Documenting and Solving Hidden and Subtle Problems

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Problem Type
- gender disparities in
  - office space
  - laboratory space
  - knowledge of internal resources
  - access to internal research funds
  - access to technical and computer assistance
  - access to secretarial and research assistance
  - access to specialized equipment

Documentation
- develop plan to measure office and laboratory space
- develop questionnaire for knowledge and use of internal resources
  - interview highly successful individuals to determine what resources they draw upon and the responsiveness of the various individuals they call on for resources
  - interview less successful individuals to determine what resources they draw upon and the responsiveness of the various individuals they call on for resources
- use interviews as basis for survey development

Possible Solutions
- rectify space inequities if they exist
- where knowledge is lacking, create handbook to inform staff of resources [N.B.: benefits all members of university]
- require support staff to keep log of requests and date requests are filled [N.B.: benefits all members of university]
- require equipment gatekeepers to keep log of requests and date requests are filled [N.B.: benefits all members of university]

Problem Type
- criteria for success too narrow
- criteria for success based on a homogeneous pool

Documentation
- identify unheralded contributions that improve quality of institution (e.g., mentoring, addition of new courses to curriculum, development of interdisciplinary projects)
  - interview highly successful individuals about basis for success
  - interview less successful individuals about perception of unheralded contributions
  - create questionnaire to determine perceived value of different contributions and possible gender differences in contributions

Possible Solutions
- administer questionnaire to all faculty
- depending on results, include such contributions as criteria for advancement
Problem Type
- criteria for success not communicated equally to young men and women

Documentation
- interview highly successful and less successful individuals to determine what information they receive and in what contexts they receive it
- survey all faculty to determine their knowledge of criteria and attempts to meet them

Possible Solutions
- require chairs to communicate criteria explicitly
- develop informal channels of communication for women that are parallel to those for men

Problem Type
- unequal mentoring of women and men

Documentation
- identify known good mentors; interview for mentoring techniques
- survey faculty about information and help they receive from other faculty

Possible Solutions
- teach senior staff how to mentor; inform mentors about likely imbalances
- develop handbook for mentoring
- assess faculty on their mentoring achievements

Problem Type
- undergraduate students evaluate female faculty and TAs more negatively than male faculty and TAs despite equal or superior performance from females

Documentation
- review course evaluations by sex of instructor
- sit in on TA sessions and code students’
  - late arrivals and early departures
  - challenges to authority
  - indications of respect
  - personal comments about instructor
- interview male and female faculty and TAs about experience in classroom
- interview male and female students about impressions of instructors

Possible Solution
- conduct orientation sessions for undergraduates about how gender works
  - how and why they are at risk of undervaluing female and overvaluing male instructors (of any rank)
  - convey the institution’s confidence in the knowledge and competence of their instructors

Problem Type
- marginalization, lack of power, and isolation on part of female faculty

Documentation
- perform in-depth interviews of contented and less contented female and male faculty
- develop survey to measure marginalization, lack of power, and isolation
  - sample items about hiring:
    - separately consider the last two hires in your department and answer:
      - was the hire in your area?
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1. if not, was there a candidate who was in your area?
   ii. was the hire someone you will talk to about your research?
      1. if not, was there a candidate whom you would have talked to?
   iii. was the hire someone with whom you might collaborate?
      1. if not, was there a candidate with whom you might have collaborated?
   iv. were you on the search committee?
   v. did you participate in creating the job description?
   vi. did you tell colleagues from other institutions about the job?
   vii. were you in favor of the hire?
   viii. did you attend the job talks?
   ix. did you rate the candidates?
   x. did you lobby for the hiring of a particular person?

   o sample items about professional discussions within Institution X
   i. within the past week, check the people with whom you discussed your work in person or over the phone and indicate the number of people and number of discussions
      1. faculty member number of people: number of discussions:
      2. undergrad number of people: number of discussions:
      3. grad student number of people: number of discussions:
      4. research assistant number of people: number of discussions:
   ii. within the past week, check the people with whom you had an email discussion about your work and indicate the number of people and number of discussions
      1. faculty member number of people: number of discussions:
      2. undergrad number of people: number of discussions:
      3. grad student number of people: number of discussions:
      4. research assistant number of people: number of discussions:
   o sample items about professional discussions outside of Institution X
   i. within the past week, check the people with whom you discussed your work in person or over the phone and indicate the number of people and number of discussions
      1. faculty member number of people: number of discussions:
      2. undergrad number of people: number of discussions:
      3. grad student number of people: number of discussions:
      4. research assistant number of people: number of discussions:
   ii. within the past week, check the people with whom you had an email discussion about your work and indicate the number of people and number of discussions
      1. faculty member number of people: number of discussions:
      2. undergrad number of people: number of discussions:
      3. grad student number of people: number of discussions:
      4. research assistant number of people: number of discussions:

Possible Solutions
- present results to community
- identify ways to improve centrality of women

Problem Type
- disproportionately more males than females invited as speakers and colloquium presenters

Documentation
- review colloquia lists for each department for past two semesters
  o tabulate male and female speakers
Possible Solutions
- recommend routine counting procedure for ensuring appropriate representation
- develop small handbook explaining lower cognitive availability of women's names compared to men's, likely consequences thereof, and how to guard against underrepresentation

Problem Type
- gender disparities in understanding of reward structure of organization

Documentation
- develop and administer questionnaire about how academic institutions work, with emphasis on home institution

Possible Solution
- develop workshops for students, post-docs, and junior staff explaining structure of organization, operation of gender schemas, and effective strategies for professional development

Problem Type
- reluctance of women to work for gender equity

Documentation
- develop questionnaire to measure perceptions and analyses of equity problems

Possible Solutions
- educate women about effects of gender schemas on the self
- provide institutional rewards and resources for women and men to develop equity plans

Problem Type
- misconceptions about fairness and evaluations
  - lack of knowledge about how gender schemas work to advantage men and disadvantage women
  - lack of awareness of likelihood of overvaluing men and undervaluing women
  - belief that excellence is transparent and obvious
  - belief that meritocratic beliefs ensure unbiased judgments

Possible Solution
- provide seminars, lectures, and workshops about gender schemas and accumulation of advantage

Problem Type
- underexplored research and teaching opportunities concerning gender equity

Possible Solutions
- incorporate academic work on schemas, attitude change, and organizational change into women's studies programs, management programs, science and technology programs, and so on
- support development of fundable projects to integrate basic and applied research on improving gender equity
- develop courses in which students integrate basic and applied research to devise interventions for specific institutional problems
- sponsor think-tank conferences to address gender equity
Problem Type

- more effort made to groom men for stardom in field
- more nominations of men than women for prizes and awards, to journal boards, and to steering committees of major professional organizations

Possible Solutions

- identify women who are outstanding and promote their professional development
- evaluate heads of departments and divisions on the ability to create women leaders