100.0%
		% of Total	9.3%	46.5%	44.2%	100.0%

Race * Overall Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Race	Other	Count	2	5	3	10
		% within Race	20.0%	50.0%	30.0%	100.0%
		% of Total	4.7%	11.6%	7.0%	23.3%
	White	Count	5	13	15	33
		% within Race	15.2%	39.4%	45.5%	100.0%
		% of Total	11.6%	30.2%	34.9%	76.7%
		% within Race	16.3%	41.9%	41.9%	100.0%
		% within Perception	100.0%	100.0%	100.0%	100.0%
		% of Total	16.3%	41.9%	41.9%	100.0%

Education * Accountability Crosstabulation

| | | | Staff Perception | | | |
			Negative	Neutral/DN	Positive	Total
Education	Bachelor	Count	1	8	6	15
		% within Education	6.7%	53.3%	40.0%	100.0%
		% of Total	2.3%	18.6%	14.0%	34.9%
	Master&Up	Count	4	11	13	28
		% within Education	14.3%	39.3%	46.4%	100.0%
		% of Total	9.3%	25.6%	30.2%	65.1%
Total		Count	5	19	19	43
		% within Education	11.6%	44.2%	44.2%	100.0%
		% of Total	11.6%	44.2%	44.2%	100.0%

Education * Programmatic Dimension Crosstabulation

| | | | Staff Perception | | | |
			Negative	Neutral/DN	Positive	Total
Education	Bachelor	Count	1	9	4	14
		% within Education	7.1%	64.3%	28.6%	100.0%
		% of Total	2.4%	21.4%	9.5%	33.3%
	Master&Up	Count	6	13	9	28
		% within Education	21.4%	46.4%	32.1%	100.0%
		% of Total	14.3%	31.0%	21.4%	66.7%
Total		Count	7	22	13	42
		% within Education	16.7%	52.4%	31.0%	100.0%
		% of Total	16.7%	52.4%	31.0%	100.0%

112

Age * Programmatic Dimension Crosstabulation

			Staff Perception			
			Negative	Neutral/DN	Positive	Total
Age	44&Under	Count	6	15	9	30
		% within Age	20.0%	50.0%	30.0%	100.0%
		% of Total	14.3%	35.7%	21.4%	71.4%
	45&Up	Count	1	7	4	12
		% within Age	8.3%	58.3%	33.3%	100.0%
		% of Total	2.4%	16.7%	9.5%	28.6%
Total		Count	7	22	13	42
		% within Age	16.7%	52.4%	31.0%	100.0%
		% of Total	16.7%	52.4%	31.0%	100.0%

.

Appendix 5: IRB Forms

UNIVERSITY OF
MARYLAND
INSTITUTIONAL REVIEW BOARD

1204 Marie Mount Hall
College Park, MD 20742-5125
TEL 301.405.4212
FAX 301.314.1475
irb@umd.edu
www.umresearch.umd.edu/IRB

DATE:	December 23, 2014
TO:	Mary Wahl
FROM:	University of Maryland College Park (UMCP) IRB
PROJECT TITLE:	[688198-1] Assessing Gender Equity in the Workplace: A Case Study
REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	December 23, 2014
EXPIRATION DATE:	December 22, 2015
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # 7

Thank you for your submission of New Project materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Prior to submission to the IRB Office, this project received scientific review from the departmental IRB Liaison.

This submission has received Expedited Review based on the applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Unless a consent waiver or alteration has been approved, Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of December 22, 2015.

Generated on IRBNet

Please note that all research records must be retained for a minimum of seven years after the completion of the project.

If you have any questions, please contact the IRB Office at 301-405-4212 or irb@umd.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Maryland College Park (UMCP) IRB's records.

DATE: January 12, 2015

TO: Mary Wahl
FROM: University of Maryland College Park (UMCP) IRB

PROJECT TITLE: [688198-2] Assessing Gender Equity in the Workplace: A Case Study
REFERENCE #:
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: January 12, 2015
EXPIRATION DATE: December 22, 2015
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7

Thank you for your submission of Amendment/Modification materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Prior to submission to the IRB Office, this project received scientific review from the departmental IRB Liaison.

This submission has received Expedited Review based on the applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Unless a consent waiver or alteration has been approved, Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of December 22, 2015.

Generated on IRBNet

Please note that all research records must be retained for a minimum of seven years after the completion of the project.

If you have any questions, please contact the IRB Office at 301-405-4212 or irb@umd.edu. Please include your project title and reference number in all correspondence with this committee.

Bibliography

A Fair Share for All: Pay Equity in the New American Workplace. 111th Cong. 129
(2010).

Backhans, M.C., Burstrom, B., Lindholm, L. & Mansdotter, A. (2009). Pioneers and
Laggards –
    Is the effect of gender equality on health dependent on context? *Social Science &*
    Medicine, 68, 1388-1395. doi:10.1016/j.socscimed.2009.01.023

Berkowitz, A.D. (2002). Applications of Social Norms Theory to Other Health and Social
Justice
    Issues. In W. Perkins (Ed.), *The Social Norms Approach to Preventing School and*
    College Age Substance Abuse: A Handbook for Educators, Counselors,
    Clinicians. San Francisco, Jossey-Bass.

Blair-Loy, M., Wharton, A.S., & Goodstein, J. (2011). Exploring the Relationship
between
    Mission Statements and Work-Life Practices in Organizations. *Organizational*
Studies,
    32, 427-450. doi:10.1177/0170840610397480

Bloom, Owen & Covington. (2003). Gender Responsive Strategies. *National Institute of*
    Corrections and US Department of Justice. Retrieved from
    http://www.instepp.org/images/What_does_Gender_Responsiveness_mean.pdf.

Bobbitt-Zeher, D. (2011). Gender Discrimination at Work: Connecting Gender
Stereotypes,
    Institutional Policies, and Gender Composition of Workplace. *Gender and*
    Society, 25, 764-786. doi: 10.1177/0891243211424741

Brooks, A. & Clunis, T. (2007). Where to Now? Race and Ethnicity in Workplace Learning and

Development Research: 1980 – 2005. *Human Resource Development Quarterly, 18(2),*

229 – 250. doi: 10.1002/hrdq.1201

CARE. (2014). Retrieved from http://www.care.org/

Carter, J, et al. (2014). Learning about women's empowerment in the context of development

projects: do the figures tell us enough? *Gender & Development, 22*, 327-49. Doi:10.1080/13552074.2014.920986

Counterpart International. (2014). Retrieved from http://www.counterpart.org/

Craig, L. & Mullan, K. (2010). Parenthood, Gender and Work-Family Time in the United States,

Australia, Italy, France, and Denmark. *Journal of Marriage and Family, 72,* 1344-61. doi:10.1111/j.1741-3737.2010.00769.x

de Castro, A.B., Cee, G.C. & Takeuchi, D.T. (2008). Workplace Discrimination and Health

Among Filipinos in the United States. *American Journal of Public Health, 98(3),* 520-526. doi:10.2105/AJPH.2007.110163

Derbyshire, H. (2012). Gender Mainstreaming: recognizing and building on progress. Views

from the UK Gender and Development Network. *Gender and Development, 20(3),* 405-22. Doi:10.1080/13552074.2012.731750

FHI 360. (2012). Gender Integration Framework: How to integrate gender in every aspect of our

      work. Retrieved from:

      http://www.fhi360.org/sites/default/files/media/documents/FHI%20360_Gender%

      20Integration%20Framework_3.8%20%2528no%20photos%2529.pdf

Gender Audit Report and Recommendations. (2011). Document produced by Lutheran World

      Relief for internal use.

Glanz, K., Rimer, B., & Viswanath, K. (Eds.) (2008). *Health Behavior and Health*

      Education: Theory, Research, and Practice. San Francisco, CA: Jossey-Bass.

Hamilton, K. & Jenkins, L. (2000). A Gender Audit for Public Transport: A New Policy Tool in

      the Tackling of Social Exclusion. *Urban Studies, 37,* 1793 – 1800. doi:

      10.1080/00420980020080411393-398.

Heeks, R. (2008). ICT4D 2.0: The Next Phase of Applying ICT for International Development.

      IEEE Computer Society.

Heilman, M.E. & Eagly, A.H. (2008). Gender Stereotypes Are Alive, Well, and Busy Producing

      Workplace Discrimination. *Industrial and Organizational Pyschology, 1,* 383-398.

Hunt, K. & Annandale, E. (1993). Just the Job? Is the relationship between health and domestic

      and paid work gender-specific? *Sociology of Health & Illness, 15(5),* 632-664.

Institute for Women's Policy Research. (2013). Women's Share of Seats in Congress, 1960-2013

    with Projection for Political Parity in 2121. Retrieved from http://www.iwpr.org/publications/pubs/women2019s-share-of-seats-in-congress-1960-2013-with-projection-for-political-parity-in-2121

Institute for Women's Policy Research. (2012). State-by-State Rankings of Data on Indicators of

    Women's Social and Economic Status, 2012. Retrieved from http://www.iwpr.org/initiatives/states/state-by-state-rankings-and-data-on-indicators-of-womens-social-and-economic-status-2012

InterAction. (2014). Retrieved from http://www.interaction.org/

Issel, L.Michele. (2014). Health Program Planning and Evaluation: A Practical, Systematic

    Approach for Community Health. Massachusetts: Jones & Bartlett Learning.

Jones, N., Holmes, R. & Espey, J. (2008). Gender and the Millennium Development Goals.

    Overseas Development Institute, 9-12. Retrieved from

Kim, M. (2009). Race and Gender Differences in the Earnings of Black Workers. *Industrial*

    Relations, 48(3), 466-488.

Komaki, J.L. (2007). Daring to Dream: Promoting Social and Economic Justice at Work.

    International Association of Applied Psychology, 56(4), 624-663. doi: 10.1111/j.1464-0597.2007.00313.x

Kranich, N. (2005). Equality and Equity of Access; What's the Difference? *American Library*

> *Associated,* 15-27. Retrieved from
> http://www.ala.org/offices/oif/iftoolkits/toolkitrelatedlinks/equalityequity

Landsbergis, P.A., Grzywac, G, & LaMontagne, A.D. (2012). Work Organization, job insecurity,

> and occupational health disparities. *American Journal of Industrial Medicine, 57(5),* 495-
> 515. DOI: 10.1002/ajim.22126

Lee, C. & Owens, R.G. (2002). Men, Work and Gender. *Australian Pyschologist, 37(1),* 13-19.

Lily Ledbetter Fair Pay Act. (2013). *National Women's Law Center.* Retrieved from
> http://www.nwlc.org/resource/lilly-ledbetter-fair-pay-act-0

Lutheran World Relief. (2014). Retrieved from www.lwr.org

Mackie, G., Moneti, F., Denny, E. & Shakya, H. (2012). What are social norms? How are they

> measured? UNICEF/UCSD Center on Global Justice Working Paper. Retrieved from
> http://www.academia.edu/2007416/What_are_social_norms_How_are_they_measured

Mercy Corps. (2015). Retrieved from https://www.mercycorps.org/

Morris, P. Gender Audit Handbook. (2003). InterAction.

Nakweya, Gilbert. (2014). Report sheds new light on gender gaps in agriculture. *SciDevNet*.

Retrieved from http://www.scidev.net/sub-saharan-africa/gender/news/report-on-gender-gaps.html

Ortiz, S.Y. & Roscigno, V.J. (2009). Discrimination, Women, and Work: Processes and Variations by Race and Class. *The Sociological Quarterly, 50,* 339-359.

Pagano, M. & Gavreau, K. (2000). Principles of Biostatistics, 2nd Edition. Pacific Grove, CA:

Duxbury.

Pandey, D., Kanchi, A., & Akolkar, K.K. (2004). Gender Audit of Maharashtra Budget: An

Illustration of Current Methodology. *Economic and Political Weekly*, *39(44),* 4792-802.

Payne, S. & Doyal, L. (201). Older Women, Work, and Health. *Occupational Medicine, 60,* 172-

177.

PCI Global. (2014). Retrieved from http://www.pciglobal.org/

Perry, M.J. (2013). Gender wage gap in Obama's White House: Female staffers earn only 88

cents on the dollar compared to men. *AEI-Ideas*. Retrieved from: http://www.aei-ideas.org/2013/12/gender-wage-gap-in-obamas-white-house-female-staffers-earn-less-than-87-cents-on-the-dollar-compared-to-men/

QSR International. (2014). Retrieved from http://www.qsrinternational.com/products_nvivo.aspx

Rubin, D. & Missokia, E. (2006). Gender Audit for USAID/Tanzania. Retrieved from

       http://pdf.usaid.gov/pdf_docs/Pnadh239.pdf

S.84: Paycheck Fairness Act. 113th Cong. (2014).

Sandberg, Sheryl. (2013). Lean In. New York, Knopf.

Satcher, D. & Higginbotham, E.J. (2008). The Public Health Approach to Eliminating
Disparities

       in Health. *American Journal of Public Health, 98(3),* 400-403. doi:10.2105/

       AJPH.2007.123919

SurkeyMonkey. (2014. Retrieved from https://www.surveymonkey.com/

Teaching with Documents: The Civil Rights Act of 1963 and the Equal Employment

       Opportunity Commission. (n.d.). *National Archives.* Retrieved from

       http://www.archives.gov/education/lessons/civil-rights-act/

Theis, S. (2015). Women's Empowerment in agriculture. International Food Policy
Research

       Institute. Retrieved from: http://www.ifpri.org/blog/women-s-empowerment-
agriculture

Trochim, William. (2005). Research Methods: The Concise Knowledge Base. Ohio,
Cengage

       Learning.

Tyer, L.A. & Cesario, S.K. (2010). Addressing Poverty, Education, and Gender Equality
to

Improve the Health of Women Worldwide. *JOGNN, 39,* 580-589. doi: 10.1111/j.1552-
6909.2010.01165.x

United Nations. (2002). Gender Mainstreaming: An Overview. Retrieved from
http://www.un.org/womenwatch/osagi/pdf/e65237.pdf

United Nations Conference on Trade and Development. (2014). Measuring ICT and Gender: An
Assessment. Retrieved from
http://unctad.org/en/PublicationsLibrary/webdtlstict2014d1_en.pdf

United Nations High Commissioner for Refugees. (1998). Gender Mainstreaming: Conceptual
Framework, methodology, and presentation of good practices. Retrieved from
http://www.unhcr.org/3c160b06a.pdf

United Nations Millennium Development Goals. (2015). Retrieved from
http://www.un.org/millenniumgoals/

USAID. (2014). Retrieved from http://www.usaid.gov/

Usdansky, M. (2011). The Gender-Equality Paradox: Class and Incongruity Between Work-
Family Attitudes and Behaviors. *Journal of Family Theory and Review, 3,* 163-178. doi:10.1111/j.1756-2589.2011.00094.x

Van de Ven, A.H. & Poole, M.S. (2005). Alternative Approaches to Studying Organizational
Change. *Organization Studies.* 26(9): 1377-1404.
doi: 10.1177/0170840605056907

Walsh, J. (2013). Gender, the Work-Life Interface and Wellbeing: A Study of Hospital Doctors.

Gender, Work and Organization, 20(4), 439-453. doi:10.1111/j.1468-0432.2012.00593.x

United States Department of Labor. (2013). Retrieved September 21, 2014 from, http://www.dol.gov/wb/stats/stats_data.htm