# Gender Equity Activities:  A Roadmap

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Outlined here are programs that various institutions have developed to increase the recruitment, retention, and promotion of women in academia.  Some programs target improvement of individual women's experience; others target policy changes.

**Faculty development**
- 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 review letters by chair or head for untenured faculty; cover research, teaching, and service with recommendations for areas to concentrate on
  - review of review letters by dean
- endowed chairs and similar professorships


**Dual careers**
- membership in HERC (Higher Education Recruitment Consortium)
- relocation specialist
- membership in consortium with local professional groups
- development of on-campus policy to integrate plans across departments


**Child care models**
- on-site day care
- subsidies for child care
- travel funds with subsidy for child care

**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
- University of California-Irvine equity advisor-type groups
- provision of 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
- rejection of searches that do not meet availability pool


**Benchmarks**
- provide data to each department from institutional research person
    - % female PhDs over last 5 years
    - % 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
- 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


**Accountability of chairs to deans**
- choice of 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
- annual review by dean of faculty salaries by sex
- review by dean of start-up packages by sex

## Accountability of deans to provost
- choice of dean includes review of 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 of chairs or heads to dean
- choice of chair or head includes review of previous equity and diversity efforts
- evaluation
    - chairs write annual self- and department-appraisal, including efforts toward equity and diversity – about 3-4 pages in length
    - dean and chair meet to discuss chair's performance
    - dean writes 1-2 page evaluation
    - chair's and department's benefits are dependent in part on faculty development, which includes equity and diversity (only possible when dean controls some resources)

## Commitment on part of university leadership
- president and provost
    - publicly and personally commit institution to equity and diversity
    - state commitment in person to deans, chairs, faculty, and students
    - articulate how university will benefit by increasing equity and diversity
    - announce concrete goals, efforts, and successes
    - review tenure and promotion decisions for possible inequities by sex or race

## Hiring funds and target of opportunity hires
- initial funding of women in science or other fields where women are underrepresented
- 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

## 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.  This book includes summaries of different schools' approaches to improving the representation of women in science.
- www.hunter.cuny.edu/genderequity – see resources therein
- www.hunter.cuny.edu/gendertutorial
- ADVANCE sites

Tangible and intangible resources needed for a team responsible for initiatives to improve the representation and advancement of women in academia

> [These points are based on interviews Virginia Valian conducted with Evelynn Hammonds (Harvard), Nancy Hopkins (MIT), Jean Howard (Columbia), and Abigail Stewart (University of Michigan), but they do not necessarily represent the current situation at any of the universities mentioned or the views of any of the people consulted]

**staff needs**
- Institutional Research person
  - varies from half-time to full-time
  - provides and analyzes data by department
  - collects and provides data on availability pool for each department
- 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

**space needs**
- be where provost is
- office
- meeting room
- rooms for executive assistant, IR-type person, projects manager

**power**
- authorization to look at any data at any time
- full support of provost and president even when faculty and chairs complain
  - meetings with president at least 2 times per term
- ability to turn down searches
- authorization to review tenure and promotion decisions when upper-level committees meet
- target of opportunity and dual-career hiring options

**support**
- advisory board
  - internal
  - external
- meet with university counsel on as-needed basis (as often as 2 times per week)
- public verbal commitment to equity and diversity on the part of senior administration