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
If no training mechanism for writing evaluations is currently in place, develop one.

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
  - Running a faculty meeting (e.g., attending to those with less institutional power)
  - Developing faculty (e.g., hallmarks of success)
  - Assigning work load (teaching and service) fairly
  - Compensating those who provide extra service
  - Ensuring that departmental-internal staff respond equally promptly and fully to males and females, non-minority and minority
  - Ensuring that women and minorities have a voice in hiring

- Announce institutional efforts and successes
  - Visit divisions, departments, working groups
  - Keep people abreast of efforts (e.g., via reports, web page)
  - 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
  - Determine what you need and who can fulfill those needs
  - Include people who will provide constructive criticism and reasoned objections
  - Upper level administrators are at risk of isolation from and lack of knowledge of hidden problems