

Accountability

Principles and actions for deans, provosts, and presidents

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- **Motivate change:** develop compelling rationales for change, focusing on benefits to institutional unit
 - increase grant possibilities
 - increase innovative solutions to problems
 - increase opportunities for women and minority students
 - use gender as window on institutional effectiveness
 - everyone benefits: continuous thread linking students, post-docs, faculty
 - attract more women as faculty
 - attract more recruiters to campus
 - improve morale
- **Lead:** use your power
 - create and maintain other leaders by vouching for them and legitimating them
 - develop accountability: make clear what is required; follow through
 - make equity and diversity part of normal reporting functions of chairs via annual surveys (see document: Valian, Guide to Creation of Departmental Equity Survey)
 - require evidence of good-faith efforts to hire, retain, and promote women and minorities (see document: Valian, Guide to Creation of Departmental Equity Survey) in their professional disciplines and in leadership positions within the institution
 - use equity status as *a* criterion in allotting lines, space, and money
 - articulate institutional (divisional, departmental) goals in multiple places at multiple times (e.g., visit departments)
 - develop creative efforts (e.g., require that every short list of 5 people to be interviewed contain 2 women or other non-traditional candidates)
 - clarify criteria for assigning lines and space; use equity efforts as *a* criterion
- **Know where recruitment, retention, and the environment can go wrong** (see documents: Valian, Addressing Gender Equity; Valian, Recruitment and retention: Guidelines for chairs)
- **Evaluate the evaluators**
 - annual evaluations of faculty by chairs should be comprehensive, constructive, and gender- and race-neutral
 - annual evaluations of faculty by chairs should specifically mention faculty strengths that can be useful to the institution

- o if no training mechanism for writing evaluations is currently in place, develop one
 - o evaluate evaluations for length, specificity, possible hot spots (e.g., perceiving women's assertiveness as abrasiveness; evaluating men's accomplishments overly positively compared to similar achievements by women)
- Provide chair training in faculty development
 - o running a faculty meeting (e.g., attending to those with less institutional power)
 - o developing faculty (e.g., hallmarks of success)
 - o assigning work load (teaching and service) fairly
 - o compensating those who provide extra service
 - o ensuring that departmental-internal staff respond equally promptly and fully to males and females, non-minority and minority
 - o ensuring that women and minorities have a voice in hiring
- Announce institutional efforts and successes
 - o visit divisions, departments, working groups
 - o keep people abreast of efforts (e.g., via reports, web page)
 - o incorporate as many people as possible into working for institutional goals
- Eliminate outside offers as a mechanism for raises and promotion
- Give negative consequences to departments where credible evidence exists of bias, discrimination, harassment, or insufficient attention to gender equity
- Develop a diverse circle of advisors
 - o determine what you need and who can fulfill those needs
 - o include people who will provide constructive criticism and reasoned objections
 - o upper level administrators are at risk of isolation from and lack of knowledge of hidden problems