

# Using Research on Gender to Create Equity

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1. Why we would doubt that there is a problem
2. Scope of problem from observational data - handout
3. Subtle underlying causes – gender schemas and accumulation of advantage
4. Benefits of equity – handout
5. Examples where institutional structure might shortchange women – handouts
  - a. who is searched for and how
  - b. start-up packages
  - c. initial salary
  - d. jobs women expected to do (institutional "housework"; institutional "labors of love")
  - e. access to institutional resources
6. What to do
  - a. no one-time fixes; requires consistent and constant effort
  - b. two strategies: meet national average; be the best
  - c. there is a subject matter
  - d. experimental approach
  - e. accountability from top to bottom
7. Example 1: Searches
8. Example 2: Accountability
9. Example 3: Environment

## Example 1: Improve Searches

1. instruct search committees in where they are likely to go wrong
  - too narrow a job description based on replacing what already exists
  - insufficient recognition of need for extra effort to attract women and minorities
  - insufficiently positive evaluation of women's credentials
    - letters of recommendation
    - collaborations
  - insufficient welcoming of women and minorities at interview
  - insufficient start-up packages and unattractive work loads for women and minorities
  - too little power over appointment in hands of women who have minority status with respect to a field of inquiry
  - misinterpretation of women's and minorities' interest in position
  
2. search for talented women and minorities at non-elite institutions
  - use the knowledge that location creates productivity as much as or more than productivity creates location: identify women who are publishing more than is typical for their location; they are likely to do well at your school
  
3. search for couples
  
4. search for non-traditional candidates for senior positions
  - use the knowledge that women and minorities are less likely to fit the traditional profile of experience because they are less likely to have been chosen for top leadership positions and less likely to have been groomed for leadership: groom internal women by giving them a range of responsibilities; consider external women who have performed non-canonical leadership roles

## Example 2: Institute Accountability

1. perform annual review of equity benchmarks (via, e.g., Institutional Research)
  - review visible and hidden problems (see handouts)
  - maintain adequate data base
  
2. rate and reward departments by current status and by improvement in gender equity
  - use equity status as one criterion for
    - departmental space
    - permission to search
  - reward departments that demonstrate equity in practice
    - example: higher retention rate for women than earlier
    - example: higher retention rate than norm for institution
    - example: placement of women as heads of important committees
    - example: review teaching evaluations to assess for gender and race equity
  - downgrade departments with where credible evidence exists of bias, discrimination, harassment, or insufficient attention to gender equity
  
3. leaders must *lead*
  - leaders create other leaders by vouching for them
  - leaders have power
  
4. supply benefits to people who work on improvement of equity
  - research assistance
  - post-doc
  - release time
  - administrative assistance

### **Example 3: Improve Environment**

1. educate faculty and students about how gender and race schemas work
2. educate faculty and students about importance of small advantages and disadvantages
3. create policies that improve balance between work life and personal life
  - child care support
  - adjunct funds to deal with unexpected personal responsibilities