Accountability Defined

Accountability is the assumption of responsibility for outcomes, both formal and informal, represented by quantitative and qualitative measures of achievement as they relate to the missions of the university.

Accountability has three parts:

Policies & Programs (which have specific purposes & goals)

One example of a policy would be APM 210, which had been recently revised to codify the visibility of diversity as central to our academic culture. The purpose or goal of the revision is to provide recognition for diversity in teaching, research and service.

Implementation/Actualization (methods or procedures being used)

Using APM 210 as an example, the implementation/actualization would be the process being used to operationalize this policy. For example, on some campuses a separate section is being added to the dossier to make note of diversity-related teaching, research or service. Another implementation method might be making a separate note to the dossier in each area (teaching, research or service) that calls out diversity-related efforts.

Outcomes (quantitative or qualitative measures of effectiveness)

Using the APM 210 example, one would ask, to what extent does the recognition of diversity-related teaching, research or service enter in to decisions on advancement or merit?

When a leader is accountable, he or she provides oversight and assumes ultimate responsibility for a policy/program, its implementation, and outcomes, both quantitative and qualitative.

Dr. Virginia Valian

Distinguished Professor of Psychology and Linguistics,
Hunter College & The Graduate Center of the City University of New York (CUNY)
Co-director of the Hunter College Gender Equity Project

Virginia Valian is Distinguished Professor of Psychology and Linguistics at Hunter College and the Graduate Center of the City University of New York (CUNY). She is co-director of the Hunter College Gender Equity Project, funded in part by the National Science Foundation. Reviewers have called Valian's book, "Why so slow? The advancement of women" (MIT Press, 1998; paperback, 1999), "compelling", "scholarly and convincing", "accessible and lively", and "a breakthrough in the discourse on gender". Dr Valian's audiences have ranged from natural scientists to theater actors and directors.

Her science-based approach has been featured in the New York Times, the Washington Post, Nature, Scientific American, The Women's Review of Books, and many other journals and magazines. She has also appeared on NPR, the BBC, and TheNewsHour with Jim Lehrer.

Accountability

Virginia Valian
Hunter College and CUNY Graduate Center

updated January 2007

Principles and actions for chairs, heads, deans, provosts, and presidents

- Motivate change**:** develop compelling rationales for change, focusing on benefits to institutional unit
    - o increase grant possibilities
    - 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
        - - deans and provosts: make equity and diversity part of normal reporting functions of chairs via annual surveys (see document: Valian, Guide to Creation of Departmental Equity Survey)
        - - deans and provosts: require evidence of good-faith efforts to hire, retain, and promote women and minorities in their professional disciplines and in leadership positions within the institution (see document: Valian, Guide to Creation of Departmental Equity Survey)
        - - deans and provosts: use equity status as one criterion in allotting lines, space, and money
    - o report benchmarks: recruitment, time in rank, salary, flux (see document: Hunter College Gender Equity Project, Preparing Figures to Represent Gender Equity Benchmark Data)
    - o articulate institutional, divisional, and departmental goals in person in multiple places at multiple times
    - o develop creative efforts (e.g., require that every short list of 5 people to be interviewed contain 2 women)
    - o periodically review allocations of responsibilities to ensure fairness

- 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

- Give negative consequences to individuals and units where credible evidence exists of bias, discrimination, harassment, or insufficient attention to gender equity

- Develop procedures to counteract unintended bias: for every problem there is a solution
    - o teach students how to evaluate teaching assistants and faculty
    - o have faculty vouch for teaching assistants in classes
    - o review colloquium speaker roster so that it reflects proportion of women in field or proportion of women graduate students in field

- o review letters of recommendation for graduate students and post-docs to determine whether males and females are described to equally good advantage
- o eliminate outside offers as a mechanism for raises and promotion
  Improve recruitment, retention, and the environment (see handout: Valian, Recruitment and Retention: Guidelines for Chairs)
- o Write useful annual evaluations of faculty and chairs, heads, and directors
- o if no training mechanism for writing useful evaluations is currently in place, develop one
- o annual evaluations should be comprehensive, constructive, and gender- and race-neutral
- o deans: evaluate the evaluators

- review evaluations for length, specificity, and possible hot spots (e.g., providing longer and more specific evaluations of men; perceiving women's assertiveness as abrasiveness; evaluating men's accomplishments overly positively)

- Provide training in faculty and chair or head development
  - o how to run a faculty meeting (e.g., attending to those with less institutional power)
  - o how to develop junior and mid-level faculty (see handout: Valian, Chairs and Faculty Development)
    - establish hallmarks of success for individual faculty members
    - specify short-term and intermediate goals
    - work with faculty on plan to achieve those goals determine chair's role (e.g., provide release time, provide travel funds, make course assignments that dovetail with faculty's research, suggest conferences to attend; introduce faculty to senior people in field)
  - o how to assign workloads (teaching and service) fairly
     importance of assignment
    - labor-intensiveness of assignment
    - visibility
    - scope for innovation
  - o how to use compensations for individuals who provide extra service or improve equity
    - release time
    - postdocs
    - research assistants
    - administrative assistants
    - equipment
    - space
  - o how to ensure that departmental-internal staff respond equally promptly and fully to males and females, non-minority and minority
  - o how to ensure that women and minorities have a voice in hiring

- Develop faculty for leadership positions within institution
  - o establish paths toward leadership
    - place women and minorities on important committees
    - provide guidelines on how to run committees
    - have periodic meetings with interested faculty to explain how decisions are made within institution

- Develop a 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 administrators are at risk of isolation from and lack of knowledge of hidden problems

Gender Equity Activities: A Roadmap

Virginia Valian
Hunter College and CUNY Graduate Center

Outlined here are programs that various institutions have developed to increase the recruitment, retention, and promotion of women in academic science. Different institutions have different needs, different timetables, and different budgets.

Faculty development
- model: Hunter College Gender Equity Project Sponsorship Program
    - o research fund that can be used for RAs, travel, research expenses, release time
    - o 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 review letters for untenured faculty covering research, teaching, and service with recommendations for areas to concentrate on
    - o review of review letters by dean
- endowed chairs and similar professorships

Dual-career issues
- membership in HERC (Higher Education Recruitment Consortium)
- relocation specialist
- membership in consortium with local professional groups

Recruitment
- training of search committee chairs in how to run a good search
- provision of resources to help in finding possible candidates
- University of Michigan STRIDE-type teams
- provision of funds to bring more candidates to campus than would normally be authorized
    - o 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
- rejection of searches that do not meet availability pool

Benchmarks
- provide data to each department from institutional research person
    - o % female PhDs over last 5 years
    - o % female post-docs, if known
    - o 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
- ask department to provide
  - o annual nominations for prizes and awards by sex
  - o annual receipt of prizes and awards by sex
  - o colloquium speakers by sex
  - o efforts made to support faculty
- publish data on university website for each major school or division

Accountability of chairs to deans
- evaluation
  - o chairs write annual self- and department-appraisal, including efforts toward equity and diversity – about 7-8 pages in length
  - o dean writes 2-3 page evaluation
  - o dean and chair meet to discuss chair's performance
  - o chair and department benefits dependent in part on faculty development, which includes equity and diversity
  - o annual dean review of faculty salaries by sex
- dean review of start-up packages by sex

Commitment on part of university leadership
- president and provost publicly and personally commit institution to equity and diversity
- president and provost state commitment in person to deans, chairs, faculty, and students
- president and provost show how university will benefit by increasing equity and diversity

Review of tenure and promotion decisions

Hiring funds and target of opportunity hires
- initial funding of women scientists
- special funds for superior start-up packages

Education for faculty
- how gender works to bias evaluations
- presentations to departments along with departmental data

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

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

Make use of resources
- Stewart, A. J., Malley, J. E., & LaVaque-Manty D. (Eds.), *Transforming science and engineering: Advancing academic women*. Ann Arbor, MI: University of Michigan Press.
- ADVANCE sites

Tangible and intangible resources needed by team running women in science initiative
[based on interviews with Evelynn Hammonds (Harvard), Nancy Hopkins (MIT), Jean Howard (Columbia), and Abigail Stewart (University of Michigan)]

- Institutional Research person
    - varies from full-time (Harvard) to half-time (Columbia)
    - provides and analyzes data by department, collects data on availability pool
    - executive assistant, full-time
    - projects manager, full-time
    - coordinates events such as all-day symposia
    - coordinates research projects and pilot programs
        - funding for dependent care travel
        - research-enabling grants (competitive)
        - child care scholarships
        - coordinates workshops for faculty
        - HERC person (Columbia, Harvard)
        - space
    - be where provost is
    - office
    - meeting room
    - rooms for executive assistant, IR-type person, projects manager
    - support from president, provost, deans
    - meetings with president at least 2 times per term
    - advisory board
    - internal
    - external
    - authorization to review tenure and promotion decisions when upper-level committees meet
    - authorization to look at any data at any time
    - meet with university counsel on as-needed basis (as often as 2 times per week)
    - full support of provost and president even when faculty and chairs complain

Guide to Creation of Departmental Equity Survey

Virginia Valian
Hunter College and CUNY Graduate Center

An equity survey provides systematic annual data to help higher-level administrators, chairs, and faculty a) keep track of faculty progress, b) determine whether there are sex or race disparities in faculty development, c) specify underutilized or underdeveloped areas of a department's environment, resources, and support that may be important for faculty success. Departments which are unusually successful in progress toward equity and diversity would be eligible for special benefits from higher-level administration.

The Gender Equity Project at Hunter College (funded by an NSF ADVANCE Institutional Transformation Award) has developed an equity survey for its purposes. It has two parts: the first part includes items that can be filled out by the dean's office and verified by the chair; the second part includes items that are likely only department-internal.

The initial survey would cover a three-year period. Subsequent surveys would be annual. A mechanism to deal with the extra reporting requirements is necessary.

Part 1: possible examples to be filled out by dean's office and verified by chair:
- new hires: sex, race/ethnicity, rank, year of degree, starting salary; start-up funds
- newly tenured: sex, race/ethnicity, rank, year of degree, time in service at institution
- newly promoted: new rank, sex, race/ethnicity, year of degree, time in service at institution
- denied tenure or promotion: sex, race/ethnicity, rank, year of degree, time in service at institution
- tenured faculty: sex, race/ethnicity, rank, year of degree
- tenure-track faculty: sex, race/ethnicity, rank, year of degree
- overall rank figures by sex

Part 2: possible examples to be filled out by chair:
- scatter-plot of salary by year since degree, coded by gender
- development of procedures to improve recruitment, retention, and environment
- resignations and retirements: sex, race/ethnicity, rank, reason for leaving, steps taken to retain person
- accommodations for personal issues (steps department has taken and outcome)
  - birth or adoption of a child
  - serious illness of faculty member or faculty member's loved one
  - local employment for faculty member's partner
- nominations for awards or membership in prestigious professional group
  - include sex, race/ethnicity, rank, award or group, level of award or group (e.g., institution-internal, discipline)
- receipts of awards or membership in prestigious professional group
  - include sex, race/ethnicity, rank, award or group, level of award or group (e.g., institution-internal, discipline)
- mentoring opportunities provided by department; members who participated as mentors or protégé(e)s

- departmental activities
  - promotion and tenure workshop (% male and female attendees, relativized to number in department)
  - grant-writing seminar or workshop (ditto
  - colloquium series with external (and internal) speakers (% male and female speakers, relativized to percent in broad discipline)
  - internal brownbag series (% male and female speakers, relativized to number in department)
  - retreat (% male and female presenters, relativized to number in department

Benefits of Ensuring Gender Equity

Virginia Valian
Hunter College and CUNY Graduate Center

Why is gender equity desirable, above and beyond fairness?

- **Equity problems are a window on institutional effectiveness. Solving an equity problem can lead to better conditions for everyone.**
    - Women and minorities, as groups, have less power in institutions than do white men, as a group. Women and underrepresented minorities act as a proxy for those with less institutional power. Without policies that ensure equal access, resources and facilities tend to flow to those who have the most power in the institution. Without policies that track the progress of different groups within the institution, it is impossible to know whether resources and facilities are being distributed evenly.
    - *Example*: a discovery that women in an institution receive computer support more slowly than men can lead to a rational and systematic way of handling *all* computer help requests.
    - *Example*: the discovery that women receive less information about how to succeed can lead to the discovery that chairs and heads do not nominate faculty and staff for awards and prizes, do not publicize their faculty's accomplishments, and, more generally, do not see faculty or staff development as one of their most important responsibilities. Attention to women's faculty development can lead to improved development procedures across the board.
    - *Example*: the difficulty of determining how long women stay in the rank of associate professor can lead to the discovery that the institution has no effective way of monitoring overall faculty progress and thus no way of determining how to ensure faculty creativity and productivity.

- **Gender equity in salary, promotion, and access to resources maximizes the number of people who will receive the power and resources they need in order to do their best work. Gender equity reduces the possibility that some people are prospering at the expense of others.**

- **Equity increases the range and size of the candidate pool, thus maximizing the chances of hiring the best new faculty or staff.**
    - The larger the pool, the greater the choice and the higher the likelihood of finding well-qualified candidates.
    - Women job candidates may be slightly more talented than men, given their difficulties in accumulating advantage.

- **Within colleges and universities, a diverse faculty gives students a head start in learning how to appreciate and interact with a range of authority figures.**
    - **S**tudents will graduate into working in a diverse world. The mental flexibility that is necessary for success in a diverse world will be developed in part through experiences with a diverse student body and in part through experiences with a diverse group of faculty and administrators.

- **By modeling diversity in the professoriate and in senior levels in the professions, equity demonstrates to women and underrepresented minorities that they have a future – a good future – in academia and the professions.**
    - If they do not have a future, why are we educating them?
    - Aspirants do not need to see people exactly like them in senior positions and among the faculty. But the presence of a variety of social groups in positions of authority should have two effects.

- First, diversity suggests that there is room for the aspirant: where there is a lot of variety it is plausible to think that there is room for more.
- Second, and relatedly, diversity will make the role of, say, scientist or surgeon or successful business person one which is not sex- or race-specific. It will thus make it easier for everyone to make accurate judgments of the qualifications and value of non-traditional applicants for positions.

- **Equity increases the likelihood of innovations in ideas, policies, research, teaching, and scholarship.**
  - Innovations arise from diverse groups of people with diverse perspectives. It is not that people reason differently as a function of their sex or race, but that they will have somewhat different interests and experiences which in turn give rise to different ideas.
    - Example: the development within the discipline of psychology of new areas as women and underrepresented minorities entered the field.
    - Example: "Mixed-gender teams produced the most frequently cited patents—with citation rates that were 26 to 42 percent higher than the norm." Ashcraft, C. & Breitzman, A. (2007). Who invents IT? An analysis of women's participation in Information Technology patenting. University of Colorado: The National Center for Women & Information Technology. http://www.ncwit.org/pdf/NCWIT_Patent_Summary_FINAL.pdf
  - The acceptance of innovations is more likely among a diverse group of people.

- **Equity creates a stronger and more viable institution via a reputation for fairness.**
  - Demonstrations of fairness, and concern for fairness, build loyalty from within, attract interest from outside, and increase the attractiveness of the institution to underrepresented groups.