

## 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