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
  o increase grant possibilities
  o increase innovative solutions to problems
  o increase opportunities for women and minority students
  o use gender as window on institutional effectiveness
  o everyone benefits: continuous thread linking students, post-docs, faculty
  o attract more women as faculty
  o attract more recruiters to campus
  o improve morale

• Lead: use your power
  o create and maintain other leaders by vouching for them and legitimating them
  o 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
  o articulate institutional (divisional, departmental) goals in multiple places at multiple times (e.g., visit departments)
  o develop creative efforts (e.g., require that every short list of 5 people to be interviewed contain 2 women or other non-traditional candidates)
  o 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
  o annual evaluations of faculty by chairs should be comprehensive, constructive, and gender- and race-neutral
  o 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