Remedies

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Three principles

1) gender is a window on institutional effectiveness; it helps detect some of the wider underlying problems
   a. you examine an area, thinking you may have a gender problem; there may or may not be, but there is often a more general problem; e.g., faculty development is more focused on men but even there it is spotty at best
   b. Hunter College’s Gender Equity Project, partially funded by an NSF ADVANCE Institutional Transformation Award, articulated this as one of its first principles

2) a continuous thread links undergraduates, graduate students, post-docs, and faculty
   a. to plug up the holes in the leaky pipeline we need to intervene at multiple levels; the system is interdependent
   b. having more – and happier – female faculty will influence the decisions of women and men earlier in their career

3) leaders must lead
   a. successful leaders communicate and stand behind their commitment to diversity, such as by not accepting searches that do not include nontraditional candidates
   b. recent data from corporations (Kalev, Dobbin, & Kelly, 2006) show what features make the most difference in increasing the percentages of women and blacks
      i. establishing organizational responsibility: affirmative action plans in which staff person has authority, resources, support of and access to top management (from US Dept of Labor 2005), tracks progress, keeps managers informed; diversity staff; diversity task forces
         1. with plan and staff person in charge, for white men odds go down by 8 %, for white women rise by 9 %, for black men rise by 4 %, for black women no significant change
         2. with full-time diversity staff, white women’s odds increase 11 %, black women’s 13 %, and black men’s 14 %
         3. with diversity task force (for academic example, see Michigan’s STRIDE), white women’s odds increase 19 %, black women’s 27 %, black men’s 14 %
4. odds increase doesn’t translate directly into % women or blacks in management, because depends on % of white men at outset
   ii. networking and mentoring programs, effective to a lesser extent
   iii. education and feedback via diversity training, effective for women but not for blacks (perhaps because such training is infrequent or not based on evidence)
      1. black women’s odds decrease 7%, white women’s increase 6%, black men’s decrease 8%
   iv. almost any kind of plan helps white women; black women are helped more than black men
      1. but net effects – on actual % of women – tiny
      2. combining programs particularly helps white women – the more the merrier; for blacks, content more important than number
      3. combining almost anything with a responsibility structure improves diversity
      4. federal compliance reviews also increases the effectiveness of all efforts, including for blacks

**Implications from gender schemas**

1) there's no silver bullet; we must be prepared to keep at the remedies
   a. why: schemas are ubiquitous and persistent
      i. revert to status quo ante (examples: MIT, Delaware engineering)

2) we need procedures that will allow us to check our work; we are going to make mistakes
   a. schemas resist change; we will not change our schemas anytime soon
      i. VVV example in computer store: hard to ask woman instead of man for information
      ii. there has been change and there will continue to be change, but even the most recent experiments demonstrate that schemas are alive, well, and active
   b. schema for men meshes well with schema for professional, scientist, and so on; schema for women does not; result: women’s names less cognitively available than men’s
   c. examples
      i. review colloquia line-up to see whether speakers represent diversity of areas within the field and the percentage of women in the field
         1. direct mental search under category ‘woman’
         2. consider oversampling women – given the data, women are likely to be more highly selected than men
i. nominations for prizes and awards

3) to counter reliance on schemas, gender efforts have to seem important
   a. men and women leaders and speakers who are highly visible, credible, and respected
   b. high-visibility symposia
   c. high-visibility women scientists giving scientific and women-in-science talks

4) women do not automatically make better decisions; men do not automatically make worse decisions
   a. 2 examples of recent conferences organized or co-organized by women, in fields where women are present, nevertheless had tiny minority of women as invited speakers (e.g., 12 speakers, 2 female, 1 of whom was the organizer herself)
   b. but including good representation of women on committees is likely to lead to wider pool because sheer presence of women helps make position seem less like man’s job and helps make women look like plausible candidates

Education and information: know the data, know the theory; communicate the data, communicate the theory

1) how schemas work
   a. they are persistent and ubiquitous
   b. they limit our ability to judge others accurately
   c. they give males a slight advantage and women a slight disadvantage
   d. small advantages accumulate
   e. use the data and the theory to inform proposals for remedies

2) where to educate – examples
   a. teach students how to evaluate graduate teaching assistants and faculty
      i. undergraduates evaluate women instructors less favorably than men instructors, especially with respect to competence
   b. teach faculty how to write letters of recommendation for students and postdocs
      i. recommenders write more positive letters of recommendation for male and female medical school job candidates (Trix & Psenka, 2003)
   c. teach chairs and senior faculty how to nominate people for prizes, awards, etc.
      i. not all chairs and senior faculty see development of faculty as a primary responsibility
      ii. not all chairs and senior faculty know how to mount an effective campaign or write an effective nomination letter
d. conduct exit interviews (perhaps via outside group) to find out why people leave; conduct surveys and interview small groups to find out areas of difficulty

**Examples of procedures**

1) leaders must frequently, visibly, and personally demonstrate commitment to equity
   a. articulate goals
      i. be specific
         1. numbers in hiring, retention, and promotion
         2. faculty, post-doc, student, and employee development
   b. say why goals are important for organization
      i. examples
         1. innovation
         2. diversity of working styles means good balance of risk and prevention
         3. improvement of talent pool
         4. building of loyalty to organization
         5. reduce rehiring costs
         6. create appearance of opportunity for younger people
         7. client satisfaction
   c. hold people accountable
      i. make progress toward equity part of annual review
      ii. reward people who make progress toward goals
   d. create female leaders within organization
   e. why it works: leaders are disproportionately influential

2) benchmarks of progress; benchmarks of desired goal
   a. # men and women in candidate pool, applicant pool, short list, hired
   b. time in rank for men and women
   c. salary
   d. provide data to each department from institutional research person
      i. % female PhDs over last 5 years
      ii. % female post-docs, if known
      iii. department’s history
         1. number of hires per half-decade, presented separately by sex
         2. attrition by sex
         3. years in rank by sex
         4. service on important committees by sex
         5. salary by year of degree and sex
         6. start-up packages by sex
   e. ask department to provide
      i. annual nominations for prizes and awards by sex
ii. annual receipt of prizes and awards by sex
iii. colloquium speakers by sex
iv. efforts made to support faculty

f. publish data on university website for each major school or division

3) develop dual-career hiring strategy, e.g., via HERCs (Higher Education Resource Consortium)
   a. important but not the only thing

4) on-campus child care or other mechanisms
   a. important but not the only thing

5) make sure that colloquia and other speaker events are appropriately balanced with respect to gender and color
   a. students and post-docs need to see that there is room for them
   b. rethink colloquia lists that do not represent availability

6) recruitment – train chairs of search committees and committee members
   a. not as easy to obtain applicant pool of women and other nontraditional candidates
      i. filters may be applied differently for men and women – shifting standards
      ii. filters may be set inappropriately
      iii. job may look "male" because of few women currently in job and few women applicants – want to increase % of women until have roughly 1/3rd training of search committee chairs in how to run a good search
   b. provide resources to help in finding possible candidates
   c. use University of Michigan STRIDE-type teams
   d. deans can provide funds to bring more candidates to campus than would normally be authorized
      i. model: University of Delaware School of Engineering (Eric Kaler)
         1. normally 2-3 candidates authorized to visit for interview
         2. if nontraditional candidates, up to 4-5 more authorized
   e. deans can reject searches that do not meet availability pool

7) retention and promotion efforts
   a. develop higher-level review of credentials of those recommended and not recommended for tenure, promotion, or opportunities to represent institution organization in high-visibility settings
   b. educate people in how to evaluate outside letters

8) accountability up and down ladder; example: chairs accountable to deans
   a. evaluation
i. chairs write annual self- and department-appraisal, including efforts toward equity and diversity – about 7-8 pages in length
ii. dean writes 2-3 page evaluation
iii. dean and chair meet to discuss chair's performance
iv. benefits to chair and department dependent in part on faculty development, which includes equity and diversity

b. annual dean review of faculty salaries by sex
c. dean review of start-up packages by sex

9) people, especially those in authority, must know what comments or assumptions, often intended pleasantly, are inappropriate
   a. small-group interviews can provide such information
      i. expectation that person will make coffee or serve group
      ii. surprise at woman's technical expertise
      iii. surprise at person of color's articulateness

10) develop informal women and men leaders who can be effective within their departments

Men receive more information: networks; interaction with schemas

1) homophily and homogeneity
   a. people divide along sex, race, class, education, and other demographic lines
   b. white men in US have most homogeneous networks
   c. women less likely to receive needed information than men
   d. women and people of color have thinner networks

2) to ensure that women and men equally receive relevant information about how to succeed in institution or organization
   a. provide workshops for women and men
      i. become successful outside the institution
      ii. build power by performing jobs which are out of the ordinary, visible, and are relevant to current institutional problems (Kanter, 1979)
      iii. negotiate for resources – but women must do this differently from men
      iv. make allies
      v. styles useful for all, but especially women
         1. be impersonal (it is less distracting, less feminine)
         2. be friendly and respectful (it takes sting out of competence and effectiveness)
         3. convey warmth and concern for others
   b. help senior people, supervisors, and managers know what information to provide and how to provide it
Partial References


