



A Roadmap to Gender Equity¹

Virginia Valian
Hunter College and CUNY Graduate Center

The upper-level administration: committing to change

- publicly articulate how university or sector will benefit through increasing equity and diversity
 - fair and equitable
 - greater innovation with diversity (e.g., Hong & Page, 2004)
 - more and more interdisciplinary teams in the sciences (e.g., Jones, Wuchty, & Uzzi, 2008; Wuchty, Jones, & Uzzi, 2007); work by teams is cited more (e.g., Larivière, Gingras, Sugimoto, & Tsou, 2015).
 - more recruiting of graduates by multi-national companies
 - better outcomes for undergraduate and graduate students
 - improved applicant pool
- state commitment in person to faculty, staff, and students within one's purview
- publicly and personally commit one's section of the institution to equity and diversity
- publicly announce concrete goals, efforts, and successes
- review tenure and promotion decisions for possible inequities by sex or race
- finance the collection and dissemination of data
- finance efforts to improve equity

Accountability: deans to provost

- hire deans who have made previous equity and diversity efforts
- evaluation
 - deans write annual self- and school-appraisal, including efforts toward equity and diversity – about 7-8 pages in length
 - provost and dean meet to discuss dean's performance
 - provost writes 2-3 page evaluation
 - dean's and school's benefits are dependent *in part* on faculty development, which includes equity and diversity (only possible when central administration controls some resources)

Accountability: chairs (or heads) to deans

- choice of (appointed) chair includes review of previous equity and diversity efforts
- evaluation
 - chairs write annual self- and department-appraisal, including efforts toward equity and diversity – about 7-8 pages in length
 - dean and chair meet to discuss chair's performance
 - dean writes 2-3 page evaluation
 - chair's and department's benefits and resources are dependent *in part* on faculty development, which includes equity and diversity

¹ See Stewart and Valian (2018) for a full discussion of the topics summarized here.

Accountability: chairs (or heads) to deans (*continued*)

- annual review by dean of faculty salaries by sex
- review by dean of start-up packages by sex

The department: producing an environment that is fair and is perceived to be fair

- types of fairness (justice): distributive (also called outcome), procedural, interactional (divided into informational and interpersonal) [see Colquitt, Conlon, Wesson, Porter, & Ng, 2001, for review; see Colquitt, & Rodell, 2015 for measures and review]
- interactional fairness (covering impartiality, respect, concern for others, consistent and truthful explanations of policies, propriety) predicts wide range of outcomes, from productivity to satisfaction
 - *impartiality* within a department includes transparency and equity in assigning responsibilities and awarding benefits (such as resources)
 - *respect and concern for others* is exemplified by a) nominating a range of faculty for internal and external prizes and awards and b) inviting a range of speakers for colloquia and conferences
 - *propriety* includes clearly enunciated expectations about professional deportment on the part of those with more power (e.g., senior faculty) toward those with less power (e.g., junior faculty, graduate students, undergraduates)
- the faculty member's department is the most frequently-encountered location of interactional fairness

Benchmarks (requires funding)

- provide data to each department from more central source
 - % female PhDs over last 5 years – nationally and within school
 - % female post-docs, if known
 - department's history
 - number of hires per half-decade, presented separately by sex
 - attrition by sex
 - years in rank by sex
 - service on important committees by sex
 - salary by year of degree and sex
 - start-up packages by sex
 - where known, comparisons with peer institutions
- publish data on university website for each major school or division
- ask department to provide annual equity survey results; provide resources accordingly
 - nominations for prizes and awards by sex
 - receipt of prizes and awards by sex
 - colloquium speakers by sex
 - efforts made to support faculty via, e.g., circle of advisors, workshops, encouragement to develop symposia at professional meetings, Wikipedia entries, media attention

Recruitment (requires funding)

- train search committee chairs in how to run a good search
- provide availability data and data from peer institutions

Recruitment (requires funding--continued)

- provide resources to help search for possible candidates
 - do not wait for applications to come in; search out women and underrepresented minorities
- University of Michigan STRIDE-type teams
- provide funds to bring more candidates to campus than would normally be authorized
 - model: University of Delaware School of Engineering (Eric Kaler)
 - normally 2-3 candidates authorized to visit for interview
 - if nontraditional candidates, up to 4-5 more authorized
- reject searches that do not meet availability pool

Dual careers (requires funding)

- relocation specialist (salary may be shared among universities)
- membership in HERC (Higher Education Recruitment Consortium)
- membership in consortium with local professional groups
- development of on-campus policy to integrate plans across departments
- dual-career couples are an opportunity for institutions to attract faculty (because couples want to live together)

Tenure and promotion (requires minimal funding)

- transparency with respect to process (e.g., via workshops)
- guidelines on criteria and expectations
- annual reviews of all non-tenured and junior faculty specifying areas of strengths and weaknesses and suggesting plan for upcoming year
- uniform letter to external reviewers [see recommended template]
 - letters may inadvertently praise men more than women (e.g., Trix & Psenka)
- development of skill in reading reviewers' letters
- application of consistent standards

Stop-the-clock (requires some funding)

- tenure may be delayed for one or more years for child, elder, or dependent care: many variations of model
- modified duties, such as no or reduced teaching or administrative responsibilities
- promotion and tenure committees and external reviewers receive clear instructions on how to judge productivity

Child care (± lab school) and lactation rooms (requires funding)

- on-site day care; subsidies for child care; travel funds with subsidy for child care
- lactation rooms are visible sign of inclusion

Hiring funds and target of opportunity hires (requires funding)

- initial funding of women in science or other fields where women are underrepresented
- special funds for superior start-up packages

Faculty development (requires minimal funding)

- circle of advisors rather than 'mentor'
- launch committees for new faculty
- sponsorship model: Hunter College Gender Equity Project Sponsorship Program
 - research fund that can be used for RAs, travel, research expenses, release time
 - pairing with sponsor, who is paid \$2500/semester (cash or research funds)
 - senior person in faculty member's field
 - **not** in faculty member's department
 - serves as intellectual sounding board
 - makes detailed comments on grant proposals and papers
 - serves as career facilitator
 - makes suggestions about what conferences to attend
 - helps arrange invitations to conferences
 - helps enlarge faculty member's professional network
 - monthly workshops on topics such as time management, teaching effectively and efficiently, grant writing, responding to negative reviewers' comments, and combining work with a personal life
 - access to senior academics for advice about handling difficult issues
- nominations for prizes and awards (possible model: University of California – Berkeley)
- annual reviews by chair or head for untenured faculty: evaluate research, teaching, and service with recommendations for areas to concentrate on
 - review of reviews by dean
- endowed chairs and similar professorships
- encouragement to develop symposia at professional meetings, Wikipedia entries, media attention

Education for faculty and administrators (requires minimal funding if experts are on the faculty)

- 'innocent' barriers to diversity
 - homophily (e.g., Clark & Fossett, 2008; Stewart & Valian, 2018)
 - confidence in one's judgment (e.g., Tetlock, 2005)
 - cognitive heuristics
- how gender works to skew evaluations (e.g., Valian, 1998; Stewart & Valian, 2018)
 - presentations to departments along with departmental data
- diversity and excellence are not at odds
- universal design: treat everyone equally, but in a way that is responsive to difference

Public and departmental events on gender and diversity (requires funding to bring in speakers)

- high-visibility symposia
- high-visibility speakers
- high-visibility women scientists giving scientific and women-in-science talks

Research

- gender and evaluation
- gender and organizational change
- gender and attitude change

Partial references

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- www.hunter.cuny.edu/genderequity – see resources therein
www.hunter.cuny.edu/gendertutorial – 4 short tutorials consisting of slides with voice-over narration