

# Dual-Career Hiring<sup>1</sup> Task Force - Report -

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<sup>1</sup> *NB. This report uses the term 'dual-career hiring' throughout, rather than 'spousal hiring' or 'partner hiring', since 'dual-career' is a neutral, non-discriminating term implying no particular religious belief, and no specific sexuality, or gender.*

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## 1. INTRODUCTION

In Fall 2020, the Provost charged the newly-constituted dual-career hiring task force to examine dual-career hiring practices in higher education institutions, often referred to as ‘spousal/partner hiring’, and to write a report on the findings. The Provost charged the task force with exploring dual-career hiring practices as a way to recruit and retain higher caliber and diverse faculty. The Provost noted that within the CSU system no other campus as yet has a dual-career hiring policy in place.

The task force conducted a national search of universities to identify a sample of institutions that have dual-career hiring policies. Twenty-seven universities’ policies, guides, and reports were found and examined by the task force. In addition the AAUP report and guide on dual-hires was examined. Ten universities were identified as having similar conditions to the CSUSB situation (public university, collective-bargaining environment, similar sized campuses, etc.), and the sample contained a mix of research and regional universities, large and smaller universities.

Based on our research, we find that interest in creating and implementing various different types of dual-career hiring policies is on the rise in the U.S., Canada, and Europe. The most comprehensive study on the topic came from Stanford University (*Dual-Career Academic Couples: What Universities Need to Know*, 2008). The study itself was undertaken in 2006 but was not published until 2008. Information for the Stanford study was collected from nine thousand full-time faculty at thirteen leading U.S. research universities and was supplemented by outreach to universities outside the sampled population.

Their data show that over a third of academics in this population have academic partners, and another third have working partners who might need some career assistance. While the study reports that these statistics have been stable for several decades, the amount of academic couple hiring has increased from 3% in the 1970s to 13% by the time of the study in 2006.

The research we have conducted in this comprehensive report suggests the following key findings in relation to university dual-career hiring policies:

- The new generation of academics is more diverse in terms of gender, sexuality, and ethnicity than ever before. Dual-career hiring practices improve the chances of universities recruiting and retaining women and underrepresented minorities in faculty positions.
- Dual-career academic hiring allows universities to compete for the best and brightest in their applicant pools and enhance competitive excellence.
- Faculty today are a new breed determined to strike a sustainable balance between working and private lives. Dual-career hiring increases the chances of academic couples finding a better more balanced work/life mix, and hence helps retain faculty.

- Dual-career hiring policies help campuses convey the valuable quality of “family friendliness” to their job applicants/candidates.
- Universities can lose prized candidates if suitable employment cannot be found for a partner. According to the Stanford study, a full 88% of faculty who successfully negotiated a dual hire at their current institution indicated that the first hire would have refused the position if their partner had not found appropriate employment.
- Universities with written dual-career hiring policies have higher rates of perceived support for academic couples on campus than those without written policies (even where dual-hiring is conducted informally). Awareness and clarity are critical to creating a positive climate overall.
- One problem with dual-career hiring is that an unjustified stigma of “less good” can be attached to the partner’s hire. Study data suggests, however, that partner hires are no less high quality nor less productive than their peers.
- As in any faculty search, a potential dual-career hire should always be considered on the merits of the partner candidate and their fit with the needs of the department who evaluates them. No one gains from a weak or inappropriate hire — least of all the partner under consideration.

In addition to research on the current context of dual-career hiring in higher education (i.e. reading reports and journal articles), the task force also gathered and read current dual-career hiring policies from public and private higher education institutions around the U.S. Some representative examples are included in the Appendix. This research informs much of the information in the report below.

To get a broad sense of the number of campuses that have formalized dual-career programs and a range of services for academic partners, the best listing is the Higher Education Recruiting Consortium (HERC).<sup>2</sup> While not comprehensive, the following website offers a long list of universities that have dual career programs in and outside of regional HERCs.

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<sup>2</sup> <https://www.hercjobs.org/dual-careers/>

## **2. TYPES OF DUAL-CAREER HIRING PROCESSES & SUPPORT SERVICES**

An examination of dual-career hiring policies and reports on dual-career hiring processes reveals the existence of two different models:

- Job Search Model
- Faculty/Staff Job Creation Model

### **A. Job Search Model**

The job search model consisted of scanning the university and community for jobs that might be appropriate for the spouse/partner. This would include university jobs and jobs in the community including open positions at nearby community colleges and universities, K-12 schools, government offices, businesses, and/or programs.

In essence, in this model the university serves as an employment agency for spouses/partners of successful candidates selected from national searches. A number of universities use this model including Oklahoma State University and University of Wisconsin, Oshkosh. The Ohio University, Athens has a similar program, but its program not only provides services to spouses, it also provides services to faculty member beneficiaries.

This model is also appropriate and beneficial for spouses/partners who are not academics.

### **B. Faculty/Staff Job Creation Model**

The faculty/staff job creation model is commonly used when the spouse/partner is an academic or possibly a university administrator. Here, the lead applicant discusses the possibility of hiring the spouse/partner at some point during the hiring process for their position. The university may create a position for the spouse/partner if they are qualified according to the desired academic department. For example, the University of Massachusetts, Amherst's policy allows for the creation of staff, faculty, or administrative positions for dual-career hires.

There are essentially four dimensions to consider when choosing dual-career support options:

- (A) the level of policy formalization
- (B) whose spouses/partners to consider
- (C) what types of positions will be considered for spouses/partners
- (D) what types of supplementary services might be supplied to spouses/partners

This leads to approximately ten basic questions defining the type and scope of the dual-career hiring and support services policy. A brief summary of the overarching considerations and policy options is presented in the table below:

<b><i>Policy considerations</i></b>	<b><i>Policy options</i></b>
A. Should the dual-career hiring policy be formal?	i. Informal policy
	ii. Formal (written) policy
B. Whose spouses/partners should be considered when internal hiring is considered?	iii. All tenure-track candidate spouses/partners
	iv. The spouses/partners of tenure-track faculty who are exceptional or provide an exceptional opportunity for the university
C. What types of internal positions should spouses/partners be considered for?	v. Staff positions
	vi. Lecturer positions
	vii. Tenure-track positions
D. What auxiliary services should the university offer spouses/partners?	viii. Tuition reductions, library access, standard benefits
	ix. Spousal/partner support in external hiring
	x. New spouse/partner introductions, orientations, mentoring, etc.

### **A. Should the Dual-Career Hiring Policy Be Formal?**

When there is a dual-career hiring policy, it can be informal or formal. Almost all of higher education, private and public, has the ability to make dual-career hiring offers by providing a new line via the university or college administration to the department or unit targeted for the spouse/partner.

In the case of academic positions, departments must sign off, generally with a robust (if expedited) review process with full-time positions to ensure qualifications and fit, and perhaps only with Chair/Dean approval for adjunct (part-time) faculty. Thus, there is a *de facto* informal policy in place and dual-career hiring issues are handled on an *ad hoc* basis. While an informal policy may mean a reduced level of spousal/partner support in many cases, in some institutions, particularly elite institutions, networks and culture offset the informality. CSUSB currently has an informal, or case-by-case policy.

In cases where a formal policy is written, the level of detail varies greatly. Some are only one or two pages, and speak to a few important points for the institutional context, such as funding and/or approval processes. Others are extensive and lengthy and cover many details and aspects, and some policies that we have read lay out relatively detailed protocols for all stages of the dual-career hiring process. We have collected a sample of different examples of formal policies in the appendix to this report.

An advantage of an informal policy is its flexibility by case and departmental/college culture. Disadvantages include policy inconsistency among candidates, departments, and colleges, difficulty responding to the spouse/partner issue in an expedited manner, and loss of positive recruiting PR for those looking for a family-friendly institution (i.e., such a policy can be promoted or advertised).

A disadvantage of an informal dual-hiring practice is that it is likely not included in the campus policy manual, such as CSUSB's FAM, and that the informal policy may not be implemented with consistency nor transparency among the departments and colleges.

## **B. Whose Spouses/Partners Should Be Considered for Dual-Hiring?**

There are two philosophies that trigger dual-hire consideration of spouses/partners vis-à-vis the primary candidate.

One philosophy is that all candidates should be treated equally and all should have equal consideration. This is an egalitarian philosophy.

A second philosophy is that the provision of new lines should be done sparingly as an exceptional, not a routine, process, especially since the spouse/partner hire is exempted from an open search. From this perspective, the primary candidate should not only be 'a' or 'the' final candidate, but be exceptional among finalists because of qualifications, scarcity of candidates with certain characteristics, and/or exceptional departmental need (e.g., a chair).

Most formal policies are vague on the philosophy that is or should be used in the selection of qualified dual-hiring processes. In practice, this means that while departments with primary candidates may tend to be more egalitarian in their support (note that they have nothing to lose and everything to gain), sending, receiving, and facilitating Chairs, Deans, and Provosts often promote or discourage spouses/partners of non-exceptional candidates because of the importance and scarcity of the faculty-line resources (i.e., protecting budgets). If there is no clear institutional preference, a formal policy can use language that does not identify a specific perspective. All FAM-like administration manuals are very specific and provide detailed guidance and consistency. This promotes fairness and equity across departments.

## **C. For What Types of Positions Should Spouses/Partners Be Considered?**

Spouses/partners can be considered for three types of positions for internal hiring depending on their qualifications:

- Staff (and administrative)
- Lecturer (part-time and full-time)
- Tenure-track (junior and senior)

Well-qualified spouses/partners can generally be offered staff/administrative positions most easily, if resources can be made available, but of course this is not always the case.

Well-qualified spouses can be offered part- or full-time lecturer positions at many institutions. These positions are less flexible in the CSU context as the CBA requires current lecturers be offered all new classes prior to the hiring of new lecturers.

Some institutions make few exceptions to normal tenure-track search requirements (aka search waiver), no matter whether their policy is informal or formal. While this encourages consistency, it makes academic couple dual-career hiring highly dependent on both timing during the year and luck that an appropriate position is open and/or funding available.

There is variability in the types of positions that can be created as a result of a dual-career hiring policies that we have examined. These include staff positions, administrative positions, and faculty positions. Most dual-career hiring policies generally concentrate on faculty positions, however.

Spouses/partners applying to the University of Buffalo may request a dual hire position such as tenure-track faculty position, researcher, visiting scholar, lecturer or clinical instructor, postdoctoral fellow, or librarian position. The University of Minnesota lists volunteer, staff, lecturer, assistant professor, associate professor, and professor as possible spouse/partner positions.

Any dual-career hiring policy should elaborate whether tenure can be granted to the spouse/partner, and if so under what circumstances. The University of Massachusetts, Amherst allows tenure to be granted, for example. If the spouse/partner is offered a position with a time limit, e.g., three years, the use of such conditions should be explained in the university's policy.

#### **D. What Auxiliary Services Should the University Offer Spouses/Partners?**

The spousal/partner support issue has a range of options. Approximate levels of benefits are:

- Basic benefits
- External hiring support
- Social support

Provision of basic benefits packages (e.g., healthcare, insurance options, etc.) and legal options (e.g., CA law providing extra time over federal law for both members of a couple to take advantage of pregnancy/new child leave). Some institutions offer additional spousal/partner



services through campus family-friendly policies. Such policies can include free or reduced tuition, subsidized daycare, etc. CSUSB currently has moderately good standardized benefits for spouses/partners.

Institutions can offer support services that aim to maximize spousal/partner support of external hiring via collegiate consortia (e.g., HERC) or regional collaborations with companies or government offices.

Spousal/partner support policies can be offered that provide informal advice from specific campus personnel about the community and offer spousal/partner meet-and-greet opportunities as well as spousal/partner orientations. CSUSB does not currently provide the latter two services.

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### **3. AUTHORITY / APPROVAL PROCESS**

The desirability and qualifications of the lead applicant and the spouse/partner typically determine the measures the department, college, and university take to employ the lead applicant and their spouse/partner.

#### **A. Legal Issues**

An examination of the legal issues should be conducted before developing a dual-career hiring policy. Legal issues must be considered, but they do not necessarily prohibit the development of a policy. For example, Michigan State University noted that advertising for the spouse/partner was not necessary, because the position was created through the employment of the lead spouse/partner. Nonetheless, a dual-career hiring policy may infringe on other hiring policies.

There are a number of sources of such policies, including:

- Federal and state affirmative action/equal opportunity (AA/EEO) laws
- CSU system policies
- CSU collective bargaining agreements (CBAs)
- Previous court precedents affecting the CSU
- University policies (FAMs)

Dual-career hiring policy writers must ensure that any policy does not violate any of these standards. The equivalent of CSUSB's Associate Vice-President for Faculty Affairs and Development at other universities has typically been tasked with this responsibility. Consultation with Faculty Senate bodies is also typical in the writing and approving of dual-

career hiring policies. Furthermore, where universities have unionized faculty and staff constituents, the relevant unions / associations are typically consulted during the policy writing process to ensure consistency with collective bargaining agreements.

## **B. Approval & Budget Considerations**

There are a number of consistencies in the approval and budget processes for hiring across universities, but there also are some inconsistencies. Large Tier I research universities tend to have similar procedures, while small and regional universities can be grouped together procedurally.

The large Tier I universities tend to have the approval/decision processes somewhat decentralized. In many cases the Provost makes the final decision. The policies often do not mention the President or discuss any president-specific responsibilities. For example, the Dean of the department that is attempting to hire the lead faculty member and the Provost make the decisions at the University of Minnesota and at the University of Buffalo. Michigan State University is somewhat different. There, the approval process rests with the Associate Provost and Associate Vice-President for human resources. The policy does not elaborate on the human resources Vice President's role or responsibilities. The procedure at the University of Massachusetts, Amherst allows the process for hiring the spouse/partner as a faculty member to begin after consultation between the Provost and the Chairs of the affected departments.

The budget process is largely decentralized at Tier I universities. Top and middle managers make decisions about the payment/budget allocation for new lines. The Provost at the University of Massachusetts, Amherst provides 50% of the funding for the spouse/partner hire for three years, and 25% is paid through an endowment fund, while the remaining 25% is borne by the department hiring the recruited spouse/partner. At the University of Buffalo, salary cost for the spouse/partner hire is shared between the 'lead' faculty member's department and the faculty affairs office for two years. Tier I universities seem to have a degree of elasticity in their budgets to accommodate some level of dual-career hiring.

State universities or regional universities generally are more centralized. For example, the CSUSB President must approve new positions. In such situations, the college Dean and Provost likely will brief the president and request permission to fill the position.

In terms of budget, even though the Provost has some measure of control over the academic affairs budget, these budgets do not have a substantial degree of flexibility. There are some cases when a college Dean has resources for a spouse/partner position, such as possibly combining partial position monies from vacant or FERP positions. This would entail a discussion with the Provost and approval by the President.

## C. Hiring Procedures

In terms of hiring procedures, we have concentrated on the actions by the department Chairs, Deans, and Provost, and to some extent, the President.

From what we have read in dual-career hiring policies from other universities, from reports on dual-career hiring, as well as from journal articles on dual-career hiring, the policy should be consistent with:

- All legal requirements or restrictions of the university;
- A decision on the single model to be used by the university;
- An agreed decision-making chain of authority;
- Clearly defined budgetary requirements and responsibilities;
- A plan for types of positions available to dual-career hires.

When establishing a policy for faculty dual-career hiring, the interplay among the various participants and stakeholders - including department faculty members, department Chairs, Deans, AVP for Faculty Affairs, HR, the Provost, and the President need to be carefully considered and detailed. If the dual-hire position under consideration is a non-faculty position – i.e. staff or administrator – then the vice president for the affected unit also becomes involved.

When department faculty search committees and department Chairs encounter a highly desirable ‘lead’ candidate, they should discuss the possibility of dual-career hiring with their Dean. “Highly desirable candidate” is, of course, subjective. A candidate may be highly desirable to one observer, but not necessarily that desirable to another. Thus, standards should be developed at some point to ensure some measure of consistency. For example, a workable standard could be that the ‘lead’ candidate would be hired as an associate or full professor.

When department faculty search committees, department Chairs, and Deans are convinced that the ‘lead’ candidate meets the requirements for dual-career hiring consideration, the Deans will discuss the matter with the Provost and the Dean of the college affected by the spouse/partner faculty member.

As is typical at other universities, any dual-career hiring policy should describe the order for these discussions regarding the approval process, as well as if and when discussions with and approval by the President is necessary and occur. Typically, if the two Deans and the Provost are able to come to an agreement, the Dean whose college contains the spouse/partner candidate will discuss the issue with the Chair who will in turn advise the departmental faculty. The department faculty are typically given the opportunity to review and approve the hiring of the faculty member. Key considerations here that are detailed in several policies and reports from other universities include FTES, spouse/partner’s qualifications, area of expertise, and record.

An important legal consideration at this point is whether a department must conduct a national search. Michigan State University's dual-career hiring policy states the university is not required to do so since the hiring of the lead faculty member candidate creates the spouse/partner's position. However, Indiana University requires a search to fill all faculty positions. Each aspect of the hiring process must be analyzed in terms of legal requirements.

All dual-career hiring policies use some version of this procedure. The main difference is research universities give the President's designee, typically the Provost but sometimes Deans, authority and responsibility over the enactment of the policy and for hiring. State or regional universities tend to include the President.

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#### **4. CATEGORIES: ADMINISTRATORS, STAFF, LECTURERS, AND TENURE-TRACK FACULTY**

##### **A. Staff Positions**

Of the nine universities<sup>3</sup> that have explicit dual-career hiring policies examined by the task force (University of Minnesota, University of Massachusetts, Amherst, Oklahoma State, Michigan State, Indiana University, and University of Buffalo), five state in their policies that spouses/partners can be hired as staff members. The remaining four (University of Wisconsin-La Crosse, UC Irvine, British Columbia-Faculty of Education, and University of Buffalo) are vague about the categories of employment into which a spouse/partner may be hired.

However, there appears to be an implication that staff positions are open to spouses/partners via a dual-career hiring process. Therefore, staff is the category of employment that is used most often for universities to meet dual career needs.

##### **B. Faculty Positions**

Of these nine universities, three (University of Minnesota, U-Mass Amherst, and Michigan State) allow spouses/partners to be hired as tenure-track faculty via a dual-career hiring process; three (University of British Columbia, Oklahoma State, UC Irvine) do not; and three do not specify whether they do.

Of this last group, two (University of Wisconsin-La Crosse and UC Irvine) imply the affirmative while one (University of Buffalo) implies the negative.

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<sup>3</sup> JMU is not included in this list, as the document we have available is not a policy but a report.

The picture for lecturer faculty is similar, with the only exception of University of British Columbia, which allows the hiring of spouses/partners as lecturers (but not tenure-track faculty).

These findings are summarized and presented in the table below.

*Categories of employment for spouses/partners*

	YES		NO		TOTAL
	STATED	IMPLIED	STATED	IMPLIED	
STAFF	4	5			9
LECTURES	4	2	2	1	9
TENURE-TRACK	3	2	3	1	9

**C. Qualifications**

Most of the nine policies do not include required qualifications for spouses/partners. Those which do are vague at best: “sufficiently strong to be competitive” (U. of British Columbia), “clearly qualified” (Oklahoma State), “of high quality” (Michigan State). For CSUSB, the key, therefore, is to explore if the spouse/partner should meet the minimum requirements or beyond. If a dual-career hiring policy is to be written for CSUSB, it would be an opportunity for the campus to create a more comprehensive and detailed policy than currently exists elsewhere, especially in this area of the necessary qualifications of the spouse/partner.

The hiring committee should compare the spouse/partner’s qualifications, etc. to past hiring practices across campus generally, and within the target department more specifically, and report to the Provost of its findings to support the hiring.

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**5. LOCAL DUAL-CAREER HIRING SERVICES**

We have found that several universities that we have studied offer spouses/partners the service of helping to find employment at partner institutions in their locale or region, such as at other campuses, at community colleges, or at local high school districts. Some universities do this as an addition to their own on-campus dual-career hiring at the status of administrators, staff members, lecturers or tenure-track faculty, and some do this as an alternative to such opportunities.

Many universities and colleges are members of HERC (Higher Education Recruitment Consortium<sup>4</sup>), or have a local/regional equivalent. In such consortia agreements between the institutions on dual-career hiring allow each member institution to petition the others to enquire if suitable positions are available for any spouses/partners of lead faculty candidates that they may be considering.

There are numerous spousal/partner employment opportunities in local and regional government offices. San Bernardino, Riverside, Los Angeles, and Orange Counties have dozens of federal, state, and local government facilities and agencies that can provide possible employment (Appendix III).

There are also numerous large companies in the area that should be considered similarly.

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## **6. ADVERTISING AND PUBLICIZING DUAL-CAREER HIRING POLICIES**

If CSUSB creates a dual-career hiring policy, one important element for consideration is the advertising, promotion, and dissemination of the details of the policy and its processes.

From the samples of policies that the task force has gathered, we see that there is sparse and infrequent detail as to the specifics of the various elements of how to, when to, and where to advertise or promote dual-career hiring policies.

However, gathered from the policies and reports examined by the task force, we can reasonably intuit and presume that, for CSUSB, the following would be the central considerations of this aspect of having and enacting such a policy:

### **A. How much detail and which details to advertise/promote the policy?**

From what evidence we can see in the sample policies gathered from other universities that have a dual-career hiring policy, there is a range of different approaches in terms of the level of detail of the accommodations for spouses/partners made public or shared with candidates during the hiring process.

i) Some universities simply state that they are ‘family friendly’ or that they have a dual-career hiring policy. These statements can be found on promotional materials, job postings, or in the Faculty Affairs / HR Office or Provost’s Office websites.

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<sup>4</sup> <https://www.hercjobs.org/>

ii) Others may list the types of dual-career hiring accommodations available: helping spouses/partners to find work in the locale/region; potential for hiring in staff positions; potential for hiring in lecturer (part-time or full-time) positions; potential for hiring in tenure-track positions; potential for hiring as temporary short-term visiting professor/visiting scholar positions; or, potential for hiring in MPP (management/administration) positions.

iii) A further level of depth is found in some universities who will give greater detail that explains all of the above plus some indication of how a dual-career hiring request can be initiated and processed.

## **B. When to advertise/promote the policy?**

There are a range of possibilities as to the timing of the public promotion of, or the informing of candidates/applicants for non-dual-career hires, as to what options/accommodations may be available to them and their spouses/partners:

i) Dual-career hiring accommodations can be advertised and promoted constantly and publicly, via the university's website, in promotional materials distributed, in newsletters, pamphlets, flyers, etc.

ii) The accommodations and opportunities for spouses/partners can be explained in some detail in advertisements for staff, lecturer, tenure-track, and MPP job vacancies.

iii) Such promotions and explanations can be found on university job postings for staff, lecturer, tenure-track, and MPP job vacancies.

iv) Some universities opt only to inform lead candidates/applicants of the availability/possibility of spousal/partner hiring requests during the hiring/application process.

v) Others opt only to inform semi-finalists or finalist lead candidates/applicants of the availability/possibility of spousal/partner hiring requests during the hiring/application process.

vi) A final possibility is to not publicly promote the existence of dual-career hiring possibilities other than at crucial moments in the negotiations with successful lead candidates if and when the issue comes up in conversation with the search committee and/or the college Dean.

## **C. Where to advertise/promote the policy?**

The question of where to advertise/promote or inform lead candidates of the existence of a dual-career hiring policy and possibilities for spousal/partner accommodations is intrinsically tied to section 2 above, and may include:

- During the hiring/application process (at various stages, or only at the end)
- University job postings
- Advertisements for job vacancies
- University website
- General university promotional materials (newsletters, pamphlets, flyers, etc.)
- Accreditation agency listings
- Press campaigns - journal/newspaper articles, radio editorials, TV news
- Online press channels - websites, blogs, listings
- Social media channels
- Paid press advertising - specialist educational journals, newspaper, radio, TV

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## **7. CHALLENGES IN THE CSUSB CONTEXT**

For any university there are challenges common to the writing and enacting of a dual-career hiring policy. From the reports and journal articles that the task force has read, the following issues are common:

- Determining who and for which positions the dual-career hiring policy will apply to (e.g. tenure-track, lecturer, librarian, administrators, staff)
- The legalities of such a policy vis-à-vis a collective bargaining agreement (e.g. CBA)
- The legalities of such a policy vis-à-vis existing campus policies and procedures (i.e. CSUSB's FAM)
- Ensuring equity for any lead job candidates and spouses/partners, other non-dual-career job candidates, as well as existing employees
- Reducing the likelihood of nepotism, as well as avoiding perceptions of nepotism
- Ensuring non-discrimination
- Determining the legalities and ethical issues regarding affirmative action
- Determining the legality of and equity in the deployment of search waivers
- Detailing the processes of how to operationalize such a policy
- Understanding the financial impact and implications to the university, to colleges, and to departments of such a dual-career hiring policy



- Clearly demarcating the authority to propose, approve, and allocate budget for a potential new line for a dual-career hire
- Understanding and determining how to ensure that a department approached as the potential host for a dual-career hire will have complete autonomy in reviewing and deciding to accept a spouse/partner line
- Clearly detailing the needs for, as well as the specific criteria for determining any potential dual-career hire's fit or expertise with the host department
- Understanding and where necessary mitigating any potential for 'fallout' from current employees who may have advocated for or requested a dual-career hire for their spouse/partner at the time of their hiring (i.e. will a dual-career hiring policy be able to accommodate the needs of current employees as well as prospective employees?)

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## **8. BENEFITS TO CSUSB**

The literature on dual-career hiring contains many references to the benefits of such policies. The following is a provisional list of the benefits that CSUSB could consider in deciding to write such a policy or not:

- The ability to publish that CSUSB has a dual-career hiring policy to attract additional candidates
- The ability to advertise CSUSB as being a spouse/partner and family friendly employer
- The opportunity to form partnerships that are mutually beneficial with neighboring institutions (community colleges, K-12 schools, government offices, businesses, and/or programs in the Inland Empire and Coachella Valley)
- The chance to increase the diversity and caliber of CSUSB's faculty
- Increase CSUSB's potential to recruit and retain faculty, especially women and underrepresented minorities
- A chance to develop the means to promote to our diverse student body that every effort is being made to increase diversity in the faculty body

- An opportunity to attract potential employees who value diversity in education, pedagogy, research, and faculty-student interactions/collaborations
- The ability to compete for applicants who are the best and brightest in their field through a dual-career academic hiring policy
- The opportunity to create a culture of greater transparency, consistency, and fairness of the processes by which dual-career hiring decisions are made
- The chance to develop more inter-campus communications regarding hiring practices
- The ability to more fully enact President Morales's aim to 'aggressively recruit and increase the size of the tenure-track faculty at both the San Bernardino campus and the Palm Desert Campus'
- An opportunity to increase the desirability and feasibility of faculty working at the Palm Desert Campus
- A chance to innovate within the CSU system (i.e. as yet no other CSU campus has a dual-career hiring policy)

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## 9. CONCLUSION

The Dual-Career Hiring Task Force recommends that the Faculty Senate, the Provost's Office, the HR Office, and the CFA engage in negotiations to write a dual-career hiring policy for CSUSB.

The principal reason for this is that dual-career hiring has occurred at CSUSB on an informal basis (i.e. without a policy) in the past, and the task force believes that a formal written policy would bring significant and much needed clarity, consistency, and transparency to any such dual-career hires in the future.

Furthermore, the task force recommends that this direction be followed in order to develop and manifest all of the above listed benefits (section 8) to the CSUSB community.

The task force recognizes, as stated above (section 7), that there will be challenges to writing a dual-career hiring policy. However, these challenges must be confronted and overcome, and a wide consultation with faculty and staff colleagues should be undertaken to assist in understanding the nuances and details of these challenges.

The task force believes that the benefits of writing a dual-career policy outweigh the complexity and difficulty that may be encountered in the process of doing so.

## **APPENDIX I**

*– Stanford University Dual-Career Report 2008 –*

# Dual-Career Academic Couples

*What Universities Need to Know*



Michelle R. Clayman Institute for Gender Research  
Stanford University

# Dual-Career Academic Couples

*What Universities Need to Know*

Londa Schiebinger, Andrea Davies Henderson, Shannon K. Gilmartin

MICHELLE R. CLAYMAN INSTITUTE FOR GENDER RESEARCH  
STANFORD UNIVERSITY



MICHELLE R. CLAYMAN INSTITUTE  
*for* GENDER RESEARCH  
STANFORD UNIVERSITY

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### **About the Clayman Institute**

The Michelle R. Clayman Institute for Gender Research at Stanford University is one of the nation's oldest research organizations devoted to the study of women and gender. Founded in 1974, the institute promotes gender equality through innovative research and dissemination of key findings to decision makers in universities, business, government, and the broader community.

To download a copy of this report in PDF format, visit the Clayman Institute's website at <http://www.stanford.edu/group/gender/Publications/index.html>.

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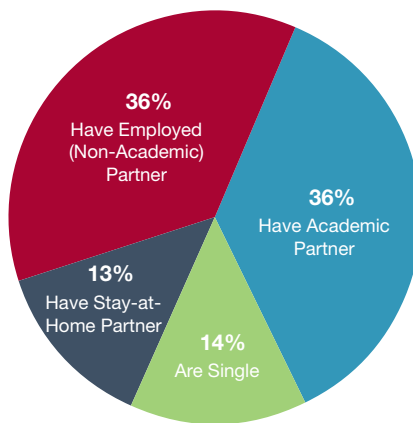
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# Executive Summary

**M**eeting the needs and expectations of dual-career academic couples—while still ensuring the high quality of university faculty—is the next great challenge facing universities. Academic couples comprise 36 percent of the American professoriate—representing a deep pool of talent (Figure 1).<sup>1</sup> The proportion of academic couples (i.e., couples in which both partners are academics) at four-year institutions nationally has not changed since 1989.<sup>2</sup> What has changed is the rate at which universities are hiring couples. Academic couple hiring has increased from 3 percent in the 1970s to 13 percent since 2000.<sup>3</sup> In a recent survey of Canadian science deans, couple hiring emerged as one of the thorniest issues confronting their faculties.<sup>4</sup> Administrators in this study concur.

**FIGURE 1: PARTNER STATUS OF U.S. ACADEMIC WORKFORCE<sup>^\*\*</sup>**

9,043 Full-Time Faculty from 13 Leading Research Universities



**Seventy-two percent of full-time faculty in this study have employed partners. Thirty-six percent have academic partners.**

<sup>^</sup> All data derive from the Clayman Institute's Managing Academic Careers Survey unless otherwise noted.

<sup>\*</sup> Percentages do not add to 100 due to rounding.

<sup>‡</sup> See Appendix D for methods notes.

One department chair commented that no other aspect of his job arouses as much controversy as dual-career hiring.

Despite the sizable number of academic couples in the workforce, little institutional and national data exist describing their career trajectories.<sup>5</sup> Institutional approaches to couple hiring tend to be ad hoc, often shrouded in secrecy, and inconsistent across departments. Faculty tend to be unfamiliar with key issues and solutions, and many know little about their own university's policies and practices.

But change is afoot. Universities across the country have begun devoting attention to dual-career issues. In recent years, a number of conferences and collaborative

**Support for dual careers opens another avenue by which universities can compete for the best and brightest.**

efforts have sprung up, and university hiring practices are evolving to keep pace.<sup>6</sup> In the same way that U.S. universities restructured hiring practices in the 1960s and 1970s in response to increased access to higher education and the advent of equal opportunity legislation, institutions are again today undergoing major transitions in hiring practices with respect to couple hiring.

Ten percent of faculty respondents in this study are part of a couple hire, or “dual hire,” at their current institutions (this figure includes both recruitment hires and retentions).<sup>7</sup> Ten percent is a small, but important, proportion of faculty hiring. Universities are in danger of losing some of their most prized candidates if suitable employment cannot be found for qualified partners. In independent internal studies analyzing factors influencing failed faculty recruitment, two prominent U.S. research universities found that partner employment ranked high (number one or two) in lists that included salary, housing costs, and some 14 to 15 other factors.<sup>8</sup> Similarly, a German study found that 72 percent of German scientists abroad cited “career opportunities for the partner” as a decisive factor for scientists contemplating a return home.<sup>9</sup>

There are three key reasons for taking a new look at couple hiring:

**Excellence.** Our study suggests that couples more and more vote with their feet, leaving or not considering universities that do not support them. Support for dual careers opens another avenue by which universities can compete for the best

and brightest. A professor of medicine in our survey commented that talented academics are often partnered, and “if you want the most talented, you find innovative ways of going after them.”

**Diversity.** Over past decades, universities have worked hard to attract women and underrepresented minorities to faculty positions and, in many instances, are meeting with success. The new generation of academics is more diverse in terms of gender and ethnicity than ever before. With greater diversity comes the need for new hiring practices. Institutions should not expect new participants to assimilate into current practices built around old academic models and demographics. This undermines innovation, opportunity, and equity. New hiring practices are needed to support a diverse professoriate—and one of these practices is couple hiring.

**Quality of Life.** Faculty today are a new breed determined more than ever to strike a sustainable balance between working and private lives. Couple hiring is part of a deeper institutional restructuring around quality-of-life issues. To enhance competitive excellence, universities are increasingly supporting faculty needs, such as housing, child care, schools, and elder care, in addition to partner hiring. Attending to quality-of-life issues has the potential to contribute stability to the workplace. Faculty may be more productive and more loyal if universities are committed to their success as whole persons. While often costly up front, assisting faculty address the challenges of their personal lives may help universities secure their investments in the long run.

As a relatively new hiring practice, couple hiring is fraught with complexities and pitfalls. The reality is, however, that 21st century universities increasingly hire couples. One purpose of this report is to help institutions do a better job of partner hiring. To this end, we recommend that universities develop agreed-upon and written policies or guidelines for vetting requests for partner hiring and seeing that process through the university. The ultimate goal is not necessarily to hire more couples but rather to improve the processes by which partner hiring decisions are made.

**New hiring practices are needed to support a diverse professoriate—and one of these practices is couple hiring.**

## Key Findings

Stanford University's Clayman Institute for Gender Research launched a major study of dual-career academic couples in 2006 in an effort to bring data to bear on current debates about couple hiring. As part of this study, we collected survey information from more than 9,000 full-time faculty at 13 leading U.S. research universities (for a discussion of sample and methods, see Appendix A). This survey was supplemented with the collection of hiring policies from participating universities and interviews with university administrators. Our unique data set provides fresh insights into the place of couples in the academic workforce as well as university recruiting and retention practices. Key findings are as follows:

- Partners matter: Faculty members' career decisions are strongly influenced by partner employment status. Thirty-six percent of full-time faculty at the institutions we studied have academic partners; these we call "dual-career academic couples." In addition, 36 percent of our survey respondents have employed (but non-academic) partners. This means that 72 percent of survey respondents overall have employed partners whose careers need to be taken into consideration when recruiting.
- As a strategy to enhance competitive excellence, couple hiring (or dual hiring) is on the rise. Dual hires comprise an increasing proportion of all faculty hires over the last four decades (from 3% in the 1970s to 13% in the 2000s), whereas the proportion of academic couples has remained relatively constant. Overall, 10 percent of faculty enter the academy through dual hires. Ninety-three percent of dual hires work at the same institution.
- Couple hiring can help build a more diverse, equitable, and competitive workforce, especially with regard to gender.
  - Women are more likely than men to have academic partners (40% of female faculty in our sample versus 34% of male faculty). In fact, rates of dual hiring are higher among women respondents than among men respondents (13% versus 7%). This means that couple hiring becomes a particularly relevant strategy for the recruitment and retention of female faculty.
  - Women in academic couples report that their partner's employment status and opportunities are important to their own career decisions. Not only do women more often than men perceive a loss in professional mobility as a result of their academic partnerships (54% for women versus 41% for men), but they actively refuse job offers if their partner cannot find a satisfactory position. In our study, the number-one reason women refused an outside offer was because their academic partners were not

offered appropriate employment at the new location. These findings have significant implications for institutions seeking to recruit top women.

- Couple hiring is important to attract more female faculty to fields where women are underrepresented, such as the natural sciences and engineering. Academics practice “disciplinary endogamy”; that is to say, they tend to couple in similar fields of study and are often found in the very same department. Endogamy rates are high in the natural sciences, particularly among women. Fully 83 percent of women scientists in academic couples are partnered with another scientist, compared with 54 percent of men scientists.
- Historically, men more than women have used their market power to bargain for positions for their partners. Men comprise the majority (58%) of “first hires” (or the first partner hired in a couple recruitment) who responded to our survey. They make up only 26 percent of second hires (meaning that women are 74% of second hires). However, gender ratios of first and second hires may be changing with time, which suggests that there is an increasingly equitable share of bargaining power among women and men.
- An important finding is that recruiting women as first hires breaks the stereotype of senior academics seeking to negotiate jobs for junior partners. Remarkably, more than half (53%) of female first hires who are full professors are partnered with male academics of equal rank. By contrast, only 19 percent of male first hires who are full professors seek positions for women who are their equals in academic rank. Administrators need to consider carefully how dual-hire policies might be refined to help their institutions achieve greater gender equality.
- Couple hiring may help to advance not only gender equity but also racial/ethnic diversity, which enhances competitive excellence. Women and men from all backgrounds have academic partners; in fact, among underrepresented minority respondents to our survey, the gender difference in rate of academic coupling disappears (30% of minority women and 32% of minority men are partnered with another academic). And although the rate of academic coupling among underrepresented minority faculty is generally lower than that among faculty overall (31% versus 36%, respectively), the rate of dual hiring is the same (10% of all underrepresented minority respondents have been part of a dual hire at their current institutions). Dual hiring, in other words, may support institutional efforts to compete for the brightest talent across the widest spectrum.

- Universities are in danger of losing prized candidates if suitable employment cannot be found for a partner. When couples have choices, they prefer to live together and take jobs where each partner can flourish professionally. A full 88 percent of faculty who successfully negotiated a dual hire at their current institution indicated that the first hire would have refused the position had her or his partner not found appropriate employment. Slightly more than 20 percent also report that they or their partner have taken a job at a less prestigious institution to improve the couple's overall employment situation.
- Universities need to understand how policies and practices affect faculty attitudes toward dual hires on their campuses. Most survey respondents marked "I don't know" in response to the question: Does your current institution have a written hiring and retention policy in place for dual-career academic couples? However, the one institution in our study with the highest rate of faculty awareness also enjoys the highest rate of perceived institutional and departmental support for accommodating academic couples. We also find that schools with written policies have higher rates of perceived support for academic couples than do schools without written policies. Thus, awareness and clarity are critical to creating a positive climate overall.
- One problem with couple hiring is that a stigma of "less good" often attaches to a second hire. Study data suggest, however, that second hires, when full-time faculty members, are not less productive than are their disciplinary peers.

### **Policy Recommendations**

U.S. universities are in the midst of a major transition in hiring practices. Couples comprise a significant proportion of the academic workforce, and couple hiring, when done properly, can support important institutional objectives. Based on our findings, we offer the following recommendations:

*Develop a dual-career academic couple hiring protocol.* Universities have much to gain by developing agreed-upon, written protocols or guidelines for the processes whereby requests for partner hires flow efficiently through the institution. Each institution needs to develop policies that are right for it. Well-developed protocols increase the transparency and fairness as well as the speed with which departments can vet potential candidates. Written protocols may also help cultivate departmental reciprocity in partner hiring.

*Think of the university as an intellectual and corporate whole.* Finding an appropriate fit for a qualified partner is one of the most difficult aspects of dual hiring



and requires cooperation among departments across the university. Couple hiring may be an instance where the whole becomes more than the sum of its parts, and faculty should be encouraged to think of the university not as a set of autonomous departments but as an intellectual and corporate whole.

*Use dual hiring to increase gender equality.* Our data and practices at one of our participating universities suggest that recruiting women and underrepresented minorities as first (rather than second) hires may help universities address both diversity and equity issues. Women more than men tend to request positions for partners of equal academic rank.

*Budget funds for dual hiring.* Couple hiring is now part of the cost of doing business. Universities need to budget funds for partner hiring to increase the speed and agility with which they can place qualified partners.

*Communicate with faculty.* A general awareness of institutional goals and priorities as well as policies and practices surrounding couple hiring can lead to greater cooperation across the university as individual cases arise. The process of developing or refining protocols provides an excellent opportunity to saturate the scholarly community with information about partner hiring and to build greater consensus.

*Make the partner issue easier to raise.* Job candidates currently have much to lose by discussing the employment needs of a partner too soon (fearing that preference may consciously or unconsciously be given unencumbered candidates). At the same time, universities have much to lose by not finding out about partners early enough to act. Universities that are dual-career couple friendly should signal this in job announcements, recruitment materials, and university websites.

*Interview potential partner hires.* Departments asked to consider hiring a partner must do so carefully. Partners should go through a department's full review process. This will help build consensus within the department and, should the candidate be successful, contribute to a warm welcome for the new colleague.

*Negotiate partner positions fully up front.* Among dual-hired faculty who were dissatisfied with at least one aspect of the process, 27 percent thought that they did not receive what was promised during negotiations. Universities need to step up to dual hiring and make decisions about where and how partners will—or will

not—fit into a particular institution at the time of hire. All promises need to be made in writing before either partner signs a contract.

*Collaborate with neighboring institutions.* The many Higher Education Recruitment Consortia (HERCs) springing up around the country provide new opportunities for institutions to coordinate job opportunities. It is important to publicize local HERCs effectively on campus so that dual-career couples, faculty, department chairs, and deans take advantage of these networks.

*Develop dual-career programs.* Universities should hire dedicated staff or outside consultants to assist faculty relocate. For partners of new or current faculty seeking academic positions, programs should appoint a senior faculty member to serve in an official capacity as special assistant, vice provost, or the like. This administrator will work with departments to place partners. For non-academic partners seeking employment, program staff or consultants should be available to assist in the on- or off-campus job search. Program staff may help all faculty with quality-of-life issues, such as locating good-quality housing, daycare, elder care, and schools in the area.

*Evaluate dual-career programs.* Universities need to collect data and evaluate their programs in order to (1) assist universities in overall strategic planning and (2) ensure equitable treatment of faculty partners—both academic and non-academic.

## **Structure of the Report**

It is our hope that this data-driven report will assist universities, departments, faculty, and academic couples themselves in understanding the growing phenomenon of dual-career academic couple hiring. This report has three parts:

**Part I. Partnering Patterns in the Academic Workforce** identifies types of academic partnerships and presents new data concerning dual-career academic couples.

**Part II. Academic Couples: Career Paths and Priorities** focuses on academic couples, their culture and values, and how these relate to university hiring.

**Part III. University Programs, Policies, and Practices: How to Maximize Options?** examines current university policies and practices surrounding couple hiring. Here we lay out the many issues surrounding such hires and, where possible, offer new solutions.

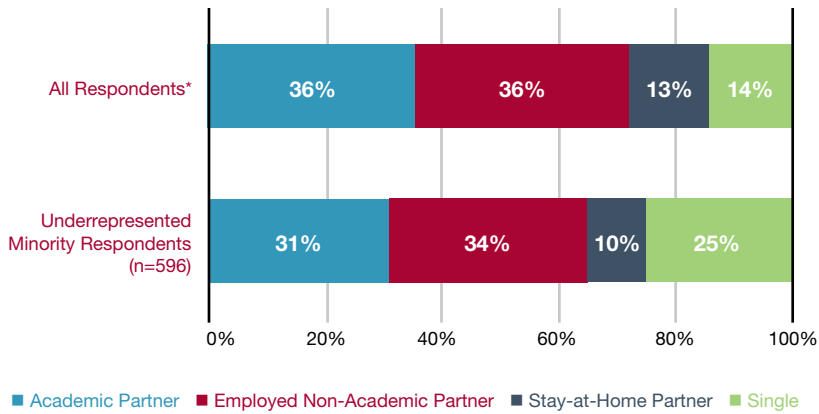
## PART 1

# Partnering Patterns in the Academic Workforce

To set the stage for discussions about successful recruitment and retention in today's academic market, this study begins by exploring vital interrelationships between professional status and personal life. A liberal market economy assumes that professionals are meritorious individuals free to move to maximize their potential, and for many decades employers built recruitment programs around these assumptions. Historically, however, "free-standing individuals" have, in fact, been male heads of households with relatively mobile family units.<sup>10</sup> Now that women are joining the professional world in ever-greater numbers, these assumptions, and the practices and cultures built around them, require rethinking. Moreover, the majority of all professionals today are partnered with other professionals such that male *and* female professors both find themselves part of dual-career households—with all the stresses and strains that can entail. Dual-career couples need to maximize not one but two careers. Employers in industry, government, and universities are finding that old hiring practices do not always succeed in this new marketplace and are crafting new ways to anchor top talent to their institutions.

New hiring policies require a clear understanding of workforce demographics as well as the cultural practices and values of faculty in the 21st century. Drawing from survey findings, this section provides a snapshot of the current academic workforce and the place of academic couples in that workforce. For purposes of analysis, we look at the types of partnerships faculty in our study have chosen and identify four basic partner types (based on both partner and employment status): employed (non-academic) partners, stay-at-home partners, no partner (single), and academic partners (Figure 1). This section begins by identifying and analyzing these partnerships and how they figure into universities' efforts to recruit and retain faculty. Next we zero in on academic couples. We define three ways that faculty with academic partners enter universities: as dual hires (sequential or joint), independent hires, and solo hires. Each of these hire types needs to

## BOX 1: PARTNER STATUS OF UNDERREPRESENTED MINORITIES



\*Percentages do not add to 100 due to rounding.

Seven percent of faculty respondents in our sample are from underrepresented racial/ethnic backgrounds.<sup>11</sup> This includes faculty who are Black/African American, Hispanic/Latino/a, or Native American/Alaskan, as well as those who marked multiple underrepresented racial/ethnic groups. Women comprise half of this group, which is proportionally higher than is the percentage of women among other faculty (50% versus 41%, respectively).<sup>12</sup>

Ten percent of underrepresented minority faculty have a partner who stays at home, in contrast to 13 percent of all other faculty respondents. Sixty-five percent of minority faculty are in dual-career relationships: 34 percent

have working (non-academic) partners and 31 percent have academic partners. There is no significant difference in rates of academic coupling between women and men faculty from underrepresented racial/ethnic backgrounds—30 percent of women and 32 percent of men are partnered with another academic. Importantly, although underrepresented minorities are less likely than all other faculty to have an academic partner, rates of dual hiring are the same. Ten percent of faculty from both groups report entering their current institution as part of a couple hire. Partner hiring, in other words, may support institutional efforts to compete for the brightest talent across the widest spectrum of applicants.

be understood, as universities refine dual-hiring policies and practices. We also consider changes in couple hiring over time, with attention to how these developments relate to larger demographic shifts. Finally, we highlight the important topic of disciplinary endogamy. Not only do academics form partnerships, they frequently do so within the same discipline. Here we are interested in how understanding where women and underrepresented minorities cluster can help universities boost diversity.

### **Employed (Non-Academic) Partners**

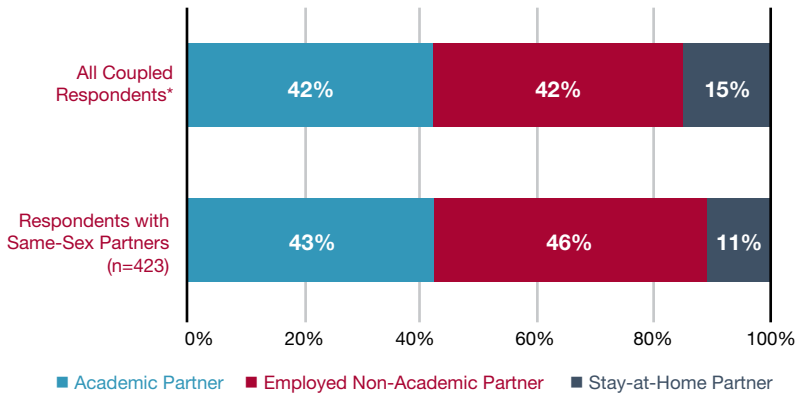
Partners matter: A faculty member's willingness to move or consider a job is strongly influenced by his or her partner's employment status, as well as both partners' shared goals and plans.<sup>13</sup>

The first partner type we identify is that of faculty members whose partners actively pursue employment, even careers, but who are not themselves academics. These employed (non-academic) partners may be lawyers, artists, school teachers, software engineers, CEOs, administrators, construction workers, and so forth.

Couples of this type make up 36 percent of our survey sample. These couples, like dual-career couples more generally, experience the pressures of dual-career households and the limited mobility that might entail. In some instances, a partner who works in finance, for example, must be located in a major metropolitan area, such as New York, Los Angeles, or Chicago. Physicians are theoretically fairly mobile in that they can join a practice most anywhere, but relocating is still difficult, time-consuming, and costly. Lawyers may not have the right qualifications to practice in a different state or may need to pass a new state bar examination. These factors can set sharp limits on academic partners' careers.

One of our interests in this study is understanding where academics in particular types of partnerships are located in the academy. Faculty with working partners are found, of course, at every professorial level, with about one-third (34%) at the rank of full or endowed professor. However, for faculty women with employed, non-academic partners, the largest proportion is found at the starting point of their careers (38% are assistant professors). Women in this couple category are almost twice as likely as men in this group to be recent Ph.D.s or the equivalent (28% of women received their degree after 2000, versus 15% of men). It is important, therefore, that universities be aware of and prepared to assist with partner employment issues when seeking to recruit the new generation of top faculty talent—a topic we will return to below.

**BOX 2: PARTNER STATUS OF SAME-SEX COUPLES**



\*Percentages do not add to 100 due to rounding.

Same-sex couples have partnering patterns similar to those of heterosexual couples. Some same-sex academic couples, however, may not be as successful as other survey respondents in securing partner hires. Gay men do better than lesbians. Gay men respondents in our survey comprise 4 percent of all partnered men and 4 percent of dual hires. Lesbian respondents comprise 7 percent of all partnered women, but only 4 percent of women who negotiate a dual hire (despite being equally as likely as other partnered women to have an academic partner).

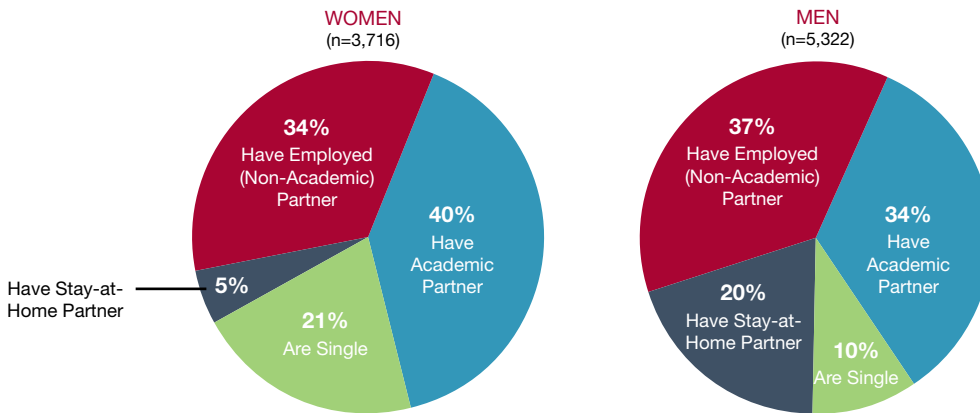
Several factors help to explain this disparity. A few schools in our survey are located

in states where legislation prevents offering benefits to unmarried couples, which, in effect, blocks active hiring of same-sex partners. This makes it difficult for faculty to negotiate for their partners. Another consideration is that gay and lesbian faculty must be “out” in order to negotiate dual hires. Gay and lesbian faculty therefore give careful thought to geographic location and the types of attitudes they are likely to encounter when applying for jobs.<sup>14</sup> A gay male engineer noted that “dual-career hiring policies for same-sex couples was very high on my list of requirements for institutions where I was thinking about applying for tenure-track positions.”

## Stay-at-Home Partners

Thirteen percent of our survey respondents have partners who are not active in the paid labor force. Men and women have very different partnering patterns in this regard (Figure 2). Most striking is that 86 percent of academics with stay-at-home partners are men. These men face particular trade-offs in their careers. On the one hand, they generally have someone who manages the household. This can be tremendously helpful. They also tend to be more mobile. Even though families, especially those with children, do not like uprooting and making a new life for themselves in a new community, they often do. On the other hand, these families must survive on one salary.

**FIGURE 2: MEN AND WOMEN HAVE DIFFERENT PARTNERING PATTERNS\*\***



**Women are more likely than men to have academic partners. Men are more likely than women to have stay-at-home partners, whereas women are more likely to be single.**

\* Percentages do not add to 100 due to rounding.  
‡ See Appendix D for methods notes.

There are some generational issues of note. Among faculty men with stay-at-home partners, nearly 40 percent represent the “older generation” (completing graduate work in the 1970s or earlier) and 14 percent are recent graduates (earning degrees after 2000).

It is not clear that partners who do not work outside the home do so by choice. Forty-eight percent of men and 69 percent of women faculty with stay-at-home partners report that their partners had difficulties finding an appropriate job in the area.

## **Singles**

Fourteen percent of survey respondents report that they are currently single. Consistent with national trends,<sup>15</sup> women in our survey are more likely to be single (21%) than are men (10%). It is also striking that underrepresented minority faculty are more likely than other faculty to be single (25% among underrepresented minorities—see Box 1). In some instances, single status is a function of youth. Almost 30 percent of single men and women, for example, earned their degrees since 2000. But a number of academics remain single throughout their careers, or are widowed or divorced. Almost one-third of single men and one-quarter of single women are currently full professors.

For some single faculty, careers often come first. Seventeen percent of single women report that their professional goals are more important than are their personal goals (versus 5% of partnered women); similarly, 21 percent of single men give priority to professional over personal goals (compared with 7% of partnered men). Many single faculty, however, also have family concerns, such as parenting a child or caring for an aging relative. These concerns are no less salient for single faculty than they are for partnered academics.

## **Academic Couples**

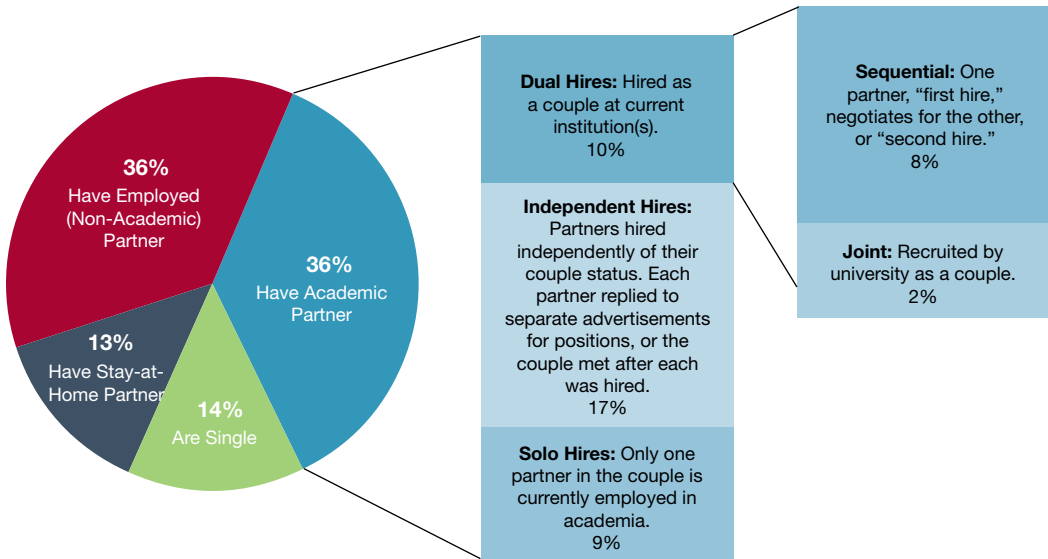
Academic couples comprise 36 percent of our survey respondents. Women faculty are more likely than men to be in an academic partnership (40% versus 34%, respectively—Figure 2).<sup>16</sup> As noted earlier, we classify faculty in this group according to three ways that they enter universities: as dual hires, independent hires, and solo hires (Figure 3).

### *Dual Hires*

Ten percent of all respondents to our survey reported that they participated in a dual hire at their current institution(s) as part of either a recruitment or retention package. One senior professor of psychology commented that he and his partner “are very fortunate to have jobs in the same place. I feel that we were both hired fairly independently based on merit, and if dual partner concerns came into the equation, this was not a highly visible concern.” Dual hiring is increasingly an important route into the academy for all faculty, and for women in particular. Significantly, 13 percent of women respondents enter as dual hires compared with 7 percent of men respondents.



**FIGURE 3: ACADEMIC COUPLES, BY HIRE TYPE\***



**Overall, 10 percent of faculty enter the academy through dual hires.**

\* Percentages do not add to 100 due to rounding.

Dual hires are appointed either “sequentially” or “jointly.” The majority of dual hires are appointed sequentially (Figure 3). Typically, one partner, the “first hire,” receives an initial offer and then negotiates for his or her partner. This second partner—who enters the deal through a series of negotiations that generally include a full-blown campus visit and interview—we call the “second hire” in order to overcome the negative terms often applied to this partner, such as “trailing spouse.”<sup>17</sup>

Dual hires also include “joint hires,” or that small but growing number of couples who are a known couple and are recruited together by a university—there is no first or second hire. Couples recruited jointly comprise just 2 percent of all respondents to our survey. These couples often market themselves and are approached by universities as a package. Both partners may be stars, in which case everyone wants them and hiring decisions are easy. If each partner is not happily settled at his or her current institution, universities can recruit the couple strategically by offering both attractive positions.

### **BOX 3: PARTNER STATUS OF UNIVERSITY ADMINISTRATORS**

**University administrators not only help facilitate dual hires, in many instances, they themselves have academic partners and were hired at their current institution as part of a couple hire. Nine percent of respondents who identified themselves as chairs, deans, or upper administrators were part of a dual hire. Dual hires, moreover, hold the same**

**types of administrative posts as do other faculty: Of the 876 dual hires in our survey, 6 percent are department heads; 1 percent are deans; and 1 percent are in upper administration as provosts, vice provosts, and the like. This matches the frequency of administrative posts among the full sample of respondents.**

Overall, 75 percent of dual-hire respondents (both sequential and joint) report that they and their partners are employed in tenured or tenure-track positions—the gold standard of academia.<sup>18</sup> This figure, however, varies widely across the schools we studied, from a low of 55 percent at a private university to 80 percent or higher at five of our 13 schools (three public and two private).

Some faculty who are dual hires work at different institutions (see *A Successful “Joint” Hire at Neighboring Universities*, p. 18). However, most dual hires work at the same institution (93%), meaning that universities need clear policies for these types of hires. This contrasts with “independent hires” (described below), in which only 61 percent work at the same institution.

Gender differences in sequential couple hiring are important to consider. Historically, men more than women have used their market power to bargain for positions for their partners. Men comprise the majority (58%) of first hires who responded to our survey and 26 percent of second hires.<sup>19</sup> However, gender ratios of first and second hires may be changing with time (see *Hiring Trends* below), which suggests that there is an increasingly equitable share of bargaining power among women and men. Administrators need to consider how their partner hiring policies influence gender equity at their institution (see *University Programs, Policies, and Practices* below).

# Jennifer and Rick

## DUAL HIRE WITH SEQUENTIAL FIRST AND SECOND HIRES



**Jennifer L. Eberhardt,**  
Ph.D., Associate Professor  
of Psychology, Stanford  
University

**R. Richard Banks, J.D.,**  
Jackson Eli Reynolds  
Professor of Law, Stanford  
University

Like many academic couples, Rick Banks and Jennifer Eberhardt fell in love in graduate school. After earning their degrees from Harvard (Rick in law and Jennifer in psychology), Jennifer entered the academic job market while Rick pursued work as a lawyer. Although not yet an “academic couple,” they nevertheless experienced dual-career constraints. Their commitment to supporting both careers—while maintaining a single household—would be tested over the next decade when new job opportunities brought cross-country moves.

Jennifer and Rick started their careers in the San Francisco Bay Area. Jennifer earned her degree a year before Rick. After a postdoctoral appointment at the University of Massachusetts, Amherst, during Rick’s third and final year of law school, Jennifer moved to a two-year postdoctoral position at Stanford, while Rick began practicing law in San Francisco. It was only a matter of time before the job market would spur another move. One year into her postdoc, Jennifer landed a faculty position in psychology and African and African American Studies at Yale University. Rick soon joined her in New Haven, where he “made a habit of commuting to other states” for work. While still living in New Haven, he completed a fellowship at Harvard, and then clerked for a federal judge in New York.

In 1998, Rick entered the law professor job market and was offered a position as an assistant professor at Stanford Law School. Rick had other offers, but when Stanford offered his wife a faculty position as well, they decided to head west. At the time, the first of their three sons was an infant, and a cross-country commute was out of the question. Stanford offered Jennifer a four-year, non-tenure-track position as assistant professor in the psychology department.

Over time, their decision to join the Stanford faculty proved to be the right one. Rick received tenure in 2004. Jennifer, whose research ranges from social neuroscience to racial stereotyping and crime, recently earned tenure as well. “Working at the same institution is critical,” says Banks, “or more precisely, being able to live in the same place is critical.”

# Jagesh and Sangeeta

## A SUCCESSFUL “JOINT” HIRE AT NEIGHBORING UNIVERSITIES



**Jagesh V. Shah, Ph.D.,**  
Assistant Professor of  
System Biology and  
Medicine and Health  
Sciences and Technology,  
Harvard Medical School  
and Brigham and Women's  
Hospital

**Sangeeta N. Bhatia, M.D.,  
Ph.D.,** Associate Professor  
of Health Sciences  
and Technology and of  
Electrical Engineering  
and Computer Science,  
Massachusetts Institute of  
Technology

**S**angeeta Bhatia and Jagesh Shah met in graduate school. Ambitious and passionate about their work, they both envisioned successful careers as tenured faculty engaged in world-class medical and technology research. They also hoped to build a family together. Could they realize both goals? Only time would tell.

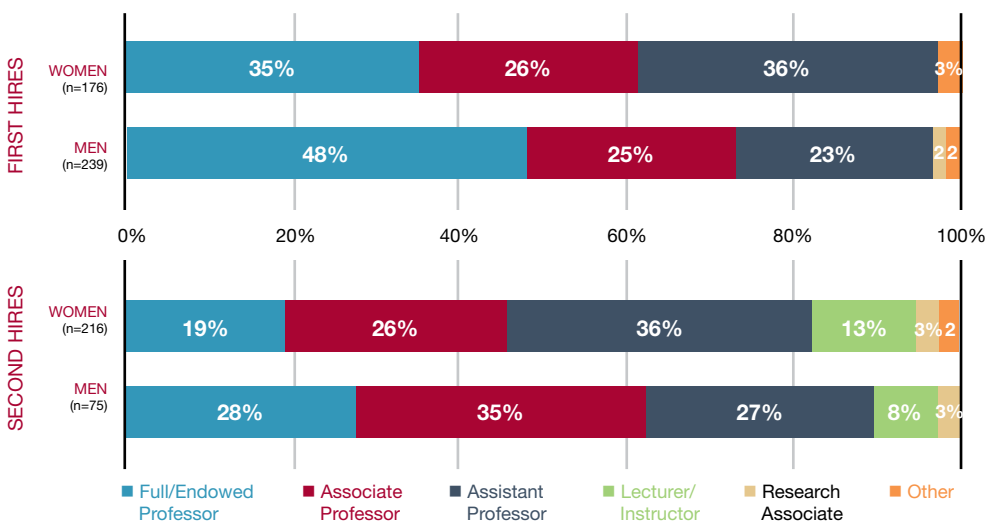
After graduate school, Jagesh supported Sangeeta's job offer at the University of California at San Diego (UCSD) by accepting a postdoctoral position on the same campus rather than pursuing other positions to bolster his own career development. When Jagesh was ready for the job market, the couple did a national search and applied to a number of advertised positions. In addition, Sangeeta (by then a tenured professor at UCSD) let various mentors know that they were interested in finding two faculty positions together where they could pursue their research interests.

They “walked away from several bad offers” before securing a “joint” offer from the Massachusetts Institute of Technology (MIT) and Harvard University. “The ‘bad offers’ were not materially bad,” Sangeeta clarifies, “but ones that did not consider that this was a dual recruitment where both of us needed to thrive and be valued.” The Harvard-MIT Division of Health Sciences and Technology (HST), where they had done their graduate work, succeeded in recruiting both professors—an administrative challenge that, in this case, required coordinating the hiring process at two separate institutions. Joint hires allow universities to hire strategically and, with careful planning, attract top talent. In this case, HST created a competitive solution by identifying departments at Harvard and MIT interested in each scholar. After job talks and interviews, Sangeeta and Jagesh said “yes” to faculty positions.

With their extended families located in the Boston area, the scales tipped in MIT/Harvard's favor (they turned down competitive counteroffers from UCSD). “Being a professor was just one part of the lives we wanted to have,” said Sangeeta. They now live and work in the Boston area, where they are raising their two young children.

Differences in rank between women and men in sequential hires are also significant (Figure 4). Among first-hire respondents, men are more likely than women to be well-established senior professors. Both men and women second hires, by comparison, tend to be junior ranking. Across all four groups (men and women first and second hires), female second hires are most likely to hold off-tenure-track positions (such as research associate or lecturer).<sup>20</sup>

**FIGURE 4: CURRENT RANKS OF FIRST AND SECOND HIRES, BY GENDER\*\***



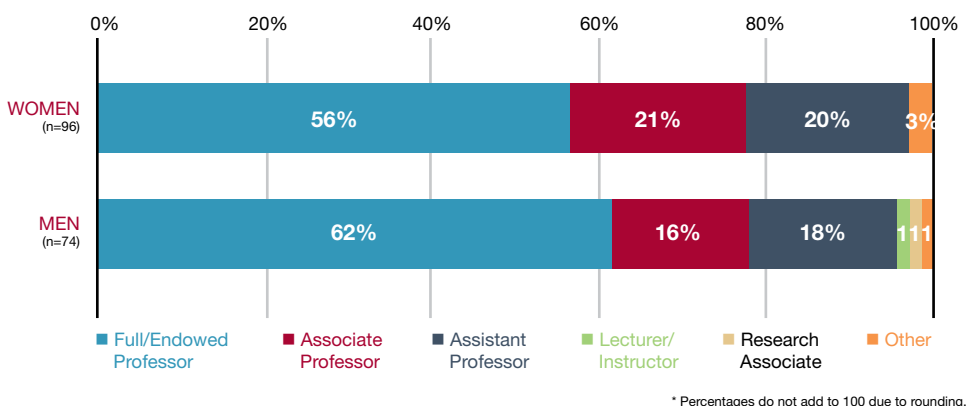
**Nearly half of men first hires are senior-ranking faculty versus just over one-third of women first hires. Men and women second hires, by comparison, tend to be junior-ranking faculty.**

\* Percentages do not add to 100 due to rounding.  
 ‡ See Appendix D for methods notes for charts.

We see a greater proportion of second hires in off-tenure-line ranks when we examine partner rank data provided by our first-hire respondents only. This represents a second way of evaluating second-hire outcomes, insofar as these data are quite distinct from those provided by our second-hire survey respondents (all of whom are full-time faculty). Among partners of first hires, 41 percent are in off-tenure-line positions, compared with 17 percent of the second hires who responded to our survey (for a discussion of sampling methods, see Appendix A). However, by focusing on full-time second hires in this study, we are able to show the characteristics and consequences of dual hires when institutions are willing to make a long-term investment in the couple based on partner qualifications, department priorities, and available funding (Figure 4 and see Types of Positions below).

There are fewer rank differences between men and women joint hires. Consistent with the “star quality” of many joint hires, both female and male respondents who identified themselves as joint hires tend to be concentrated at the highest ranks (Figure 5).

**FIGURE 5: CURRENT RANKS OF JOINT HIRES, BY GENDER\***



In terms of how actual couples in heterosexual relationships are paired by rank (Figure 6), our data suggest that senior males often seek employment for more junior female partners, which in the past has “fed” the stereotype of “trailing” (i.e., less accomplished) spouses (even as female partners may, in fact, be quite accomplished but at a junior rank). Among senior male first hires, 26 percent are partnered with associate professors, 11 percent are partnered with assistant professors, and 23 percent are partnered with lecturers or adjunct faculty. Only 19 percent of senior men seek positions for women who are their equals in academic rank.

Women first hires, by contrast, break the stereotype of senior academics seeking to negotiate jobs for junior partners. More than half (53%) of first-hire women who are full or endowed professors are partnered with academic men of equal rank.<sup>21</sup> Thus, recruiting women first hires may help universities achieve greater gender equality.

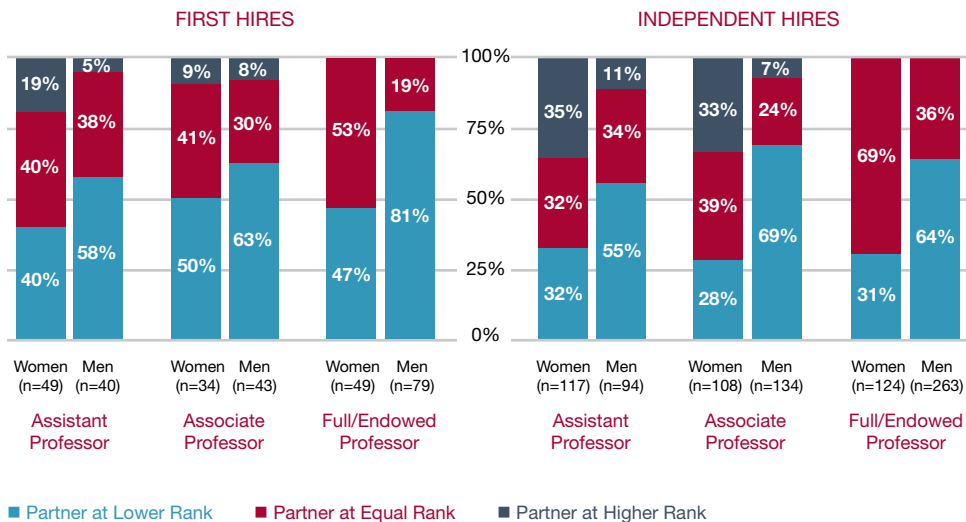
Men and women first hires at the assistant professor level also break the traditional dual-hire mold; 40 percent of women and 38 percent of men at this level seek to place partners of equal rank to their own. In fact, male assistant professors are significantly more likely to bring a female partner of equal status to a dual-hire negotiation than are male full or endowed professors (Figure 6).

### Independent Hires

Seventeen percent of all respondents to our survey are in an academic partnership but secured employment independent of their couple status, at the same or neighboring institution(s). These respondents comprise our group of “independent hires.” In these cases, either each partner replied to separate advertisements for positions and was hired without mention of a partner, or each already held a faculty position at their current institution(s) before they met and fell in love. Only 20 percent of respondents fall into this latter group; the vast majority of independent hires formed a partnership before each was

**Recruiting women as “first hires” (or the first partner hired in a couple recruitment) breaks the stereotype of senior academics seeking to negotiate jobs for junior partners and may help universities achieve greater gender equality.**

**FIGURE 6: PARTNERING PATTERNS AMONG FIRST AND INDEPENDENT HIRES, BY GENDER AND CURRENT RANK\*\***



**At the highest ranks, and among both first and independent hires, women are significantly more likely than men to be paired with partners of equal rank.**

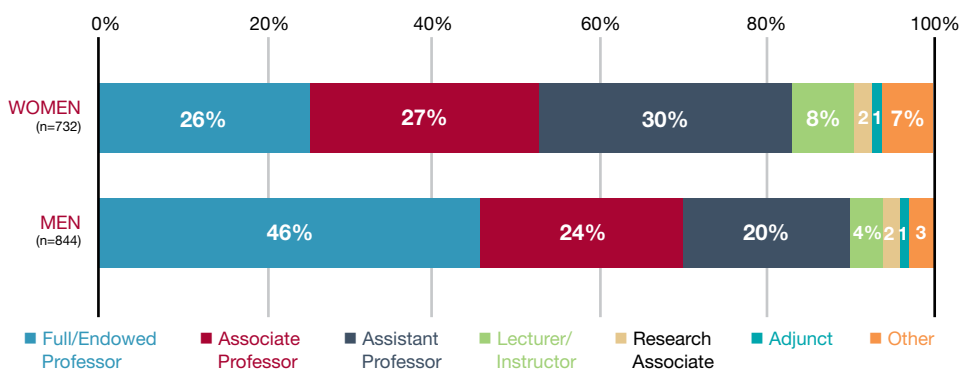
\* Percentages do not add to 100 due to rounding.  
 ‡ See Appendix D for methods notes for charts.

hired and faced the problem of finding jobs together. Coordinating jobs in this fashion (without specifically negotiating for a second partner) is not easy, and only 61 percent find work at the same university. Independent hires are also less likely than dual hires both to hold tenured or tenure-track positions. However, partners of respondents in this hire category are also less likely to be *qualified* for a ladder position at the universities in our survey: 82 percent of partners of independent hires hold a Ph.D., M.D., J.D., or the equivalent, versus 94 percent of dual-hire partners.

When looking at the rank of independent hires, men are significantly more likely to be senior ranking than are women (Figure 7)—a trend we continue to see across major partnership groups and consistent with the characteristics of the overall sample (see Appendix A).

Patterns of couple rank-equivalence among independent hires are similar to those among first hires (see Figure 6). High-ranking women again lead the way in partnering with faculty of equal status: 69 percent of women full professors are coupled with men of equal rank, whereas only 36 percent of male full professors are coupled with women of equal rank.<sup>22</sup> The majority of male professors at all ranks have female partners of a more junior rank than their own.

**FIGURE 7: CURRENT RANKS OF INDEPENDENT HIRES, BY GENDER\***



\* Percentages do not add to 100 due to rounding.



# Peter and Kim

## INDEPENDENT HIRES



**Peter Heaney, Ph.D.,  
Professor of Geology,  
Department of Geosciences,  
Pennsylvania State  
University**

**Kim Cook, B.M., M.M.,  
Professor of Music in  
Cello, Pennsylvania State  
University**

**K**im Cook, Professor of Music in Cello, and Peter Heaney, Professor of Geology, are an academic couple at the Pennsylvania State University. But they did not begin their Penn State careers this way.

Kim, a graduate of Yale's School of Music, began her academic career serving as principal cellist with the São Paulo State Symphony in Brazil. After a brief period as an assistant professor at New Mexico State University, she chose to come to Penn State in 1991 because she wanted the opportunity to build a cello studio at a major university. The move to Penn State was simplified by the fact that Kim was single at the time. Over the course of a dozen years, her studio

has attracted cellists from around the world. Despite these successes, Kim started seriously "thinking about leaving this job to be in a place where I could meet someone."

Peter arrived on campus seven years after Kim. He was also single. Having done his doctoral work at Johns Hopkins University, Peter taught for seven years at Princeton. When Penn State offered him a tenured post in "one of the best geoscience departments in the country," he grabbed it, knowing that positions in mineralogy are scarce. In his pursuit of tenure, Peter noted that "I focused more on my career than on my personal life." His current position allows him to pursue his research on how certain minerals clean up groundwater polluted with toxic metals.

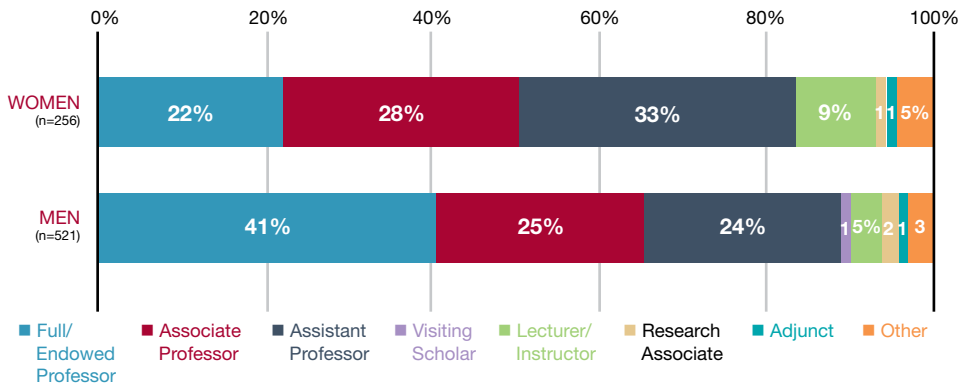
After many successful years at Penn State, Kim and Peter finally met in 2004 and married in 2005. Both agree that having "a balance between career and personal life" is becoming increasingly important to them. In fact, they believe that they would have made different job choices had they met earlier in their careers. If they had met while Peter was at Princeton and Kim at Penn State, they each say they would have given up their faculty positions to work near the other. But this is not a concern for them now. As an academic couple working happily at the same school, they agree that they are "less likely to go on the job market."

### Solo Hires

“Solo hires” are those respondents to our survey who identify their partner as an academic—but one who is not currently employed in an academic position. For lack of better nomenclature, we call them “solo hires,” meaning that only one partner has secured academic employment (partners, of course, may have found work outside academia). Solo hires comprise 9 percent of the respondents in our survey. Approximately half (48%) of the partners of solo hires do not hold a Ph.D. or professional degree and are not necessarily qualified to be employed in tenure or tenure-track positions at the universities we surveyed. But of the 52 percent who do hold advanced degrees, approximately one-third (31%) continue to search for faculty positions. Solo hires whose partners continue to look for academic jobs are likely to be easily recruited away if another institution can offer a partner an appropriate academic position.

Rank differences between solo hire women and men mirror those between independent hire women and men (Figure 8).

**FIGURE 8: CURRENT RANKS OF SOLO HIRES, BY GENDER\***



\* Percentages do not add to 100 due to rounding.

# Susan and Thomas

## A “SOLO” HIRE



**Susan Rodger, Ph.D.,  
Associate Professor of  
the Practice of Computer  
Science, Duke University**

**Thomas Narten, Ph.D.,  
Senior Software Engineer,  
IBM**

**T**homas Narten and Susan Rodger met during their graduate school years at Purdue University. Even before they finished their degrees in computer science, they planned to go on the job market together in the hopes of finding positions at the same school or nearby universities. Thomas (who was one year ahead of Susan in their doctoral program) accepted a postdoctoral fellowship at Purdue to give Susan time to complete her Ph.D. Once both degrees were in hand, they applied for faculty positions across the country and found tenure-track offers in computer science at two universities within commuting distance in Upstate New York—Susan at

Rensselaer Polytechnic Institute and Thomas at the State University of New York at Albany.

Although the couple was not looking to move, Susan learned of a position at Duke University that was a perfect fit for her. Both agreed that this new position, which focused on computer science education, was an excellent career move for Susan, who was already developing software experimenting with theoretical concepts. Thomas also felt ready to look for a new job and investigated opportunities near Duke, but outside academia. The faculty position at Duke had another alluring feature: Susan and Thomas were planning to start a family, and Duke would bring them closer to their own extended families.

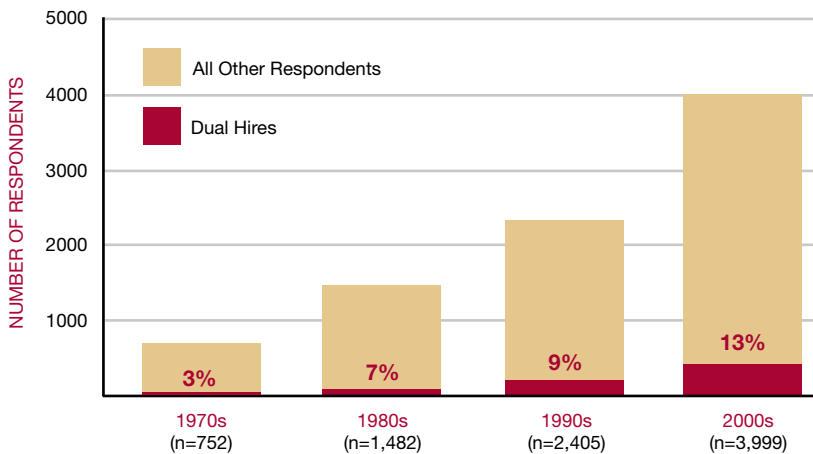
To help the couple relocate, Duke offered Thomas a visiting professor position for one semester while he looked for work in the area. This was an ideal scenario for Thomas, who was interested in working for IBM but had to wait for the company to lift a hiring freeze. After Susan and Thomas settled into their first semester at Duke, IBM made Thomas an attractive offer.

Now an associate professor at Duke, Susan is a faculty member whom we define as a “solo hire”; that is to say, Susan and Thomas are an academic couple where one partner is not currently employed in an academic position. Theirs is a vibrant, dual-career household with two children. Although Thomas works on “issues that he loves” at IBM, his passion for teaching remains, and “down the road” he may once again search for a faculty position.

## Hiring Trends

Our data suggest that dual hires have comprised an increasing proportion of all faculty hires over the past four decades (Figure 9), even as the proportion of academic couples nationally has remained constant since such data were first collected in 1989.<sup>23</sup> Among faculty respondents who were hired to their current institutions in the 1970s, 3 percent report that they were part of a dual hire; among faculty respondents hired since 2000, 13 percent were part of a dual hire.

**FIGURE 9: DUAL HIRES AS A PROPORTION OF ALL RESPONDENTS HIRED EACH DECADE<sup>‡</sup>**



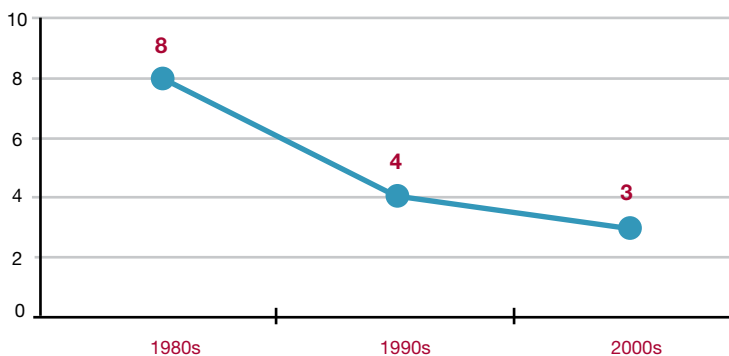
**Dual hires represent 10 percent of all respondents. The proportion of dual hires has significantly increased from 3 percent in the 1970s to 13 percent in the 2000s.**

<sup>‡</sup> See Appendix D for methods notes.

Of men and women who identified themselves as a first or second hire at their current institutions in the 1980s, 1990s, and 2000s, men are more likely than women to be first hires, regardless of decade. However, in the 1980s, being a man increased the odds of first-hire status by a factor of 8, whereas in the 2000s, the odds ratio drops to 3 (Figure 10).<sup>24</sup> Thus, our data indicate that the gender gap in the likelihood of being a first hire is narrowing with time, although small sample sizes limit the statistical significance of this trend.

Among all respondents to our survey who were part of a dual hire at their current institutions at any point in the last several decades (including sequential and joint hires), 39 percent are currently full or endowed professors, 25 percent are asso-

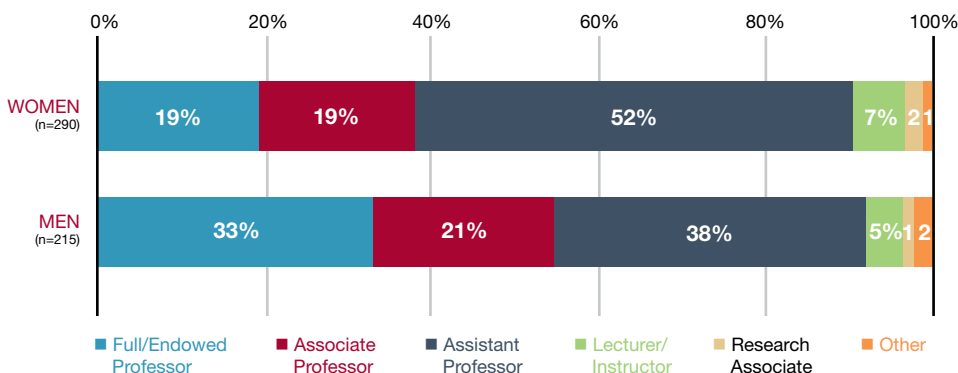
**FIGURE 10: MEN-TO-WOMEN ODDS RATIO OF BEING A FIRST HIRE VERSUS A SECOND HIRE**



Among sequential dual hires, men are still more likely than women to be a first hire, but the gender gap may be narrowing with time.

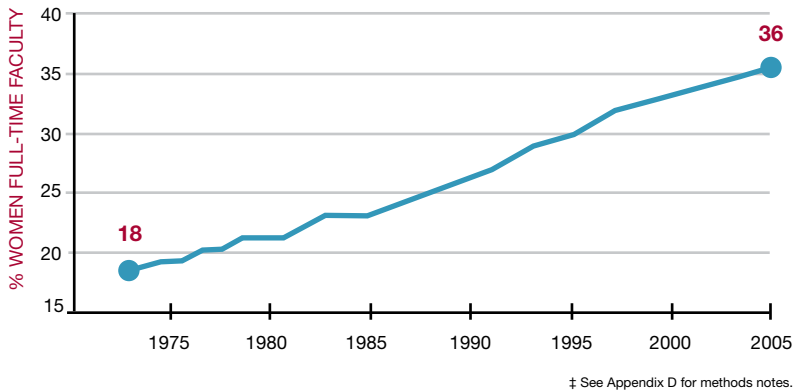
ciate professors, and 29 percent are assistant professors. However, to examine where dual hiring actually “happens” in terms of rank, we analyzed respondents who were recently part of a dual hire (i.e., anytime since 2000). Among these respondents, nearly half (46%) are assistant professors, which is, in fact, the rank at which most hiring occurs for all academics (55% of all recent hires in our sample are assistant professors). In this group, women are more likely than men to be assistant professors (Figure 11).

**FIGURE 11: CURRENT RANKS OF DUAL HIRES SINCE 2000, BY GENDER**



#### BOX 4: PERCENTAGE OF WOMEN IN U.S. ACADEMIC WORKFORCE<sup>‡</sup>

The increase in academic-couple hiring parallels the increase of women hired as professors at U.S. colleges and universities. Before the coming of equal opportunity in the 1960s and 1970s, women worked in and around universities, but few were hired as professors in their own right.<sup>25</sup> In a world where there were few women, there could be little couple hiring. However, as women entered the workforce as professors, couple hiring increased for men as well as women.



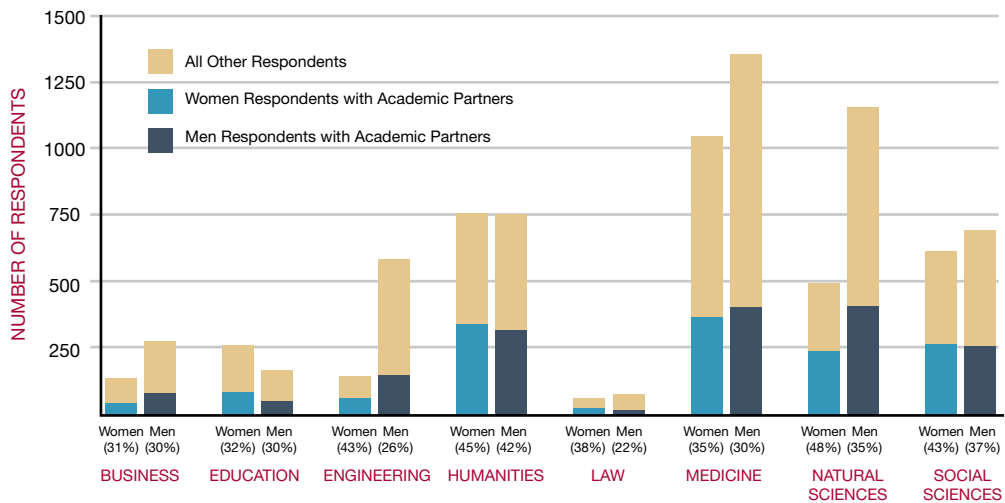
What does the future hold for U.S. universities? The most striking fact about the newest generation of academics is its diversity in terms of gender and ethnicity. Women comprise 53 percent of recent Ph.D.s in our sample versus 40 percent from the 1980s, which is consistent with national data on degree attainment rates by sex.<sup>26</sup> Simply put, there are more women to recruit now—as first hires or otherwise—than ever before. Similarly, there are more faculty from underrepresented racial/ethnic backgrounds to recruit now than ever before; their proportionate share of degrees has doubled from the 1980s to the 2000s (from 5% to 11%). New hiring practices are needed to help build a professoriate that is aligned with these major demographic shifts. Given that more than one-third of academics in the newest generation have academic partners, dual hiring is and will continue to be one of many options to draw top faculty from this increasingly diverse talent base.

## Disciplinary Endogamy

Not only do academics fall in love and form partnerships, they frequently do so within the same disciplines. What is striking and important about disciplinary endogamy is where women and minorities cluster. As universities strive to boost diversity, it is helpful to understand where couple hiring may enhance that goal.

Figure 12 shows that faculty with academic partners are found across all academic fields. The natural sciences, social sciences, and humanities have the highest representation of faculty with academic partners.

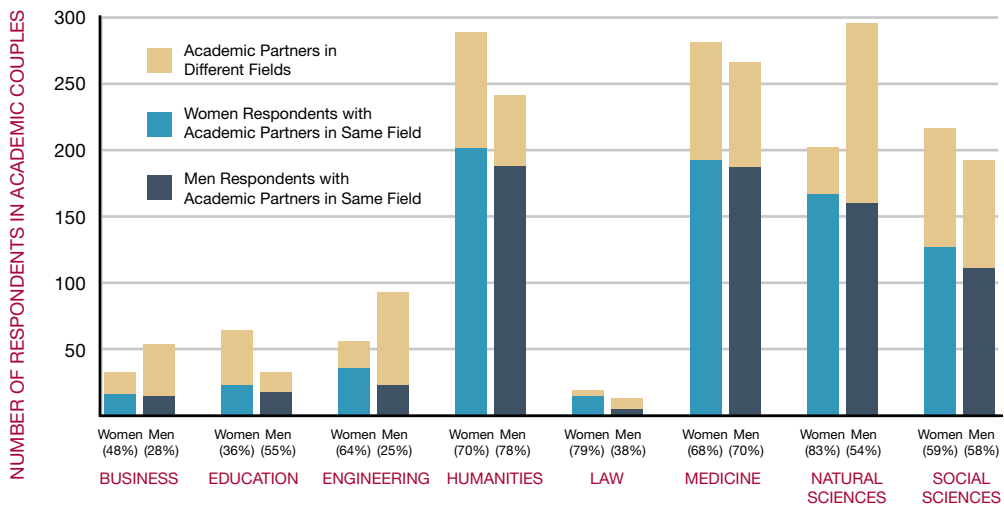
**FIGURE 12: PERCENTAGE OF RESPONDENTS WITH ACADEMIC PARTNERS, BY FIELD AND GENDER**



**The rate of academic partnering is highest for women in the natural sciences and for men in the humanities.**

Astonishingly, 63 percent of all academic couples work within the same general field of inquiry—humanities, medicine, science, law, and the like. As Figure 13 shows, the natural sciences stand out in this respect. Eighty-three percent of women scientists and 54 percent of men scientists (in academic couples) are partnered with another scientist.<sup>27</sup> Other fields where couple hiring may be key to recruiting and retaining women include law (where 79% of women professors in academic couples are partnered with another law professor versus 38% of men), the humanities, medicine, and engineering.

**FIGURE 13: PERCENTAGE OF ACADEMIC COUPLES IN SAME FIELD, BY FIELD AND GENDER<sup>‡</sup>**



**Eighty-three percent of women scientists in academic couples are partnered with another scientist.**

<sup>‡</sup> See Appendix D for methods notes.

Not only do academics partner within the same field of study, they also frequently couple in the same departments within those fields. An important finding in our study is that 38 percent of dual-career academic couples work in the very same department, although rates differ by department and between women and men (Figure 14; see Appendix B for all departments surveyed).

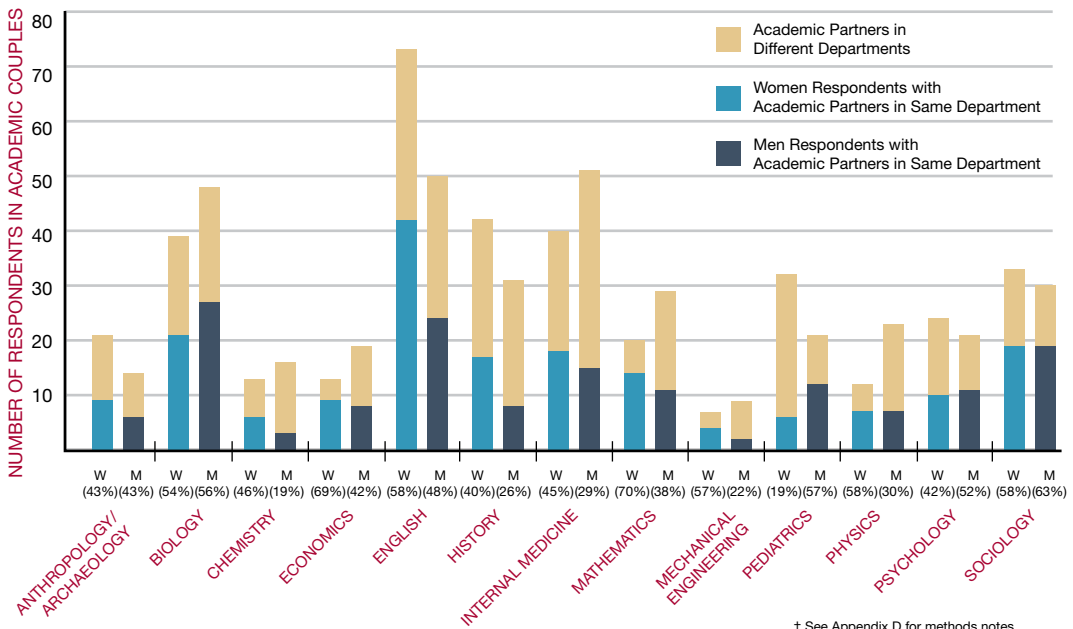


Survey respondents commented on disciplinary endogamy, particularly in reference to women in science. One female professor of medicine noted, “Most of the successful women scientists I know have spouses in science.” A male professor wrote, “Universities must be able to hire partners [especially in science] because so many good candidates have spouses who are also scientists,” adding that it is important to control for quality.

“Universities must be able to hire partners [especially in science] because so many good candidates have spouses who are also scientists.”

— Professor of Medicine

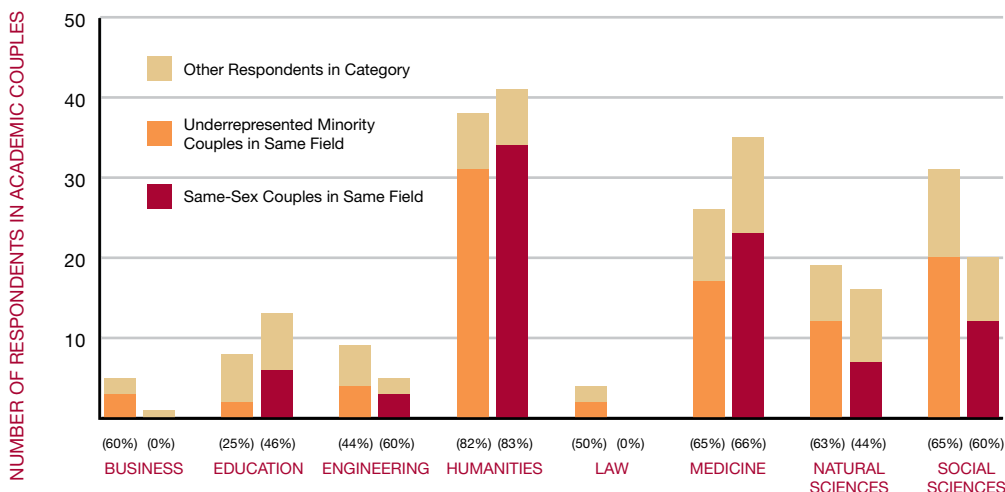
**FIGURE 14: PERCENTAGE OF ACADEMIC COUPLES IN SAME DEPARTMENT, BY GENDER‡**



‡ See Appendix D for methods notes.

Same-field coupling among academic couples where at least one partner is from an underrepresented racial/ethnic minority is highest in the humanities (82%), the social sciences and medicine (65%), and the natural sciences (63%) (Figure 15). Lesbian and gay faculty also practice disciplinary endogamy: A full 83 percent of

**FIGURE 15: PERCENTAGE OF SAME-SEX AND UNDERREPRESENTED MINORITY ACADEMIC COUPLES WITH PARTNERS IN SAME FIELD<sup>‡</sup>**



**Understanding how couples cluster in the academy can be helpful to universities as they strive to increase diversity.**

<sup>‡</sup> See Appendix D for methods notes.

**BOX 5: DISCIPLINARY ENDOGAMY AND DIVERSITY**

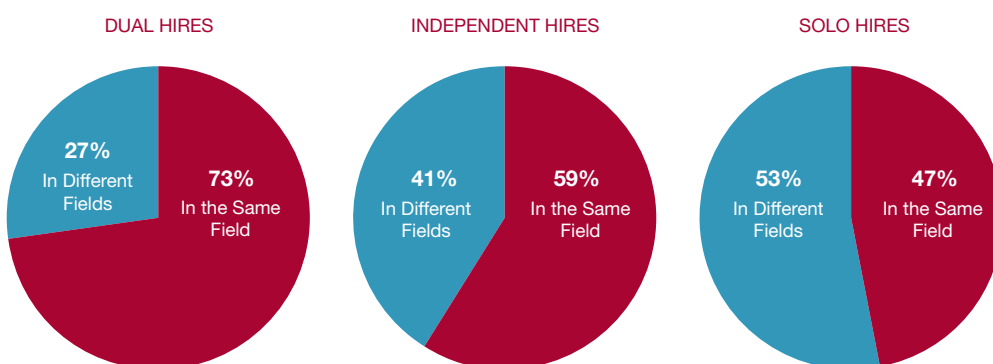
A well-known physics department has advertised a job. The university has the resources to hire a partner, if sufficiently qualified. Because this is a junior-level position, time is of the essence, and the department chair would like to know whether candidates who make it onto the short list have partners who may need to be considered for a job. Even without asking, the chair can have a sense of how likely it is that a particular candidate will have a partner. One candidate on the short

list is a woman: Because she is a woman, there is a 40 percent chance that she has an academic partner (Figure 2). Because she is a scientist, there is a 48 percent chance that she has an academic partner (Figure 12), and if she has an academic partner, there is an 83 percent chance she is partnered with another scientist (Figure 13). Because the candidate is a physicist, there is 58 percent chance that partner is also a physicist (Figure 14).

humanities faculty with same-sex academic partners couple within their field, and 66 percent do so in medicine (Figure 15). For both of these groups, it is important to keep in mind that the total number of academic couples in our study is very small, especially when disaggregated by field.

From couples' points of view, our study finds that building a partnership within the same field may increase the chance of being hired at the same university. Couples hired either sequentially or jointly share the same general field of study at a much higher rate than do other couple types (Figure 16).

**FIGURE 16: PERCENTAGE OF COUPLES WHO HAVE EARNED DEGREES IN THE SAME FIELD, BY HIRE TYPE**



**Dual hires are more likely than other types of academic couples to have earned degrees in the same fields.**

Disciplinary endogamy is not something couples plan. It develops when they meet in college, graduate school, or on the job. The creative power of lifelong intellectual partnerships should not be underestimated by couples or by universities. In the days before women were hired at universities, a number of wives served as professors' more or less "invisible" lifelong research assistants and often intellectual equals.<sup>28</sup> Marie and Pierre Curie's collaborations are rare for both being recognized equally with the 1903 Nobel Prize in physics—something he insisted upon. (They shared the prize with Antoine Henri Becquerel.) Marie Curie went on to become the first person to win two Nobel Prizes (garnering the prize in chemistry in 1911). One physicist in our study remarked, "Intelligent and creative academics tend to congregate and often end up married to one another. It is especially true that top females tend to be partnered with other academics."

## PART 2

# Academic Couples: Career Paths and Priorities

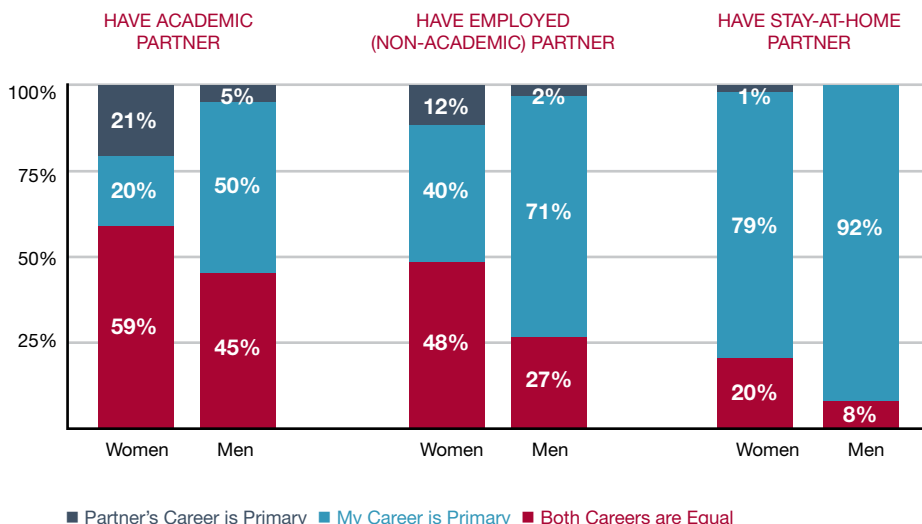
Career success in academia requires talent, creativity, and productivity combined with the right career choices. These choices, however, are often made in the broader context of job opportunities, employment prospects for partners, willingness of families to relocate, and other personal circumstances. This section of our study takes a careful look at how personal and professional lives are linked and intertwined in reciprocal ways such that personal lives can support and enhance professional lives and vice versa. In a context where 72 percent of full-time faculty are in dual-career partnerships (where partners are either academics or employed elsewhere in the workforce), it becomes important that nearly three-quarters of the faculty across the country consider their professional and personal goals of equal importance. Proportionately few academics in our study placed professional goals over personal ones. Men, interestingly, report privileging personal goals over professional at a slightly higher rate than women (22% versus 19%). In this section, we explore academic couples, their culture and values, and how these relate to university hiring.

### **Who Privileges Their Career? Men or Women?**

An important issue for dual-career couples—whether academic or non-academic—is which partner in a particular relationship privileges his or her career. Academics, like other professionals, advance more quickly and get substantial pay raises with multiple offers. In the days of male-headed households, it was relatively easy for a professional to move quickly and effectively to take advantage of career advances as they arose. This is not the case for professional couples who seek to make the most of two careers—not one. Dual-career academics may compromise personal lives to keep careers on track and vice versa. The question then arises: When push comes to shove and couples must decide to apply for particular jobs, what gives? Whose career comes first? Who follows whom? We examine this issue first by looking at differences between couple types. We then look at the differences within relationships between men and women.

In response to the question “in your relationship, whose career is considered primary?” academic couples more often than others answered “both careers are equal” (Figure 17). Academic couples, in other words, place a relatively high premium on balance and equality in their relationships.<sup>29</sup>

**FIGURE 17: WHOSE CAREER IS PRIMARY? BY PARTNER TYPE AND GENDER**



**Academic couples are more likely than others to value the career of each partner equally. Women more than men say they consider their own and their partners' careers of equal importance across all couple types.**

At the same time, and within each partnered group of respondents, men privilege their careers over those of their partners at significantly higher rates than do women. Sixty-eight percent of all male survey respondents report that they consider their own career more important than that of their partner. Less than one-third of women did so. There is, of course, good reason for men *and* women with stay-at-home partners to give priority to their own careers—they tend to provide the household income. However, 92 percent of men with stay-at-home partners privilege their careers, versus 79 percent of women with stay-at-home partners. Among faculty with partners employed outside of the academy, 71 percent of men give priority to their careers, versus 40 percent of women.

Analyzing this finding further by academic rank, women even at the highest rank (full or endowed professor), whom one might expect to have to put their careers

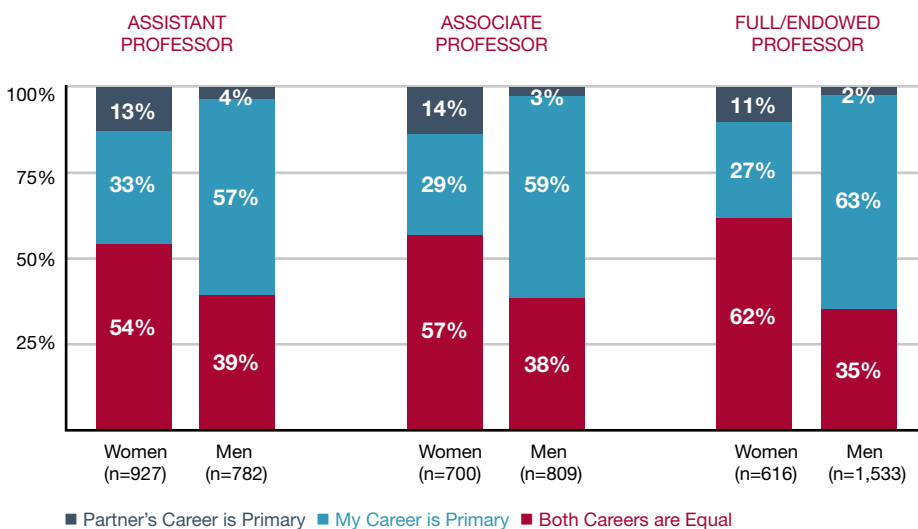
**BOX 6: SAME-SEX  
ACADEMIC COUPLES**

Like all academic couples, same-sex academic couples value balance and equality in their relationships. Lesbians and gay men in academic partnerships are more likely to give equal weight to both partners' careers (64%) than are lesbians and gay men in other types of partnerships (46% among faculty with employed, non-academic partners; 11% among faculty with stay-at-home partners).

first in order to succeed, report that within their relationship they value their own and their partner's careers equally. In fact, this trend of lending equal weight to both careers in the partnership increases as women move up the academic ladder. Men at all ranks, even the lowest, give priority to their careers significantly more than do women (Figure 18).

Although many personal relationships experience stresses and strains in the context of working lives, our study shows that faculty across all couple

**FIGURE 18: WHOSE CAREER IS PRIMARY? BY RANK AND GENDER†**



**Women privilege careers equally even as they climb the academic ladder. Women full professors most vigorously value careers in the partnership equally.**

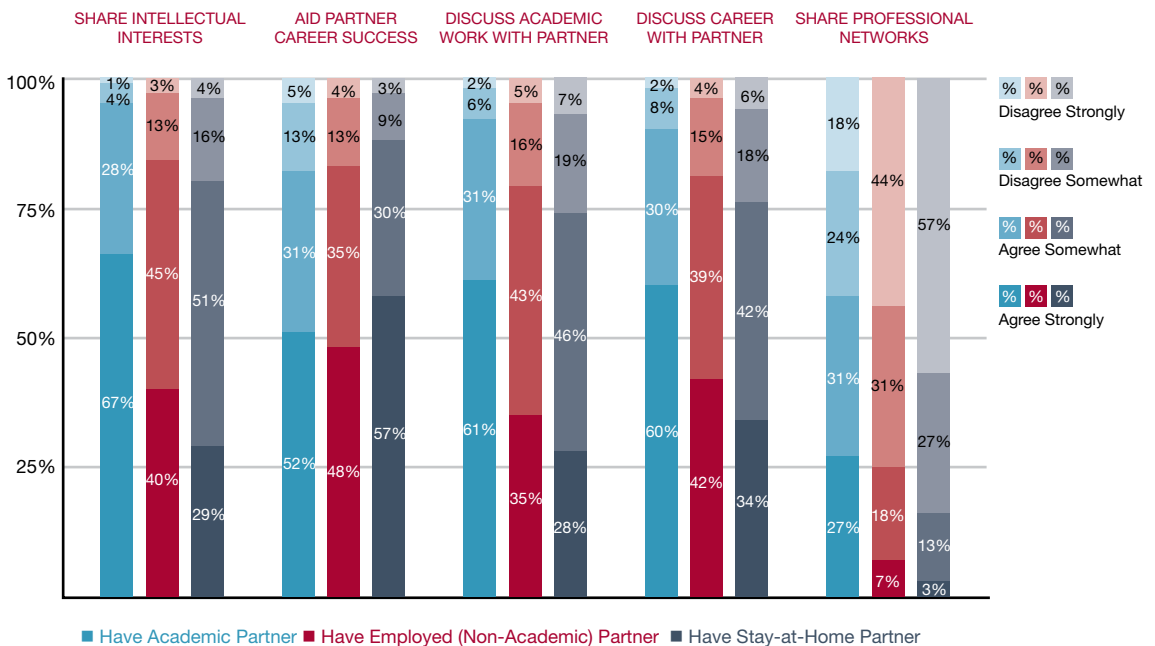
† See Appendix D for methods notes.

types think that they are “more successful” in their career because of their partner (Figure 19).<sup>30</sup> The professional “value added” of partnerships is particularly strong for academic couples. Partners share intellectual interests and discuss their academic work with each other. Sharing professional networks stands out as perhaps the greatest career gain for academic couples compared with other couple types. Fifty-eight percent of academic couples share contacts, mentors, colleagues, and friends compared with one-quarter or less of faculty with stay-at-home or employed partners. This greatly

**BOX 7: UNDERREPRESENTED MINORITIES**

Underrepresented minority faculty in academic partnerships also tend to give equal weight to both partners’ careers. Nearly half (49%) of respondents from underrepresented racial and ethnic backgrounds consider their partner’s academic career to be of equal importance. This is higher than the proportion of minority faculty in other types of partnerships who do so (34% among faculty with employed, non-academic partners; 7% among faculty with stay-at-home partners).

**FIGURE 19: BENEFITS OF PARTNERSHIPS\***



**Academic couples benefit intellectually and professionally from their partnerships.**

\* Percentages do not add to 100 due to rounding.

## **BOX 8: WHY DO MEN PRIVILEGE THEIR CAREERS?**

Why do men persist in privileging their careers, and why do many women continue to adjust their own careers to suit their partners'? A number of men in our survey pointed out that the decision to lend priority to their own careers boiled down to the simple fact that they make more money than do their partners. One business school faculty confirmed that when the issue arose of who should stay home to care for the children, the answer was easy: "Frankly I made much more money. If it had been the other way around, we would have done the opposite."

Things are, however, a bit more complicated than this simple equation might suggest. Our study (where salaries are self-reported) shows that many men and women who out-earn their partners do, indeed, privilege their careers over those of their partners. However, even here gender differences remain significant. Among respondents who out-earn their academic partners, 61 percent of men and 44 percent of women consider their own careers more important than their partners', whereas 37 percent of men and 51 percent of women consider the careers of both partners to be of equal importance. In other words, higher-earning men in academic couples more often privilege their careers whereas higher-earning women more often assign equal value to both careers.

In some instances, men privilege their careers because, as the demographics in our study suggest, they are more senior-ranking and consequently the more sought-after partner (see, for example, Figure 6). It is true that U.S. women still practice hypergamy, the tendency to partner with men of higher (or at least not lower) status than their own. Consequently, in heterosexual couples male partners may be somewhat more established professionally than are female partners.<sup>31</sup> Still faculty commented that when one partner makes too great of a sacrifice, the couple will move when good opportunities for both arise.

A study by the European Molecular Biology Organization (EMBO) confirms our findings. EMBO surveyed recipients of its two major fellowship programs—the Long-Term Fellowship and Young Investigator Programme—from 1996 onward and found that even though women often selected partners with qualifications similar to their own, women frequently put their own careers second to their partners' and move professionally more often to support their partners' careers and not their own.<sup>32</sup> A study done in 1997 showed that this practice is detrimental to women's careers.<sup>33</sup>



**Data in our survey are self-reported, and it is possible that, consistent with cultural cues, men overreport and women underreport the importance each attributes to his or her own career. Men and women are embedded in strong social systems directing them toward certain behaviors. In U.S. culture, a certain modesty is**

**often expected of women, and even women who are the lead partner in a relationship have been taught, sometimes through hard experience, not to say so. Thus both men and women in our survey may have consciously or unconsciously misestimated the value they assign their own careers.**

enhances each partner's reach into the other's circle of mentors, friends, and patrons. In academia, where power and privilege still often divide along gendered and racial/ethnic lines, access to multiple circles of knowledge and influence can potentially boost careers.

Research productivity is another career "gain" for academic couples.<sup>34</sup> In response to a separate survey question (not included in Figure 19), 44 percent of faculty in academic couples report that they have gained in terms of research productivity as a result of their partnerships compared with 35 percent of faculty with stay-at-home or employed (non-academic) partners.

## Mobility and Trade-Offs of Partnerships

Academic couples, then, place a strong emphasis on the success of both partners' professional and personal well-being. It is important to understand what role these values play when couples are on the job market. Climbing the ladder with respect to rank, salary, professional opportunities, and prestige often drives faculty to seek outside offers. When asked, "Have you applied for another position within the past five years?" 37 percent of all faculty said yes. Surprisingly, academic couples (42%) along with faculty who are single are the groups most likely to pursue outside offers. Why is this so?

First and foremost, academic couples seek to have both partners settled in one location where each can thrive professionally. A full 88 percent of faculty who successfully negotiated a (sequential) dual hire at their current institution indicated that the first hire would have refused the position if her or his partner had not found appropriate employment.

**“Women won’t take the jobs if their partners are not suitably employed.”**

**– Dean of Social Sciences**

Put differently, more than 600 faculty would have rejected offers had institutions in our sample not stepped up and taken candidates' partners into account. Another measure of how important academic couples consider the careers of both partners when making decisions about where to work is the

fact that more than 20 percent of both women and men who were part of a dual hire report that they or their partners have taken a position at a less prestigious institution in order to improve the couple's overall employment situation. Couples will compromise in order to find the best of two possible positions.

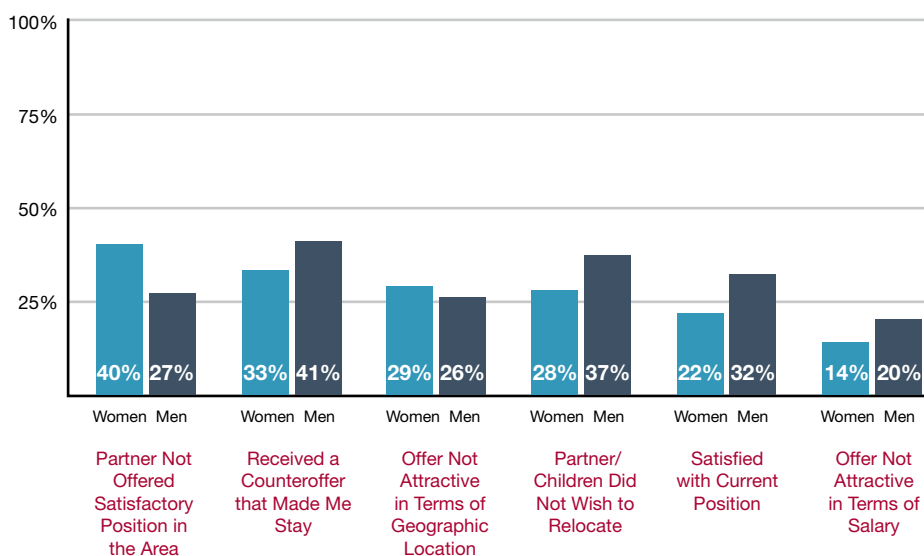
Second, academic couples worry about salaries. It can be difficult—especially as people become more senior and more expensive—to move two bodies in tandem to suitable jobs elsewhere. Helen Astin and Jeffrey Milem's study of academic couples in 1997 showed that men with academic partners earned less than those with non-academic partners but that women with academic partners earned more than those with non-academic partners.<sup>35</sup> Our study found that respondents (both male and female) who were part of a dual hire (either jointly or sequentially) do not make significantly less than do other faculty members. Although many couples may indeed be underpaid, looking at the aggregate data from the institutions we studied, and accounting for field and rank, couple hires make slightly more money than their peers overall. First hires and joint hires do the best (as might be

expected) but, looking at all respondents, the earning power of dual-career academic respondents is not diminished by their couple status.<sup>36</sup> Follow-up research may offer some explanation for this finding.

What builds couples' loyalty to their institution and keeps them from accepting outside offers? Not surprisingly, among faculty with academic partners who have refused an outside job offer in the last five years, strong counteroffers are persuasive reasons to stay (Figure 20). However, professional opportunities for partners also play a major role. The top reason women refuse new job opportunities is that their partners are not offered satisfactory positions in the recruiting institution area. A dean confirmed this finding, commenting that in his experience universities make more effort to employ an accompanying male (in heterosexual couples) than female because, he said, "Women won't take the jobs if their partners are not suitably employed." The top reason men refuse outside offers is a strong counteroffer, but following closely at number two is that their partners (and children) do not wish to relocate.

**FIGURE 20: REASONS FOR REFUSING OUTSIDE OFFER AMONG ACADEMIC COUPLES, BY GENDER<sup>‡</sup>**

(Women, n = 291; Men, n = 314)

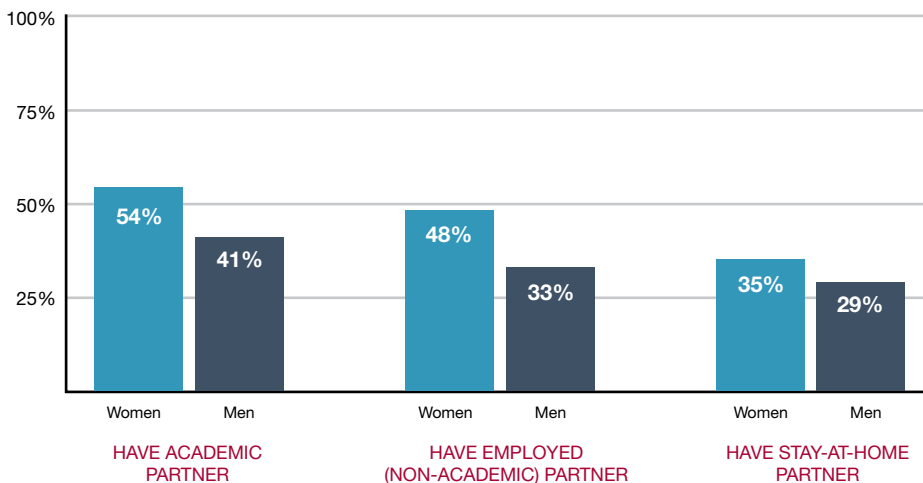


**The number-one reason women refuse outside offers is that partners do not find satisfactory employment in the recruiting area. The top reason men refuse outside offers is strong counteroffers.**

<sup>‡</sup> See Appendix D for methods notes.

Academic partnerships also come into play when faculty consider professional gains and losses. Almost half (47%) of all faculty with academic partners note that they have lost professional mobility as a result of their partnerships compared with 29 percent of faculty with stay-at-home partners and 39 percent of faculty with employed (non-academic) partners. This finding appears to be true especially of women in academic partnerships, who, as we have shown, tend to place a great deal of emphasis on career equality. However, men with academic partners also perceive a higher loss in professional mobility than do other men—a far cry from the notion of the unfettered male academic of the past (Figure 21).

**FIGURE 21: PERCENTAGE REPORTING LOSS IN TERMS OF MOBILITY, BY PARTNER TYPE AND GENDER<sup>‡</sup>**



**Academic couples are more likely than other couples to report that their partnerships limit their mobility.**

<sup>‡</sup> See Appendix D for methods notes.

It is important to note that the “losses” incurred by academic partnerships are such only in the context of current hiring and employment structures. Many of these current structures are built around outdated models of family and faculty life that presume academics will act as “free agents” as they climb the tenure ladder. Having a partner *is*, therefore, a “loss”—a partner can compromise the mobility ostensibly required to maximize career success. However, academic couples are unlikely to cede the benefits of partnerships to gain mobility. For these and many other reasons, academic couples will continue to make choices about their careers that take one another and their families into account.

## PART 3

# University Programs, Policies, and Practices: How to Maximize Options?

Universities today are expanding and refining hiring practices to attract top talent from the broadest range of applicants. As we have seen in Part I of this report, academic couples comprise a significant proportion—more than one-third—of the candidate pool, and universities are increasingly tapping into that talent pool. In this final part of our report, we examine the many issues surrounding couple hiring, and we suggest how partner hiring policies and practices can be designed to work to everyone’s best advantage—candidates, departments, and institutions overall.

Couple hiring is a sensitive topic because it challenges cherished ideals of academic advancement, including open competition, fairness, and merit. But the reality in the 21st century is that universities increasingly hire couples. A number of universities now take “great pride” in working collaboratively with departments across their institutions to address dual-career issues. As one administrator put it, “We do not simply recruit faculty members; we recruit whole persons and all that might entail.” As these trends continue, universities will benefit by crafting fair and well-considered policies governing such hiring.

Universities are organized differently and, consequently, there is no one best way to assist dual-career couples. All institutions that hire partners are quite clear that they do so on a case-by-case basis, looking carefully at the qualifications of each candidate set alongside institutional priorities. Some, however, have consistent procedures for initiating and seeing through that process, whereas others do not.

Our question in this final report section is how can talented administrators maximize the benefit to the university, departments, and faculty members when considering hiring academic partners. Our purpose is to set out the myriad issues surrounding dual-career academic hiring in order to inform as well as to suggest strategies for greater efficiency and consistency in procedures for moving

## **BOX 9: MAJOR TRANSITIONS IN THE HISTORY OF UNIVERSITY HIRING**

It is important to look at how couple hiring has evolved in the longer scope of the history of university recruitment. Until the 1960s, universities openly discriminated on the basis of sex, race, religion, and much else besides. Jews were not hired at many U.S. universities until after World War II; women and African Americans were not appointed in significant numbers until after the Civil Rights movements of the late 1960s. Further, anti-nepotism rules barred women from teaching at the same university as their husbands. The Nobel Prize winner Maria Goeppert-Mayer, for example, was given an attic office, some honorary titles, and sometimes laboratory space, but no real jobs as she followed her husband from Johns Hopkins to Columbia and the University of Chicago.<sup>37</sup> She and her husband were finally hired jointly as professors at the University of California, San Diego, in 1959 after Goeppert-Mayer was elected to the National Academy of Sciences. At other universities, married women looking for professorships in the 1950s were counseled to keep their own family names to avoid nepotism issues. Most universities have now dropped their anti-nepotism rules.<sup>38</sup>

University hiring practices have evolved and changed dramatically in the past 40 years. Before the coming of equal opportunity legislation,

faculty hiring was often fueled by cronyism. Professors now in their 60s reminisce about getting their first job: A department called up the top schools—Harvard, Princeton, Stanford, Berkeley—and asked for their best candidates. Candidates were phoned and many hired sight unseen. We should remember that hiring procedures we now take for granted, such as nationally advertised positions, were created in the 1970s to broaden candidate pools and promote fairness.

The 1960s and 1970s saw major transitions in hiring practices at U.S. universities. Title VII of the Civil Rights Act of 1964, Executive Order 11246 of 1965, and Affirmative Action (Order No. 4) and Title IX of the Education Amendments, both of 1972, are federal laws designed to overcome past discrimination and to support fairness in hiring.<sup>39</sup> Legislation set a necessary platform for fairness, but in the 1980s and 1990s, universities found that they needed to go further. Many implemented “opportunity hiring” programs that allowed departments speed and flexibility in securing candidates outside the standard hiring process if that hire supported institutional priorities. Opportunity hiring typically supports areas such as “faculty excellence” to retain or establish a world-class competitive advantage. Universities typically hold

**“faculty incentive” or other funds in provosts’ offices to support opportunity hiring.**

**Since the mid-1980s, U.S. universities have entered another period of transition in hiring. Couple hiring might be seen as a next step to broaden academic hires. It is important to understand that in the past “professionals” hired by universities, law firms, or**

**elsewhere were, in fact, not free-standing individuals but male heads of households (with relatively mobile family units).**

**As the labor force has changed, so have hiring practices. As we saw in Figure 1, 72 percent of the academics are not merely individuals, but partners in dual-career relationships of one sort or another. As we have also seen, this is true for men and even more so for women.**

requests for partner hiring through institutions. To organize this information, we follow the couple-hiring process, reporting alternative practices—their pros and cons—at each step along the way.

When initially designing this study in 2006, we had hoped to rely on university data concerning couple hiring and evaluations of dual-career programs. We found, however, that few universities gather such data or evaluate their programs, although some are now beginning to do so. Consequently, in this section we report (1) findings from our survey (which included several questions that measure faculty perceptions of dual hiring); (2) findings from interviews with administrators at the universities in our study; and (3) findings from interviews with administrators at five additional universities with innovative programs and practices in this area. Universities in our study are anonymous; institutions named in this section are not necessarily those in our study.

### **Dual-Career Programs**

This report focuses on dual-career academic couples and does not set out to investigate in depth the issue of relocation assistance for non-academic working partners. That is a large topic worthy of a dedicated study of its own. However, we received a number of comments pleading for universities to offer more employment assistance for partners working outside academia. One scientist noted that his wife, a software engineer, received no assistance finding employment within the university that hired him (where she now works). Finding her an appropriate position, he commented, “took considerable time and we lost considerable

money” as a result. In light of the importance of this issue, we briefly discuss dual-career programs that assist faculty with academic and non-academic partners.

Most universities assist all faculty to a greater or lesser degree with quality-of-life issues, such as locating good-quality housing, daycare, elder care, and schools. These overarching faculty relocation and retention programs are typically housed in an Office of Vice Provost for Faculty Development, Human Resources, or the equivalent (either at the university level or, for large institutions, at the school/college level). The most developed offices have full-time or part-time staff, depending on the size of the university, dedicated to these issues.

Dual-career programs form one part of these larger offices and specifically assist with partner relocation and job searches. A dual-career office may offer a variety of services ranging from referrals to staff positions within the university to information about the local job market, direct contact with local firms, career counseling, resume preparation, job search strategies, and the like. The most developed of these offices employ a dual-career specialist to work with non-academic partners. Other universities, by contrast, contract an independent local career management company or employment agency that assists partners with their off-campus job search. Many universities find this latter option less costly than establishing comparable on-campus services. In the absence of such offices, partner advising may fall to department chairs who rarely have the time or resources to help in a systematic fashion.

It is important to note that dual-career programs clearly state that they do not guarantee job placement but seek to aid partners in their overall relocation. Assistance may be limited to partners of tenure and tenure-track faculty and is often available for a period of one to two years.

Six of our 13 schools offer programs for non-academic employed partners. Program staff devoted to these issues tend to develop close working relationships with on- and off-campus employers over the course of the years.<sup>40</sup> Both Cornell University and Pennsylvania State University have well-developed programs.<sup>41</sup> This may not be surprising given that both schools are located in areas with few employment opportunities outside the university. In more recent years, however, schools in less isolated areas are following suit. Harvard University and the University of California, Berkeley, among others, are currently establishing such programs.<sup>42</sup> Programs like these may prove to be critically important to recruiting

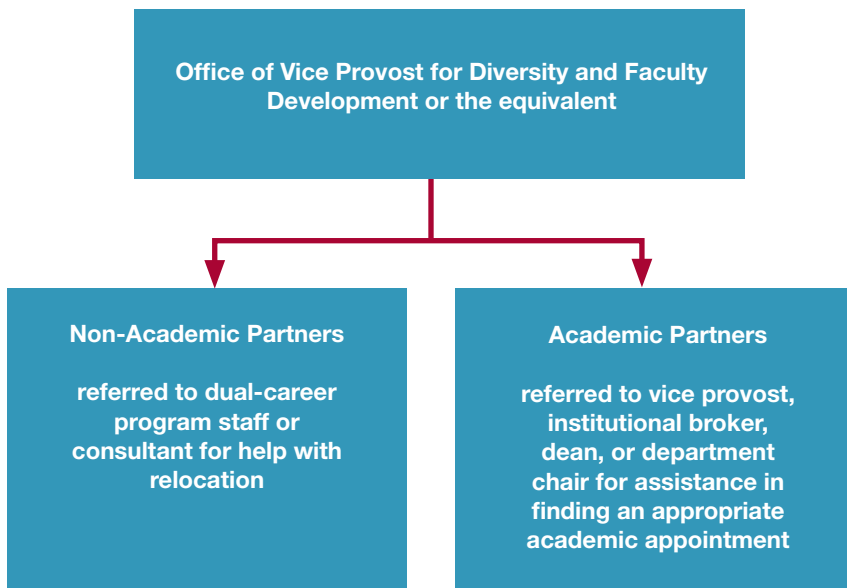


faculty with employed partners. Universities need to collect data and evaluate their programs to (1) assist universities in strategic planning and (2) ensure equitable treatment of all faculty partners—both academic and non-academic.

Dual-career programs tend at some point to bifurcate into staff assisting non-academic partners, and faculty or academic staff assisting academic partners (Figure 22). Although all dual-career couples require assistance when relocating for new jobs, in this report, we confine our analysis to the many complex issues surrounding academic partners.

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**FIGURE 22: DUAL-CAREER PROGRAMS ASSIST BOTH ACADEMIC AND NON-ACADEMIC PARTNERS**



### **Protocol or No Protocol?**

Universities across the country offer a variety of solutions for dual-career academic couple hiring. All 13 universities in our study engage in couple hiring for recruitment or retention—with greater or lesser institutional support and success. This is quite different from a 2000 survey of 600 U.S. universities showing that only 20 to 24 percent of U.S. universities had some sort of dual-career academic hiring policy in place, while 15 percent of universities nationally did not support couple hiring.<sup>43</sup> Five of the universities in our study (four public and one private institution) have written policies or principles guiding dual hiring. The others have no formal policies and rely instead on informal practices developed over the years. Two private universities, for example, have no written procedures but a centralized mechanism in the person of a “broker”—a distinguished member of the faculty who works universitywide (across all schools and colleges) to find the right departmental “fit” for a partner and simultaneously to find resources to seal a deal in a timely fashion.

Administrators with hiring guidelines in place argue that protocols help (1) clarify for all participants—administrators, faculty members, Equal Opportunity officers, and perhaps potential job candidates—the processes by which such hires are vetted in a timely fashion and (2) facilitate clear communication between key players across the university. A number of universities have developed dual-career hiring guidelines in conjunction with their National Science Foundation ADVANCE grants.<sup>44</sup> The hope is that clear and coherent protocols remove the sense of intrigue and favoritism that can adhere to partner hiring and bring greater fairness to the process. Universities who engage in dual-career academic hiring should treat all requests for a partner hire equitably; that is to say, requests for partner hires should trigger known and agreed-upon processes that work consistently throughout the institution. Survey comments also show a strong preference among faculty for transparent and consistent procedures for couple hiring.

Written protocols do not in themselves determine outcomes. Universities that have established dual-hiring protocols state openly (often on their websites) that these guidelines do not guarantee employment to any candidate. Department chairs, deans, and provosts emphasized that each dual hire is unique and must be considered on the merits of each case. Policies define the processes by which partners are considered for hire; they do not define departmental standards for such hires. Outcomes depend on the quality of a particular candidate’s scholarship, the “fit” of a particular candidate’s area of expertise with departmental priori-

ties, and available funding (see What Counts in Hiring Decisions? below).

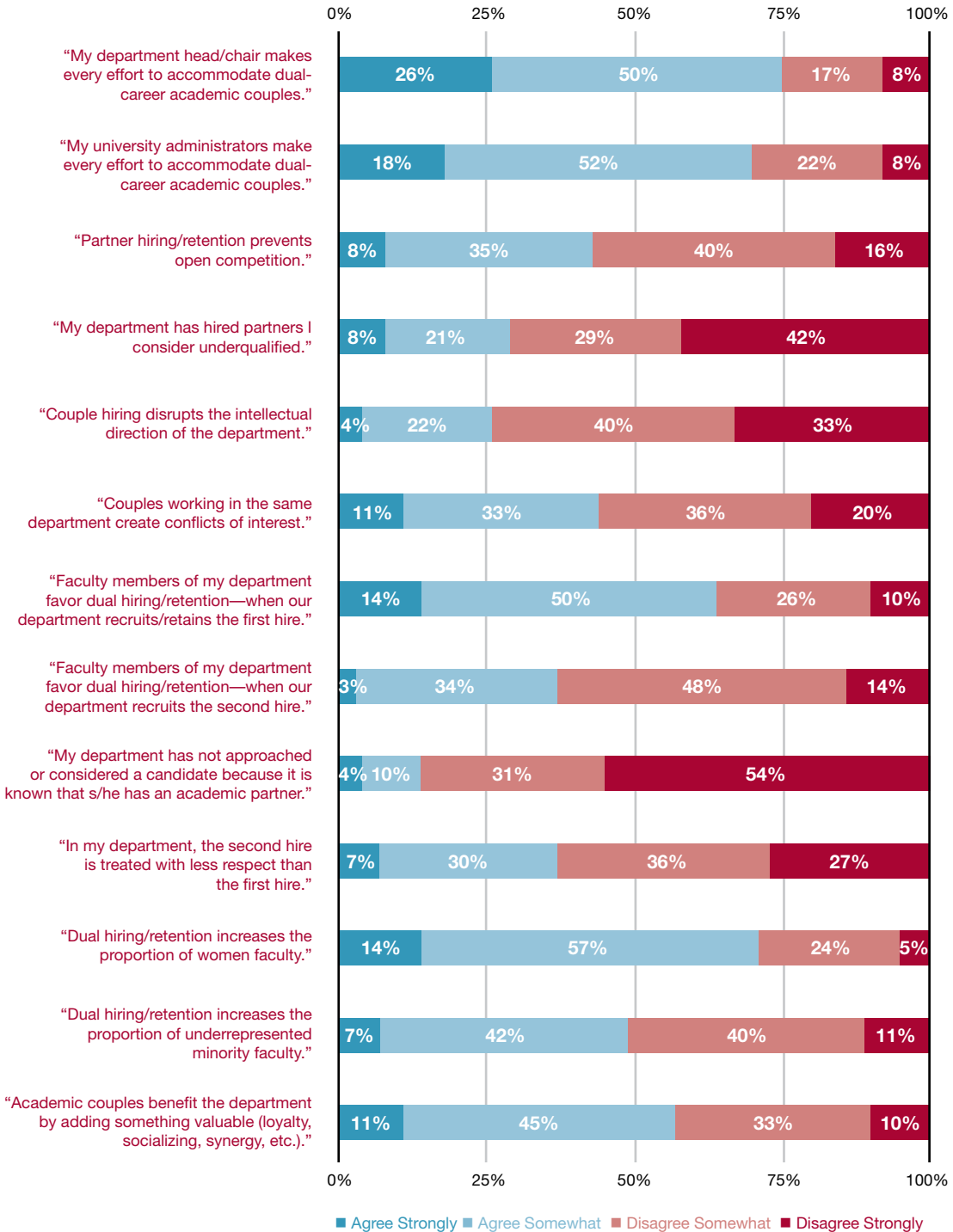
A number of administrators worry that protocols might shut down the flexibility often required for finding the right “fit” for a partner within an institution. One department chair commented that he might be trying six different solutions for one partner hire at any moment. Another university, also without written protocols, mixes and matches approaches (sometimes using a universitywide faculty broker, sometimes following the chain-of-command from department chairs to the dean) in efforts to find potential tenure homes for partner candidates. Flexibility—for both administrators and departments—needs to be built into protocols. Written policies themselves, of course, do not solve everything. One search committee chair wrote that although his university has the right policies, “They are not always backed up with action or even a (serious) explanation as to why there was no follow through.”

**Policies define the processes by which partners are considered for hire; they do not define departmental standards for such hires.**

Couple hiring involves several key issues that protocols should address. One of the thorniest is departmental autonomy versus university priorities. Even when candidates are excellent, partner hiring—in which open searches are often waived and provosts sometimes offer persuasive resources—can be viewed as violating the sacrosanct autonomy of departments to mold and shape their profiles through selective hiring. Given how much one hears about the need of departments to determine their own intellectual futures, it is significant that only 26 percent of survey respondents report that partner hiring disrupts the “intellectual direction” of their department (Figure 23).

With couple hiring on the rise, many institutions encourage faculty to think of the university not as a set of autonomous departments but as an intellectual and corporate whole. Interdisciplinarity, for example, is fostered by an awareness of what departments and colleagues do across the university. One vice provost argued that academic couple hiring is another instance in which the total package may be greater than the sum of its individual parts. Another administrator continued that “what goes around, increasingly comes around” and that when asked

**FIGURE 23: FACULTY PERCEPTIONS OF DUAL-CAREER ACADEMIC COUPLE HIRING\***



\* Percentages do not add to 100 due to rounding.

## Agreed-upon protocols do not dictate solutions to departments but may ask them to cooperate in new ways.

in order to move forward with a partner hire. Forty-three percent of survey respondents worry that couple hiring jeopardizes open competition (Figure 23). In other words, faculty are concerned that if a job is not advertised nationally and open to all comers, their department may lose the opportunity to make the best possible hire. The problem, of course, is that the candidate who emerges as the top pick of 300 applicants may choose not to take the job if his or her partner is not also accommodated. A few universities nationally continue to require an open search and encourage a partner to apply. Most universities, however, and certainly those in our study request a search waiver for partner hiring, which is typically vetted by the university's office of affirmative action/equal opportunity. In most cases, especially those in which a woman or underrepresented minority is involved as a first or second hire, a waiver is granted.

Our survey reveals that most respondents do not know their university's procedures for couple hiring. For example, at 12 institutions, between 65 and 90 percent of faculty marked "I don't know" in response to the question: Does your current institution have a written hiring and retention policy in place for dual-career academic couples? However, the one institution in our study with the highest rate of faculty awareness also enjoys the highest rate of perceived institutional and departmental support for accommodating academic couples.<sup>45</sup> We find more generally that schools with written policies have higher rates of perceived institutional and departmental support for academic couples than do schools without written policies. Thus, awareness and clarity are critical to creating a positive climate overall. Increasing faculty awareness can start with deciding whether to restructure or develop protocols, a process that will itself foster open policy discussions concerning couple hiring. This open dialogue will help to build a culture of consensus and make individual cases easier to evaluate (positively or negatively) as they arise.

to consider a partner hire, faculty need to bear in mind that their department may itself be on the requesting end of the partner issue in the near future. Agreed-upon protocols do not dictate solutions to departments but may ask them to cooperate in new ways.

Another issue protocols need to address concerns waiving open searches

## Raising the Partner Issue

An important question for couple hiring is when first to raise the issue of a partner's employment needs. A partner complicates the already complex choreography required to hire or be hired. How can institutions and couples best inform each other about partners and expectations? Candidates and universities are currently caught on the horns of a dilemma: Candidates may think that they benefit by raising the issue as late as possible; universities need to find out about potential partner issues as early in the process as possible.

When to raise the issue is of real concern to applicants. If there are two equally impressive candidates for a job and one may not take the job without some accommodation for a partner, departments may opt—perhaps without fully realizing it—for the unencumbered candidate. In fact, 14 percent of our survey respondents agree that their department has not approached or considered a candidate because it is known that he or she has an academic partner (Figure 23). This finding is borne out in respondent comments in which several faculty noted that candidates are sometimes taken out of the running for a position because they have known partners and the search committee presumes that these partners are unmovable. The issue is compounded by small fields and departments where, as one faculty commented, search committees already know “whether candidates have spouses who require academic jobs.”

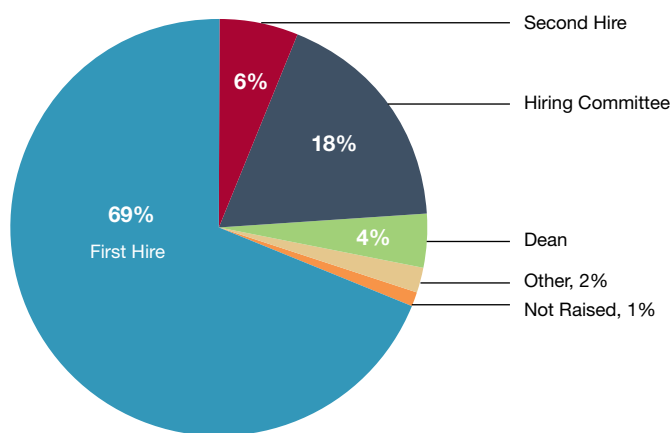
Candidates, especially those fresh out of graduate school, attempt to learn the “rules.” And the pages of *The Chronicle of Higher Education*, graduate advisors, blogs, and similar sources are rife with advice. The current “word on the street” is that candidates should wait for an offer before mentioning that they have a partner, out of fear that this might spell “trouble”—raise a red flag—to a search committee.

Candidates should investigate dual-career hiring practices at institutions to which they apply because university cultures and procedures differ greatly. Where the culture encourages partner hiring, candidates may benefit by raising the issue early in the process. Many universities, especially large ones, make every effort to hire academic partners. Other universities, as we learned in interviews with university administrators, rarely or never hire academic partners at the junior level—some because they do not readily tenure their own junior faculty and hence do not invest in them in this way, others because they are in metropolitan areas where they rely on other institutions for partner employment opportunities (see Geographic Location below).

From the point of view of the university, the sooner an institution finds out about a candidate's needs, the sooner it can coordinate efforts to consider a partner hire. This may be less pressing at the senior level where appointments can take years to come to fruition, but it is especially urgent at the junior level, where, looking at our survey data, many couple hires occur (see, e.g., Figures 6 and 11). Newly minted Ph.D.s are often pressed to accept a position within three to four weeks. The time is, indeed, short for a university to vet a partner, especially if the position for that partner would not be in the same department or college as the original candidate. Administrators plead that the sooner they learn about a partner, the more leverage they have to negotiate a solution, especially if the partner is a strong candidate.

Learning about candidates' needs in this regard can be tricky (Figure 24). Search committees tend to steer clear of partner-status questions to avoid perceptions of discrimination in hiring. Asking about marital or partnering status can lead to lawsuits based on discrimination.<sup>46</sup> The rationale is that search committee members may discriminate by consciously or unconsciously succumbing to traditional gender stereotypes about work and family or the difficulty of dual-career hires. In the past, it was all too often assumed that women "follow their husbands" or, if married, leave to have children. Although it is common practice in Europe, for example, to list birth date and marital status on a professional curriculum vitae, in the United States it has become important that these private matters be kept private.

**FIGURE 24: THE FIRST HIRE MOST OFTEN RAISES THE ISSUE OF A PARTNER HIRE<sup>‡</sup>**



<sup>‡</sup> See Appendix D for methods notes.

How, then, can universities encourage candidates to divulge information that might count against them? Universities who use partner hiring as an advantage to attract and retain high-quality faculty can signal “friendliness” to the issue in job announcements, recruitment materials, and university websites. Some universities, for example, advertise that they are “responsive to the needs of dual-career couples” (referring here to candidates with either academic or non-academic partners). Other universities include a brochure highlighting their support for dual-career couples in materials sent to all candidates. This may put candidates at ease and encourage them to raise partner issues earlier in the process.

Some search committees, when they have narrowed the list to a few top candidates, lay out the process for partner hiring in a generic way, indicating what they need to know and when, in order to make the process work for both the candidate and the institution. Search committees in this instance provide information; they do not ask prohibited questions. Other universities ask search committees to inform *all* interviewing candidates of possibilities and procedures for partner placement—thus placing the onus on the institution rather than the candidate to bring up the issue. One university invites all interviewees to have a confidential meeting with its dual-career program officer; this officer can spell out possibilities and, importantly, the officer does not report back to the search committee about the candidate’s situation.

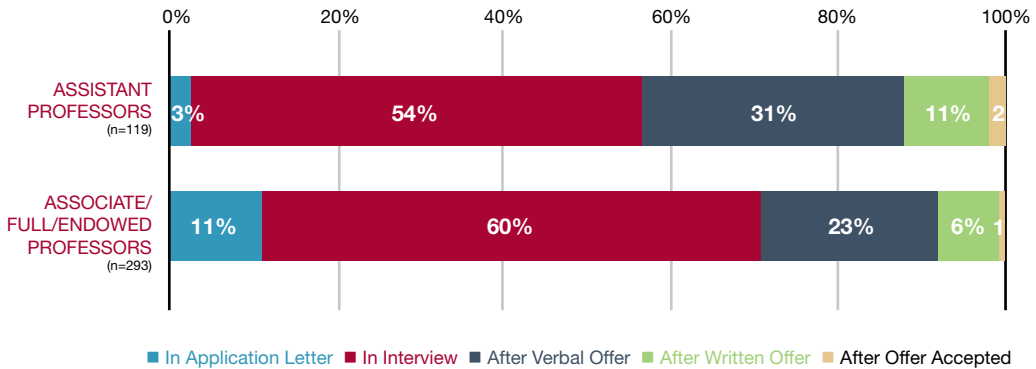
It is important that universities communicate carefully and regularly with faculty and search committees about how best to handle raising partner issues on their campus. All faculty need to know the policies and procedures, whatever those might be.

Our survey opens a window onto current recruiting practices, showing that dual-hire candidates most often raise partner issues during interviews (57%). A number of candidates also raise the issue after a verbal offer (25%), a few in the letter of application (9%), and a few after a written offer (8%). Not surprisingly, timing differs by rank (Figure 25). Senior candidates are often being actively recruited by institutions and may feel more confident about discussing partner needs earlier in the hiring process.

Once the issue is raised and negotiated, the process may work best when each partner has a written offer in hand before a “first hire” accepts an offer. One savvy assistant professor remarked, “Many junior faculty naïvely accept the initial of-



**FIGURE 25: WHEN IS PARTNER ISSUE RAISED? BY RANK OF FIRST HIRE\*\***



**Senior candidates have more leeway than junior candidates to raise a partner issue earlier in the process.**

\* Percentages do not add to 100 due to rounding.  
 † See Appendix D for methods notes.

fer before the accompanying offer is suitably negotiated, which results in a poor accompanying offer.” He recommended that faculty—junior and senior—wait to accept an offer until both partners can simultaneously sign contracts. The process can take a long time, but he judged that it is “worth it in the end.” Another professor noted that candidates must apply pressure in order to achieve what both candidates want professionally.

When promises are inferred and not put in writing, considerable misunderstanding can arise. One humanities professor commented that “during the recruitment process the dean and relevant departments were very positive and helpful [about a position for her partner], but since I have signed my contract and begun the job, my partner has been rather left in the dark about his own position and has still not received a contract.” Others noted that promises made verbally, such as possible tenure-line appointments becoming available in the next few years, rarely come to fruition. Even if no promises are made, faculty often feel “misled” by possibilities discussed during the initial recruitment process. This fouls the air and makes for ill feelings. More than one-quarter (27%) of dual hires who rated their hiring experiences negatively thought they did not receive what they were promised during negotiations. Our faculty survey respondents and administrator interviews suggest that both the university and potential faculty benefit when the details are clear and in writing before either partner (first or second hire) accepts a contract.

### **Who Brokers the Deal?**

Once a partner is identified, who oversees university efforts to find a potential fit for the candidate? The first one on the scene is usually the department chair of the first hire. The department chair renders an initial judgment concerning the partner and initiates appropriate action. In all cases, the crucial step is finding an appropriate academic fit for the partner. Universities have settled into essentially two different protocols for vetting partner hires.

First, the key interactions follow the usual chain-of-command at a particular university with information and support flowing up or down from departments, through the dean's office, and on to the provost's office. There are two variations in this scenario. In the first, the department chair takes the lead, determining the type of position the partner seeks, reviewing the partner's qualifications, and contacting the chair of a second department (although partners may also seek appointments within the same department). If the second chair decides to move forward to ask his or her department to consider the appointment, the two chairs approach the dean (if in the same school or college) or provost (if in different schools or colleges) for approval of a potential faculty line or funding. If both appointments are within the same college, the issue may be handled at that level. If funding outside a college or school is required, application may be made to the provost's office (see Funding Models below).<sup>47</sup> In a slightly different version of this scenario, the department chair hands off to a dean, associate dean, or even a vice provost for faculty affairs who takes on the heavy responsibility of finding an appropriate home for the partner.

In both of these scenarios, department chairs are key to initiating the process, whether they coordinate with another chair or dean, or launch the request up the chain-of-command.<sup>48</sup> Faculty in our study pointed out that, in the absence of a clear university process for partner hiring, "the chair sets the tone and agenda for dual-career hiring." Even where policies or protocols are in place, department chairs or heads often make or break deals. One engineer commented that how policies are implemented depends on "the talent of the relevant department chairs and deans." This is a large responsibility. Department chairs are generally members of faculty who step up to lead the department for a short three- or five-year term. Many have little experience with dual hiring, and some may be unaware of university policies or practices. Moreover, as active scholars themselves, department chairs may not have time to see this complex process through, or they may not think that such issues lie within their purview. Chairs may also lack expertise

in a partner's field and feel uncertain about the quality of the candidate he or she is putting forward for consideration. One chair noted that "no other aspect of my job arouses as much controversy as dual-career hiring."

A second, quite distinct protocol is currently used in several private universities but could be implemented in public institutions as well (in the university as a whole if the institution is not too large; in a college or school when size is an issue). In this process, department chairs hand off not to another chair or dean but to a centralized "special assistant" to the provost who serves as a "broker" universitywide—across all schools and colleges—to find the right departmental fit for a partner and identify the necessary resources. A central broker, a senior administrator with release time to specialize in this area, can save department chairs (whose learning curve may be steep) considerable time by stepping in when called upon. To be effective, this special assistant needs to be a distinguished member of the faculty whose job it is to see the process through to the end. By providing department chairs with assistance in this matter (and not relying on the talents or proclivities of particular chairs) the university helps build uniformity, fairness, and reciprocity into dual-hiring practices.

Such central brokers might devote from one-quarter to half time to overseeing dual-career issues. This special assistant must know faculty, departments, and schools—their priorities and needs—across the university as a whole. One vice provost speculated that 80 percent of this job may be devoted to universitywide communication and coordination and only about 20 percent to resource allocation. Unfortunately, no written guidelines are currently available for this process.

In all cases—no matter what institutional pathway is devised (and universities often mix and match methods to find a solution)—speed is of the essence. The initial step of finding the right department to consider a partner is crucial. The chair of the department receiving a potential second hire can usually provide an initial "read" on the situation. If the answer is a clear "no," a fast "no" is better than a slow "no." If the answer is "maybe," the process must be conducted with all deliberate speed to reach a final agreement in time to allow a successful recruitment of the initial candidate. Especially when considering junior hires, universities need to be careful not to lose their second candidate.

## Funding Models

Dual hiring is today part of the cost of running a university. Although department chairs may be key to successful hiring, they are typically constrained by what deans or provosts will or can fund in terms of partner hires. Funding for dual-career hiring requires monies for salary and also startup costs, including laboratory and office space, equipment costs, research accounts, graduate student stipends, staff support, housing packages, support for child care, and other benefits. At any level—junior or senior—it can be expensive.<sup>49</sup> Many provosts or deans reserve incentive or opportunity funds for unexpected hiring needs, and many now set aside such centralized pots of monies for partner hires. Universities with funding available to support partner hiring increase the speed and agility with which they can place qualified and desirable candidates. As one vice provost noted, “One must be nimble with resources.”

A common cost-sharing model, used by six of the 13 universities we studied (five public and one private), draws monies for a second hire from three sources: one-third from the department of the first hire, one-third from

the department of the second hire, and one-third from the provost’s office.<sup>50</sup> This arrangement can be permanent or guaranteed as bridge funding for anywhere between one and five years—with the most common solution being three years, at which time the hiring department is expected to pick up the full cost of the faculty line (possibly through retirements, increased student demand, or other means). Other universities (including some who use this cost-sharing model) are flexible and may devise other fractional cost-sharing arrangements depending on the resources of a particular department or program. Depending on the arrangement, monies for a partner hire revert to the central administration or department(s) paying the bill when a partner leaves or retires.

Many universities allow centralized funds that support dual hires to be used for recruiting or retaining all tenure-track and tenured faculty. Others, by contrast, mobilize these funds only when dual hiring enhances diversity—in terms of either gender or ethnicity. In the past, this strategy has allowed great leeway to dual hiring, given that most couples (except for males in same-sex relationships) include a woman. Some universities, however, now restrict female diversity to those fields, such as physics, chemistry, electrical engineering, and orthopedic surgery,

**“One must be nimble with resources.”**

**– Vice Provost for Faculty Advancement**

to name a few, where women are underrepresented (and prefer not to use opportunity funds for women candidates joining comparative literature, English, or other departments that have succeeded over the years in cultivating greater gender equity). One university in our study is considering restricting these funds further, using them to recruit women and underrepresented minorities as first hires only and, in this way, address both diversity and equity issues across the institution.

Each university has its own procedure for accessing centralized funds for partner hiring. At some large public universities, requests to the vice provost can be made only by a dean or his or her designate; at other schools, the request may be initiated by the department chair. In all cases, requests are intended to bolster the university's overall priorities balanced against the needs of particular departments or research groups and individual faculty. Once the resources are clarified, the evaluation of the potential hire begins (see *What Counts in Hiring Decisions?* below).

The common cost-sharing model, however, also raises some concerns. Some faculty worry that a funding cutoff after three years can endanger tenure decisions for second hires. One professor wrote that when a second hire was not tenured, she was concerned that it was due in part to the expiration of the agreement by which the first hire's department supported the second hire's salary. Other faculty worry about what happens if couples divorce (a topic that warrants further research). As we suggest in this report, second hires must be carefully reviewed so that excellence is not compromised. A well-designed and communicated protocol outlines a process to ensure that both first and second hires add value to the institution.

Universities, of course, have finite resources, and many approach requests for partner hires on a first-come, first-served basis. Yet, dual hires constitute 10 percent of faculty respondents (and 13% of all hires since 2000); universities need to budget so that such hires are possible. We recommend that policies be developed so that funding can be provided in an equitable fashion across the university. Schools that do not provide central opportunity-hire funds generally lack agility to move quickly to make deals. Striking while the iron is hot can lure especially prized candidates to campus. Faculty members at one university we studied commented that the lack of serious funding made dual hiring nearly impossible.

It is impossible to say what dual-career programs are likely to cost universities; each university is unique in its administrative structures and resources. Placing a partner can be expensive, especially in science and engineering where start-up packages often require major resources. Losing faculty and this initial investment—for any reason, including partner issues—however, can also prove costly.

### **What Counts in Hiring Decisions?**

Quality, quality, quality. Everyone—faculty and administrators alike—agrees that dual hiring works only when both partners are well qualified; each appointment must be based on the highest standards in research and teaching. Faculty emphasize that second hires are made on a case-by-case basis with no guarantees given to candidates. As one engineering dean put it, “We don’t want another department to lower its standards to take a spouse.” Whatever the case may be, second hires are the first to plead that faculty be hired on merit. It is essential, many counsel, that both partners are “wanted” by their respective departments.

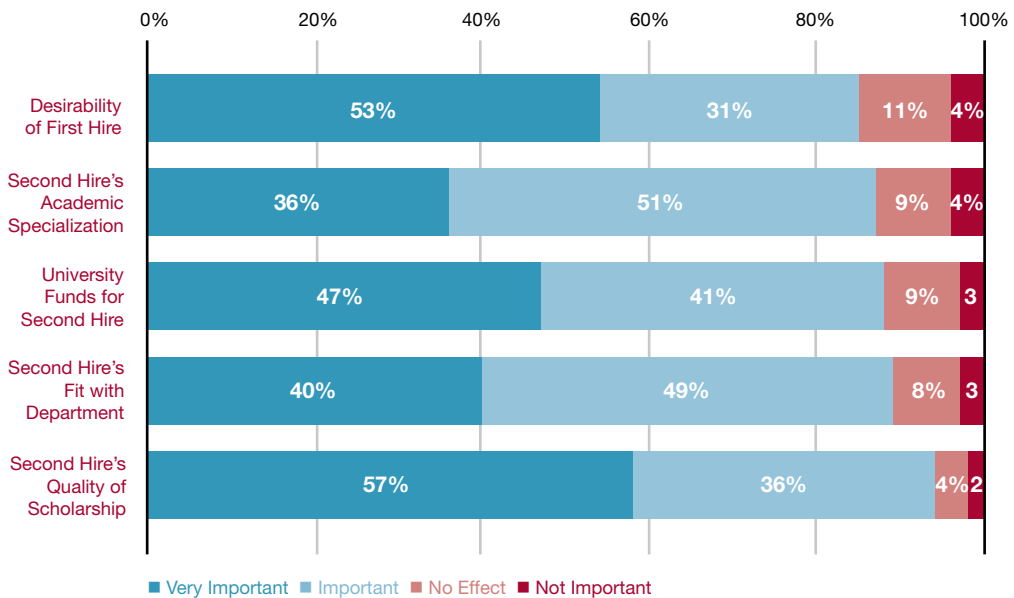
Tenure-line hires are scrutinized so that excellence is not compromised, and second hires are no exception. As in any hire, partners brought forward as part of a couple hire present a full dossier of published work and teaching evaluations, go through a full set of interviews, and are vetted through letters of recommendation. Departmental faculty must have an opportunity to look carefully at a partner if that partner is to join their faculty in some capacity (see Types of Positions below). The search process is in essence the same as for any candidate with several exceptions: A search waiver may be requested, and departments may be asked to be flexible in both the rank order of candidates and the candidate’s field of specialization.

Many of the universities we studied are among the top universities in the country. They strive to hire faculty not merely tenurable at the institution but the very “best” in their fields nationally and internationally. Although departmental autonomy to accept or reject a candidate remains paramount, universities suggest that when asked to consider a partner hire, departments be prepared to be flexible and willing to hire from among the top five scholars in any particular discipline. This request can be complicated by the fact that departments cannot cover all subfields in a particular discipline and many set out hiring priorities to guide the intellectual coherence of their offerings (and to assuage battling factions). When a couple for hire comes along, a department may find itself suddenly offered an expert in environmental history or genetics rather than in the planned area of Latin American history or neurobiology. The candidate may be a star in his or her own right—but

may not necessarily add to the current strengths of the department or plug an important gap. His or her hire may mean sacrificing strength in another area. Even if a partner does not fit within a department’s top three priority areas, faculty may be asked to consider whether the potential hire can contribute in positive ways to their group. Not surprisingly, respondents in our survey consider a second hire’s area of specialization important to partner hiring decisions 87 percent of the time (Figure 26). When done carefully, partner hires do not necessarily impinge upon departments’ intellectual coherence. When asked to evaluate specific dual-hire recruitment and retention cases on their own campuses, only 26 percent of faculty respondents agreed that couple hiring disrupted a department’s intellectual direction (Figure 23).

When reviewing the qualifications of a potential second hire, our study shows that faculty are persuaded to make an offer based on the following considerations: (1) the second hire’s quality of scholarship, (2) the second hire’s “fit” with the department, (3) the availability of university funds for the second hire, and (4) the second hire’s area of specialization (Figure 26). Between 87 and 93 percent of faculty agree that these factors are important to departments’ final hiring decisions.

**FIGURE 26: IMPORTANCE OF FACTORS WHEN CONSIDERING A PARTNER HIRE\*\***



The “star quality” of the first hire is also an important factor—although not *the* most important one—driving employment decisions for second hires. The “desirability of the initial hire” ranked at 84 percent among survey respondents as a reason to hire a partner (Figure 26). Faculty are also likely to favor a partner hire when their department benefits directly from the initial hire; that is, when the first hire is in their department. Sixty-four percent of respondents reported faculty members in their department favored a dual hire or retention when the first hire is in their own department (Figure 23). Only 37 percent of respondents reported that they favored a partner hire when their department got the second partner only (Figure 23).

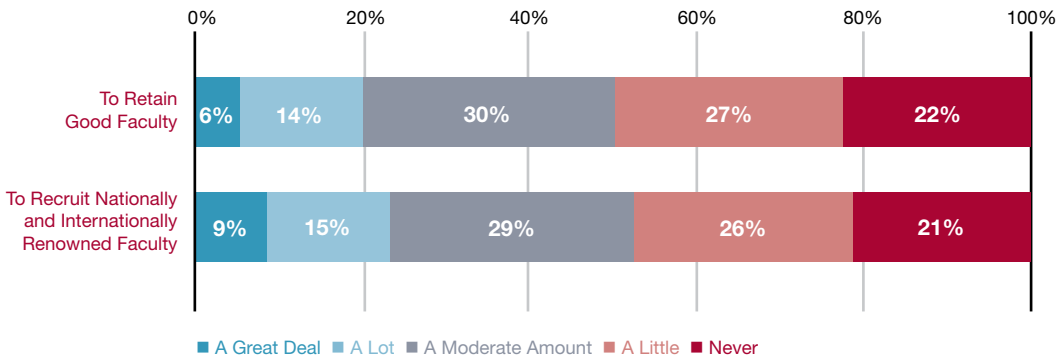
Faculty also see dual hiring as one way to promote diversity by increasing the proportion of women and underrepresented minorities on staff (Figure 23). One department chair remarked, “I think dual-career hiring is going to be critical to increasing the numbers of women and minorities in the professoriate, but it can function successfully only if academic standards and departmental autonomy are maintained and respected.”

In addition to being asked how faculty perceive partner hiring, respondents were asked how their departments use partner hiring. Twenty-four percent agree that departments used couple hiring to recruit nationally and internationally renowned faculty “a great deal” or “a lot,” whereas another 55 percent agree that departments use dual hiring for this reason “a moderate amount” or “a little” (Figure 27). Faculty also agreed that departments use partner hiring to retain good faculty (Figure 27). A number of professors commented that couple hiring provides “great strength to a department’s ability to attract top talent,” especially at the rank of full professor. Survey respondents also commented that couple hiring can bring stability to departments if each partner is well-placed professionally. Fifty-six percent of respondents agreed that academic couples benefit their departments by “adding something valuable” (e.g., loyalty, socializing, synergy) (Figure 23).

Still, couple hiring raises concerns. In our survey, 44 percent of faculty overall (and a little more than one-third of academic couples themselves) worry that hiring a couple in the same department may create conflicts of interest (Figure 23). Concerns can run high when one member of a couple takes on an administrative position. When this happens, some faculty express fears about nepotism, and some dual-hire couples find it “awkward.” One woman department chair “bent over backward” not to favor her husband in any way. Another woman in a law



**FIGURE 27: FACULTY PERCEPTIONS OF HOW DEPARTMENTS USE COUPLE HIRING\***



\* Percentages do not add to 100 due to rounding.

school did not step up to become dean, because her husband was on faculty. Some universities have policies against couples directly supervising each other's work. In such cases, oversight might be transferred to a noninterested party: a dean, provost, or another independent administrator. This, too, has its problems. One female professor thought that she lost out professionally by being supervised by an administrator outside her department who did not know her work well; she thought that she lost the "advocacy" usually associated with a department chair.

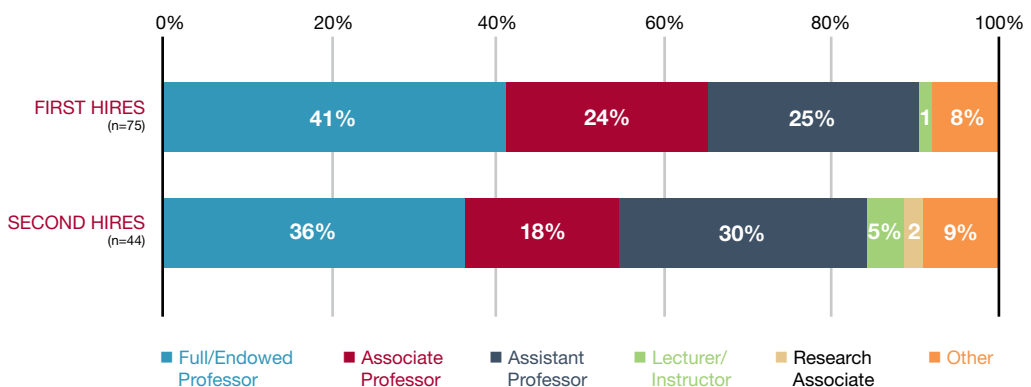
Although a number of faculty worry that by accommodating a partner hire their department will miss out on future hiring opportunities, some departments game the system to increase the size of their group. One second hire applied for an open position in a particular department but was told to withdraw her application and go the partner-hiring route. She obliged and commented that through this arrangement her department got two faculty members for the price of one: She cost the department one-third of her salary; the new faculty member hired through the open search (into a field that complemented her own) was hired at two-thirds of the usual cost by virtue of being appointed jointly with another department.

## Types of Positions

Partners can be hired into all types of academic positions, and universities have been creative about finding good fits. The gold standard for academic employment is, of course, tenure-track or tenured jobs. In our survey, we found that most second hires are in fact placed in tenure or tenure-track positions (see Figures 4 and 28—as noted earlier, it is important to remember that our sample includes full-time faculty only). Offering tenure-track or tenured positions to qualified partners can be “a win-win” situation for everyone involved. Our findings reveal that second hires are as productive as their disciplinary peers (see Are Second Hires Less Qualified Than Other Hires? below).

Partners who are not hired into regular faculty positions are often taken on as adjuncts—lecturers, research associates, visiting professors, and the like—with renewable contracts. A few even become permanent, senior lecturers or the equivalent with good job security. Overall 17 percent of second hires in our survey are taken on as adjuncts, research associates, and so forth. Universities who hire partners as research professors or research associates sometimes provide salary for two years as part of a startup package, but thereafter they expect candidates to provide their own salary and research money through sponsored research. These soft money positions can work in the sciences but are rarely sustainable in the social sciences or humanities where external funding is less available. Sev-

**FIGURE 28: CURRENT RANKS OF FIRST AND SECOND HIRES AT PARTICIPANT MEDICAL SCHOOLS\*\***



**The majority of both first- and second-hire respondents at medical schools are in positions of assistant professor or higher.**

\* Percentages do not add to 100 due to rounding.  
 † See Appendix D for methods notes.

eral partners in our survey commented that they held appointments that allowed them to work as principal investigators in laboratories but were offered few other resources. One vice provost noted that adjuncts at his university generally sought better positions as soon as possible; another reported that lecturers at her university had unionized in efforts to improve conditions.

One difficult situation institutions face is making offers to junior faculty whose partner will not finish his or her Ph.D. or the equivalent for another couple of years and will then go on the job market. Universities may lose their junior hire at that time or need to create another job. One university in our study allows a department or college to “lock in” a good-faith agreement (backed up with available funds) to consider hiring a partner of a particular candidate *in the future*. Another university may offer a partner of a junior hire a two-year postdoctoral fellowship. Although low-income positions, many postdoctoral fellowships require little teaching and allow the partner to build up a good research profile. This buys the university time to be able to perhaps place that partner.

These temporary or ad hoc positions for partners allow couples to move together, and some are designed to tide a partner over until a tenure-track position opens. Nonetheless, these types of positions can also disadvantage partners’ ability to find good permanent employment because temporary positions typically do not provide the resources required to further careers. It is worth reiterating that, once the first hire has formally accepted an offer, his or her power to negotiate diminishes. One professor of English commented that universities need “to face the issue and bite the bullet” at the time of the first hire. Another professor commented that her department lost “a stellar hire” because the departments where the partner might “fit” would not make tenure-track offers. According to this professor, the couple ended up accepting offers at a “comparable university” (in terms of size, location, and research character) that offered the couple two tenure-track positions.

Nevertheless, some partners are willing to accept temporary lectureships, even unpaid courtesy appointments. Couples who wish to be together may choose to maximize their overall situation by accepting one partner’s best job offer and settling for a less-than-optimal position for the other.

A number of respondents to our survey expressed interest in shared or split tenure-track positions.<sup>51</sup> “These can,” one biologist commented, “be very family friendly.”

Less than 1 percent of respondents with academic partners in our survey share or split a position. Only one university in our study offered shared faculty positions as an advertised option. Typically, if a position is split and each partner holds 50 percent, each is eligible for tenure. A number of faculty in our survey expressed interest in such fractional but mainstream positions (for any faculty member, not only couples) as a way to accommodate faculty who might have heavy family responsibilities and suggested that these positions be reviewed every five to seven years with options for new career opportunities as family circumstances change. This scenario works only in areas where the cost of living is sufficiently low for each faculty member to survive on half a salary. It should be noted that job sharing is often not an option for same-sex couples in states that do not allow partner benefits to be offered to unmarried couples.

**“My institution has had to be proactive about partner hiring because there is no ‘peer university’ or college within commuting distance.”**

**– Professor of English**

Although we did not study job sharing in detail, universities with experience in this area suggest that each half position is best treated as a completely independent position in terms of tenure, evaluations, and salary increases. They also note that expectations for “part-time” work should be laid out carefully ahead of time; part time can easily expand to full time without extra compensation or reward. Expectations for expanding part-time to full-time positions also need to be understood on both sides of the table before con-

tracts are signed. Other considerations of importance for shared positions include the following: How independent or interdependent are they? If one half becomes vacant, does a partner have the right to assume the full position, or does that half revert to the department or central administration? What is the tenure process for fractional appointment?

### **Geographic Location**

A key factor in promoting couple hiring is the geographic location of the institution. Major universities in relatively isolated settings, such as small college towns, have a great need to accommodate couples, whereas institutions in metropolitan areas can sometimes successfully offer faculty to neighboring universities or at least expect that the partner will be able to find employment in the area.

Couple hiring can be a boon for universities with no peer institutions within commuting distance. Many of these institutions are in college towns where the low cost of living makes them great places to live and raise families. In our study, five (all of them public) of our 13 institutions are located in areas where they are the only major academic game in town. Many of these universities set aside funds for partner hiring and recognize the desirability of hiring academic couples. One endowed professor spoke of a dual-career “culture” in her department and noted that such hiring enhances faculty loyalty to the university.

Universities in metropolitan areas (eight in our study, five of them private) have the advantage of potentially placing partners in other local universities. It is not unusual, for example, for Harvard to call upon MIT or Boston University, Stanford upon Berkeley or Foothill College, or Columbia upon New York University or one of the many other local universities to place a partner or vice versa. Recognizing this advantage of having multiple academic institutions within reasonable commuting distance, universities are turning more and more to the Higher Education Recruitment Consortia (HERC). Thirteen HERCs, with more than 300 member institutions, have been founded since early 2000, first in Northern California and now in New England, Metro New York and Southern Connecticut, Chicago, Michigan, St. Louis, and elsewhere; a national office was established in 2008. They provide a systematic approach to what used to happen informally: They support the efforts of member institutions to “recruit and retain outstanding and diverse faculty and staff and to assist dual-career couples” through the sharing of “information, re-

**“My department has what can be called a dual-career ‘culture’; there is general consensus regarding the desirability of hiring academic couples inside and outside the department.”**

**– Professor of History**

sources, and best practices.”<sup>52</sup> The Northern California HERC includes 52 institutions, ranging from the California State Universities to Stanford and the University of California, Berkeley. Similarly, the Metro New York and Southern Connecticut HERC networks 42 colleges and universities, including Columbia University, Vassar College, Fordham University, and Yale. The usefulness of these organizations depends largely on geographic proximity between pairs of institutions.

The many HERCs springing up around the country provide web-based search engines that include listings for all faculty, staff, and executive jobs at member institutions and allow couples to search for two jobs simultaneously. Couples—especially at the junior level—can match job opportunities within specific geographic locations. One of HERC’s strengths is facilitating collaboration between diverse institutions, which gives faculty partners a broad array of choices in searching for institutions that fit their preparation and background. As one provost remarked, however, other universities currently have little incentive to hire a partner from another university: “It’s usually a long shot.” But over time, HERC may build strong direct relationships among local institutions. Indeed, connections could warm when the partner proposed is better than a neighboring institution might otherwise be able to attract. They would also warm if cash were exchanged. A statistics professor commented that institutions might better deliver on their often earnestly held commitment to facilitating opportunities for dual-career academic couples if neighboring institutions explored “constructive, cash-exchanging partnerships.” A university, such as the University of California, Berkeley, which provides housing benefits, for example, might profitably place a partner at nearby Mills College, which does not. Or the institution of the first hire might offer to pay part of a second hire’s salary at a HERC member institution for a specified length of time—loosely following the model of departments that cost share within institutions.

Couples who do not find positions at the same or neighboring institution(s) often commute (or one may drop out of academia altogether). When professors face long commutes, universities tend to lose in terms of faculty research, contact hours with students, committee work, and, most importantly, in terms of the kind of serendipitous intellectual exchange that happens when people run into each other informally.<sup>53</sup> Faculty tend to lose in terms of time spent with family and with scholarly colleagues. Needless to say, academic partners prefer to work near one another. The majority of survey respondents with academic partners (including those who work on different campuses) found faculty jobs within reasonable commuting distance (one hour or less). However, if necessary, some faculty will

commute thousands of miles and keep separate households in order to have the jobs they desire.

Couple hiring is a welcome solution for academic couples who have spent substantial time on the road. A woman faculty member in the humanities who was a second hire exuded, “I am incredibly fortunate to work at an institution where dual-career hiring is a universitywide priority and where funds are made available to make these hires possible. My husband and I commuted between academic appointments thousands of miles apart for five years and now are both tenure-track in the same department. This possibility was instrumental in our decision to come to this institution. There are many dual-career couples in our department, so we do not feel professionally isolated because of our situation.”

### **Are Second Hires Less Qualified Than Other Hires?**

One problem with couple hiring is that a stigma of “less good” often attaches to a second hire; as noted above, 74 percent of second-hire respondents in our sample are women. Twenty-nine percent of respondents in our survey reported that their departments had, in fact, hired a partner whom they considered “under-qualified,” and 37 percent of all respondents report that a second hire is treated with less respect than a first hire in their departments (Figure 23). These findings have serious implications. Hiring under-qualified faculty dilutes the quality of departments. Treating faculty as second-class citizens disrupts departmental collegiality, leading to poor working conditions all around.

**“One partner is almost always perceived as better than the other. The other partner then suffers, in terms of what is offered, in reduced long-term support, and also psychologically as a second-class citizen.”**

**– Professor of Medicine**

In the best-case scenario, departments make careful decisions, and second hires are well qualified and treated with respect. One female faculty member wrote, “Even though I was an accompanying hire, I have been treated with the utmost respect in my position, have received ample support, and have been very successful in reaching my goals. I am currently going through the tenure/promotion process (successfully so far) and feel that I have a rewarding future in front

of me at this institution.” A woman professor in the humanities wrote, “My colleagues are wonderful and I have never been treated as a second-class citizen (in fact, I was told that they hired my husband so that they could hire me—not true, but a nice gesture).” Still another woman added that her experience has been good; her institution has treated both partners as regular faculty members each with distinct roles.

More often, though, the picture is not so rosy. A number of respondents commented that they have been treated like “trailing spouses” since they were hired. “It is a highly stigmatized situation,” one lamented. Another stated, “Some colleagues see me first as someone’s wife.” A male faculty member noted that his institution regularly treats “secondary” hires as second-class citizens, regardless of gender, by offering the second hire a rank below his or her previous academic rank or, in his case, refusing to continue tenure, or both. A male professor of medicine commenting on couple hires said, “One partner is almost always perceived as better than the other. The other partner then suffers, in terms of what is offered, in reduced long-term support, and also psychologically as a second-class citizen.” He continued that, in his view, the most successful partner hires are those where couples are hired at the same rank and either work together as an effective team or work completely independently in separate departments. A second hire (a biologist) wrote that the downside for a second hire (when viewed as a trailing spouse) is that the university does just enough to keep him and his partner but that the package given him was limited in terms of position, salary, laboratory space, and money. Not having a “full laboratory,” he continued, “slows down productivity and makes movement into a tenure-track position either here or elsewhere more difficult.”

In some cases, institutional and departmental priorities and cycles may determine who becomes the first hire, and academic couples may flip lead partner over the course of their careers. In our survey, dual-hired faculty explained that at some times and in some places the current second hire has been the first hire. One partner in a same-sex couple in the humanities noted that she and her partner had managed four dual hires over 16 years at “full rank and full salary.” Our data suggest this kind of success is rare. Her partner commented further that for two of those hires she was the first hire and for two of those hires her partner led. In a sense, who is the first hire—in couples who are well matched professionally—can be arbitrary and depend on the hiring priorities of an institution and what job has been advertised.



No matter who is hired first, however, the second hire may be made to feel unwelcome. Moreover, women who were hired by institutions through an open search and not as part of a couple hire are sometimes, nonetheless, seen as a “spousal” hire with the stigma that that might entail.

Given the strong views on this topic, we set out to measure the academic productivity of second hires in our data set. Academic productivity is complicated to examine and difficult to quantify. A scholar’s productivity is a function of so many tangibles and intangibles, and measures of productivity—number of journal articles, number of books, their impact, and so on—vary greatly from discipline to discipline. In our data set, the issue of productivity and second hires is further complicated by small sample sizes. Among 9,043 respondents to our survey, 291 identified themselves as the second hire in a dual-hire scenario; when split by discipline, these numbers become, obviously, even smaller. Despite these methodological limitations and conceptual caveats, our data suggest that second hires are *not* less productive than are their disciplinary peers, contrary to the stereotypes and stigma attached to the partner who “follows.”

Taking the three disciplines with the largest second-hire sample sizes in our data set (natural sciences, social sciences, and humanities), and looking at assistant, associate, and full/endowed professors only, we examined the relationship between second-hire status and number of articles published over the course of a career after controlling for the respondent’s gender and rank, two major and interrelated “predictors” of publication rates.<sup>54</sup> Although journal articles may carry more or less weight by discipline (in terms of calculating total productivity), we examined each discipline separately, such that an individual’s article count was always compared with article counts of other scholars in her or his own discipline. Article counts varied reasonably in each discipline; to compensate for the skewed nature of the variable, we used a natural log transformation of number of articles to normalize the distribution.

Because books, rather than articles, are particularly important indicators of productivity for scholars in the humanities, we also examined the number of books published among respondents in this field alone, again using the natural log transformation of the variable and the same controls as we used in the articles analyses. Appendix C provides additional details about our methodology.

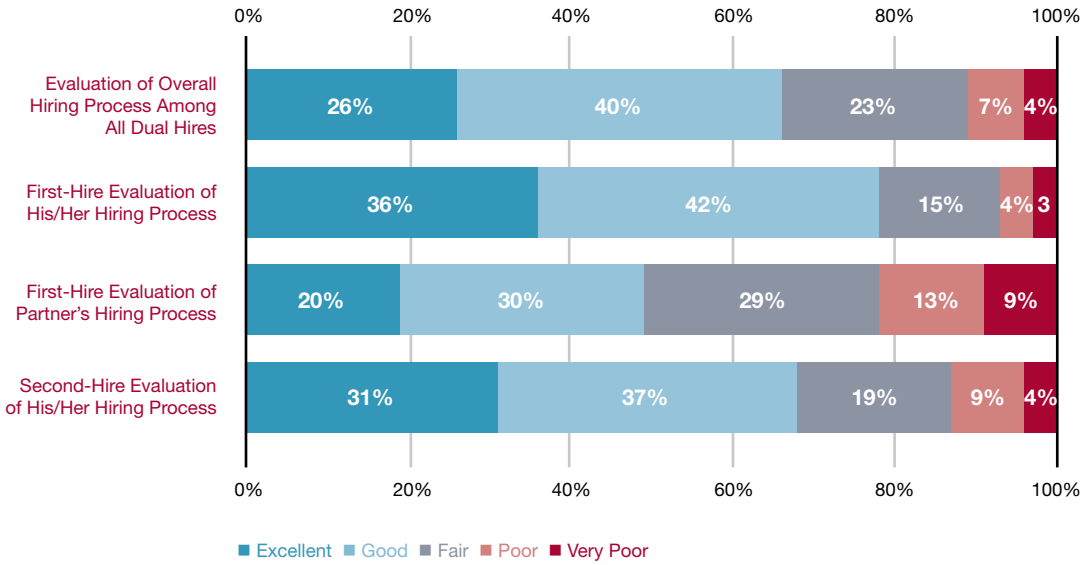
Starting with simple correlations, being a second hire was negatively correlated with the number of articles in both the natural and social sciences, but this relationship was reduced to statistical nonsignificance once gender and rank were controlled using linear regression procedures. In the humanities, being a second hire was not correlated with either measure of productivity (articles or books), and the variable did not enter either regression equation as a significant predictor. Thus, our data suggest that productivity levels among second hires are not significantly different from those among their peers after data are disaggregated by field, and gender and rank are accounted for. We should reiterate, however, that these data describe full-time faculty employed in tenure-track positions, that is to say, faculty who successfully landed tenure-line jobs and are still employed in academia. Of course, future analyses of productivity among larger samples of second hires and their peers must explore the many additional and complex factors that affect both publication count and record, such as impact of scholarship, available resources for research, and the like.

### **Evaluating the Dual-Hiring Process**

We close this report by looking at how academic couples evaluate their hiring processes. Ours is necessarily a crude measure given that practices differ greatly across institutions. We encourage universities to develop effective methods for evaluating their own policies and practices.

Dual-hire respondents in our survey were relatively satisfied with their hiring process because they are academics who achieved the “holy grail” of two positions (frequently tenure and tenure-track) at the same or neighboring institution(s) (Figure 29). As might be expected, the majority of respondents in this category (66%) rate the dual-hire process at their university “good” or “excellent.” The first hire typically goes more smoothly than the second. First hires (both men and women) found the process of their own hires good or excellent (78%) but were not as happy with the hiring process for their partners. Second-hire respondents, by contrast, were, for the most part, satisfied with their hiring process, although it is important to keep in mind that second hires in our sample are full-time faculty members. First hires who found their partners’ hiring process unsatisfactory may be reporting on partners who did not achieve full-time faculty status.

**FIGURE 29: EVALUATING THE DUAL-HIRING PROCESS\***



If we zoom in on the 381 dual hires who were dissatisfied with their hiring process—that is, dual hires who rated at least one aspect of the hire “fair,” “poor,” or “very poor”—44 percent of them were dissatisfied with the second hire’s offer; 32 percent were dissatisfied with the way their department chair handled the situation. The university upper administration was also cited as not lending sufficient support to the process (26%). Finally, 27 percent thought that they did not receive what was promised during negotiations.

## Concluding Remarks

One professor in our study commented that dual hiring can be a “win-win strategy”—smart for universities because they are often able to “lock in” two excellent researchers; and smart for couples because, all other things being equal, they enjoy a better quality of life. Indeed, our data show that faculty take partners’ career success very seriously when weighing their own career opportunities. With academic couples comprising some 36 percent of the professoriate and dual hires making up 10 percent of all hires in our study, couple hiring has become an important part of the institutional landscape. Our data suggest that today’s academics are determined more than ever to strike a sustainable balance between working and private lives. When they have choices, couples prefer to live together and take jobs where each partner can flourish professionally. Universities risk losing prized faculty if suitable employment cannot be found for qualified partners.

This report has shown that couple hiring is also important for enhancing gender equality. Academic women more often than men have academic partners and more often than men refuse job offers if their partners cannot find satisfactory employment. Moreover, senior women first hires will, more often than men, seek to place partners who are their equals in terms of rank and status. Understanding how men and women think about, and value, their partnerships may help universities refine policies governing couple hiring in ways that promote greater gender equality.

Further, this study confirms that couple hiring is important for attracting more women to underrepresented fields, such as engineering and the natural sciences. Academics practice disciplinary endogamy; they tend to couple in similar fields of study and often work in the very same department.

As we have emphasized, dual-career academic hiring must be done carefully. In couple hiring, as in any faculty search, each case is unique and must be considered on its merits. No one gains from a weak or inappropriate partner hire—least of all the partner him- or herself.

A key recommendation of this report is that universities develop agreed-upon and written policies or guidelines for vetting requests for partner hiring. The purpose of such policies is to increase transparency, consistency, and fairness. We are not proposing that universities necessarily hire more couples; we are proposing that when a search committee or department chair is alerted to the fact that a candidate or faculty member has a partner seeking employment, each institution has a process that moves that request swiftly and carefully to an appropriate outcome. Transparent and consistent policies do not in themselves determine outcomes; they do not dictate standards for hires. Policies define the process by which partners are considered for hire. Outcomes depend on the quality of candidates, institutional priorities, and available funding.

Academic couples represent a deep and diverse talent pool. Dual-career academic hiring is today one of the many strategies universities are developing to recruit and retain top talent from the broadest range of applicants. Supporting dual careers opens another avenue by which universities can compete for the best and brightest and enhance competitive excellence.

## APPENDIX A

# Study Methodology and Survey Demographics

Designed by Stanford University's Clayman Institute for Gender Research, the Managing Academic Careers Survey presented up to 46 questions for all respondents, with six additional questions for respondents with academic partners (e.g., partner's rank and field of appointment) and another 11 questions for respondents who had participated in a dual hire (e.g., respondent was a first, second, or joint hire). The survey collected general data on faculty demographics, partner status, satisfaction, productivity, households, mobility, and perceptions of couple hiring. As part of the survey design process, the Clayman Institute convened a faculty seminar on dual hiring in November 2005 and two focus groups with Stanford administrators and faculty in January 2006. Survey questions were tested in live pilot sessions with Stanford faculty during the spring of 2006. The online version of the survey was piloted in July 2006.

Over the course of 2006, the institute recruited 13 leading U.S. research universities to participate in our study (five private institutions and eight public). Twelve of these 13 universities are classified in the 2005 Carnegie Classification as Research Universities (very high research activity) and one as a Special Focus Institution. Universities were selected to represent major geographic regions across the United States as well as metropolitan areas and college towns.

Between November 2006 and January 2007, the institute, with the assistance of each of our participant universities, administered the online survey to nearly 30,000 faculty who were identified as full time by administrators at each institution. The study was limited to full-time faculty because (1) this was the group of faculty to whom we had most ready access given institutional data and (2) this is the group that represents the core of the professoriate. Faculty were sent an e-mail invitation that described the project as "a

new nationwide faculty survey." Faculty received a total of four e-mails regarding the online survey (one introductory e-mail and three follow-up e-mails with the survey link). Survey respondents did not receive compensation for their participation. A total of 9,043 faculty responded to the survey, constituting a 30.4 percent response rate.<sup>55</sup> Eleven percent of our faculty respondents ( $n=1,027$ ) provided substantive open-ended comments in addition to their survey responses; we report representative views across these comments. We also interviewed administrators and faculty at 18 universities (our 13 participant universities plus five others) in order to collect as many innovative dual-career hiring practices as possible.

Figure A-1 summarizes basic demographic characteristics of our respondents. The percentages of Hispanic/Latino/a and Black/African American respondents do not add to the total percentage of underrepresented racial/ethnic minorities (see Box 1 above, Partner Status of Underrepresented Minorities) because some respondents who were classified as "Other" marked multiple underrepresented ethnicities and/or Native American/Alaskan. These respondents are included in our full subsample of underrepresented minority faculty ( $n=596$ ).

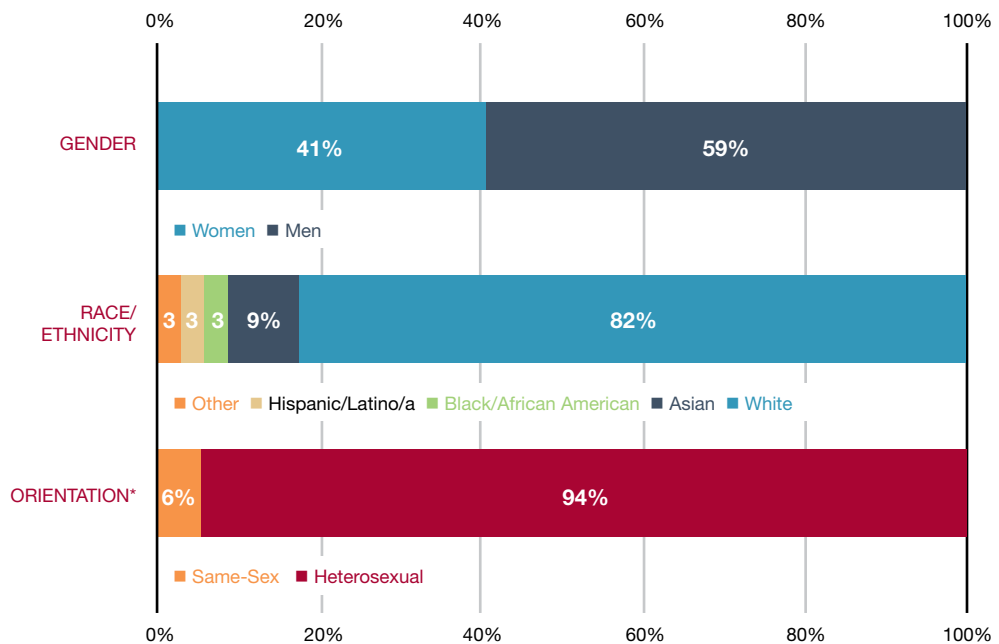
As Table A-1 shows, women are overrepresented in our survey sample. Women comprise 41 percent of respondents, 31 percent (on average) at the institutions we surveyed, and about 38 percent of instructional and research faculty at four-year institutions nationally.<sup>56</sup> However, we opted not to weight our survey data to "correct" for the overrepresentation of women because most of our core analyses and key results are conducted and reported for men and women separately.

Moreover, our sample is representative of the faculty population at our participating universities on other key measures. The proportion of underrepresented racial/ethnic minorities in our sample is essentially the same as that among the full population. In addition, the relative proportions of full, associate, and assistant professors in our sample are closely aligned to those in the population. (Nearly all of the 13 institutions provided rank statistics for their faculty population; only a small number of institutions, however, provided information on the numbers of off-tenure-track and adjunct faculty, so we report the population proportions of full, associate, and assistant professors only in order to determine the representativeness of our sample by rank.) The distribution of the faculty population by field was provided by some institutions, but not all; further, because of wide variation in the way that

institutions themselves structure schools and colleges, we decided to compare our distribution of respondents by field to a weighted national distribution of full-time faculty at four-year institutions. This comparison shows our survey sample to be fairly representative of all fields except humanities and medicine. Humanities faculty are underrepresented in our survey sample; medical faculty are overrepresented. Nearly all of our 13 participating universities have medical schools.

As noted earlier, it is important to remember that our sample included full-time faculty only, which means that our survey data are representative of full-time faculty only. The distribution of second-hire respondents by rank, for example, might be slightly different had all faculty (part time, full time, and otherwise) participated in the study.

**FIGURE A-1: SURVEY DEMOGRAPHICS\***



\* Because of the way our data were gathered, the proportion of same-sex faculty was computed among partnered respondents only.

**TABLE A-1: SELECT SAMPLE AND POPULATION STATISTICS: GENDER, RACE/ETHNICITY, AND PROFESSORIAL RANK\***

(ALL NUMBERS ARE ROUNDED AND VALID PERCENTAGES)

	“Managing Academic Careers” respondent sample: (N=9,043)	“Managing Academic Careers” respondent sample: Full, Associate, Assistant Professor only	Population at participating institutions
<b>Gender</b>			
Women	41		31
<b>Race/Ethnicity</b>			
Underrepresented minority	7		8
<b>Current rank</b>			
Full Professor	36	41	44
Associate Professor	24	28	26
Assistant Professor	27	31	30
Lecturer, Instructor	7		
Research Associate	2		
Visiting Scholar, Emeritus, Medical School Faculty, Other	4		
<b>Current rank: women only</b>			not available
Full Professor	24		
Associate Professor	26		
Assistant Professor	34		
Lecturer, Instructor	10		
Research Associate	1		
Visiting Scholar, Emeritus, Medical School Faculty, Other	5		
<b>Current rank: men only</b>			not available
Full Professor	45		
Associate Professor	23		
Assistant Professor	23		
Lecturer, Instructor	5		
Research Associate	2		
Visiting Scholar, Emeritus, Medical School Faculty, Other	3		

Note. In our survey, respondents were asked to mark one of 11 rank categories. The first two were “Endowed Professor” and “Full Professor.” For the purpose of this table, “Endowed” and “Full” are collapsed into one category. Population data from participating institutions do not differentiate between endowed and full. “Medical School Faculty” is a category for any respondent in Medicine who chose not to mark one of the other 10 categories due to different tenure and ladder lines in medical school. It was a category accompanied by a drop-down menu that allowed respondents to indicate clinical/non-clinical position and status. Population data were collected from participating institutions and Association of American Universities Data Exchange (AAUDE); only those statistics for which data were obtained from at least 11 of the 13 schools are reported. Since not all of our institutions provided data such as sample size (which would have allowed us to compute weighted percentages), we have simply reported mean percentages on most measures.

\*Percentages may not add to 100 due to rounding.



**TABLE A-2: SELECT SAMPLE AND NATIONAL STATISTICS: FIELD OF STUDY\***  
**(ALL NUMBERS ARE ROUNDED AND VALID PERCENTAGES)**

	“Managing Academic Careers” respondent sample: (N=9,043)	National statistics
<b>Current field of appointment</b>		
Business	5	7
Education	5	8
Engineering	9	6
Humanities	18	31
Law	2	1
Medicine	28	6
Natural Sciences	19	21
Social Sciences	15	17
Other	n/a	3
<b>Current field of appointment: women only</b>		
Business	4	5
Education	7	12
Engineering	4	2
Humanities	22	33
Law	2	1
Medicine	30	12
Natural Sciences	14	13
Social Sciences	18	17
Other	n/a	5
<b>Current field of appointment: men only</b>		
Business	6	8
Education	3	6
Engineering	12	8
Humanities	15	29
Law	2	1
Medicine	27	3
Natural Sciences	23	25
Social Sciences	14	16
Other	n/a	3

Note. National statistics are derived from the Higher Education Research Institute Faculty Survey, 2004-2005, and refer to full-time faculty at four-year institutions only.

Field categories are not identical between our survey and HERI data, thus limiting exact comparability.

\*Percentages may not add to 100 due to rounding.

## APPENDIX B

# Percentage of Academic Couples in Same Department, by Gender

		Men Respondents with Partner in Same Department	Women Respondents with Partner in Same Department	All Respondents with Partner in Same Department
All Business Departments		27.8	48.4	35.6
SCIENCE DEPARTMENTS	Agriculture/Forestry	36.8	43.8	40.0
	Astronomy/Astrophysics	45.5	100.0	60.0
	Atmospheric Sciences	57.1	66.7	60.0
	Biochemistry	46.7	41.2	43.8
	Biology	56.3	53.8	55.2
	Biophysics	20.0	0.0	16.7
	Botany	33.3	75.0	57.1
	Chemistry	18.8	46.2	31.0
	Computer Science	10.5	100.0	15.0
	Earth Sciences	21.4	71.4	38.1
	Environmental Science/ Conservation/Natural Resources	25.0	50.0	35.7
	Geology	50.0	66.7	55.6
	Marine Sciences	0.0	66.7	40.0
	Mathematics	37.9	70.0	51.0
	Physics	30.4	58.3	40.0
	Statistics	30.0	33.3	31.3
	Zoology	0.0*	0.0*	0.0*
Other (for Computational, Physical, and Life Sciences)	23.1	37.9	29.4	
All Science Departments		54.2	82.7	65.7

All Education Departments		54.5	35.9	42.3
ENGINEERING DEPARTMENTS	Aerospace	0.0	–	0.0
	Architectural	0.0	100.0	50.0
	Bio-/Biomedical	0.0	33.3	9.1
	Chemical	0.0	0.0	0.0
	Civil	0.0	0.0	0.0
	Computer Science	11.1	44.4	27.8
	Electrical	6.7	0.0	5.6
	Environmental	0.0	0.0	0.0
	Industrial	0.0	33.3	20.0
	Materials	16.7	25.0	21.4
	Mechanical	22.2	57.1	37.5
	Nuclear	0.0*	–	0.0*
	Other (for Engineering)	16.7	0.0	14.3
All Engineering Departments		24.7	64.3	39.6
HUMANITIES DEPARTMENTS	Architecture/Applied Design	33.3	33.3	33.3
	Art and Art History	20.0	38.5	30.4
	Classics	40.0	45.5	42.9
	English Language and Literature	48.0	57.5	53.7
	Ethnic/Cultural/Area Studies	0.0	45.5	35.7
	Foreign Language and Literature	70.0	40.8	51.9
	History	25.8	40.4	34.2
	Linguistics	33.3	50.0	41.7
	Music and Music History	57.1	50.0	55.2
	Philosophy/Religious Studies	50.0	53.8	52.2
	Visual and Performing Arts	46.2	55.6	50.0
	Women/Gender/Sexuality Studies	0.0	0.0	0.0
	Other (for Humanities)	28.6	18.2	25.0
All Humanities Departments		78.0	69.6	73.4
All Law Departments		38.4	78.9	62.5

MEDICAL SCHOOLS / DEPARTMENTS	Anatomy	0.0	0.0	0.0
	Anesthesiology	27.3	50.0	33.3
	Biochemistry	50.0	–	50.0
	Dentistry	20.0	85.7	47.1
	Dermatology	60.0	0.0	37.5
	Emergency Medicine	50.0	50.0	50.0
	Family Medicine	60.0	0.0	25.0
	Internal Medicine	29.4	45.0	36.3
	Microbiology	0.0	28.6	20.0
	Neurology	0.0	37.5	21.4
	Nursing	0.0	8.3	7.7
	Obstetrics and Gynecology	50.0	14.3	30.8
	Ophthalmology	0.0	0.0	0.0
	Optometry	100.0*	100.0*	100.0*
	Orthopedic Surgery	0.0	50.0	33.3
	Otolaryngology	0.0	–	0.0
	Pathology	9.1	18.8	14.8
	Pediatrics	57.1	18.8	34.0
	Pharmacology	27.3	62.5	42.1
	Physical Medicine/ Occupational Therapy/ Rehabilitation	–	0.0	0.0
	Physiology	16.7	0.0	10.0
	Psychiatry	23.1	9.1	16.7
	Public Health/Preventive Medicine/Clinical Social Work	40.0	0.0	10.0
Radiology	45.5	22.2	35.0	
Surgery	7.1	22.2	13.0	
Veterinary Sciences	20.0	22.2	21.1	
Other (for Medicine)	17.4	13.0	15.2	
All Medical Schools/Departments	70.3	68.3	69.3	

SOCIAL SCIENCE DEPARTMENTS	Anthropology/Archaeology	42.9	42.9	42.9
	Communications/Media Studies/Journalism	31.8	21.4	27.8
	Economics	42.1	69.2	53.1
	Geography/Urban Planning	27.3	22.2	25.0
	Library/Information Science	57.1	25.0	36.8
	Political Science/Government	47.8	47.6	47.7
	Psychology	52.4	41.7	46.7
	Public Policy	28.6	16.7	23.1
	Social Work/Public Administration	25.0	25.0	25.0
	Sociology	63.3	57.6	60.3
	Other (for Social Work)	43.5	24.3	31.7
All Social Science Departments	57.8	58.8	58.3	

Note. All percents are valid.

"—" means there were no respondents in this specific department.

Departments with asterisks (\*) are those with 10 or fewer total respondents in our sample; the percentage of couples who are in the same department is typically based on a smaller *n* because not all respondents had an academic partner and provided partner department data.

## APPENDIX C

# Methodological Note for Productivity Analyses

Four linear regressions were conducted for these analyses: The first predicted the number of articles published over the course of a career among respondents in natural science subdisciplines; the second predicted the number of articles among respondents in social science subdisciplines; and the third and fourth predicted the number of articles and books, respectively, among respondents in humanities subdisciplines. Given the parameters for our analyses (i.e., excluding lecturers), there were 1,462 respondents in natural sciences (of whom 39 were self-identified second hires), 1,177 respondents in social sciences (66 second hires), and 1,335 respondents in humanities (68 second hires).

On the survey, respondents were asked to enter the number of articles they had published over their career; entries ranged from 0 to 999. In each discipline, the variable was extremely skewed; as a result, we analyzed number of articles expressed as a natural logarithm. The distribution of books among humanists was also skewed (although to a lesser extent than was the number of articles) and was therefore analyzed using the natural log. Listwise deletion was used for each regression, and final *n*'s are listed in the table that follows.

In each regression, we controlled for three variables before testing the "effect" of second-hire status (0 = not a second hire, 1 = second hire) on total number of articles or books published: gender (0 = male, 1 = female) and rank (two categorical dummy variables for full professor and associate professor, each coded 0/1, with assistant professor as the reference group). We selected these controls for two reasons.

First, gender and rank are important factors to consider in productivity, as previous research suggests.<sup>57</sup> Rank is an obvious control both alone and as it relates to gender: Higher-rank-

ing faculty tend to have more publications, and higher-ranking faculty tend to be men. Previous research also suggests that women's productivity may be lower than that of their male peers even after accounting for gender differences in rank and experience, which may be at least partly attributable to gender differences in teaching commitments versus involvement in funded research, size of laboratories, and other structural, social, and cultural issues.<sup>58</sup> At the same time, however, the average citation count per publication is higher among academic women than among academic men, even though men have a greater number of total publications (and citations) overall.<sup>59</sup> Thus, gender and rank are closely tied to productivity—in terms of both quantity and quality of published work.

Second, women and lower-ranking faculty comprise a greater proportion of the 291 self-identified second hires in our data set (compared with men and higher-ranking faculty). Therefore, to separate possible "second-hire effects" from possible "gender and rank effects" described above, gender and rank must be controlled first in the regression models. Put in a different way, to quantify the relationship between being a second hire and number of articles or books published net of other factors that may affect their productivity, we first controlled for gender and rank. Second-hire status was tested in the third block.

As described in the body of the report, once gender and rank were controlled for in the natural and social sciences, the significant negative correlation between second-hire status and number of articles lost significance, and the second-hire variable did not enter the regression equations as a significant predictor. In the humanities, the simple correlation between second-hire status and number of articles or books was not significant to begin with and did not enter the regression equations as a significant

predictor. Thus, the publication records of second hires in the sciences and humanities did not significantly differ from those among their peers once data were disaggregated by field, and gender and rank were accounted for.

Small sample sizes indicate that the results of these regressions should be interpreted cautiously. Moreover, the samples for these analyses include faculty in full-time tenure-line positions only, meaning that these are second hires and colleagues who have been “successfully” hired

into the academy. Finally, we did not include several control variables here that might be included in future models using larger samples, such as time since degree, teaching responsibilities, and resources available for research. Inclusion of these controls would help to explain not only second-hire effects (or the absence thereof) but also any gender differences in total number of publications that could not be explained by rank alone. Analyses of scholarly effect would help to elaborate these findings as well.

**TABLE C-1: RESULTS OF LINEAR REGRESSIONS TO ESTIMATE THE RELATIONSHIP BETWEEN SECOND-HIRE STATUS AND NUMBER OF JOURNAL ARTICLES AND BOOKS PUBLISHED IN CAREER**

	N (after listwise deletion)	Mean (SD)	Pearson's r		Final Beta		Adjusted R <sup>2</sup>
<b>Natural Sciences</b>	<b>1,458</b>						<b>.338</b>
Dependent variable: number of articles (natural log)		3.67 (1.18)					
Gender: female		0.28 (0.45)	-.207	***	-.079	***	
Rank: full professor		0.51 (0.50)	.545	***	.646	***	
Rank: associate professor		0.22 (0.42)	-.136	***	.216	***	
Second-hire status		0.03 (0.16)	-.061	*	-.012		
<b>Humanities</b>	<b>1,332</b>						<b>.296</b>
Dependent variable: number of articles (natural log)		2.46 (1.18)					
Gender: female		0.49 (0.50)	-.140	***	-.046		
Rank: full professor		0.40 (0.49)	.474	***	.648	***	
Rank: associate professor		0.33 (0.47)	-.050	*	.323	***	
Second-hire status		0.05 (0.22)	-.008		.021		
<b>Humanities</b>	<b>1,332</b>						<b>.372</b>
Dependent variable: number of books (natural log)		0.80 (0.70)					
Gender: female		0.49 (0.50)	-.161	***	-.051	*	
Rank: full professor		0.40 (0.49)	.548	***	.721	***	
Rank: associate professor		0.33 (0.47)	-.092	***	.322	***	
Second-hire status		0.05 (0.22)	.000		.036		
<b>Social Sciences</b>	<b>1,174</b>						<b>.422</b>
Dependent variable: number of articles (natural log)		2.96 (1.17)					
Gender: female		0.46 (0.50)	-.186	***	-.028		
Rank: full professor		0.39 (0.49)	.557	***	.741	***	
Rank: associate professor		0.28 (0.45)	.014		.383	***	
Second-hire status		0.06 (0.23)	-.063	*	.009		

\*\*\*p < .001 \*\*p < .01 \*p < .05

Note. Only assistant, associate, and full or endowed professors were included in these analyses.

## APPENDIX D

# Methods Notes for Figures

Not all figures and boxes have an accompanying methodological note.

**Figure 1.** Unless otherwise noted, (1) whenever we report sample sizes for a given group or subgroup, we report full  $N$ 's (rather than valid  $N$ 's for each survey item), and (2) all percents in this and following figures are rounded and valid. For additional details about methodology, please contact the study authors.

**Figure 2.** The  $n$ 's for women and men do not add up to the  $N$  for all because some respondents did not mark their sex on the survey.

**Figure 4.** On the survey, respondents were asked to mark one of 11 current ranks (the survey did not ask for respondent's rank at time of hire). In these and subsequent rank charts, and unless otherwise noted, "Other" includes respondents who marked "Other" as well as respondents who marked an option titled "Medical School Faculty." This latter option was for respondents in medicine who chose not to mark the position of full professor, associate professor, assistant professor, and so on. As noted in Appendix A, this option was accompanied by a drop-down menu that allowed respondents to indicate clinical or non-clinical status. For any given subgroup, the number of respondents who marked this option was relatively small.

For these and subsequent rank charts, full professor and endowed professor, two separate response options in the rank question, are collapsed. Respondents who marked full or endowed professor denote "senior-ranking" faculty throughout the text.

**Figure 6.** Because of different tenure and ladder lines in medicine, these data exclude all respondents and academic partners in the medical schools at our participating universities. Put

differently, an associate professor and assistant professor in medicine may actually have the same "status" but different ranks if one is on a clinical line and the other, on a non-clinical line. Thus, making statements about who is paired with "lower-," "equal-," or "higher-" ranking partners is most clear when looking at respondents outside of the medical school only. Analyses in Figure 6 are limited to respondents in heterosexual partnerships.

**Figure 9.** The survey asks respondents to list their year of appointment at their current institutions only. Each hiring cohort in this chart (1970s, 1980s, 1990s, 2000s) includes all survey respondents who were hired at their current institutions during that decade.

**Box 4.** Data include full, associate, and assistant professors only. Source: *Digest of Education Statistics, 1973–2007*, National Center for Education Statistics.

**Figure 13.** Because of the way survey branching was designed, these analyses were limited to respondents in academic couples where the academic partner was (1) currently working in the academy or (2) currently searching for work in the academy. The sample is further limited to respondents who provided general field of appointment for both her/himself and her/his partner.

**Figure 14.** Because of the way survey branching was designed, these analyses were limited to respondents in academic couples where the academic partner was (1) currently working in the academy or (2) currently searching for work in the academy. The sample was further limited to respondents who provided specific department of appointment for both her/himself and her/his partner.



**Figure 15.** Respondents were not asked to provide the racial/ethnic background of their partner, so “Underrepresented Minority Academic Couple” in this context refers to race/ethnicity of respondent only. Because of the way survey branching was designed, these analyses were limited to respondents in academic couples where the academic partner was (1) currently working in the academy or (2) currently searching for work in the academy. The sample is further limited to respondents who provided general field of appointment for both her/himself and her/his partner.

**Figure 18.** Data are limited to faculty respondents with partners who are currently employed. We define these respondents as having (1) employed, non-academic partners, (2) academic partners employed in the academy, or (3) academic partners employed outside of the academy. Sample sizes for these respondents by rank are provided in the chart.

**Figure 20.** The sample sizes listed in this chart are the numbers of men and women in academic couples who indicated that they have refused an outside offer in the past five years. These respondents were then asked to mark reasons for refusal on a simple “Yes/No” scale.

**Figure 21.** This survey question was measured along a five-point scale, from 1=“Major loss” to 5=“Major gain.” In this chart, “percent reporting loss” includes respondents who marked “major loss” or “loss.”

**Figure 24.** The survey asked sequential dual-hire respondents to indicate if their dual hires were for recruitment or retention purposes. Data in this figure include first- and second-hire respondents in both recruitment and retention cases. In a series of survey questions specific to their dual-hire process, first- and second-hire respondents were then asked who raised the topic of partner employment: the first hire in the couple, the second hire in the couple, the hiring department/committee, the hiring dean, other, or “topic not raised.”

**Figure 25.** Data are limited to first- and second-hire respondents in recruitment dual hires only, because the survey question (“What was the first time that job opportunities for the second hire were discussed?”) was not asked of respondents in retention dual hires. In this chart, “rank” refers to rank of first hire (as provided by self-reported first hires plus partner rank data for self-

reported second hires); all possible response categories are included in the chart; and sample sizes are valid *n*’s in response to this question.

**Figure 26.** Respondents who marked “no opinion” are excluded from these analyses. The percent of these respondents ranged from 15–24 percent of all valid responses to each question.

**Figure 28.** We define medical faculty as those who have primary appointments in field of medicine, marked “medical school faculty” in response to the rank question, and/or responded to a clinical/non-clinical line medical school drop-down menu on the survey. We do not split these data by sex because of small *n*’s. As with earlier rank charts, “Other” includes respondents who marked “medical school faculty.” Some of these respondents then went on to indicate their clinical status.

## APPENDIX E

# Model Dual-Career Program Guidelines

### Dual-Career Guidelines for the University of Rhode Island

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Prepared by the ADVANCE/PCOSW Work-Life Committee in collaboration with Human Resources and the Affirmative Action Office. See [www.uri.edu/advance/work\\_life\\_support/dual\\_career\\_guidelines.html](http://www.uri.edu/advance/work_life_support/dual_career_guidelines.html) (accessed June 26, 2008). Reproduced here with kind permission.

#### Approved Policy Statement

The University of Rhode Island acknowledges the importance of supporting dual-career partners in attracting and retaining a quality workforce, and in its long-range economic benefit to the University, and is committed to offering placement advice and assistance whenever feasible and appropriate.

#### What is the Dual Career Assistance Program?

University of Rhode Island recognizes that top faculty candidates increasingly have partners who simultaneously are seeking employment, and acknowledges that to remain competitive in recruitment and retention, it is important to consider the employment needs of partners in any faculty hire. Nationally, it is becoming an established reality that the presence of a successful dual career assistance program enhances institutional effectiveness in recruitment, retention, overall diversity, and family friendly climate. Thus, this program includes suggested guidelines to assist accompanying partners of job candidates in searching for appropriate employment opportunities. This program is envisioned to work in coordination with other Affirmative Action programs and goals.

#### Employment Assistance, Not Job Placement

Dual Career Assistance at the University of Rhode Island is not intended to supersede Af-

firmative Action, Board of Governors, University policy, or collective bargaining agreement provisions. Due to the specifics of various labor union contracts, these guidelines currently are designed to meet the needs of AAUP faculty. However, the following recommendations are a first step in an ongoing process of developing guidelines that effectively address dual career needs at URI for all employees. Moreover, the University of Rhode Island recognizes the need to continuously evaluate the impact of dual career assistance on maintaining balance with the overall goals of diversity within the University.

The value of assisting individuals in dual career partnerships to obtain employment opportunities is readily acknowledged, and URI has established these guidelines in that spirit. However, it is critical to note that individuals are encouraged to take advantage of additional career search resources in Rhode Island and online, as the University does not guarantee or promise employment to job seekers.

#### Proposed Dual Career Guidelines

##### 1. Advertising

URI will add a notice of dual career guidelines to job advertisements stating that the University of Rhode Island is an EEO/AA employer that is responsive to dual career partners.

##### 2. Providing Information

It is against the law for search committees to ask

potential hires about their partners. However, these committees should provide information to all potential hires regarding URI's accommodation of dual career partners. To qualify as a dual career partner, applicants must meet the "domestic partner" criteria as defined by state law and referred to in collective bargaining agreements (see III. 3. below). All candidates in a job search as well as current University employees have a right to inquire about opportunities and procedures for partner hires. Equal Employment Opportunity policies dictate that such inquiries will not influence hiring or promotion decisions.

The Office of Affirmative Action will provide these Dual Career Guidelines to all search committees at URI.

### **3. Definition of Domestic Partner**

The State of Rhode Island defines "domestic partner" as an individual who is at least 18 years of age, has shared a common residence with the employee for a period of at least 1 year and intends to reside indefinitely with the employee; the partner and the employee are not married to anyone, they share a mutually exclusive, enduring relationship, and the partner and the employee consider themselves life partners, share joint responsibility for their common welfare and are financially interdependent.

### **4. Responding to a Request for Dual Career Assistance**

#### *A. Off-Campus Employment*

Partners of candidates who have received tentative job offers may seek the services of Career Services, Human Resources, the Dean of the candidate's college, and/or Affirmative Action in searching for appropriate employment opportunities off campus. These representatives will be responsible for utilizing their formal and informal contacts to assist the partner in identifying, applying for, and interviewing for appropriate off-campus employment. A designated facilitator should be appointed in these cases, as well, and should be responsible for ensuring the best possible communication between University and community connections.

#### *B. URI Non-Academic Employment*

Partners of candidates who have received tentative job offers may seek the services of Career Services, Human Resources, the Dean of the candidate's college, the Unit Director and/or Affirmative Action in searching for appropriate employment opportunities on campus. These representatives will be responsible for assisting the partner in identifying, applying for, and in-

terviewing for appropriate campus employment. The following steps should be taken:

1. The candidate who has received the tentative job offer should request assistance in identifying other on-campus employment for his or her partner.
2. The unit head/chair of the initial hires department/unit will request a copy of the partner's curriculum vitae and other relevant materials.
3. The unit head/chair will collaborate with Career Services, Human Resources, the Dean of the candidate's college, the Unit Director and/or Affirmative Action in identifying possible avenues for the partner.
4. The unit head/chair will collaborate in identifying an appropriate facilitator who will assist the partner in the job search, and ensure that all possible avenues are being explored for the partner.
5. An accompanying partner, like any other candidate, must be systematically reviewed by the hiring unit. If that unit believes the accompanying partner has appropriate credentials and has skills that are compatible with the unit's needs and mission, and/or if the partner meets published deadlines for application, they may request that the accompanying partner be considered for an interview or other placement alternatives (as described below).

#### *C. URI Academic Employment*

When any candidate or existing employee inquires about academic employment at URI for a partner, the following steps are recommended:

1. The candidate who has received the tentative job offer should request assistance in identifying academic employment at URI for her or his partner.
2. The chair of his or her unit requests a copy of the partner's curriculum vitae and other relevant materials.
3. This information then is forwarded confidentially to the Department Chair and Dean of the College in which the accompanying partner is seeking employment, as well as to the Office of the Provost. These administrators will explore the fit between the partner and the target department.
4. Requesting departments should contact the Director of Affirmative Action as soon as possible in this process to discuss the feasibility of a specific dual-career partner request/waiver (see below) before submitting the paperwork, which includes the

Dual-Career Partner Request form, the vita of the individual under consideration, additional supporting documentation (per search committee leader), and a Request to Fill form.

5. An accompanying partner, like any other candidate, must be systematically reviewed by the hiring department. If that department believes the accompanying partner has appropriate credentials and has skills that are compatible with the department's needs and mission (e.g., if a forthcoming position is expected or if a new position is in line with planned program expansion), they may request that the accompanying partner be considered for a search waiver or other placement alternatives (as described below).
6. The appropriate Dean or Director must sign the Dual-Career Partner Hire Request form. The Director of Affirmative Action will forward a recommendation to the Provost, who is responsible for the final review. Various options for placing partners are listed below (Section 5.).

**D. Monitoring and Oversight**

The AA/EEO will review the process of all dual-career hires to ensure that discrimination of any type has not occurred.

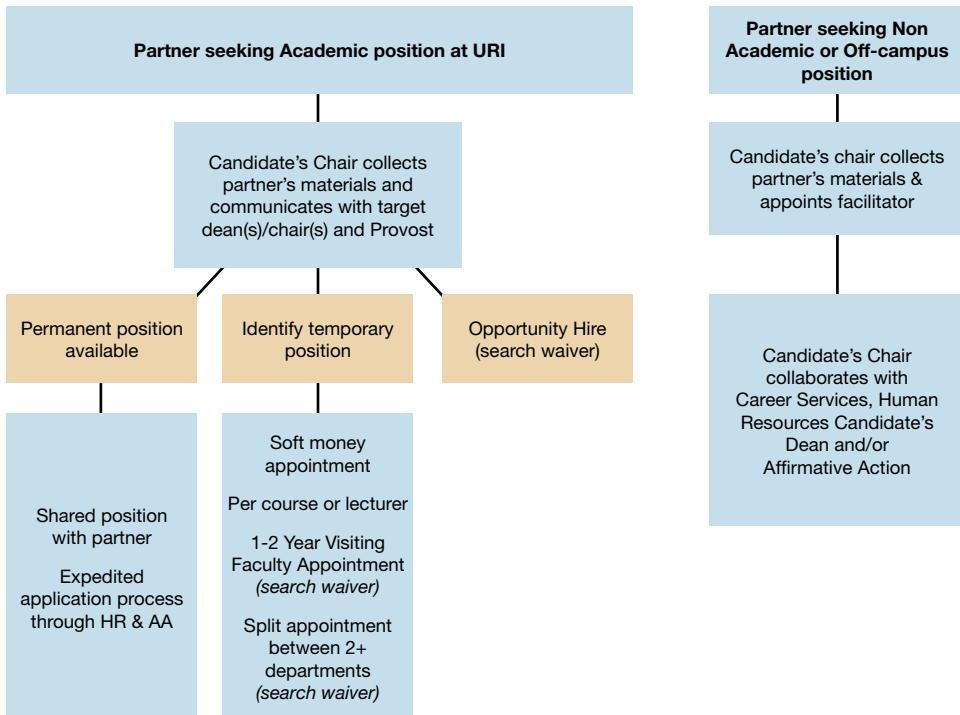
The AA/EEO in cooperation with Human Resources (HR) and Institutional Research (IR) will regularly collect and provide information on dual-career requests and request outcomes to monitor the effectiveness of these guidelines in recruitment, retention, and diversity, and to ensure that no negative effects or discrimination against specific subgroups has occurred because of these guidelines.

**5. Accommodation Strategies**

Expedited application for open position. A partner of a finalist in a University search may request an interview for another open University position as long as they meet the published qualifications and as long as the application deadline is met. If a search committee chair receives such a request, Affirmative Action must be contacted.

*Split position.* In order to meet the needs of several departments/units, split positions can also be considered. The Vice Provost and/or Human Resources will coordinate these efforts.

**URI DUAL-CAREER HIRING GUIDELINES FOR FACULTY**



*Shared appointment.* Faculty partners in the same academic discipline may ask to be considered for a shared appointment. In such cases, the concerned department must determine whether both individuals have appropriate credentials and have the potential to become tenured members of the department. The dean and chair will negotiate the terms arrangements on an individual basis.

*Soft money appointment.* Eligible partners may be hired as soft money positions, postdoctoral positions, or other short-term internal payroll positions. These appointments are fully eligible to apply for any tenure-line or more permanent positions that become available.

*Visiting Professor position.* In some situations, a temporary (usually not to exceed 1 year) Visiting Professor Position may be created in order to either meet the needs of a particular department or offer a specialty area to a department that would otherwise be unavailable. During this temporary Professorship, the academic partner is encouraged to apply for other open job opportunities within and outside the University.

*Lectureships & per course instruction.* If no position can be identified, partners who teach may ask to be hired on a per-course basis, or for a lectureship.

*Search Waiver Request.* University Policy requires a national or regional search for faculty and professional staff appointments. The URI Dual-Career Partner Guidelines are designed for appointments that meet institutional priorities and that require rapid University action. In some cases, the Director of Affirmative Action may grant search waivers upon request based upon the criteria listed below. For staff postings, only external posting waivers may be granted as the University must comply with internal posting requirements as well as with requirements of specific unions. Decisions on request for waivers of search under this policy are made by the Director of Affirmative Action.

Criteria for a waiver of search: criteria are based whether or not the request contributes to the academic excellence, over-all productivity, or goal of gender equity and diversity of the particular unit and overall university climate.

Additional criteria for evaluating these requests include:

- Rationale for waiving the normal search requirement within the context of Affirmative Action
- Qualifications of the individual proposed in context of University need
- Impact of the hire on the University's Strategic Plan and institutional goals
- Consensus within the hiring department/unit for the requested appointment
- Degree to which department/college/university funds support the position over time
- Likelihood of future success (e.g., job excellence, promotion and tenure)

While the University of Rhode Island recognizes the value of promoting opportunities for dual-career partners, and has established these guidelines to help secure this value, IT CANNOT GUARANTEE EMPLOYMENT TO ANYONE SIMPLY ON THE BASIS OF THESE GUIDELINES.

**For other publicly available programs, see**

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**University of Illinois,  
Urbana-Champaign:**

[www.provost.uiuc.edu/communication/08/index.html](http://www.provost.uiuc.edu/communication/08/index.html)

**University of Michigan:**

[www.provost.umich.edu/programs/dual\\_career/index.html](http://www.provost.umich.edu/programs/dual_career/index.html)

**University of Minnesota:**

[www1.umn.edu/ohr/rap/spousepartner/index.html](http://www1.umn.edu/ohr/rap/spousepartner/index.html)

**University of Wisconsin, Madison:**

[www.provost.wisc.edu/hiring/check.html](http://www.provost.wisc.edu/hiring/check.html)

# Endnotes

**1** All data derive from the Clayman Institute's Managing Academic Careers Survey unless otherwise noted. For a description of sample and methods, see Appendix A.

By "academic couple," we refer to our respondents who identified themselves and their partners as "academics." The 36 percent academic couples in this study, in other words, include all couples in which both partners are academics. These partners can be at any stage in their career: tenured, untenured, lecturer, or unemployed.

Following current practices in higher education, we use the term "partner" rather than "spouse" in our study. Universities who hire couples tend to do so regardless of marital status. Although some universities seek evidence of couple status, most institutions allow couples to define themselves, and we have done the same. Our report includes same- and opposite-sex couples.

The proportion of academic couples in our survey sample is corroborated by the Higher Education Research Institute's 2004–2005 national faculty study that found 32 percent academic couples at 4-year institutions. J.A. Lindholm, K. Szelenya, S. Hurtado, and W.S. Korn, *The American College Teacher: National Norms for the 2004–2005 HERI Faculty Survey* (Los Angeles: Higher Education Research Institute, UCLA, 2005).

**2** The first HERI faculty survey in 1989 found 33 percent academic couples at 4-year institutions (compared with 32% in 2004–2005). A.W. Astin, W.S. Korn, and E.L. Dey, *The American College Teacher: National Norms for the 1989–90 HERI Faculty Survey* (Los Angeles: Higher Education Research Institute, UCLA, 1991). See also H.S. Astin, and J.F. Milem, "The Status of Academic

Couples in U.S. Institutions," in *Academic Couples: Problems and Promises*, eds. M.A. Ferber and J.W. Loeb (Champaign: The University of Illinois Press, 1997), 128–155, esp. 131. In our study as well (albeit limited by the cross-sectional nature of our data, that is, the survey was administered at one point in time and collects information on year of hire at current institution only, as well as number of years with current partner only), we see that the proportion of academic couples is relatively stable over three hiring decades (1980s, 1990s, 2000s) among faculty who have been with their current partner at least as long as they have been at their current institution. This is to say that the "supply" of academic couples among partnered respondents who were hired in this most recent decade is essentially the same as it was among partnered respondents who were hired to their current institutions 30 years ago.

**3** All between-cohort and between-group differences discussed in the text of this report are statistically significant at  $p < .05$  unless otherwise noted.

**4** Harriet Eisenkraft, "Academic Couples," *University Affairs* (November 2004). [www.universityaffairs.ca/issues/2004/november/academic\\_couples\\_01.html](http://www.universityaffairs.ca/issues/2004/november/academic_couples_01.html) (accessed March 25, 2008).

**5** National Science Foundation ADVANCE grants have prompted several universities to do internal studies of dual-career hiring (see Report Part III). There are few systematic studies of the complex issues involved in couple hiring apart from Ferber and Loeb, eds., *Academic Couples*, and L. Wolf-Wendel, S. Twombly, and S. Rice, *The Two-Body Problem: Dual-Career-Couple Hiring Practices in Higher Education* (Baltimore: Johns Hopkins University Press, 2003). This latter study focuses on a range of institutions from liberal arts colleges to doctoral degree-granting

universities as well as all types of dual-career couples. Our study, by contrast, examines a representative sample of leading research universities only and focuses on academic couples in particular.

**6** These include Columbia University ADVANCE Working Group dual-career studies (October 7, 2005, and May 19–20, 2005); Clayman Institute for Gender Research, Stanford University, dual-career academic couple study launched 2006; “Dual Career Conference,” Cornell University, June 19–20, 2007; “Advancing and Empowering Scholars: Transforming the Landscape of the American Academy through Faculty Diversity,” Harvard University, April 11–13, 2008, with a session on dual hiring.

**7** When we use the terms “dual hires” or “couple hires” in this report, we refer to respondents and their academic partners who were hired “sequentially” and “jointly” at their current institution(s)—for definitions, see Figure 3.

**8** These are confidential studies made available to us for this study.

**9** Figures from Heide Radlanski of the Stifterverband reported in Eick von Ruschkowski, “Raising Awareness,” *Science* (March 7, 2003). [http://sciencecareers.sciencemag.org/career\\_development/previous\\_issues/articles/2240/raising\\_awareness](http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/2240/raising_awareness) (accessed March 31, 2008).

**10** Committee on Maximizing the Potential of Women in Academic Science and Engineering, National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering* (Washington, DC: National Academies Press, 2006), 5–5–5–6.

**11** Although our proportion of underrepresented minority respondents is closely aligned to their proportional share of the faculty population at our participating institutions (see Appendix A), national data show that underrepresented minorities comprise an even greater proportion of the professoriate when all public and private four-year and two-year institutions are included: The U.S. Department of Education reports that 16.5 percent of scholars across all institutions were from minority groups in 2005, up from 12.7 percent in 1995. [http://nces.ed.gov/programs/digest/d07/tables/dt07\\_236.asp](http://nces.ed.gov/programs/digest/d07/tables/dt07_236.asp) (accessed April 25, 2008).

**12** The proportion of women among our underrepresented minority faculty respondents is supported by national data. *The Survey of Earned Doctorates Summary Report 2006* (T. Hoffer, M. Hess, V. Welch, Jr., and K. Williams) shows that women comprise the majority of doctorate earners in every racial/ethnic minority group ([www.norc.uchicago.edu/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRFinalVersion.pdf](http://www.norc.uchicago.edu/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRFinalVersion.pdf); accessed April 23, 2008). Further, the U.S. Department of Education, National Center for Education Statistics, 2005 Integrated Postsecondary Education Data System shows that women comprise 52 percent of underrepresented minority faculty across all degree-granting institutions ([http://nces.ed.gov/programs/digest/d07/tables/dt07\\_236.asp](http://nces.ed.gov/programs/digest/d07/tables/dt07_236.asp); accessed April 23, 2008). Data from the 1990s corroborate these trends. According to the Higher Education Research Institute’s (HERI’s) report on race and ethnicity in the U.S. professoriate, women comprised only 35 percent of white faculty, versus 48 percent of African American faculty, 37 percent of American Indian faculty, and 43 percent of Latina/o faculty. H. Astin, A. Antonio, C. Cress, and A. Astin, *Race and Ethnicity in the American Professoriate, 1995-96* (Los Angeles: CA: Higher Education Research Institute, UCLA, 1997).

**13** Already in the late 1980s, employment opportunities for partners (both academic and non-academic) were an issue in approximately one of five faculty appointments and resignations. D. Burke, *A New Academic Marketplace* (New York: Greenwood Press, 1988), 30.

**14** The cost-benefit ratio for relocation varies by sexual orientation. D. Miller and A. Skeen, “POSSLQs and PSSQLs: Unmarried Academic Couples,” in *Academic Couples*, eds. Ferber and Loeb, 106–127, esp. 114.

**15** U.S. Census Bureau, 2006 American Community Survey: S1201. Marital Status, [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-geo\\_id=01000US&-qr\\_name=ACS\\_2006\\_EST\\_G00\\_S1201&-ds\\_name=ACS\\_2006\\_EST\\_G00](http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2006_EST_G00_S1201&-ds_name=ACS_2006_EST_G00) (accessed April 1, 2008).

**16** The difference between women and men in the rate of academic coupling is corroborated by national statistics. Across all six survey administrations of the HERI Faculty Survey (1989–2005), a higher percentage of women report that they have an academic partner than do men. See, for example, Astin et al., *The American College*

Teacher, and Lindholm et al., *The American College Teacher*. Further, Astin and Milem found 35 percent men and 40 percent women in academic partnerships in 1997 (“The Status of Academic Couples in U.S. Institutions,” 131).

**17** Wolf-Wendel et al. have suggested the term “accompanying hire” for the second hire (*Two Body Problem*, 14). We find “second hire” or “partner hire” easier to say. Some administrators currently use “primary” and “secondary” hire, but, again, the terms “first hire” and “second hire” carry fewer value judgments.

**18** We define “tenure-track” and “tenured” as positions of assistant professor and up. These data exclude respondents and partners in medical schools because of different tenure and ladder lines in medicine. Patterns, however, are similar when medical school respondents are included; that is, 73 percent of *all* dual hire respondents, inside and outside of medical schools, report that they and their partners are employed as assistant professors or higher. For this and all subsequent analyses of how academic couples pair by rank (e.g., Figure 6), respondents and partners in the medical school are excluded unless otherwise noted.

**19** These respondents could have entered their current institution as a first or second hire at any point in the last 40 or more years. Moreover, when a “total sex count” of first and second hires in our data set is computed (i.e., to compute a “total sex count” of first hires, we combine sex of self-reported first hires and sex of partners of self-reported second hires, and to compute a “total sex count” of second hires, we combine sex of self-reported second hires and sex of partners of self-reported first hires), the proportions of women and men change and the ratio among second hires becomes more balanced, although women are still predominant: 36 percent men, 64 percent women second hires (versus 65% men and 35% women first hires). This finding partly reflects response bias in the survey sample (i.e., women’s greater likelihood of response), although it is obviously difficult to establish bias completely in the absence of first- and second-hire population data by sex.

**20** Differences in percentage off-tenure-track between female second hires and female and male first hires are statistically significant; however, the difference between female and male second hires does not reach statistical significance at  $p < .05$ , which is at least partly due to

the small sample size of male second hires.

**21** Among these senior-ranking first hires, there is no significant difference between men and women in terms of mean age: 52.5 for men, 53.1 for women. There is, however, a significant difference in *partner* age: Female partners of men are, on average, 50.2 years old, whereas male partners of women are, on average, 55.6 years old. So women’s partners tend to be older than men’s by approximately 5 years, which helps to contextualize the differences that we observe in couple pairings by rank.

**22** Age differences between partners of senior-ranking male and female independent hires are similar to those between partners of senior-ranking male and female first hires (discussed above), albeit slightly narrower (women’s partner’s tend to be older than men’s by approximately 4 years).

**23** See Endnote 2.

**24** This analysis is one of a select number of analyses in this report in which we used multivariate statistical techniques. In this analysis, odds ratios were calculated using logit models where first-hire status (i.e., first hire versus second hire) was regressed on sex for each of three hiring cohorts: hired at current institution in the 1980s ( $n= 36$  men and 45 women), hired at current institution in the 1990s ( $n= 90$  men and 95 women), and hired at current institution since 2000 ( $n= 176$  men and 241 women). Each odds ratio was significant at  $p < .05$ , that is, men were significantly more likely to be a first versus second hire than were women in each cohort. To test whether differences between the three odds-ratios were significant, interaction terms between gender and cohort were calculated and tested in an aggregate model. These interactions did not reach statistical significance at  $p < .05$ . Thus, the gender gap in odds of being a first versus second hire may be narrowing, but larger sample sizes are needed to determine if this trend is statistically significant over time.

**25** For a fuller discussion, see B. Solomon, *In the Company of Educated Women: A History of Women and Higher Education in America* (New Haven, CT: Yale University Press, 1985). See also S. Rice, L. Wolf-Wendel, and S. Twombly, “Helping or Hurting Women? The Case of a Dual Career Couple Policy at the University of Kansas,” in *Women, Universities, and Change: Gender Equality in the European Union and the*



United States, ed. M. A. Danowitz (New York: Palgrave Macmillan, 2007), 197–214.

**26** T.B. Hoffer, M. Hess, V. Welch, Jr., and K. Williams, *Doctorate Recipients from United States Universities: Summary Report 2006*. www.norc.org/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRFinalVersion.pdf.

**27** Previous work estimates that 62 percent of married women with science Ph.D.s have partners with science Ph.D.s, whereas only 19 percent of men with science Ph.D.s have partners who do. G. Sonnert, *Gender Differences in Science Careers: The Project Access Study* (New Brunswick, NJ: Rutgers University Press, 1995), 158. Our percentage of scientists coupled with other scientists is higher than is Sonnert's estimate in part because our "base" (academic couples only) is a smaller group than is theirs (all married women and men with science doctorates).

**28** M. Rossiter, *Women Scientists in America: Struggles and Strategies to 1940* (Baltimore: Johns Hopkins Press, 1982); L. Schiebinger, *The Mind Has No Sex? Women in the Origins of Modern Science* (Cambridge: Harvard University Press, 1989).

**29** S. Sweet and P. Moen, "Coworking as a Career Strategy: Implications for the Work and Family Lives of University Employees," *Innovative Higher Education* 28 (2004): 255–272.

**30** Astin and Milem found that both men and women with academic partners held higher academic ranks than other faculty after controlling for other variables. Astin and Milem. "The Status of Academic Couples in U.S. Institutions," 137.

**31** Among partnered respondents to our survey, men tend to be slightly older, on average, than women (50.6 years versus 46.7 years). Men's partners tend to be, on average, approximately 2 years younger, whereas women's partners tend to be, on average, approximately 2 years older (48.3 and 48.8, respectively), suggesting that age differences in heterosexual couples is one of several factors that can help to explain why male partners tend to be more established than female partners in their careers.

**32** A. Ledin, L. Bornmann, F. Gannon, and G. Wallon, "A Persistent Problem: Traditional Gender Roles Hold Back Female Scientists," *European Molecular Biology Organization Reports* 8 (2007): 982–987, esp. 985.

**33** K. Miller-Loessi and D. Henderson, "Changes in American Society: The Context for Academic Couples," in *Academic Couples*, eds. Ferber and Loeb, 25–43, esp. 36.

**34** Being partnered with an academic may increase productivity. Wolf-Wendel et al., *Two-Body Problem*, 4; E. Creamer, "Knowledge Production, Publication Productivity, and Intimate Academic Partnerships," *The Journal of Higher Education* 70 (1999): 261–277. Other work shows no significant effect of couple status on productivity. See Marcia Bellas, "The Scholarly Productivity of Academic Couples," in *Academic Couples*, eds. Ferber and Loeb, 156–181, esp. 163.

**35** Astin and Milem, "The Status of Academic Couples in U.S. Institutions," 136.

**36** Salaries in our study are self-reported. Respondent's salary is a set of categories from 1 to 18, corresponding to categories of income from less than \$20,000 to \$400,000 or more. This analysis uses the midpoint of each salary range and includes all respondents in tenure and tenure-track positions (assistant, associate, and full/endowed professor) who provided valid responses for both salary and field ( $n=7,184$ ). Salary is regressed on dual hire status (indicators for first, second, and joint hires with non-dual hire as the reference category) after controlling for rank (indicators for associate professor and full/endowed professor with assistant professor as the reference category), field (indicators for seven major fields with natural science as the reference category), and gender. An indicator for working at a university located in a city with a high cost of living was included in the model as well. Results show that first hires and joint hires earn significantly more than do non-dual hires ( $p < .05$ ) even after rank, field, gender, and cost of living are controlled for, whereas there is no statistically significant difference between the salaries of second hires and non-dual hires.

**37** Goeppert-Mayer had a paid half-time position at Argonne National Laboratory in the 1940s but not at the University of Chicago. J. Dash, *A Life of One's Own: Three Gifted Women and the Men They Married* (New York: Harper & Row Publishers, 1973), 231–346, esp. 313.

**38** See the excellent discussion of legal issues in university hiring in Wolf-Wendel et al., *Two-Body Problem*, Chapter 9, esp. 125. L. Perkins, "For the Good of the Race: Married African-

American Academics—A Historical Perspective,” *Academic Couples*, eds. Ferber and Loeb, 80–105, esp. 96. Further, in their study of dual academic couples, L. McNeil and M. Sher found that in many states, anti-nepotism laws are still on the books. See [www.physics.wm.edu/~sher/survey.pdf](http://www.physics.wm.edu/~sher/survey.pdf) (accessed March 25, 2008).

**39** Spring 2005 the U.S. Government Accounting Office issued a report prepared for Senators Ron Wyden and Barbara Boxer calling for universities to comply with Title IX of the U.S. Education Amendments specifically in the areas of science and engineering. Government Accounting Office report available at [www.gao.gov/new.items/d04639.pdf](http://www.gao.gov/new.items/d04639.pdf) (accessed March 25, 2008).

**40** Some Dual-Career Programs date back to the 1980s; others were founded in the last few years. For a study of 18 dual-career programs in the United States and Canada, see M. Fleig-Palmer, J. Muirrin, D. Palmer, C. Rathert, “Meeting the Needs of Dual-Career Couples in Academia,” *CUPA-HR Journal* 54 (2003): 1–6, esp. 3–4. See also Laurie Mayberry, “Dual Career Couples: What One University Does to Help,” *CSWP Gazette: Newsletter of the Committee on the Status of Women in Physics of the American Physical Society* 25 (2006): 4.

**41** For Cornell, see [www.ohr.cornell.edu/contactHR/rec/dualcontactInfo.html](http://www.ohr.cornell.edu/contactHR/rec/dualcontactInfo.html) (accessed March 25, 2008); for Pennsylvania State, see [www.ohr.psu.edu/diversity/services/dual-career.cfm](http://www.ohr.psu.edu/diversity/services/dual-career.cfm) (accessed March 25, 2008); for Johns Hopkins University, see <http://hrnt.jhu.edu/cmp/2career.cfm> (accessed March 25, 2008).

**42** For Harvard, see [hno.harvard.edu/gazette/daily/2005/05/women-faculty.pdf](http://hno.harvard.edu/gazette/daily/2005/05/women-faculty.pdf), 33–35 (accessed March 25, 2008). For Berkeley, private communication.

**43** L. Wolf-Wendel, S. Twombly, and S. Rice, “Dual-Career Couples: Keeping Them Together,” *The Journal of Higher Education* 71 (2000): 291–321, esp. 294.

**44** An excellent model set of guidelines was developed by the University of Rhode Island in conjunction with its National Science Foundation ADVANCE grant (reproduced with permission in Appendix E). Another ADVANCE program to watch is Columbia University’s The Earth Institute. One of its several studies of dual-career hiring is available at [www.earth.columbia.edu/advance/documents/STRIDE\\_dual\\_career\\_fi-](http://www.earth.columbia.edu/advance/documents/STRIDE_dual_career_fi-)

[nal\\_000.pdf](http://www.earth.columbia.edu/advance/documents/STRIDE_dual_career_fi-nal_000.pdf) (accessed March 25, 2008). The University of Minnesota points to other aspects of the hiring process, such as issues concerning international faculty: [http://www1.umn.edu/ohr/test/groups/ohr/@pub/@ohr/documents/asset/ohr\\_87020.pdf](http://www1.umn.edu/ohr/test/groups/ohr/@pub/@ohr/documents/asset/ohr_87020.pdf) (accessed June 18, 2008). The University of Michigan has a developed program [www.provost.umich.edu/programs/dual\\_career/index.html](http://www.provost.umich.edu/programs/dual_career/index.html) (accessed March 25, 2008). Essential documents for many universities’ programs are not publicly available.

**45** “Institutional and departmental support” is a four-item factor derived from a principal components factor analysis (using varimax rotation) of 13 faculty attitudes and views toward dual hiring (Figure 23). Items that comprise this factor are as follows: My department head/chair makes every effort to accommodate dual-career academic couples, my university administrators make every effort to accommodate dual-career academic couples, faculty members of my department favor dual-career academic couple hiring/retention when our department has the initial hire, faculty members of my department favor dual-career academic couple hiring/retention when our department has the accompanying hire. Each item is measured on a 4-point agree/disagree scale. The Cronbach’s alpha value for this factor is .73. Means on this factor were tested by school using one-way ANOVAs.

Virginia Tech’s small 2004 study of 20 dual-career couples also found that faculty members were more receptive to partner hires if they had prior experience with dual hiring. Virginia Tech, Dual Careers and Virginia Tech: 2004 Interview-Based Study of Dual Career Experiences at VT, April 20, 2004. [www.advance.vt.edu/Measuring\\_Progress/Dual\\_Career\\_Interviews/Dual\\_Career\\_Handouts.pdf](http://www.advance.vt.edu/Measuring_Progress/Dual_Career_Interviews/Dual_Career_Handouts.pdf) (accessed June 18, 2008).

**46** Categories protected by law are age, gender, race or ethnicity, national origin, religion, disability, and veteran status. Wolf-Wendel et al., *Two-Body Problem*, Chapter 9, esp. 126–128. Human resources guidelines at many institutions prohibit asking candidates about private matters, including their partnering or marital status.

**47** Several universities have made their guidelines for these processes publicly available. In addition to guidelines noted in Endnote 45, see also those of the University of Wisconsin, Madison ([www.provost.wisc.edu/hiring/check.html](http://www.provost.wisc.edu/hiring/check.html); accessed March 25, 2008) and the University of Illinois, Urbana-Champaign ([www.](http://www.)

provost.uiuc.edu/communication/08/index.html; accessed March 25, 2008). For an evaluation of UIUC's program, see J.W. Loeb, "Programs for Academic Partners: How Well Can They Work?" *Academic Couples*, eds. Ferber and Loeb, 270–298. Universities need to adapt policies to best fit their own institution and culture.

**48** On this general topic, see L. R. Rodgers, "The Chair's Challenge: Hiring and Managing Couples and Partners," *The Department Chair* 11 (2000): 10–12.

**49** Some universities calculate the net cost to the department/program for hiring a partner by considering direct costs, such as salary, startup costs minus anticipated income from teaching, research, or endowment revenues.

**50** See, for example, the University of Minnesota's transmission form: [www.provost.uiuc.edu/communication/08/Comm08\\_attach01.pdf](http://www.provost.uiuc.edu/communication/08/Comm08_attach01.pdf) (accessed May 13, 2008). Requests for such funds can be very formalized and require the following information: explanation of the importance of the first hire and the need for a second (partner) hire, a statement of support from the chair or dean of the primary department or college with the financial commitment of one-third faculty line, a statement of support from the chair or dean of the second department or college with the commitment of one-third faculty line, a request for search waiver, and the timing issues that are involved.

**51** Interest in fractional, but mainstream, positions has increased. See University of Washington 2004 study: [www.engr.washington.edu/advance/resources/Final\\_Report\\_to\\_Sloan.pdf](http://www.engr.washington.edu/advance/resources/Final_Report_to_Sloan.pdf) (accessed January 7, 2008).

**52** More information about regional HERCs can be found at [www.nationalherc.org](http://www.nationalherc.org) (accessed May 19, 2008). In addition to HERC, an annual dual-career conference has been hosted by the Higher Education Dual Career Network since 2003. The conference draws together dual-career directors, faculty, and administrators interested in sharing best practices and learning about dual-career policies, practices, and programs. See [www.hr.utah.edu/dualcareer/conference08/about.php](http://www.hr.utah.edu/dualcareer/conference08/about.php) (accessed June 20, 2008). Seven universities across southern Germany and Switzerland have created a transnational network in efforts to foster dual careers. See [www.uni-konstanz.de/familienaudit/?cont=dual&lang=de](http://www.uni-konstanz.de/familienaudit/?cont=dual&lang=de) (accessed June 19, 2008).

**53** On the difficulties of commuting, see M. Stuck and M. Ware, "We're Both Tenured Professors...but Where Is Home?" *Journal of Lesbian Studies* 9 (2005): 41–56.

**54** L. Perna, "Sex Differences in Faculty Salaries: A Cohort Analysis," *Review of Higher Education* 24 (2001): 283–307. L. Sax, L. Serra Hagedorn, M. Arredondo, and F. Dicrisi III, "Faculty Research Productivity: Exploring the Role of Gender and Family-Related Factors," *Research in Higher Education* 43 (2002): 423–446.

**55** Survey response rates have been declining over time. J. Krosnick, "Survey Research," *Annual Review of Psychology* 50 (1999): 537–567, esp. 539. However, response rates themselves do not constitute bias. More important to consider is whether the survey sample is reasonably representative of the population under study. L. Sax, S. Gilmartin, and A. Bryant, "Assessing Response Rates and Nonresponse Bias in Web and Paper Surveys," *Research in Higher Education* 44 (2003): 409–432; Krosnick, "Survey Research," 540–541. See the balance of Appendix A for a discussion of representativeness.

**56** Women comprise 38 percent of full-time faculty (instruction and research) at 4-year public and private institutions. Source: Table 228, *Digest of Education Statistics: 2006*. U.S. Department of Education, National Center for Education Statistics, 1999 and 2004 National Study of Postsecondary Faculty (NSOPF:99;04). Of the research institutions we surveyed for this report, women represent between 19 and 41 percent of university faculty (with an average of 31% women faculty). For insight into gender bias in survey research, see D. O'Rourke and E. Lakner, "Gender Bias: Analysis of Factors Causing Male Underrepresentation in Surveys," *International Journal of Public Opinion Research* 1 (1989): 164–176.

**57** L. Perna, "Sex Differences in Faculty Salaries," 301; Sax et al., "Faculty Research Productivity," 435.

**58** M. Bellas and R. Toutkoushian, "Faculty Time Allocations and Research Productivity: Gender, Race, and Family Effects," *Review of Higher Education* 22 (1999): 367–390, esp. 373. Y. Xie and K. Shauman, "Sex Differences in Research Productivity: New Evidence about an Old Puzzle," *American Sociological Review* 63 (1998): 847–870, esp. 863. J. S. Long, "Measures of Sex Differences in Productivity," *Social Forces* 72 (1992): 159–178, esp. 159–160.

59 G. Sonnert, *Gender Differences in Science Careers*, 54–55. Long, “Measures of Sex Differences in Productivity,” 173–174. See also National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, *Beyond Bias and Barriers*, 4–9 and 4–10, for a discussion of factors that affect and explain sex differences in productivity.



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**APPENDIX II**

*– Sample Dual-Career Hiring Policies –*

# RECOMMENDATIONS ON PARTNER ACCOMMODATION AND DUAL-CAREER APPOINTMENTS

(SEPTEMBER 2010)

*The report that follows was prepared by a subcommittee of the Committee on Women in the Academic Profession and approved for publication by the parent committee.*

## I. Introduction

In 1971, the AAUP issued a statement on *Faculty Appointment and Family Relationship* to address the problem of nepotism rules at many institutions that prevented immediate family members from serving in the same department or school. The statement, prepared by Committee W on the Status of Women in the Academic Profession (now the Committee on Women in the Academic Profession), called for the elimination of those rules because they were “wholly unrelated to academic qualifications” and limited opportunities for qualified candidates “on the basis of an inappropriate criterion.”<sup>1</sup> The committee took issue with nepotism rules because of their disparate impact on women entering the profession, who found their path to full-time positions barred by institutional policies based on outdated assumptions regarding faculty couples. In the decades since that statement was issued, the demographics of the academic profession have changed markedly. What might have been a rare occurrence in the 1970s, an academic couple seeking appointments in the same university, or even in the same department, has become much more common. Research has shown that faculty members are increasingly likely to have academic partners, particularly in the case of women academics.<sup>2</sup> In addition, the recognition of domestic partnerships, civil unions, and, in some

states, gay marriage has broadened the definition of the couple beyond the traditional notion of the 1970s.

As a result of this increase in the number of women seeking academic employment, hiring practices have changed markedly, while studies since the 1990s have noted expanding concern over the issue of accommodating the partners of those under consideration for faculty appointments.<sup>3</sup> As a University of Oregon report on dual careers states, “increasingly, university professionals are part of dual-career couples, and this phenomenon has emerged as a critical recruitment and retention issue in higher education,” particularly for research universities.<sup>4</sup> Research universities have appointed women as faculty members at significantly lower rates than have other sectors of higher education and may view dual-career accommodation as a key strategy to increase diversity or retain qualified women faculty. Research suggests that faculty members may choose a position based on the availability of assistance for an academic partner or leave a position out of dissatisfaction at the lack of such accommodation. As suggested by a report from the Clayman Institute for Gender Research, which studied faculty appointments at thirteen research universities, “couples more and more vote with their feet, leaving or not considering universities

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1. *Faculty Appointment and Family Relationship*, in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC, 2006), 227.

2. See, for example, Londa Schiebinger, Andrea Davies Henderson, and Shannon K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know* (Michelle R. Clayman Institute for Gender Research, Stanford University, 2008), 4; and Lisa Wolf-Wendel et al., “Dual-Career Couples: Keeping Them Together,” *Journal of Higher Education* 71, no. 3 (2000): 291–321.

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3. See, for example, the report of the American Historical Association’s Committee on Women Historians in the *AHA Perspectives* for May 1998. The committee noted that “departments are engaging in heated debates over this issue; they are improvising and regularly express the need for guidance from the AHA” about partner-accommodation policies. The best introduction to this issue is Lisa Wolf-Wendel et al., *The Two-Body Problem: Dual-Career Couple Hiring Practices in Higher Education* (Baltimore: Johns Hopkins University Press, 2003).

4. University of Oregon, “Dual Career Guidelines,” <http://appointments.uoregon.edu/dualcareer.htm>.

that do not support them.”<sup>5</sup> In addition, partner accommodation may be particularly important in “attracting more women to underrepresented fields.”<sup>6</sup> As a result, many colleges and universities are wrestling with the issue of whether to provide partner accommodation and, if so, how.

The AAUP has a long-standing interest in this issue based on its concern for faculty governance, gender equity, and work-family balance. Policies on partner accommodation touch on issues raised in the 2001 *Statement of Principles on Family Responsibilities and Academic Work* regarding healthy work-family integration and the special challenges raised by academic culture.<sup>7</sup> The provision of support for partners has a direct impact on the ability of dual-career academic couples to integrate successful careers with family responsibilities.<sup>8</sup> Thus, assistance for academic partners can be an important part of any initiatives addressing the balance between work and life. In the absence of such accommodations, academic couples may find themselves faced with long-distance relationships or the subordination of one career to that of the partner who succeeds in securing a position. Evidence, such as the high proportion of women in part-time and contingent positions and the relative lack of women in tenure-track positions in research universities, suggests that the absence of such arrangements may be having an adverse impact on the careers of academic women.

The development of sound partner-accommodation policies can benefit significantly from attention to AAUP faculty governance policies, especially those pertaining to faculty appointments. According to the Association’s *Statement on Government of Colleges and Universities*, “Faculty status and related matters are primarily a faculty responsibility,” including appointments and reappointments.<sup>9</sup> Because procedures

permitting dual-career appointments may circumvent usual university practices, issues related to faculty responsibility for personnel decisions become paramount. Care should therefore be taken to consult adequately with appropriate faculty bodies. Respect for faculty governance, however, must be balanced against the competing demands of gender equity and work-family balance, which require sensitivity to the needs of dual-career couples. Creating a reasonable compromise between the demands of academic work and family responsibilities can be complicated if one member of a couple either has limited employment options or must seek a job at a distance. These recommendations, therefore, are designed to assist colleges and universities in understanding the complex issues raised by dual-career academic appointments and in developing equitable policies responsive to changes in academic demographics.

Any institution considering the development of partner-accommodation policies must also consider the potential impact of these policies on collective bargaining agreements. Collective bargaining agreements may, for example, mandate specific search procedures or set strict policies for adding department lines that would limit the options for dual-career appointments. In addition, some institutions may find extensive partner accommodation, especially arrangements involving positions for partners of new appointees, to be difficult given their size, geographic location, or institutional type. A large research university, for example, may have greater ability to find positions for partners than a smaller institution with fewer potential faculty positions or fewer departments and programs.

## II. Types of Partner Accommodation

Many institutions already offer dual-career couples varying types of assistance, including:

- *Membership in a Higher Education Recruitment Consortium (HERC) or other network:* HERCs are formal organizations of area colleges already established in some regions and states, such as Southern California, New England, Missouri, and New Jersey.<sup>10</sup> HERCs

5. Schiebinger, Henderson, and Gilmartin, *Dual-Career Academic Couples*, 2.

6. *Ibid.*, 74.

7. *Statement of Principles on Family Responsibilities and Academic Work* (2001), in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC, 2006), 3–11.

8. For results of one study suggesting this, see Elizabeth M. O’Laughlin and Lisa G. Bischoff, “Balancing Parenthood and Academia: Work/Family Stress as Influenced by Gender and Tenure Status,” *Journal of Family Issues* 26, no. 1 (2005): 101–2.

9. *Statement on Government of Colleges and Universities* (1966), in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC, 2006), 135–44.

10. For information on HERC New Jersey, for example, see <http://www.njepadeherc.org/home>; for the New England HERC, see <http://www.newenglandherc.org/home>. The national HERC site can be found at <http://www.hercjobs.org/home>. HERC websites also have links to additional resources and research material on dual-career issues.



provide a variety of services for listing and sharing open positions that can be invaluable in assisting academic partners. HERC membership costs vary by the size of the institution, making this option, where available, particularly useful for smaller institutions without the resources to establish partner-accommodation programs. Institutions may also establish less formal networks for sharing information about openings at nearby colleges and universities or in local businesses and nonprofit organizations. Such arrangements represent the least controversial option for offering accommodation to academic partners and may be particularly useful for those colleges and universities that are unable to offer extensive assistance because of limited resources. In some regions, however, the lack of urban concentrations or the absence of nearby universities may make these options less workable.

- *Assistance for relocating partners:* Human resource offices or specialized partner-assistance offices can also provide help with résumés and interview preparation. In addition, they can offer relocating partners other assistance, such as identifying child-care facilities or potential housing. Such help can ease the transition to a new region.
- *Bridging Positions:* Some institutions offer the possibility of a “bridging” position or a temporary fellowship to allow the institution time to identify a full-time line or to provide short-term support while a partner searches for a position.<sup>11</sup> Bridging positions can be particularly useful for academic partners because of the timetable of faculty searches. Such positions should be clearly described as temporary so as not to raise expectations about the provision of permanent employment.
- *Provision of a permanent position for a faculty partner:* An institutional offer of a new tenure-track (or equivalent position) line for a partner has been called the “holy grail of dual-career accommodation.”<sup>12</sup> In other cases, an

institution may offer full- or part-time contingent positions to the partners of newly appointed faculty. At least one study has shown that faculty members with positions at the same institution may experience greater satisfaction and find it easier to balance work and family responsibilities, making this option attractive from the candidate’s perspective.<sup>13</sup> Such positions, however, while providing the most direct assistance for dual-career couples, can also present problems for both the institution and the newly appointed faculty member. Of particular concern is any policy that would increase the number of contingent faculty for the sake of partner accommodation or that would limit the benefits or the opportunities for promotion for those partners appointed under such arrangements.

- *Assistance to graduate students:* When the partner is completing graduate studies, an institution can provide teaching opportunities, library privileges, or other assistance toward completing the degree. This is temporary assistance, however, and may not satisfy the long-term needs of a dual-career couple.
- *Shared positions:* In this type of arrangement, partners share a tenure-track position with defined responsibilities for teaching, research, and service. The shared position may be 100 percent or more of a full-time position with, for example, each partner appointed at 50 percent of a full-time position, or it may be an arrangement in which one partner is appointed at 60 percent and the other at 50 percent for a slightly more than full-time position. This form of accommodation, however, is usually limited in its applicability to faculty members in the same or closely related disciplines and to those who do not require two full-time salaries. Because the tendency among academics to form couples based on similar or related areas of specialization appears to be on the rise, shared positions may become even more desirable in the near future.

11. See, for example, the Partner Opportunities Program begun at UC Davis in the mid-1990s (<http://popprogram.ucdavis.edu>), and the Faculty Fellowship Program at the University of Oregon (<http://appointments.uoregon.edu/dualcareer.htm>).

12. Wolf-Wendel et al., *Two-Body Problem*, 103.

13. Robin Wilson, “Academic Couples Said to Be Happier Working at Same University,” *Chronicle of Higher Education*, August 2, 2002, A12; the study conducted by Cornell University’s Careers Institute was titled “Intimate Academics: Co-working Couples in Two American Universities.”

Both shared positions and dual-career appointments can present problems. The most important considerations when devising shared-position arrangements involve treating the faculty members as individuals who are equally eligible for benefits and for tenure and promotion opportunities. With respect to shared tenure-track positions, institutions must carefully define responsibilities and standards for evaluation so that individuals are not treated differently from other faculty because they are in a less than full-time position. Potential problems with shared positions must also be considered carefully, including the possibilities of a split tenure decision denying tenure to one partner while granting it to the other, of the departure of one member of the couple to assume a position at a different institution, or of the couple's separation or divorce. Clearly, different accommodation policies offer potential benefits but also present potential problems. We recognize that careful study and due consideration are required to develop policies regarding shared positions and dual-career appointments. Most institutions, however, could provide partner accommodation through assistance with the job search or access to university resources for graduate study, both of which involve fewer resources and less potential controversy.

### III. Developing Policies for Dual-Career Appointments

The offer of a tenure-track position to the partner of a job candidate is often the most satisfactory solution from the candidate's point of view. Such positions may also present benefits to the institution. Some universities have identified dual-career accommodation as an opportunity to enhance their programs. According to Professor Joan Girgus, special assistant to the dean of faculty at Princeton University, her institution "recruits families, not individuals," giving the accommodation of faculty couples a central place in the university's faculty recruitment program.<sup>14</sup> The web page for the University of Northern Arizona's Partner Assistance Program notes that "implementation of a dual-career program is crucial to successful recruitment and retention of employees."<sup>15</sup> Institutions have also argued that such policies

14. Joan Girgus, presentation at Stanford University Conference on Dual-Career Academic Couples: Strategies and Opportunities, Clayman Institute for Gender Research, June 16, 2006.

15. University of Northern Arizona, "Partner Assistance Program," <http://hr.nau.edu/node/2277>.

are important to ensure competitiveness in hiring the best talent or to ensure gender and ethnic diversity. The Harvard Task Forces on Women, for example, recommended establishment of a "Dual-Career Program" as one way to increase progress toward gender equity and diversity.<sup>16</sup> A 2008 report by the University Committee on Women Faculty and Students at the University of Notre Dame noted that exit interviews with female faculty members leaving the institution often cited "spousal hiring issues" as important in their decisions.<sup>17</sup> In the sciences, where gender equity has been particularly difficult to achieve, partner appointments may prove a useful tool.<sup>18</sup>

Such offers, however, need to be made carefully, since the method of proceeding with a dual-career appointment is crucial to its success, and the time frame for such offers is often limited. Universities will thus benefit from carefully considered policies that can serve as applicable guidelines for dual-career faculty appointments, rather than ones that attempt to make arrangements on a case-by-case basis. Also, institutions with collective bargaining agreements will have to reconcile any procedures with contractual language on searches or modify those agreements.

Partner-accommodation policies that involve additional faculty lines or replacement of existing contingent positions may present other difficulties that must be anticipated. Most commonly cited are problems within departments that are pressured to accept the appointment of a faculty partner. Individuals appointed under such difficult circumstance may feel marginalized by their new departments or face difficulties achieving tenure or promotion because of lingering resentment over the initial appointment procedures. This problem can be exacerbated if the position takes funding away from other departmental priorities or if the partner appointment replaces a long-serving contingent faculty

16. "Harvard Task Forces on Women Release Findings and Recommendations," *Harvard Gazette*, May 16, 2005, <http://news.harvard.edu/gazette/story/2005/05>.

17. University Committee on Women Faculty and Students, University of Notre Dame, "Enhancing the Recruitment and Retention of Female Faculty: A Comprehensive Report," Spring 2008.

18. For a discussion of this issue in one science field where gender equity is a problem, see Marc Sher, "Dual-Career Couples—Problem or Opportunity?," *CSWP Gazette: The Newsletter of the Committee on the Status of Women in Physics of the American Physical Society*, Fall 2006, 1.

member. A proposal from the ADVANCE (Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers) Working Group of the Earth Institute at Columbia University points out that “attempts to accommodate partners can be futile if the partner does not feel wanted by the institution.”<sup>19</sup>

Additional problems may arise when the partner appointed is referred to as a “trailing spouse” or in other ways as a less-qualified adjunct to a faculty “star.” Much of the resistance to partner accommodation is based on a perceived threat to the “quality” of faculty appointments.<sup>20</sup> When the accommodated partner is a woman, the circumstances of appointment can exacerbate potential gender bias. The best safeguard against a proliferation of complaints regarding partner-accommodation arrangements is the observance of well-considered and consistently applied policies relevant to all qualified candidates without regard for faculty rank or status. Special emphasis should be placed on respecting the rights of long-serving contingent faculty members. Every effort should be made not to replace a contingent faculty position with a partner-accommodation appointment.

#### IV. Recommendations on Dual-Career Appointments

This document provides guidelines on developing policies on partner accommodation, but it is not necessarily an endorsement of a particular policy or of the practice of dual-career appointments as appropriate for all institutions. Such programs are becoming more common in research universities where women have been consistently underrepresented among the tenure-track and tenured faculty. At the same time, accommodating dual-career couples may be problematic for smaller institutions or those with collective bargaining agreements. It is important to note that many universities have search procedures or affirmative-action procedures that would prevent any modification of the formal

appointment process, thereby making a quick decision on a dual-career appointment impossible.<sup>21</sup> In all cases, partner-accommodation policies must meet the strictest tests for transparency and good governance practices.

- Institutions that provide any form of partner accommodation should have a clearly worded policy that covers all full-time appointments rather than rely on ad hoc arrangements available only on select bases. Such policies should be available to all couples, not just those in heterosexual marriages.
- Such policies should be developed by appropriate faculty bodies or committees, not by the administration in the absence of meaningful faculty participation. The process for developing such procedures is arguably as important as the procedures themselves, and must take into account local conditions and institutional particularities.
- Policies should address important issues such as the process by which decisions on dual-career appointments are reached and the budgetary impact of those decisions. They should also include provision for maintaining open communication with the prospective faculty members, who should be kept informed of the process, and for adequate consultation on the arrangements with the department, if the latter is not directly responsible for employment negotiations.
- All appointment decisions should be made as part of a process driven by consideration of merit. Faculty members appointed under accommodation policies should be subject to

19. Columbia University, Earth Institute, ADVANCE Working Group on Science and Technology Recruiting and Increase Diversity, “A Proposal for Recruiting and Retaining Dual-Career Couples,” issued October 7, 2005.

20. For a discussion of some of these issues, see Robin Wilson, “The Backlash against Hiring Couples,” *Chronicle of Higher Education*, April 13, 2001, A16; and Joseph Kay (pseud.), “Too Many Couples,” *Chronicle Careers, Chronicle of Higher Education*, April 9, 2007, <http://chronicle.com/jobs/news/2007/04/2007040901c/careers.html>.

21. Open search requirements were first mandated under federal affirmative-action programs beginning in the 1970s in order to open up the faculty hiring process so that white women and women and men of color had a better opportunity to compete for faculty positions. Under Federal Executive Order 11246, colleges and universities that receive federal funds are still required to maintain affirmative-action programs, and research universities continue to have numerous goals to appoint more women and minority faculty. Under these campus programs a search may be waived if appointing the potential candidate will meet an affirmative-action “goal.” Because women continue to be underrepresented on the faculties of research universities, search requirements are sometimes waived in order to accommodate dual-career couples.

the same evaluative procedures as all other faculty members.

- Departments asked to consider a dual-career appointment must be permitted to follow reasonable departmental hiring procedures and must be free to refuse the appointment. Decisions on potential accommodation appointments must take into account departmental hiring priorities and programmatic needs.
- Normal search procedures may have to be modified given the limited time frame for making an offer to a candidate's partner. Such modifications should not, however, infringe on good governance practices or limit faculty involvement in the search process, nor should they violate campus affirmative-action policies. Collective bargaining agreements may need to be modified to accommodate dual-career appointments, and the impact on those agreements should be considered carefully.
- Whenever possible, appointments should be made to tenure-track positions. Dual-career appointments should not be the occasion for increasing the number of contingent faculty members at an institution.
- Every effort should be made not to replace contingent faculty members with partner-accommodation appointees.
- Information on these policies should be made available to all candidates for faculty positions as a regular part of the recruitment process. Discrimination guidelines limit questioning candidates about their marital and family status, but candidates should be made aware of campus policies so they can raise the issue.
- Policies should leave the question of initiating discussions of dual-career appointments up to the candidate to avoid intrusive and possibly illegal inquiries about a candidate's family situation. Institutions can, however, make information about an institution's dual-career policies readily available on a website or in a brochure given to all candidates to encourage these discussions to occur in a timely manner. Once a candidate has inquired about the possibility of dual-career accommodation, however, that inquiry should not be used as an excuse to eliminate the candidate from consideration for the position.
- Universities may find it preferable to have a third party handle the negotiations for dual-

career appointments, rather than have the arrangements directly negotiated by department chairs (who may not be fully aware of the procedures and issues involved), in which case chairs should be kept fully informed of the progress of negotiations. Such a third party could be a designated individual within the administration or a specific office within the university.<sup>22</sup>

- Funding for any dual-career appointment should be clearly accounted for and consonant with institutional conditions and budgetary requirements.
- Dual-career appointment procedures should be evaluated regularly, and data should be collected frequently to provide an objective basis for subsequent modifications to the policies and to prevent these evaluations from depending on anecdotal evidence.
- Institutions should take every care to ensure that faculty members appointed as part of a dual-career arrangement are treated as separate individuals valuable in their own right.

Underlying all of these recommendations are some basic principles that institutions should keep in mind. According to the AAUP's 1993 *Statement on the Ethics of Recruitment and Faculty Appointments*, the principle of "openness and shared responsibility" should inform all policies. Where partners are appointed to the same department, "reasonable restrictions" on the role of an immediate family member should apply, particularly in areas where conflicts of interest may arise, such as evaluation for tenure or promotion, setting of salaries, or, more generally, in situations where one partner is in a position to serve as "judge or advocate" of a family member.<sup>23</sup> Appropriate safeguards must also be put in place should one partner become chair of a department in which his or her partner holds an appointment. Universities establishing such positions should also be clear about state nepotism laws and cognizant of Association-recommended standards and procedures as set forth in the 1940 *Statement of Principles on*

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22. Many institutions with dual-career hiring policies use the provost's office for coordinating such offers, but a few have separate dual-career offices that perform this service.

23. *The Ethics of Recruitment and Faculty Appointments* (1993), in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC, 2006), 179–81.

*Academic Freedom and Tenure* and the applicable provisions of the *Recommended Institutional Regulations on Academic Freedom and Tenure*.

In sum, these recommendations call for policies that balance the needs of departments and institutions with the needs of faculty members. Individual faculty appointments, above all, should be based on the candidate's potential contribution to the position, the department, and the institution. Sensitivity to the balance between work and life must also be tempered by attention to good governance and the protections of tenure. ■

ANN HIGGINBOTHAM (History)  
Eastern Connecticut State University, *chair*

ANNA BELLISARI (Anthropology)  
Wright State University

MURIEL POSTON (Biology)  
Skidmore College

PAULA TREICHLER (Communication and Media Studies)  
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MARTHA WEST (Law)  
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ANITA LEVY, *staff*

*The Subcommittee*



# Recruitment Exceptions Policy

## POLICY INFORMATION

**Date Established:** 3/1/2010

**Date Last Updated:**  
6/20/2014

**Category:**

Human Resources

**Responsible Office:**

Equity, Diversity and  
Inclusion

**Responsible Executive:**

Vice President for Finance  
and Administration

## POLICY CONTENTS

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## Summary

The University at Buffalo will conduct a competitive recruitment for all positions, unless there is a compelling justification to make a recruitment exception.

## Policy Statement

The University at Buffalo (UB, university) is an equal opportunity employer and actively seeks a qualified, diverse workforce. The university is committed to conduct recruitments consistent with the *Recruitment Policy* to enhance the excellence of the university's workforce. The university will conduct a competitive recruitment for all positions, unless there is a compelling justification to make a recruitment exception.

Appointments without a competitive recruitment are limited to the following:

### Emergency hires

- Instructional faculty
- Positions critical to the operations of the university

### Hires of individuals as specified in documents related to each specific appointment

- Grant or contract positions
- Spousal and partner hires
- Key associates

### Hires of opportunity

- Exemplary scholar
- Competitive hire
- Diversity opportunity

### Visiting scholars (one year temporary)

- Faculty on sabbatical from other institutions
- Visiting scholars chosen by the funding source (e.g., Fulbright scholars and scholars funded by foreign institutions)
- Visiting research collaborators (individuals currently employed at another institution or agency and collaborating on an on-going research project)
- Exchange visitor (individuals from institutions with which the university has an exchange agreement)

### Appointments due to a change in status

- Recently graduated student
- Change in funding source

### University internship, apprenticeship, fellowship, and training programs

- Internship, apprenticeship, and training programs leading to appointment to a regular faculty or staff position
- Specialized fellowships leading to a regular faculty or staff position

### Research Foundation temporary summer employment

### Appointment to perform additional duties that are both separate from and unrelated to an individual's current appointment

### Special circumstances

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## Background

This policy supersedes the *Guidelines for Affirmative Action Procedures in the Hiring of Faculty and Professional Staff at the State University of New York at Buffalo*. The Waiver of Affirmative Action process will no longer be used and all requested exceptions to the *Recruitment Policy* will be reviewed in accordance with this *Recruitment Exceptions Policy*.

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## Applicability

All faculty, professional staff, classified staff, and Research Foundation (RF) positions regardless of full time equivalent (FTE) are covered by this policy. Civil Service rules and regulations also govern classified staff positions.

This policy does not apply to student assistant, work-study student, graduate assistant, teaching assistant, or research (student) assistant positions.

## Definitions

### Affirmative Action Plan

A federally mandated report that is used as a management tool designed to ensure equal employment opportunity. A central premise underlying affirmative action is that, absent discrimination, over time an employer's workforce generally will reflect the gender, racial, and ethnic profile of the labor pools from which the employer recruits and selects.

### Competitive Recruitment

The process of sourcing, screening, and selecting employees for positions with an employer.

### Equal Employment Opportunity

The concept of providing access to employment opportunities to all persons without regard to race, color, national origin, gender, religion, age, disability, pregnancy, gender identity, sexual orientation, marital status, veteran status, or ex-offender status.

### Protected Group

A protected group member is an individual who falls within a group that is qualified for protection under equal employment laws. Examples include individuals with qualifying disabilities, veterans with qualifying service, members of minority groups, and women.

### Temporary Appointment

An appointment which may be terminated at any time. Temporary appointments ordinarily will be given only when service is to be part-time, voluntary, or anticipated to be for a period of one year or less, or when an employee's initial appointment is made to a position vacated by an employee serving a probationary appointment, or by an employee on an approved leave.

## Responsibility

### Hiring Department and Search Committee

- Consider and select applicants for hire in accordance with laws prohibiting discrimination based upon race, color, national origin, gender, religion, age, disability, pregnancy, gender identity, sexual orientation, marital status, veteran status, or ex-offender status.
- Prepare appropriate documentation in support of the exception request.

### Human Resources

- Monitor and enforce this policy and assist with compliance.
- Provide consultation, guidance, and assistance to hiring departments with recruitment procedures, position classification, and compensation.
- Manage UB Jobs.
- Approve position classifications and hiring proposals.

### Office of Equity, Diversity and Inclusion (EDI)

- Monitor and assess Equal Employment Opportunity/Affirmative Action (EEO/AA) compliance.
- Monitor and evaluate utilization of the *Recruitment Exceptions Policy*.

### International Student and Scholar Services

- Provide policy and immigration services for faculty and staff.

### Office of Faculty Affairs

- Authorize all faculty recruitment.
- Review and approve faculty hiring/appointments.
- Advise and assist with under-represented faculty recruitment and special faculty hiring initiatives.

## Procedure

Recruitment exceptions will be processed and reviewed through UB Jobs. A special tab is located within UB Jobs for appropriate documentation to be inserted by the hiring manager and the individual being hired.

The requirement to process an appointment through UB Jobs is waived in the following circumstances:

- When appointing a State University of New York (SUNY), RF, or University at Buffalo Foundation (UBF) employee to an RF temporary summer position. However, if UB Jobs is not used, a job description must be submitted with the appointment transaction in order for the appropriate job title to be assigned.
- When hiring an active, full-time, exempt (professional) level SUNY, RF, or UBF employee to perform additional duties that are both separate from, and unrelated to, the individual's current appointment. When doing so, the appropriate approval form (i.e., *Extra Service Compensation Approval (RF)* or *Request for Approval of Extra Service Compensation (State)*) must be completed and submitted along with the appropriate hiring documentation.

The chart provides definitions and documentation requirements for each exception category.

## Recruitment Exception Definitions

Exception Category	Definition	Documentation Required
Emergency Hire	<b>Instructional Faculty:</b> In an emergency situation (e.g. sickness, death, sudden resignation, or where a vacancy for a position crucial to an instructional need occurs less than one year from the required start date for the course or during the course of the semester) the position may be filled on a temporary basis, contingent on the unit starting the search immediately or in such time as the unit can reasonably expect to select the candidate by the beginning of the next semester or academic year.	Letter of justification explaining the circumstances
	<b>Positions critical to the operations of the university:</b> In an emergency situation in which failure to fill a vacancy would compromise the operations of the university, an emergency temporary hire, not to exceed one year, may be made while the search is being conducted. These appointments will be made only when the position could not reasonably be expected to be filled by a temporary internal reassignment.	Letter of justification explaining the circumstances
	Note: Individuals who have been hired on a temporary basis without a competitive/affirmative action recruitment or exception to the search process will not be eligible for consideration as an internal applicant, and can only be a candidate if a full external search is conducted.	
Hires of individuals specified in documents related to each specific appointment	<b>Grant or Contract Positions:</b> Principal Investigators may hire individuals specifically named in grants or contracts and/or who are integral to the project.	Award letter and selected pages from the research grant or contract specifying the named person(s), or other written justification as to why the individual is integral to the project
	<b>Spousal/Partner Hires:</b> The hire of the spouse or partner is negotiated in connection with the primary hire resulting from a competitive recruitment.	Documentation consistent with Provost Office procedures
	<b>Key Associates:</b> Employees who have formally negotiated the hire of key associates as part of their employment agreement; these appointments may be in connection with the transfer of a sponsored project or related to a unit or program-specific recruitment initiative.	Documentation of prior approval for the associate appointments must be provided for each individual appointment
Hire of Opportunity	<b>Exemplary Scholar:</b> Nationally or internationally renowned individual. While each academic discipline recognizes extra-ordinary accomplishment differently, it is expected that the "hire of opportunity" designation be used only in rare circumstances; such designations are recommended by deans or vice presidents for approval by the president or provost. For international scholars, contact International Student and Scholar Services.	Address specific accomplishments, status in the discipline, and national or international reputation of the individual to support the appointment as an "exemplary scholar"
	<b>Competitive Hire:</b> In recognition of the unique nature of the recruitment and hiring of athletic coaches, an exception to the competitive hiring process may be made when the urgency of committing a job offer to a candidate is documented and indicates that normal competitive processes are not practical to secure the selection of a highly qualified candidate. All candidates hired under this exception will serve under time-limited contract appointments	Letter of justification from the Director of Athletics addressing the specific qualifications of the individual, competitive nature of recruitment within the specific sport, or other circumstance relevant to the proposed hire
	<b>Diversity Opportunity:</b> An exception to achieve diversity may be granted to a department/unit based upon its capacity to recruit qualified women and/or minority (African-American, Hispanic or Latino, Asian or Pacific Islander, American Indian or Alaskan Native) candidates, where there is under-representation of women and/or minority groups in the department/unit workforce profile as documented in the current Affirmative Action Plan.	Include data from the current Affirmative Action Plan verifying under-representation of the protected group in the particular discipline, or other appropriate documentation; can be provided by EDI
Visiting Scholar (one year temporary appointment)	<b>Faculty on sabbatical from other institutions</b>	Copy of letter authorizing the sabbatical or letter of justification explaining the hire
	<b>Visiting scholars chosen by the funding source</b> (e.g., Fulbright scholars and scholars funded by foreign institutions)	Documents indicating funding source or letter of justification explaining the hire
	<b>Visiting research collaborators</b> (individuals currently employed at another institution or agency and collaborating on an on-going research project)	Letter of justification explaining the hire including the date the research project commenced
	<b>Exchange Visitor</b> (individuals from institutions with which the university has an exchange agreement)	Copy of the exchange agreement or a letter of justification explaining the circumstances
Appointment due to change	<b>Recently Graduated Student:</b>	Letter of justification



in status	A student employee who has just completed degree requirements and can no longer hold a restricted (student status) appointment may be appointed to a temporary non-restricted appointment for the purpose of completing a specific project up to a maximum of one year.	explaining the circumstances, including the expected graduation date and estimated completion date of the project
	<i>Change in Funding Source:</i> When funding sources are changed to a new university or university-affiliated employer, an exception to recruitment requirements can be utilized for appointment to the new position, only if the individual's prior appointment was the result of a competitive recruitment. The new position must have similar duties, responsibilities, and salary and must be permissible under state and federal employment law.	Letter of justification explaining the circumstances and referencing the original posting number of the prior affirmative action search; additional supporting documents that verify the completion of a competitive recruitment for the selected individual will be accepted in lieu of the original posting number if one did not exist or cannot be found
University Internship, Apprenticeship, Fellowship, and Training Programs	<i>University Internship, Apprenticeship, Fellowship, and Training Programs:</i> Students, interns, or apprentices who have completed a formal internship, apprenticeship, or training program designed to increase employment and/or knowledge and experience at the university; the formal internship, apprenticeship, or training program must recruit its candidates through an open equal opportunity process.	A letter of justification explaining the method of selection for the candidate
	<i>Specialized Fellowships leading to a regular faculty or staff position:</i> Candidates who have completed a specialized fellowship that furthers the university's mission and would be an asset to the university; the specialized fellowship must recruit its candidates through an open equal opportunity process.	A letter of justification explaining the method of selection for the candidate
Research Foundation temporary summer employment	RF temporary summer appointments may be made for up to thirteen weeks during the designated summer period. These appointments may not extend beyond the summer period, or convert to regular status without a competitive recruitment.	Transactions for such appointments must include the "summer" designation; appointments for State faculty members exceeding two months (or 2/9th's of the academic year salary) require completion of the <i>Summer Appointment Certification</i> .
Appointment to perform additional duties that are both separate from, and unrelated to, an individual's current appointment	When hiring an active, full-time, exempt (professional) level SUNY, RF, or UBF employee to perform additional duties that are both separate from, and unrelated to, the individual's current appointment.	<i>Extra Service Compensation Approval (RF) or Request for Approval of Extra Service Compensation (State)</i> and appropriate hiring documentation.
Special Circumstances	Circumstances may arise where an appointment or change in appointment is required to meet administrative, contractual, or legal obligations of the university, and to which standard recruitment procedures cannot be applied. The "special circumstances" designation should only be used in rare circumstances.	Approvals and documentation appropriate to the specific situation from the provost or cognizant vice president.

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## Contact Information

### Contact An Expert

Contact	Phone	Email
Human Resources	716-645-7777	HRAdmin@buffalo.edu
Equity, Diversity and Inclusion	716-645-2266	diversity@buffalo.edu
International Student Services	716-645-2258	iss@buffalo.edu

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## Related Information

### University Links

- [Careers at UB](#)
- [Equity, Diversity and Inclusion](#)
- [International Student Services](#)
- [Recruitment Policy](#)

### Forms

- [Extra Service Compensation Approval Form \(Research Foundation\)](#)
- [Request for Approval of Extra Service Compensation \(State\)](#)
- [Summer Appointment Certification for Academic Year Faculty \(State and Research Foundation\)](#)

#### Related Links

- ▶ [State University of New York Board of Trustees](#)
- ▶ [State University of New York Non-Discrimination Policies and Procedures](#)
- ▶ [State University of New York Union Contracts](#)

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## History

### Policy Revision History

June 2014	Updated the Procedure section with waiver of UB Jobs requirement when: <ul style="list-style-type: none"><li>• Appointing a SUNY, RF, or UBF employee to an RF temporary summer position</li><li>• Hiring an active full-time exempt (professional) level SUNY, RF, or UBF employee to perform additional duties that are both separate from, and unrelated to, the individual's current appointment</li></ul>
November 2011	Updated Office of Equity, Diversity and Affirmative Action (EDAAA) department name to reflect the current name of Office of Equity, Diversity and Inclusion (EDI).

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## Presidential Approval

*Signed by President John B. Simpson*

3/1/2010

*John B. Simpson, President*

*Date*

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## Office of the Vice Provost for **Faculty & Academic Affairs**

### **Dual Career Opportunities** **Employment resources for dual career couples**

We recognize the challenges faced by couples when you find a faculty position in a new city and your partner also needs to find employment.

Indiana University is committed to providing dual career support to the spouses and partners of newly hired faculty members. Bloomington and the surrounding area offers a range of employment opportunities, both at IU and in the local community.

#### **Dual Career Network**

IU Bloomington's Dual Career Network provides support to the spouses and partners of new or prospective faculty members.

Each school or college on our campus has a Dual Career Network representative to coordinate cases from that school. These representatives facilitate connections between the spouses or partners of new or prospective faculty members and potential employers on campus or in the community.

Faculty interested in exploring employment for a spouse or partner should inform their department chair or dean, who can refer dual career cases to their school's dual-career representative.

**[Read about couples who both found jobs in the Bloomington area <career-profiles/index.html>](#)**

#### **Dual academic careers**

If you are a prospective faculty member visiting Bloomington for a campus interview, you may discuss dual academic career issues with the department chair or associate dean handling the recruitment process.

**[See available academic positions at IU <https://indiana.peopleadmin.com/>](https://indiana.peopleadmin.com/)**

## Questions?

Questions about academic positions should be directed to OVPFAA (not IU Human Resources).  
Email us at [vpfaa@indiana.edu](mailto:vpfaa@indiana.edu).

## Opportunities for staff positions at IU

IU Bloomington has more than 6,000 professional and support staff positions, in areas such as research administration, finance, student services, communications, information technology, and facilities management.

If you are a prospective faculty member invited to Bloomington for a campus interview, you may want to discuss with the department chair or associate dean the qualifications and interests of your spouse or partner. Our Dual Career Network provides resources for deans to explore staff job possibilities for spouses or partners of prospective or newly hired faculty.

**See open positions on the Jobs at IU website <<https://jobs.iu.edu/>>**

## Career possibilities in Bloomington and the surrounding area

A wide array of businesses and organizations in Bloomington—and the surrounding area—offer employment opportunities.

Major Bloomington-area employers include:

- Baxter <<http://jobs.baxter.com/>>
- City of Bloomington <<https://bloomington.in.gov/departments/hr/jobs>>
- Cook Group <<https://www.cookgroup.com/>>
- Cummins, Inc. <<https://www.cummins.com/#careers>>
- Monroe County Community School Corporation (MCCSC)  
<<https://www.mccsc.edu/Page/3341>>
- IU Health <<https://careers.iuhealth.org/>>

To learn more about the job market and economic development in the Bloomington area, visit the Bloomington Economic Development Corporation website <<https://bloomingtonedc.com/>> .

Visit the Bloomington Technology Partnership website <<https://bloomingtontech.com/jobs/>> to find employment opportunities in Bloomington's tech sector.

May 22, 2017.

## **Provost's Faculty Diversity Council.**

### **Dual Career Hiring Practices and Policies at Peer Institutions.**

#### **Executive Summary.**

During Fall 2016 and Spring 2017 the Provost's Faculty Diversity Council contacted eleven of our peer institutions about dual career practices and policies, and looked for information about how such policies might be connected to diversity goals. We consulted websites, faculty handbooks, and, in many cases, spoke directly to administrators. Nine of our peer institutions have nepotism policies. Eleven have published diversity statements. Five (University of Northern Iowa, Illinois State, Grand Valley State, Clemson University, Binghamton University) report either aspirational practices and/or policies to promote dual career hiring.

Of those institutions with established practices and policies, dual career hiring can be considered if the hire meets diversity goals. To facilitate dual career hires, Clemson University uses a three year cost sharing model, with costs divided by 3.<sup>1</sup> The University of Northern Iowa recognizes opportunity hires for diversity when there might be a mis-match between the position description and the individual, where there is underrepresentation, when there are specialized skills involved, or when a spouse is involved. Illinois State recognizes an affirmative action waiver that allows for a dual career hire if diversity goals are involved. Grand Valley State will consider a shared position or creation of a new position should the circumstances warrant.

Institutional representatives mentioned conditions informing dual career practices and policies. West Chester University has a rigid collective bargaining system that prevents opportunity hires. Nepotism laws make it virtually impossible for UNC Wilmington to consider dual career hiring, while the University of Northern Iowa's policy was underfunded, to the detriment of the dual career initiative. Grand Valley State has a well elaborated Inclusion Advocates policy that promotes diversity and inclusive hiring practices. Appalachian State is considering a new search process that might award an additional position to a unit that does a good search and comes up with two highly qualified people, one of whom is a diversity candidate. Several schools report lack of urban opportunity and relative geographic isolation as confounding factors to dual career hiring and diversity opportunities. Several schools mentioned that departments resent having a candidate presented to them from outside their departmental searches.

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<sup>1</sup> The University of Arizona, not in our peer group, also uses this model. Source: Dr. Keith Lindor, Executive Vice Provost and Dean College of Health Solutions, ASU.

May 22, 2017.

## **Provost Faculty Diversity Council Recommendations on Dual Career Hiring and Diversity.**

James Madison University Profile.

JMU does not have a dual career hiring policy. Trailing partners are left to pursue informal channels in looking for academic appointments. Following the 2012 Coache report, JMU was asked to create a well-defined policy to implement opportunity hires; allow trailing partners to access information through JMU, and create a 1.5 shared position option for trailing spouses. In response HR created the C3 program for trailing spouses. JMU has a nepotism policy (Faculty Handbook policy 1301) and departments on the receiving end of a dual career hire resent having their autonomy jeopardized. That is, departments don't necessarily see dual career hiring as an opportunity.

Thirty nine JMU department heads were queried about the impact of trailing spouses on hiring and retention. Fourteen unit heads responded. Unit heads in Arts and Letters, Health and Behavioral Studies, and CISE offered detailed stories about the issue. For them it's a problem. COB and CVPA report no issues. CSM did not report. It was noted that not all spouses want an academic appointment, and departments that are accepting a dual career candidate will need some reward, because the candidate may skew their own diversity profile.

### **PDFC recommendations on Dual-Career hiring.**

1. We endorse the Coache Task Force report's recommendation 7: "Review dual-career (also referred to as spousal or partner hiring) policies. If the University has no written policy, create one, and create a process to disseminate information on a routine basis."
2. **The PDFC recommends** a policy and funding that will support dual career hiring with priority to be given to hires that will enhance diversity on campus through an opportunity hire (diversity via trailing partner, or supporting a diverse hire's partner). As the report indicates, several of our peers (U of Northern Iowa; Grand Valley State) have instituted opportunity hires. This seems to be a trend nationally.
3. We endorse the Coache Task Force reports recommendation to consider a shared 1.5 FTE for faculty partners in the same field. We also suggest considering a three way cost-sharing framework such as used by Clemson University, as not all partners are in the same field.
4. We recommend that dual career positions be made available as RTA positions.
5. We recommend developing an opt-in framework in order to identify units that will accommodate opportunity hires (which could include JMU's PFF fellows), or units that are willing to seek diversity hires.

May 22, 2017.

6. In concert with Coache Task Force recommendation 15, 16, 17, 18 and 19 (childcare), we endorse vigorous pursuit of campus supported daycare as a priority for JMU. It's a crucial element in the total quality of life issue for young couples and having affordable and accessible day care will have a positive effect on our recruitment and retention of diverse faculty.

**Appendix A. Dual Career Hiring: JMU's Peer Institutions**

**Appendix B. Dual Career Hiring: JMU Department Heads' Report on Partner Hiring**

## Spousal Hiring Practices and Policies at Peer Institutions.

Data Gathered by the Provost's Faculty Diversity Council. Fall 16-Sp 17.

### Policy on spousal or dual career hiring?

**West Chester University** No.

**University Northern Iowa** Yes. Diversity is incorporated as an integral part of the policy: The UNI Opportunity Hire Policy provides a framework and support for employing highly-qualified individuals who will make beneficial contributions to the university and its community. This includes individuals who offer diversity in areas where historical under-representation exists, spouses or partners\* of current or prospective university faculty and staff who themselves have talents that match the needs of the university, or individuals who bring a unique or different perspective because of their professional or personal backgrounds, interests or expertise.

Appropriate situations for opportunity hires are:

1. Where the accompanying spouse/partner of a UNI faculty/staff member or recruit is also looking for a faculty/staff position and no immediate hiring line is available that aligns with the spouse's/partner's expertise.
2. When there is a unique opportunity to provide diversity where under-representation exists.
3. When the unit is searching for a restricted set of skills and experiences and the pool of qualified candidates is limited.
4. When a unique window of opportunity to hire a desirable faculty/staff member presents itself outside of the normal search frame, i.e. when there is a mismatch between the "opportunity" to hire an individual and the availability of an open position.

**UNC Wilmington** No.

**Towson University** No. Towson does not have any spousal hiring policy, and that it's a department by department call. So it sounds like some departments may give help and others do not.

**Rowan University** No.

**Miami University** No.

**Illinois State** Yes, although not stated as a formal policy. There is an Affirmative Action waiver that allows for spousal hire if it meets diversity goals and university mission and need. "An accompanying spousal/partner appointment becomes beneficial to the University's programmatic or diversity needs. Please attach documentation establishing the programmatic or diversity needs justifying employment for the accompanying spouse/partner. Written endorsement from the responsible Vice President or Provost is also required." There's also an annual chart of diversity targets for each classification of staff.

**Grand Valley State** Yes. In accordance with state law, federal law, and GVSU's commitment to faculty governance, the university uses inclusive, non-discriminatory, open recruitment and hiring practices. If an academic partner is qualified for an open tenure-track position, he/she must participate in the normal hiring process unless either the Provost or the President approve otherwise.

Shared Positions: The University will consider arranging a shared position. In this type of appointment, partners share a tenure-track position with defined responsibilities for teaching, research, and service. The shared position must total at least 100 percent of a full-time position.



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This form of accommodation works best for two faculty members in the same or closely related disciplines.

Creation of a New Position: The creation of a position for a partner is at the discretion of university administration, normally with consultation with the appropriate unit head and dean. Funding for such positions is determined by the Office of the Provost (Faculty Handbook).

Additionally, Grand Valley aspires to support talented couples in their search for meaningful employment at the university and/or in the surrounding Grand Rapids area. The Dual Career Resources are available to spouses/partners of prospective and newly hired faculty and staff.

**Clemson University**        **Yes.** Dual career families are common among faculty. This presents both challenges and opportunities. Universities with clearly articulated dual career hiring programs can overcome the challenges and become highly competitive for attracting talented individuals. The purpose of this document is to enhance dual career hiring success in those cases where both individuals being hired are seeking faculty positions within the University. It includes guiding principles, a plan for resource flow that can enable dual career hires and recommended procedures for the vetting of candidates. It was developed by Clemson administrators and faculty with guidance from models of dual career hiring practices at peer institutions. Some highlights from the extensive document:

--Priority will be given to dual career hires requested as part of initial faculty recruitment. However, faculty can request dual career accommodation for a spouse or partner at any time. For current faculty members, a number of factors can be considered in a dual career accommodation decision including: current faculty member's performance, retention concerns, the educational and/or employment status of the spouse/partner and the financial resources available. Rapid decision making is important; delays in evaluation and decision making run the risk of losing viable candidates to other universities. The credentials of dual career faculty **MUST** be sufficient and appropriate for the appointment being considered. There must be honest assessment of the candidates without undue pressure that may lead to a poor decision. The standard for a dual career hire should be a full-time, permanent position. Exceptions to this arrangement require approval of the asking and receiving deans and the Provost.

--To facilitate dual career hires, the receiving department will be eligible for a three-year cost sharing model whereby one-third of the salary of the dual career hire is paid by the asking department (or the asking department's college), one-third by the receiving department (or its college) and one-third by the provost. This model is subject to availability of funds and approval by the deans of the two colleges and provost. Startup investments (if any are required) are expected to follow the model used for standard targeted faculty hires. After three years, the receiving department must assume the full cost of the faculty hire (if the position is permanent). The receiving department is expected to find funds to continue the position as appropriate. This could mean that an existing or subsequently open position will have to be used to support the dual career hire.

**Binghamton University**        **Yes.** We have launched a new Dual Career program, but it's not a "policy" at this point. FYI, on an ad-hoc (case-by-case) basis, we have been successful in many cases on spouse/partner hires either within our institute, or in the local community by working with companies and other entities. Since it is a program description, it is rather lengthy to quote.

**Appalachian State**        **No.**

## Policy on nepotism?

**West Chester University** No. Spouses may not evaluate each other, however.

**University Northern Iowa** Yes. UNI permits the employment of qualified individuals who are related to employees as long as the relationships are disclosed and either the conflict can be mitigated or such employment does not, in the opinion of the University, create a real or potential conflict of interest.

**UNC Wilmington** Yes. No UNCW employee may occupy a position which has influence over a related person's employment, hire, appointment, evaluation, transfer or promotion, reappointment, tenure, work assignments, compensation, or other terms and conditions. Persons related to current employees may be hired if the new employee meets all job qualifications in accordance with UNCW's established recruitment and selection policies, and works in a division other than the current employee's division.

**Towson University** Yes. The general rule is that Towson does allow employment of family members, but the parties cannot have the same supervisor, with exceptions made under certain circumstances.

**Rowan University** Yes. A relative of a Rowan University employee may be considered for position vacancies. However, the University will not place an employee in a position that is directly or indirectly subordinate or supervisory to a relative, and Rowan employees must be diligent so as not to participate in any way in any decision that might directly or indirectly affect a relative. Rowan University employees must be vigilant about conflicts of interest. (This is a long policy, summarized here).

**Miami University** Yes. Miami University imposes no restrictions on the concurrent employment of members of the same immediate family except for the usual supervisory and evaluation cautions. It's a well elaborated policy.

**Illinois State** Yes. Employees are selected for employment and promotion without regard to relationship by blood or marriage, in accordance with appropriate qualifications for and performance of specified duties. However, no individual shall initiate or directly participate in personnel decisions involving initial employment, retention, promotion, salary, leave of absence or other benefit to an individual employee who is a member of the same immediate family. Immediate family includes an employee's spouse, domestic partner, parents, brothers, sisters and children.

**Grand Valley State U** No.

**Clemson University** Yes. Nepotism: Per SC HR Regulation 19-701.06 – Ethics Act- No public official, public member, or public employee may cause the employment, appointment, promotion, reassignment, transfer, or advancement of a family member to a State or local office or position in which the public official, public member, or public employee supervises or manages. Family member means an individual who is (a) the spouse, parent, brother, sister, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparent, or grandchild, or (b) a member of the individual's immediate family. Immediate family is defined as follows. . . . (This is part of a longer passage on ethics and conflicts of interest).

**Binghamton University** Yes. Nepotism policies were eliminated from the SUNY Policies of the Board of Trustees in the 1970s. As a result there are no longer any prohibitions against relatives

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being appointed to work in the same departments. However, paragraph 3(f) of section 74 (Code of Ethics) of the NYS Public Officers Law (PDF) states: "An officer or employee of a state agency, member of a legislature or legislative employee should not by his conduct give reasonable basis for the impression that any person can improperly influence him or unduly enjoy his favor in the performance of his official duties, or that he is affected by the kinship, rank, position or influence of any party or person." In accordance therewith, most SUNY campuses, including Binghamton, insist that employees not be given work assignments under which they would supervise persons with whom they have a familial or other intimate relationship, including consensual relationships that might exist between staff and students. In addition, New York State Ethics in Government Nepotism Policy states that State officers and employees may not participate in any decision to hire, promote, discipline, or discharge a relative for any compensated position at a State agency, public authority or the Legislature.

**Appalachian State**            **Yes.** Related persons shall not serve concurrently within the institution in any case where one such related person would occupy a position having responsibility for the direct supervision of the other related person. 5.1.1.2 With respect to proposed employment decisions which would result in the concurrent service of related persons within the same academic department (or other comparable institutional subdivision of employment), a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person. Appalachian State also lists all possible relationships that could trigger these rule, including "persons engaged in amorous relationships: an amorous relationship exists when, without the benefit of marriage, two persons voluntarily have a sexual union or are engaged in a romantic courtship (e.g., dating or engaged to be married) that may or may not have been consummated sexually.

## Comments.

**West Chester University.** The university operates under a rigid collective bargaining regime that is interpreted as requiring open searches for all positions. Culturally, "receiving" departments also resent the idea of dual hires. There is no faculty handbook; the collective bargaining agreement serves the same function.

Source: Jeff Osgood, Vice Provost.

**UNC Wilmington.** Dr. Guion mentioned instances in which nepotism was avoided by careful attention to lines of reporting so that related individuals could be employed without skating on thin ice. He said the restrictions in hiring policies as regulated by NC law made it nearly impossible to pursue dual career hiring. He reported that UNC attempts to monitor employment prospects in Wilmington and in areas within a reasonable radius in order to make connections for people, but nothing is formalized as in MOU's about mutual interests. There have been rare situations in which more than one unit position was open, which allowed for recruitment language to "welcome" applications from dual career couples. University budget does not create that sort of option with any frequency, however. In sum, the aspirations toward greater diversity and inclusion are strong but not strong enough to bend statewide personnel practices that govern public universities.

Source: Kent Guoin, Chief Diversity Officer.

**U of Northern Iowa.** The policy [on opportunity hires] has been underfunded and has had some unintended consequences. They are in the midst of revising the policy. Nancy Cobb arrived at UNI in 2013. What they had done for Opportunity Hires prior to this was to petition the President of the university for a search waiver. The hire could be completed if funding was identified. Nancy was charged with creating a policy and she lead a task force that developed the policy referenced above. The intention was that the Provost's office would hold a fund for "bridge funding" for positions for up to 4 years; at that point the salary would have to be picked up by the department/college. However,

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they were unsuccessful in obtaining additional funding from the state that would provide permanent funds in the Provost's budget. As a result, full implementation of the policy, and the ability to take full advantage of opportunity hires, has not been possible.

They have utilized the policy for two hires. The policy created a form that provided the justification for the hire, and the college/department covered the funding from the time of hire so no bridge funding from the Provost was necessary.

Unintended consequences of the new policy:

In terms of spousal hiring, faculty tend not to respect the fact that the policy is intended for new hires; that is, the policy allows for the opportunity to hire spouses at the time of the hiring of one spouse who is offered a job following a search process. Faculty, on the other hand, have tried to make the policy work retroactively. In other words, faculty who have been at the University for some time have requested that their spouses be hired into full time positions. This was exacerbated by the fact that language was included in the policy that referred to the use of opportunity hires for "retention" of faculty. This, in turn, encourages faculty to go out and seek out other job offers in the hopes that UNI will hire their spouse in order to retain them. Nancy noted that, indeed, there are some incredibly talented faculty who are spouses of tenure-track or tenured faculty who are only able to, at the most, find adjunct opportunities at the university. How to best honor these faculty is a challenge. Nancy believes that the policy is very helpful, absent any policy whatsoever. They are revising it to attempt to avoid unintended consequences, but a lack of funding will make it impossible to take full advantage of their opportunities.

Source: Nancy Cobb, Associate Provost for Faculty.

**Illinois State.** IS has an office of Equal Opportunity, Ethics and Access, and an Office of Diversity Advocacy, both seem to be Student Affairs entities. Minutes from a 2014 Senate Executive committee record a wide-ranging discussion about adopting a spousal hiring policy, pros and cons. For some people, spousal hiring jeopardized nepotism boundaries. For others, it might encourage faculty to accept a position if there were provision for a spouse. No decision was reached.

**Grand Valley State University.** GVSU has an Inclusion Advocates program. Here is a partial quote from what are extensive explanations and resources.

We recognize the vital role Inclusion Advocates fulfill in creating a campus environment that values differences across many dimensions of diversity. We value the contributions of the Inclusion Advocates who have pioneered this effort and laid the foundation for inclusion. With important feedback from faculty and staff across the university, the Inclusion Advocate Program has been revised. We invite you to participate in our new Inclusion Advocate Program. The substantive changes to the program include: a formal registration and application process, a preliminary orientation and training, on-going support, required annual meetings and participation in Social Justice Education workshops, recognition for service, and an annual evaluation process.

Responsibilities of Inclusion Advocates and Search Committees regarding Inclusion Advocates

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices. At a minimum and in consultation with the search committee chair, Human Resources, and the Affirmative Action/EEO Office as appropriate, an Inclusion Advocate will:

1. Serve on search committees for all full-time positions.
2. In most cases, be selected from outside the hiring department. A closely related department, even if within the same school or division, is encouraged. See [www.gvsu.edu/affirmative/ia](http://www.gvsu.edu/affirmative/ia) for a list of Inclusion Advocates.

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3. Review and approve recruitment plans and job advertisements prior to the beginning of a search.
4. Review availability and application pool data and, if necessary, suggest additional recruitment options and/or changes to the recruitment plan and/or search timeline.
5. Provide a statement reviewing the search process, and assuring full inclusive practices were implemented during the search, and/or acknowledging concerns related to the search prior to the final hire is approved.

**Clemson University.** Clemson has a spousal/partner assistance program that offers the following services (not a complete list).

- Pre-offer spousal or partner consultation (during the recruitment stage)
- Introductory letter to external employers of hiring officials at the University
- Recommendations/referrals from Clemson's Recruitment team

**Appalachian State.** Appalachian State is located in a relatively closed community with few urban resources for hiring. The southern, mountain culture isn't open to newcomers, and there's little industry outside of the university itself. Employment opportunities in the region are sparse, in other words. From COACHE data and exit interviews, they know that the primary reason people leave is because of spousal discontent. So, they've just created a joint position between HR and Academic Affairs, an "Office of Relocation Services and Dual Career Assistance." They searched internally, and hired a woman who is a trailing spouse with a realtor's license and children in the public schools, so she knows the region well. It's her job to develop relationships with local businesses—banks, schools, businesses—on behalf of trailing spouses. No pressure, but just a way to call attention of local employers to available talent: "we'd love it if you'd give these people a chance."

Otherwise, spousal hiring happens much as it does here—either you have a relative or good friend on the staff, or you pick up the phone and call the department where the spouse could be located and advocate for them. There is the usual pushback from the department, which is why they got frustrated and began to look outside the university.

Additionally, they are proposing a new search process. They are hoping to award an additional position to a unit that does a good search and comes up with two highly qualified people. If one is a diversity candidate, they could get an additional position. This is still being processed, and Edwards is hoping the faculty senate—the Faculty Welfare and Morale Committee—will take this up and articulate policy. She also wants them to get behind their spousal hiring move, and is waiting for encouraging language, but knows not to push too hard.

Source: Sue Edwards, Interim Vice Provost for Faculty Affairs

## Sources other than print or websites.

West Chester University	Jeff Osgood, Vice Provost
UNC Wilmington	Dr. Kent Guion, Chief Diversity Officer
Towson University	June Hindle, HR Benefits Specialist
UN Iowa	Nancy Cobb, Associate Provost for Faculty
Clemson University	Josh Brown, Talent Acquisition Manager
Binghamton University	Daryl Santos, Vice Provost for Diversity and Inclusiveness

## **Diversity Statements.**

**West Chester University.** WCU is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

**University Northern Iowa.** Diversity describes the rich differences that people bring to the University of Northern Iowa community. It can refer broadly to culture, identity and ideology, or more specifically to age, gender, race, ethnicity, sexual orientation, religion, ability, gender identity, socioeconomic status, political affiliation, marital status, national origin, or veteran status. Diversity is a dynamic concept, shaped by history, and changing as our understanding of the world and its people evolves. UNI material about diversity relative to mission and strategic goals is lengthy and well elaborated.

**UNC Wilmington.** In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance and open-mindedness among students, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience, and fosters a free exchange of ideas from multiple perspectives.

Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

**Towson University.** "Recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the Towson University community." Diversity is a multiplicity of terms involving many variables. Our diversity tenets include sex, sexual orientation, race and ethnicity, color, nationality, gender identity or expression, mental/physical ability, religious affiliation, age and veteran status. Diversity can also be shaped by our organizational/institutional structure (e.g. management status, classification, work location, division/department unit group).

Towson faculty handbook policy on diversity "prohibits discrimination in employment, job placement, promotion or other economic benefits on the basis of race, color, religion, age, national origin, sex or disability; discrimination in criteria for eligibility for access to residence, or for admission to and otherwise in relation to educational, athletic, social, cultural or other activities of the University because of race, color, religion, age, national origin, sex or disability, except as provided in section 2 below."

**Rowan University.** Rowan University promotes a diverse community that begins with students, faculty, staff and administration who respect each other and value each other's dignity. By identifying and removing barriers and fostering individual potential, Rowan will cultivate a community where all members can learn and grow. The Rowan University community is committed to a safe environment that encourages intellectual, academic, and social interaction and engagement across multiple intersections of identities. At Rowan University, creating and maintaining a caring community that embraces diversity in its broadest sense is among the highest priorities."

**Miami University.** Miami University is a community dedicated to intellectual engagement. Our campuses consist of students, faculty, and staff from a variety of backgrounds and cultures. . . . This

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inclusive learning environment, based upon an atmosphere of mutual respect and positive engagement, invites all campus citizens to explore how they think about knowledge, about themselves, and about how they see themselves in relation to others. Through valuing our own diversity and the diversity of others, we seek to learn from one another, foster a sense of shared experience, and commit to making the University the intellectual home for us all. Any actions disregarding these policies and procedures, particularly those resulting in discrimination, harassment, or bigoted acts, will be challenged swiftly and collectively. (webpage text).

**Illinois State.** Illinois State University, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding affirmative action, nondiscrimination, and anti-harassment. Illinois State University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, order of protection, gender identity and expression, ancestry, age, marital status, disability, genetic information, unfavorable military discharge, or status as a veteran in employment, educational programs and activities, or admissions.

**Grand Valley State University.** In accordance with applicable federal and state law and this policy, acts of discrimination or harassment by members of the campus community are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight. This includes inappropriate limitation of, access to, or participation in educational, employment, athletic, social, cultural, or other university programs and activities. The University will provide reasonable accommodations to qualified individuals with disabilities. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, or lawfully required by a grant or contract between the university and the state or federal government. For the purposes of this policy, sex-/gender-based harassment includes sexual misconduct, sexual assault, interpersonal or relationship violence, and stalking. (This is part of a lengthier web statement about Grand Valley's vision of inclusion).

**Clemson University.** The vision for the Office of Inclusion and Equity is derived from the University's aspirational statement regarding inclusion, which reads as follows: "Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences. Clemson University will strive to reflect these differences in its decisions, curriculum, programs and actions. The institution will seek to ensure that underrepresented groups have equal access to the education and resource opportunities available at the University. Policy and procedures are carefully scrutinized to sustain an inclusive and productive environment." (part of a longer posting about the office and its responsibilities).

**Binghamton University.** The Division of Diversity, Equity and Inclusion was created from the Binghamton University Road Map process and supports the development and implementation of Binghamton University's diversity and inclusion initiatives that create a welcoming campus climate that exudes a fundamental respect for human diversity in all its dimensions. We view diversity as encompassing all individuals and groups, as well as social, cultural, political, religious and other affiliations. The Division is committed to the idea of respect for human diversity in our learning and working environs and to creating an atmosphere where prejudice, harassment and discrimination are unacceptable. The statement was provided by Daryl Santos, Vice Provost for Diversity, via email. More extensive materials about Binghamton's Diversity initiatives and guidelines are available on the website.

**Appalachian State.** There are several places where a diversity statement shows up, but none are part of Appalachian State's immediate website presentation. Here's the statement from the Associate Vice Chancellor for Equity and Diversity and Compliance, which is about the same as

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other iterations: "Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. The university actively promotes diversity among students and employees. The university is committed to its affirmative action plans and seeks to deepen its applicant pools by attracting interest from a diverse group of qualified individuals." Same statement in the Faculty Handbook.



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## **Department Head Feedback on Spousal Hiring**

Dear Colleagues: The Provost's Faculty Diversity Council is studying the question of spousal hiring, and how spousal hiring could or does impact diversity within the faculty. We've been gathering information on peer institutions, and we've met with the folks who are analyzing the COACHE data on this subject. I thought that perhaps some reminders about our own negotiations in this regard might bring a helpful perspective to the report I'm preparing. So, here's my question: Within the last five years or so, have you lost good candidates because we could not make an offer for a trailing spouse? Did losing the candidate also impact your efforts to create a more diverse faculty? A brief narrative—paragraph or two—would be great. I can remove any information that would identify you or your department if you like, or you can write it so confidentiality isn't a problem.

Email sent: February 2, and February 28, 2017

# of Department heads queried: 39

# of Responses: 14

Responses have been edited to mask identity.

### **CAL 1.**

Last year (2015-2016) we conducted a search for a TT track position in film. Our first choice was a woman in a TT position in NYC with an academic spouse whose expertise was in digital humanities, speculative fiction, and graphic novels. This is an area we could happily beef up. She was an ideal candidate and we very much wanted to hire her, however, with no position for her spouse I was only able to offer some adjunct work. Her home institution then countered with a TT offer for her spouse, so we lost her. She very much preferred to come here but could not turn down the offer of two TT positions. While we did actually hire our second choice candidate, who was almost as strong and does also increase our diversity, his spouse was seeking a position as well in a different area. She did manage to find one at UVA but would have been a valuable addition to the faculty of Education, which would have increased their diversity.

### **CAL 2.**

We haven't lost anyone in the last five years, but over the past 10 years, we lost two of our first-choice candidates due to partner issues: the first was because we couldn't offer her partner a tenure-track position here (he was in our field, too), and the second because there were limited job opportunities for the candidate's spouse (she was in the medical field).

We currently have a professor whose spouse has been trying to get a tenure-track position with us for years, but due to her specialty area and department needs, there hasn't been a strong chance that this could happen yet. We've been able to give her adjunct work, as have some other departments in the university, which while not ideal, is at least something.

### **CAL 3.**

Thanks for looking into this. I'm not sure if we've lost candidates, but we've definitely lost faculty early in their careers because of this issue, including one last year and possibly this year as well. They'll take a position, stay for a few years with the hope of something opening here, at Bridgewater, or at EMU, and then leave when nothing happens. In at least one case (last year), the spouse was a fantastic scholar who would have been a really good fit in my department if we'd just had a position available; I have no doubt she would have been competitive in a national search.

### **CAL 4.**

One of our first candidates was the spouse of someone I hired in XXXX. We did not hire him and she left. He sabotaged his own interview. I have never seen anything like it. He clearly did not want to come here.

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We hired a TT male and two years later hired his spouse. He got tenured and she would have. Both left at the same time (late April) leaving me to find adjuncts for two full faculty rotations for the fall.

We hired someone in TT. Her spouse was hired about three years later by XXXX. Both are on tenure tracks. I'm guessing there was a good chance we would have lost her if her spouse hadn't been hired.

We had two openings (1 track A and 1 track B) and used one broad advertisement. We hired a TT person. After hiring him he immediately raised the matter of his spouse. We hired her into the other position leaving us with 2 track A hires. With the resignation of a faculty member last year we have now shifted a track A position to a track B position. Both are on tenure tracks.

We made a hire this year. The spouse of a faculty member in another department applied but was not interviewed. The fit was not there. It might have been if not for redefining the position. I have an adjunct who approached me about having her spouse teach her course in the spring while she would do it in the fall. I said fine.

I have an adjunct whose spouse teaches in the business college. The new dean there raised adjunct pay when she came. I immediately got an inquiry if I was going to raise salaries. It did not happen.

I guess my big take away here is that when JMU addresses the spousal hire issue it realizes this is not a one-and-done matter. Spousal tenure and promotion issues, salary increases, and other related issues loom on the horizon not to mention the expectations of those being hired.

**CAL 5.**

From 2009 to the present, lack of spousal employment opportunities was a stated reason for two candidates who turned down job offers. We have also had numerous hires ask plaintively for assistance in their spouses' relocation.

In turn, it should be noted that this issue also has impact beyond the hiring process itself:

- 1) We had a productive assistant professor leave prior to attaining tenure because of a lack of opportunities for their spouse.
- 2) We have a couple of current assistant professors for whom a lack of local opportunities for their spouses makes them flight risks. (The current situation we discussed today is an example of this).
- 3) We have a handful of faculty members who live an hour or more away from Harrisonburg in order to link their spouses to larger job markets.

**CAL 6.**

Within the last five years, the spousal hire problems we have had have not been with trailing academic spouses, but with spouses outside the academy (e.g., a partner who was an artist and didn't think he could pursue his career here, another partner who had a pretty good government job and we could not make his salary worth it for her to leave).

**CVPA 1.**

We've not lost anyone due to spousal hiring issues in my five years as director, so can't really comment on the diversity issue. We've had nine hires in that time.

**CVPA 2.**

We don't have more than one or 2 openings in a year, and to my knowledge, we have never lost a candidate due to spousal hiring issues. However, I fully support a plan that would fully

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support spousal hiring because 1) couples like me and my spouse tend to stick around; 2) both careers are equally supported; 3) double bonus of expertise for JMU, providing the right “fit”.

**CHBS 1.**

In response to your question regarding the loss of faculty because of spouse related hiring issues, I wanted to share a couple of examples. We recently lost a TT faculty who left JMU for a position at the University of Arizona when her husband (a PhD-level developmental psychologist) could not find a position in the area. They both were hired at the University of Arizona. I am also talking about faculty who are “at-risk” because they are still here but spouses have not found employment. I definitely have one of those. I have a faculty member who has won almost every award we have to give here on campus but her husband (a JMU grad) cannot find a local job in his field (GIS). JMU recently had a position open and hired someone else. Note, not all spouses want faculty positions.

**CHBS 2.**

Four years ago we hired an outstanding faculty member. She left after her first year because JMU did not have a tenure-track position available for her spouse in Biology. Her spouse was at Longwood. Longwood offered her a tenure-track job in an effort to retain her spouse in the Biology Department. This did not impact our diversity efforts. However, Longwood’s ability to create a position for a spouse is an example of how a University can help solve the “two body” problem.

**CHBS 3.**

We have lost one applicant because of spouse lack of employment. I will share from a personal perspective that it has been a big challenge for me as my husband has not been able to locate employment here in the Valley either. He’s been looking for about 9 months though he is now starting to get some people interested in his application.

Additional comment: Do we lose candidates because we don’t have a spousal hiring program? Possibly. It is a very difficult question to answer because we’ll never know who is not applying.

I believe the bigger problem is when we do recruit someone with a trailing partner, spend the money on moving expenses and onboarding, and continue investing in them, and then lose them because their spouse/partner cannot find a position. I also wonder how “committed” these individuals are to JMU or whether they continue to be preoccupied with a job search that continues. Do we get the best productivity out of these individuals?

When the trailing spouse is unemployed (or underemployed), the couples make very difficult decisions. In some cases, the family may not be able to afford to live on a single salary, especially since JMU does not pay all that well to begin with.

JMU is not yet an employer of choice nationally. It is located in a physically beautiful but economically depressed area. If we do want to recruit and retain top-notch talent, and do so with limited financial incentives, we need to consider a spousal hiring program as a competitive advantage. We all know of very talented couples who choose to remain in large cities because of limited employment prospects in places like Harrisonburg.

**CHBS 4.**

This is a fairly common challenge in our department. We have lost several candidates in past years because there were no options for their spouses—about three years ago we ended up going deeper into our pool to fill a tenure track line because of this exact issue. The related issue we face is that we have faculty that have come taking the “leap of faith” that a viable position for the spouse might occur. I have three new and young faculty that have traveling spouses and 1 of the 3 spouses has secured a job comparable to their skill sets. Just hope we can hold on to them now.

**CISE 1.**

I don't know whether we've lost good candidates because of this (I just became an AUH in July), but losing tenure-track faculty has been and continues to be an issue. In the past few years, we had a very promising new faculty hire in the XXXX program who left because her husband did not get a job in Foreign Languages (his area of specialty). In our department, gender inequality is a challenge, so losing an excellent young female faculty member was especially disappointing. (Fortunately, we were able to replace her with another high-caliber female faculty member, but that was not guaranteed). We are currently dealing with this with respect to a candidate whose wife is a highly regarded faculty member in XXXX; if we don't make him an offer, JMU may lose both. We have several other faculty members with spouses who have academic credentials and who teach adjunct for JMU. While this hasn't led to loss of faculty members, in all cases these are male, tenured faculty members with adjuncts as spouses. These cases reinforce gender-based differences in employment status that is problematic; a spousal hiring policy probably would not solve this, but it is an issue worth keeping on our radar.

**COB 1.**

In response to your question, no.

**COE 1.**

Given the circumstances of the valley, it is often difficult for academic couples who are not from this area to come and stay. This can have an impact on multiple aspects of faculty diversity within the university, *e.g.*, geographic, epistemological, as well as more traditionally identifiable forms of diversity. It can also, as I have learned from several faculty members in my unit, place strain on spousal relations. This has, in some cases, provoked a measure of dissatisfaction with the university, a sense that JMU cares little about the quality of their lives, and a desire to leave. These feelings are particularly acute for faculty who (1) do not have family ties in the area or (2) who have a spouse who possesses a terminal or other professional degree. In a few cases, faculty spouses have been encouraged to seek adjunct work at JMU or another local university. While adjunct work is important and honorable, professionals who have re-located to the area are often not satisfied with this option.

An additional challenge surfaced in conversations with a faculty member who believed that her spouse would be allowed to apply to a degree program at JMU. Upon arrival, they learned that his recently completed bachelor's degree precluded admission into the program that he desired. In spite of requests, the academic program held firm and the husband was forced to apply elsewhere. While he eventually earned the degree he wanted, frustration with the institution mounted. This situation generated quite a bit of interest among the faculty. In short time, they suggested that finding ways to support spousal admissions to academic programs would be a positive step.

I believe that an institution like JMU – a large university located in a smallish town – should establish policies that promote the hiring and retention of faculty who feel supported across the numerous facets of their lives. These initiatives could benefit the university by attracting high quality faculty couples who become long-term members of the university and Harrisonburg communities.

I would close by simply stating that I believe spousal hires are essential in recruiting, hiring, and retaining a world-class faculty in a small-town setting.

College of Arts & Letters  
**Spousal/Partner Hire Decision Guidelines**

*MSU Spousal/Partner Hiring Policy*

College guidelines follow the MSU hiring policies for spousal/partner hires as outlined in the MSU Academic Hiring Manual (Section 1.5) updated in May 2018. This is true for all part- and full-time tenure and non-tenure stream faculty and academic staff positions. Following this policy, “All employment openings must be posted with the appropriate employment service delivery system” with several exceptions, including that for “Recruitment/Retention Contingent Hire (Spousal or Non-Spousal):

Recruitment/Retention Contingent Hire (Spousal or Non-Spousal) – The recruitment and retention of world-class faculty and academic staff often rely upon support for the accompanying partner/spouse of the recruited individuals. MSU will facilitate contingent hiring as an exception to the regular posting requirements, as these positions are not considered employment openings. In other words, were it not for the recruited individual, the position of the accompanying spouse/partner would not exist. Similarly, we will apply this policy to the hiring of non-spousal/partner recruitment contingent academic staff (i.e., research faculty and postdocs from the lab of a recruited individual).

(See <https://hr.msu.edu/policies-procedures/faculty-academic-staff/academic-hiring-manual/hiring-procedure-waiver.html>).

**General Framework**

- The Provost’s Office generally provides bridge funding for academic and non-academic spousal hires equal to 1/3 of their salary for the first three years. If the spouse’s partner is outside of CAL, that College/unit also contributes 1/3 of the salary for the first three years. There are no additional funds from the Provost’s Office, once they have been used.
- For every three hires each year, the College sets aside funding in its budget for one spousal/partner hire.
- The term “internal candidate” refers to an MSU employee who is applying for another position at MSU.
- The term “spousal/partner hire” refers to a person who is being hired as part of an attempt to recruit or retain a member of the faculty.

**Some general principles about spousal hires in the College of Arts & Letters include:**

- College faculty and academic staff have priority over non-College faculty and academic staff when considering spousal/partner hires.
- We try to bring in high caliber faculty and academic staff with competitive packages to the best of our ability.
- No unit will be forced to accept a spousal/partner hire.

- For financial reasons and due to qualifications, most spousal/partner hires are accommodated with non-tenure stream faculty or academic staff positions.
- No non-tenure stream position is converted to a tenure-system position.
- In the absence of a recruitment/retention situation, if a spouse/partner occupies a non-tenure stream or academic staff position and a department's request to establish a tenure-stream position for the spouse/partner is approved, there must be a national search to which the spouse/partner must apply.

#### Tenure-system position approval only in the case of recruitment/retention contingent hires

When considering a request for a tenure-stream spousal/partner hire, a number of complex factors must be considered by the department, the Dean, and the Provost's Office.

- The 30-year, multi-million dollar commitment made on the part of the university.
- The Provost's Office has limited funds and ability to commit to this type of position.
- The spouse/partner's qualifications need to be of high quality and to align with the mission and vision of the College and department.
- The home unit of the proposed tenure stream position spousal/partner hire is critical.
  - If the hire is to be in the same department, the spousal/partner hire counts against the broader hiring strategy of the department. The Chair must consult with the department faculty for approval and made a recommendation to the Dean.
  - If the hire is in another unit and that unit finds the hire to be in alignment with its mission and vision, hiring into that unit will not count against its broader hiring strategy.
- The impact on the unit that receives the spousal/partner hire and on the career of the spousal/partner must be considered.

Rev. 3/19/19, 1/12/20, 3/20/20

# Oklahoma State University Policy and Procedures

**SPOUSAL/PARTNER HIRES**

**2-0107  
ACADEMIC AFFAIRS  
July 2009**

## POLICY

1.01 Oklahoma State University is committed to assisting qualified candidates by exploring dual career hires for spouses/partners of prospective tenure-track or tenured faculty within the University community. Such a commitment is viewed as a positive inducement for recruiting quality faculty to the University.

## PROCEDURE

2.01 While such employment cannot be guaranteed, the Office of the Vice President for Academic Affairs will assist the requesting dean in identifying open positions in other colleges that may be of interest to the spouse/partner.

2.02 If the spouse/partner of an incoming tenure-track or tenured faculty member is interested in a staff (exempt or non-exempt) position on campus, the requesting dean will contact OSU Human Resources for information on available positions.

2.03 It is understood that the spouse/partner will be clearly qualified for any prospective position.

2.04 Within the University, the final employment decision rests with the unit administrator and dean of the unit being asked to accommodate the hire.

2.05 If the spouse/partner of an incoming tenure-track or tenured faculty member is interested in a position in the Stillwater community or surrounding area, the individual should be encouraged to seek out information on websites for the:

- A. Stillwater Chamber of Commerce featuring links to Oklahoma State University, Ocean Dental, Meridian Technology Center, and Stillwater Medical Center (<http://www.stillwaterchamber.org/general.asp?id=566>);
- B. The City of Stillwater ([http://stillwater.org/iframe\\_wrapper.php?page=jobs.htm&h=1800&bc=36](http://stillwater.org/iframe_wrapper.php?page=jobs.htm&h=1800&bc=36));

C. Stillwater Public Schools (<http://www.stillwater.k12.ok.us/dnn/default.aspx>);

2.06 Personal inquiries to off-campus employers could also be directed to local financial institutions, industry leaders, and numerous specialty businesses.

Recommended:

Faculty Council Recommendation 08-03-02-FAC

Approved:

Council of Deans, December 11, 2008

Executive Team, July 2009



- [Visit](#)
- [Apply](#)
- [Give](#)

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- [Search \(Mass.edu\) / RESOURCES \(/DIVERSITY/RESOURCES\) / FACULTY SEARCH RESOURCES \(/DIVERSITY/FACULTY-SEARCH\) / PARTNER EMPLOYMENT PROGRAM](#)

[Antiracism Resources \(/diversity/antiracism-resources\)](/diversity/antiracism-resources)

[Mental Health Resources and Resources for Standing in Solidarity \(/diversity/resources/mental-health-resources-and-resources-standing-solidarity\)](/diversity/resources/mental-health-resources-and-resources-standing-solidarity)

[Bias & Crisis Support \(/diversity/resources/bias-reporting-support\)](/diversity/resources/bias-reporting-support)

[Campus Life / Social Resources \(/diversity/resources/campus\\_social\)](/diversity/resources/campus_social)

[Disability and Accessibility Resources \(/diversity/our-commitment-accessibility\)](/diversity/our-commitment-accessibility) ▼  
(/diversity/our-commitment-accessibility)

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### [Faculty Search Resources \(/diversity/faculty-search\)](/diversity/faculty-search) ▲ (/diversity/faculty-search)

Partner Employment Program  
(/diversity/partner-employment-program)

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STRIDE Faculty Recruitment Workshops  
(/diversity/stride-faculty-recruitment-workshops)

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[Mentoring Resources \(/diversity/resources/mentoring\)](/diversity/resources/mentoring)

[Policies \(/diversity/data-policies/policies\)](/diversity/data-policies/policies)

[Reporting Options \(/diversity/reporting-options\)](/diversity/reporting-options)

[Administrative Resources \(/diversity/resources/administrative-resources\)](/diversity/resources/administrative-resources)

[Inclusive Classroom Practices \(/diversity/inclusive-classroom-practices\)](/diversity/inclusive-classroom-practices)

# Partner Employment Program

# Purpose

The University of Massachusetts Amherst recognizes the increasing importance of accommodating dual career families and the considerable benefit of such accommodation to the University in attracting and retaining faculty. Although accommodating the spouses and partners of faculty members will not always be financially feasible, the University is committed to an effort to facilitate such arrangements and has therefore adopted a Partner Employment Program. Read more about our commitment to [work-life balance](https://www.umass.edu/diversity/work-life-balance) (<https://www.umass.edu/diversity/work-life-balance>).

# Scope

Partners of candidates for faculty and librarian positions may be hired as faculty, librarians or administrative staff within the same administrative units or across Department and College/Library lines as part of this program. Waivers of search may be granted by my office when partner employment is part of a hiring offer resulting from a national search, or is part of an attempt to retain a current academic employee. All participants hired under the Partner Employment Program must be fully qualified for their hiring status and must be approved by the host units.

# Funding

Each year, the Provost's Office plans to provide partial, temporary salary support for the spouses/partners of tenure-system faculty for recruitment or retention purposes. The amount typically provided by the Provost's Office is 50% of the base salary floor of a Lecturer, per Article 26 of the MSP Contract. This subvention will be provided for three years only. All appointments under the Partner Employment Program will be subject to the availability of funding.

# Instructions

Instructions for the Partner Employment Program are as follows:

1. The host unit will prepare a position description after the participant has been interviewed satisfactorily by the host unit. Once the initiating and host units, dean(s) and the PEP participant have agreed to a job description and salary, the proposed position details will be submitted by the Dean to Provost's Office for approval of (a) the offer and (b) funding.
2. In considering funding, the Provost's Office may ask the Dean to prioritize requests. In selecting which requests to support, the Provost's Office will consider the following (unranked) factors:

- Contribution to diversity.
  - Strategic importance of recruiting the primary hire.
  - Value to the campus of the position created for the secondary hire.
  - Academic qualifications of both partners.
  - Number of other spouse/partner hiring subventions that the college has received recently, relative to the college's overall hiring volume.
3. Funding, if approved by the Provost, will follow the terms described in the Funding section above. Because funds are limited, the offer may be approved with waiver of search but without a Provost-level subvention.
  4. If the appointment is for a faculty or librarian position, the participant will be a member of the Massachusetts Society of Professors bargaining unit, and all personnel actions and evaluations will follow the terms of the MSP contract.
  5. If the appointment is for an administrative position, terms of other bargaining agreements will be adhered to, as appropriate.
  6. Documentation of all hires under the Partner Employment Program will be maintained in the Provost's office, including a statement of the impact of each such hire on the diversity goals of all involved units.
  7. When a hire with tenure is made under the Partner Employment Program, such a hire shall be subject to normal University tenure processes.

## Five College Opportunities

My counterparts in the Five College Consortium and I have developed arrangements to facilitate hiring by one institution of the spouse/partner of a new faculty member at another institution. The financial arrangement provides support for a visiting position for the spouse partner for a period of three years. The salary for the trailing spouse is split three ways: 50% from the institution that hires the trailing spouse (and therefore receives the benefit of their services), 25% from Five Colleges Inc. endowment income, and 25% from the institution with the leading spouse hire. To explore the possibility of such an arrangement, or other opportunities at the four colleges, the Dean should contact John McCarthy, Provost and Senior Vice Chancellor for Academic Affairs.

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(<https://www.umass.edu/>)

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**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Education**

## **Dual-Career: Spousal/Partner Hire Guidelines**

(Adopted October 5<sup>th</sup>, 2012)

The Faculty of Education is establishing guidelines on dual-career/spousal hires to advance and fairly address recruitment and retention cases. Dual-career/spousal hires are one strategy among many to achieve the strategic vision of the Faculty and the University, with the primary goal being to recruit and retain excellent employees at UBC. Our responsibility is to ensure a balanced process that meets a certain merit threshold from the perspective of recruitment, retention, diversity, and workplace morale.

### **General Guidelines**

1. The issue of spouse/partner employment is pivotal for many candidates when considering faculty positions. The successful relocation of a spouse/partner may be an essential factor in the recruitment of a new faculty member and in occasional retention cases that meet certain financial and strategic criteria.
2. There is currently no university-wide program for dual-career/spousal hiring. However, there are several approvals that must be obtained before a dual-career/spousal offer can be made. These include the Dean obtaining an advertisement waiver from the Provost under Policy 20 (Advertising of Position Vacancies) and approval of the Provost to share in the temporary financial support for the position.
3. To support recruitment and retention efforts, the University offers employment assistance services through the UBC Work-Life Relocation Centre for spouses and partners seeking positions inside and outside of academia. Eligibility is restricted to the spouses and partners of tenure-track faculty members and members of the senior executive of the university who are relocating from beyond the Greater Vancouver Area.
4. It should be noted that while efforts may be made to assist the spouse/partner in finding a suitable position, there is no guarantee of employment and services are not unlimited.
5. Eligible relationships under these guidelines include opposite or same sex couples in a legally-recognized marriage or common law relationship.
6. Spousal appointments are a tool for the recruitment or retention of excellent personnel. They will be considered when:
  - a) A candidate for hire has been shortlisted for a position and he or she has indicated a desire to explore the possibility of a spousal appointment. A candidate should

contact the Search Chair, the Head of the department or the Senior Associate Dean to indicate their interest in a spousal hire. A discussion with the Dean should be initiated to determine next steps.

- b) The University wishes to retain a faculty member and that faculty member has consistently demonstrated a high level of achievement and contribution to the faculty and University and received serious recruitment efforts from peer institutions (e.g. direct invitations to apply and follow-up, final stage interviews, competing offers, and/or other enticements).
7. All appointments must conform to the *Faculty Recruitment Guide* for tenure and tenure-track positions and other relevant University policies and will be subject to the consent of the receiving unit.
  8. For all proposed spousal/partner appointments, the review process must follow as closely as possible the usual open process for selecting candidates for that type of position. The fullest possible peer review helps to build a culture of support for spousal/partner hires and is more likely to result in a genuine welcome for the person into the receiving department.
  9. Funding for dual-career/spousal hire appointments as part of recruitment is typically a three-way split (33% each) for a maximum of three years among the unit hiring the candidate, the unit employing the spouse/partner, and the Office of the Provost. After three years, full financial responsibility shifts to the hiring/receiving unit where the spouse/partner is employed.
  10. The Dean and Senior Associate Dean should be notified:
    - a. As soon as it becomes known that a dual-career/spousal hire may be involved in recruiting one of the shortlisted candidates brought in for interviews.
    - b. For consultation/guidance on a retention case of a faculty member who consistently demonstrates a high level of achievement and contribution to the faculty and university.
  11. The academic qualifications of the spouse/partner must be sufficiently strong so that they would be competitive in an open competition for the kind of position sought.
  12. Typically in the Faculty of Education, spouses/partners of principal hires will not be appointed into tenured or tenure-track positions. In most cases, they will be offered limited term positions that are renewable annually for a maximum of three years. Spouses/partners holding such appointments are encouraged to apply for any tenure-track positions that become available.
  13. Department heads who wish to request a spousal/partner hire will assess the principal hire and the spousal/partner hire in relation to the department and Faculty strategic priorities and diversity goals. The department requesting the spousal/partner hire is expected to

provide justification to the Dean about the value of the principal hire and the spousal/partner hire.

14. To initiate the process, the department head or search committee chair (whoever first learns of the request) contacts the Dean and Senior Associate Dean to discuss possible placement(s) for the spouse/partner.
15. Department heads who are asked to consider receiving a spousal/partner hire will also analyze the spousal/partner hire in relation to the department's faculty renewal plan, strategic priorities and equity and diversity goals.
16. Any extension of contracts beyond the initial appointment will be considered only in extraordinary circumstances of personal need and will be further contingent on the candidate's performance and the receiving department's needs. Heads can take an active role in coaching the spouse/partner to enhance their chances of moving on to a permanent academic appointment either at the University of British Columbia or another educational institution within the Greater Vancouver Area.
17. If a department refuses to consider a proposed spousal/partner candidate, or rejects one after a departmental review, the department is expected to provide written reasons for its decision (e.g. lack of funding, higher priority needs in renewal plan, etc.) to the Dean's Office and the Provost's Office.
18. If you have any questions concerning these guidelines or require assistance beyond the resources of the Faculty of Education in relation to a spousal/partner hire, please contact the Senior Associate Dean for advice.
19. Criteria that will be considered by the Dean's Office in deciding whether to pursue a spousal/partner hire include:
  - a. The fit of the hire with the strategic priorities of the department(s) concerned and the Faculty of Education
  - b. The overall financial commitment involved
  - c. The overall benefits to the Faculty of Education and to the University

## **Guidelines for Spouses/Partners Seeking A University Academic Appointment**

### **The Process**

1. At the earliest possible stage, the Head and hiring committee should check the Academic Employment Opportunities website to determine whether positions are being advertised that might be appropriate for the spouse/partner.
2. The Head of the department making the principal hire will send a request to the Dean and Senior Associate Dean for the consideration of a spousal/partner appointment, with copies of the couples' CVs. If the spouse/partner's area of expertise is within the Faculty, the Dean (or the Dean's designate) will attempt to identify positions and broker introductions with the relevant departments within the Faculty. If not, the Dean may contact the Deans of other academic units for the same purpose.
3. If the decision is to pursue the possibility of a spousal appointment, the Dean consults with the Provost to determine if there would be any financial participation by the Provost's Office if an appointment were offered and whether the Provost would grant a waiver of advertising the position.

“Waivers of advertising under Policy 20 must be approved in advance of making an offer to the intended candidate. Requests for waivers must be in writing and must provide a sound basis for the request including setting out the specific circumstances that justify a waiver. A request for an advertisement waiver should address:

- The value the individual brings to the academic unit, and to UBC.
- What sets this person apart competitively from others who would otherwise apply for the position if advertised?
- How does this request fit with UBC Policy 2: Employment Equity (<http://www.universitycounsel.ubc.ca/files/2010/09/policy2.pdf>)?
- The process that has been used by the Department and Faculty to vet the selection? What competitive process, if any, has been followed in relation to this particular position?
- Any relevant recruitment challenges facing the academic unit?
- Citizenship/legal working status of the candidate. (Immigration “CIC” requirements may override the ability to approve such a request.)
- If this is a spousal/partner hire, please indicate the citizenship/legal working status of the spouse/partner and their rank.
- Attach the candidate's current CV and publications record, letters of reference, departmental recommendation, and any other relevant documentation.
- A clear commitment to finance the position from within existing Faculty resources.

If the Provost is supportive of moving ahead and there is agreement on financial participation, the Dean consults with the receiving department on which elements of the typical hiring process should be employed.

4. If a spousal candidate makes it successfully through the department-level processes for an identified position, the Head makes a final recommendation to the Dean who will make a final decision which will be communicated to the partners and the Head.
5. If the decision is to offer an appointment, a package including the spouse/partner's CV, letters of reference, the Head's recommendation, and the draft letter of offer must be sent to Faculty Relations for formal approval.
6. During the period of employment in any temporary appointment, steps should be taken by the spouse/partner to secure a tenure track appointment. The Head should take an active role as needed and direct them to the appropriate resources available at UBC.
7. Academic appointments for spouses/partners of new faculty can only be offered at the time of hire. Any commitments to the future consideration of a spousal appointment (e.g. after a PhD or post-doctoral position is completed) are to be included in the letter of offer to the principal hire. For a retention case, conditions of an academic appointment for spouses/partners are to be outlined in a letter to the faculty member and in any letter of offer to the spouse/partner.
8. If there is no suitable academic work within the University of British Columbia, there may be opportunities at other universities and colleges in the Greater Vancouver Area or within reasonable commuting distance. Links to appropriate websites for other academic institutions are available at [British Columbia Colleges and Universities](#)



## **Guidelines for Spouses/Partners Seeking Assistance from UBC for Non-Academic Employment**

For spouses/partners seeking non-academic employment, the situation is more complex, since many staff groups at UBC are unionized or covered by framework agreements. These contracts often require that new jobs be offered first to internal candidates. The framework agreement for Management and Professional Staff – potentially the most likely category for spousal hires – contains no requirement for internal posting. Other employee groups at UBC include CUPE 116, CUPE 2278, CUPE 2950, BCGEU Okanagan, BCGEU Child Care, Executive Administrative Staff, Farm Workers, IUOE 882, and Non-Union Technicians.

The Faculty of Education can only offer limited assistance to spouses/partners seeking non-academic employment. This assistance is primarily in the form of referrals to campus-based and other employment support services as described below.

### **The Process**

1. The Head makes initial contact with the Faculty Relocation Office to approve the use of the [UBC Work- Life Relocation Centre](#) and forwards the contact information of the spouse/partner to the Manager of the Centre. Upon receipt of the resume, the Manager will contact the spouse/partner to discuss his/her employment assistance needs and interests and provide information on the services available.
2. The Manager, Work-Life and Relocation Services, will communicate with the spouse/partner to discuss employment opportunities, review resumes if requested and offer general, time-limited support for the spouse's employment search in Metro Vancouver.

\*\* Content of this document has benefitted from material gleaned from UBC, the University of Toronto, Higher Education Recruitment Consortium, and the [Dual Career Higher Education Network](#).




[POLICIES & PROCEDURES](#) ▾  
 [COMPENSATION & BENEFITS](#) ▾  
 [LISTS & FORMS](#) ▾  
 [AP SYSTEMS](#) ▾

### POLICIES & PROCEDURES

[Academic Personnel Manual \(APM\)](#)  
[Academic Personnel Procedures \(APP\)](#)  
[UCI Administrative Policies and Procedures](#)  
[Academic Delegations of Authority](#)  
[New Policies and Revisions](#)

### OTHER PROCEDURES/PROCESSES

[Career Equity Reviews](#)  
[Disruption of University Activities](#)  
[Open Search Process - Senate](#)  
[Permanent Residency Instructions](#)  
[Search Waiver Guidelines](#)  
[Search Exemption Guidelines](#)  
[SVSH Policy — Peer Review Committee](#)

### MEMORANDUMS OF UNDERSTANDING (MOU)

[Academic Researchers](#)  
[Academic Student Employees](#)  
[Librarians](#)  
[Non-Senate Instructional Unit](#)  
[Postdoctoral Scholars](#)

## Funding

Funding for Career Partners, when both the primary and career partner are in the professor or professor of teaching series, is accomplished through a three-way partnership:

1. the recruiting unit of the primary appointee provides 1/3 funding
2. the host unit of the spouse/partner provides 1/3 funding
3. the Office of the Provost and Executive Vice Chancellor provides 1.0 FTE and 1/3 funding

Should a Career Partner recruitment prove unsuccessful, or if a Career Partner incumbent leaves UCI, the partial funding supporting the position will revert to their originating units.

The Career Partners Program using shared funding for FTE is not the only avenue through which a unit might pursue a partner hire. Deans may choose to set aside portions of their resource allocations to be used exclusively for partner hires.

## Career Partner Requests

After the primary recruiting unit and the partner's unit have agreed to pursue the Career Partner hire, the Chair of the primary unit should submit a request to the Provost and Executive Vice Chancellor for the final 1/3 FTE. This request should include:

1. An explanation of the primary recruitment effort giving rise to the request for a Career Partner position;
2. Statements of support for the proposal from the Chair and Dean of the primary recruiting unit with commitment of 1/3 FTE;
3. Statements of support from the Chair and Dean of the proposed host unit of the spouse/partner with commitment of 1/3 FTE.

Once the Provost and Executive Vice Chancellor has approved the request for the final 1/3 FTE, the recruiting and co-sponsoring units will be authorized to proceed with the Career Partner appointment according to existing campus procedures, including a search waiver for the partner hire.

**If the primary and career partner hire is not in the professor or professor of teaching series:**

The Chair of the primary unit should submit a search waiver through AP Recruit under the Career Partners program for the partner hire. The request should include:

1. An explanation of the primary recruitment effort giving rise to the request for a Career Partner position;

Once the search waiver is approved by the Vice Provost, the unit will be authorized to proceed with the Career Partner appointment according to existing campus procedures.

## Appointment Process

The appointment process for a Career Partner hire will follow the normal Academic Personnel procedures for faculty appointments, including review by the Council on Academic Personnel. The required file documentation for the appointment at the proposed rank should be assembled by the spouse/partner's department and submitted through normal channels via the Dean's Office to Academic Personnel. Each case will be judged on its academic merit, and the appointee should not be referred to as a "career partner hire" within the dossier.

Questions about this program and the required documentation may be directed to Vice Provost Diane O'Dowd at (949) 824-0663 or by e-mail: [dkodowd@uci.edu](mailto:dkodowd@uci.edu)

### Need Help?

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**Call Us** — (949) 824-7175

**Email Us** — [acadpers@uci.edu](mailto:acadpers@uci.edu)

[Academic Personnel Directory](#)

Printed on: 03/30/2021. Please go to <http://policy.umn.edu> for the most current version of the Policy or related document.



# Hiring Without a Search

Related Policy:

- [Hiring Faculty and Staff](#)

Each unit establishes its own approval process for filling a vacancy or creating a new position. Check with the supervising unit for instructions on how to gain approval to pursue any type of no-search hire.

**Units may not extend an offer to prospective hires before obtaining prior approval.** Units must submit required documentation to the appropriate approval authority for consideration.

## Approval Process and Documentation Required

Elements	Distinguished Faculty Hire	Faculty Spousal/Partner Hire
<b>Allowable circumstances</b>	Opportunity to hire an individual when it's unlikely that a search will result in a more qualified candidate <i>and</i> when the hire will enhance the reputation of the academic discipline	Opportunity to hire an individual for which their faculty spouse/partner has been hired or is under consideration or as part of a retention effort of their faculty spouse/partner
<b>Approval Authority</b>	<ul style="list-style-type: none"> <li>• Requires unit tenured faculty's positive recommendation if tenure offered</li> <li>• Dean</li> <li>• Provost</li> </ul>	<ul style="list-style-type: none"> <li>• If it is a tenure/tenure-track or continuous P&amp;A appointment, requires tenure or continuous appointment approvals</li> <li>• Dean/Administrative Unit Head, depending on position if faculty or postdoc</li> <li>• Provost</li> </ul>
<b>All written requests must include:</b>	<ul style="list-style-type: none"> <li>• Position description</li> <li>• Curriculum vitae or resume</li> <li>• Letter that addresses:                             <ul style="list-style-type: none"> <li>◦ Why this selection strategy is proposed instead of a search</li> <li>◦ How the professional expertise of the proposed hire impacts the unit's priorities</li> </ul> </li> </ul>	Same

Elements	Distinguished Faculty Hire	Faculty Spousal/Partner Hire
<p><b>Additional information required in the written request when the new hire is faculty</b></p>	<ul style="list-style-type: none"> <li>• Statement of proposed appointment rank, academic appointment title, appointment type, salary, term, and percentage time of spousal/partner hire</li> <li>• Statement describing the funding arrangements for the proposed hire</li> <li>• Description of how the professional expertise of the proposed hire impacts the unit's existing priorities and long-range plans</li> <li>• Analysis of credentials supporting the appointment in rank. If the appointment includes tenure or continuous status in the case of academic professionals, include results of a vote of tenured faculty or appropriate review committee. If ballot cannot be taken at time of hire, documentation must indicate that tenure or continuous appointment is contingent on the recommendation to be made at a later date</li> <li>• If proposed hire does not contribute to elimination of an affirmative action goal, provide description of a convincing pattern of affirmative action in HR activities of the unit</li> <li>• If hire is a spousal/partner hire, include the position description and curriculum vitae for primary hire and copy of hiring goals for each department affected by both hires, including an explanation of the impact of these hires on the goals</li> </ul>	<p>Same</p>

## U OF WISCONSIN – LA CROSSE: HR POLICY - SPOUSAL AND PARTNER HIRING

To recruit employees of the highest caliber, the University must be prepared to meet the many challenges and opportunities of the higher education marketplace. Dual-career couples represent both such a challenge and an opportunity.

<b>Functional Owner</b>	Chief Human Resources Officer
<b>Executive Sponsors</b>	Vice Chancellor for Administration & Finance
<b>Policy Contact</b>	Assistant Director for Talent Management, Human Resources

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### Who this policy applies to:

All prospective employees who are applying for positions that are classified as Faculty, Academic Staff, Limited, and University Staff.

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### Rationale:

To recruit employees of the highest caliber, the University must be prepared to meet the many challenges and opportunities of the higher education marketplace. Dual-career couples represent both such a challenge and opportunity.

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### Policy Detail:

**Note to prospective employees:** If you are considering an offer of employment with UWL and wish to explore potential opportunities for your spouse or partner using this policy, please communicate that request to your search committee chair, hiring authority, or Human Resources after receiving an offer and before signing an employment contract. Please review the policy in detail and contact Human Resources if you have questions.

#### 1. Introduction

1.1. To recruit employees of the highest caliber, the University must be prepared to meet the many challenges and opportunities of the higher education marketplace. Dual-career couples represent both such a challenge and opportunity. The University's success in attracting the faculty, staff, and administrative leadership it seeks will depend, in part, on its capacity to help dual-career couples meet their professional objectives.

1.2. The following policies and procedures have been developed to ensure that spousal and partner hiring is conducted in a consistent, fair, and ethical manner in order to further the goals of the policy and the best interests of the University community.

1.3. In all activities pursuant to this policy, all University employees must comply with the provisions of the UW-La Crosse Nepotism Policy (see Appendix A for reference) and all other relevant procedural and ethical guidelines.

1.4. The terms “spouse” and “partner” are used interchangeably in this policy and shall be applied equally without regard to the sex, sexual orientation, or gender identity of the individuals involved.

1.5. The language and content of this policy are intended to be gender-inclusive and to apply to all individuals regardless of sex, sexual orientation, or gender identity. The singular “they” and its derivative forms (“them”, “their”, etc.) are used at times in this policy for this reason.

1.6. This policy does not guarantee employment for any person.

## **2. Definitions**

- 2.1. "Spouses" are two individuals who are legally married to each other.
- 2.2. "Partners" are defined as two individuals who, together, meet all of the criteria set forth in the Domestic Partner Affidavit, UWS-50, and/or are in a civil union together.
- 2.3. "Spouse A" refers to the first spouse or partner being offered employment by the University.
- 2.4. "Spouse B" refers to the spouse or partner of Spouse A whose potential employment at the University is a substantial factor in Spouse A's acceptance of the offer of employment.
- 2.5. "Department A" refers to the department or unit in which Spouse A is being offered employment.
- 2.6. "Department B" refers to the department or unit in which Spouse B is seeking employment. "Department B" may, in some cases, refer to the same department or unit in which Spouse A is being offered employment.

## **3. Initial Procedures**

- 3.1. Spouse A initiates the process by making a spousal hire request after receiving an offer of employment with the University. The request may be communicated to the search committee chair, the hiring authority, or Human Resources.
- 3.2. The University representative who receives the request informs Human Resources, Affirmative Action, the department chair or unit director of Department A, the college Dean (if applicable), and the Vice Chancellor with responsibility for Department A. If the position being offered to Spouse A is at the level of Dean, Director, or above, the Chancellor shall be informed.
- 3.3. All persons involved re-acquaint themselves with this policy and the nepotism policy.
- 3.4. After making the initial request, Spouse A is removed from the process and shall have no involvement in any discussions or decisions regarding the spousal hire.
- 3.5. Spouse B sends Human Resources a resume or curriculum vitae, along with a brief cover letter indicating areas of experience, interest and qualification.
- 3.6. Human Resources consults with relevant senior administrators to identify potential positions for Spouse B, with consideration given to expected vacancies, budgetary constraints, and future needs of departments/units.
- 3.7. If a potential position is identified for Spouse B, and if Affirmative Action determines that the spousal hire would not hinder affirmative action hiring goals, and if the Vice Chancellor, dean (if applicable) and department chair/unit lead of Department B are supportive, the process will move to the Departmental Evaluation stage.

## **4. Departmental Evaluation**

- 4.1. With Spouse B's approval, Spouse B's credentials will be provided to Department B for review. Department B will follow these procedures and any other applicable bylaws or policies. At any point, Department B may terminate the process if they determine that Spouse B's qualifications do not match the needs of the department. The evaluation process conducted by Department B shall be impartial and free of any explicit or implicit pressure, bias, or influence by any outside individual or office.
- 4.2. Department B (or a subcommittee thereof) will review Spouse B's credentials to determine whether Spouse B's qualifications are comparable to likely finalists in a competitive search, and with consideration given to Department B's current and future goals and staffing needs.

4.3. If Department B elects to conduct a phone interview and/or on-campus interview of Spouse B, interview questions shall be prepared and submitted to Affirmative Action in advance for approval. The interview process will generally follow the same protocol used in a competitive search.

4.4. If Department B recommends Spouse B for hire, and approvals are obtained from the Dean (if applicable), Vice Chancellor, and AAO, an offer of employment will be extended to Spouse B.

## **5. Additional provisions**

5.1. This policy must be invoked by Spouse A as part of the negotiation of an offer of employment. After a person has been hired\*, the policy cannot be used to secure employment for their spouse. Spouses of current employees are invited to research and apply for vacant positions on the university website through the open recruitment process and are entitled to fair and equitable consideration alongside other applicants.

5.2. If a vacant position has been advertised and candidates have applied for it, that search shall not be cancelled in order to place Spouse B into that vacant position. However, Spouse B may apply for the position and is entitled to fair and equitable consideration alongside other applicants.

5.3. The University shall not discriminate against any job candidate on the basis of marital status or on the basis of their decision, intention, or perceived intention to invoke this policy.

5.4. Employees hired through this process shall not be treated differently with regard to any other aspect of their employment, including retention, evaluation, promotion, tenure, work assignments, or any other personnel matters, nor shall they have any express or implied guarantee of ongoing or indefinite employment as a result of having been hired through this process.

## **6. Disclosure of this policy**

6.1. Human Resources and Affirmative Action shall ensure that all hiring authorities and Search & Screen committees are aware of this policy and all current and future updates so that it may be consistently applied.

6.2. This policy shall be made available to individuals applying for positions at the university in a manner similar to other policies and information that are relevant to applicants (e.g. personnel policies, promotion standards, and benefits information).

**\*Note for paragraph 5.1:** The phrase "after a person has been hired" refers to the formal acceptance of an offer of employment, i.e. signing an employment contract. It does not refer to the "start date," i.e. when the person begins working for the university. Therefore, pursuant to this paragraph, a prospective employee must invoke this policy to seek employment for their spouse before signing an employment contract. However, once the spousal hire process has been initiated, Spouse A may then sign their employment contract at any time and this will not prevent the pending spousal hire process from continuing to its conclusion which may or may not result in secured UWL employment for Spouse B.

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### **Revision history:**

Last reviewed July 2020

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### **Supporting tools:**

See "Links to related information"

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### **Responsibilities:**

The prospective employee is responsible for engaging the hiring authority prior to an appointment document being issued.

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## **Spousal Hiring Policies**

### **ARIZONA STATE UNIVERSITY**

Regarding spousal hiring: <http://www.asu.edu/aad/manuals/spp/spp205.html>

### **AUBURN UNIVERSITY**

Information regarding Dual-Career Policy plans:

[http://www.auburn.edu/administration/governance/senate/website/powerpoints\\_&\\_presentations/5\\_6\\_2008/dual%20hiring%20overview.senate.may%201.doc](http://www.auburn.edu/administration/governance/senate/website/powerpoints_&_presentations/5_6_2008/dual%20hiring%20overview.senate.may%201.doc)

### **BOSTON UNIVERSITY**

Info on dual career couples: <http://management.bu.edu/gpo/dual/mbamph/>

### **BOWLING GREEN STATE UNIVERSITY**

Information from the university preparing for Dual Career Couples Issue:

<http://www.bgsu.edu/offices/mc/monitor/pastissues/4-27-98/guide.html>

### **BROWN UNIVERSITY**

Dual Career Program: <http://www.brown.edu/Administration/diversity/documents/div-update-0907.pdf>

### **BRIGHAM YOUNG UNIVERSITY**

Student Employment and Nepotism:

<http://www.byu.edu/hr/files/Student%20Employment%20Procedures%2008-07-07.doc>

### **CATHOLIC UNIVERSITY OF AMERICA**

Employment Practices on hiring:

<http://policies.cua.edu/employment//procedures%20full.cfm>

### **COLLEGE OF WILLIAM AND MARY**

Dual career program link: <http://physics.wm.edu/~sher/spousallinks.html>

### **CORNELL UNIVERSITY**

Dual Career Program: <http://www.ohr.cornell.edu/contactHR/rec/dualCareer.html>

### **FLORIDA STATE UNIVERSITY**

Counseling for career couples:

[http://209.85.165.104/u/nole?q=cache:ENRxodcli\\_4J:www.career.fsu.edu/documents/cognitive%2520information%2520processing/IntroBook/CIP%2520Book%2520Chapter%25204.ppt+dual+career+assistance+program&hl=en&ct=clnk&cd=2&gl=us&ie=UTF-8](http://209.85.165.104/u/nole?q=cache:ENRxodcli_4J:www.career.fsu.edu/documents/cognitive%2520information%2520processing/IntroBook/CIP%2520Book%2520Chapter%25204.ppt+dual+career+assistance+program&hl=en&ct=clnk&cd=2&gl=us&ie=UTF-8)

### **GEORGETOWN UNIVERSITY**

Dual Career planning:

<http://www11.georgetown.edu/president/facultysenate/Archives/flexibility/appendix-e.pdf>

Summary regarding dual career program:

<http://www11.georgetown.edu/president/facultysenate/Archives/flexibility/appendix-e.pdf>

### **HOWARD UNIVERSITY**

Nepotism policy: <http://www.hr.howard.edu/hrm/Policy/Nepotism%20Policy.htm>

### **INDIANA UNIVERSITY**

Dual Career Network: <http://www.indiana.edu/~careers2/>

### **JOHNS HOPKINS UNIVERSITY**

Dual Career Program: [http://www.benefits.jhu.edu/other/relocate\\_career.cfm](http://www.benefits.jhu.edu/other/relocate_career.cfm)

### **MIAMI UNIVERSITY**

Dual Career Families (see section labeled Resources for Special Populations):

[http://www.units.muohio.edu/saf/scs/career\\_exploration\\_testing/LibraryResources.php](http://www.units.muohio.edu/saf/scs/career_exploration_testing/LibraryResources.php)

### **MICHIGAN STATE UNIVERSITY**

Dual career couples:

<http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Searches/dualcareercouples>

### **NORTHERN ARIZONA UNIVERSITY**

Partner Assistance Program: <http://hr.nau.edu/m/content/view/277/293/>

### **OHIO UNIVERSITY**

Dual Career Network: <http://www.ohiou.edu/dual/index.html>

### **PENNSYLVANIA STATE UNIVERSITY**

Dual Career Employment Assistance Program:

<http://www.ohr.psu.edu/diversity/services/dual-career.cfm>

### **PRINCETON UNIVERSITY**

The University's [Office of Human Resources](#) is available to those spouses/partners of graduate students who seek jobs in the University community:

<http://gradschool.princeton.edu/admission/new/families/>

### **PURDUE UNIVERSITY**

Regarding dual career couples:

<http://news.uns.purdue.edu/html4ever/1997/9705.Alper.relocation.html>

### **RICE UNIVERSITY**

Dual Career Support (see page 7):

<http://worklife.rice.edu/emplibary/HRWorklifebrochure-1-08.pdf>

### **TEXAS A&M UNIVERSITY**

Dual Career Services: <http://employees.tamu.edu/focus/dualCareer.aspx>

### **TEXAS CHRISTIAN UNIVERSITY**

University policy on Nepotism: <http://www.hr.tcu.edu/Policy2.050.pdf>

### **TEXAS TECH UNIVERSITY**

Dual career couples information:

<http://www.depts.ttu.edu/powers/documents/TTUHSC%20Lubbock%20Chairs%20Jan%202007.ppt>

### **UNIVERSITY OF ALABAMA**

Nepotism Policy: [http://hr.ua.edu/empl\\_rel/policy-manual/nepotism.htm](http://hr.ua.edu/empl_rel/policy-manual/nepotism.htm)

### **UNIVERSITY OF CALIFORNIA - IRVINE**

Career Partners Program: <http://www.ap.uci.edu/programs/careerpart/CareerPartners-FTE.html>

### **UNIVERSITY of CALIFORNIA – LOS ANGELES**

Hiring and Personnel Policies for Staff Members (see part G regarding near-relatives)

[http://atyourservice.ucop.edu/employees/policies\\_employee\\_labor\\_relations/personnel\\_policies/spp21.html](http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/personnel_policies/spp21.html)

### **UNIVERSITY OF CALIFORNIA – RIVERSIDE**

Career Partners Program:

<http://academicpersonnel.ucr.edu/family/CareerPartnersBro16.pdf>

### **UNIVERSITY OF CALLIFORNIA –SAN DIEGO**

Family Accommodation Policies and Programs for Ladder-Rank Faculty:

<http://academicaffairs.ucsd.edu/offices/apo/family/FamilyAccomBrochure.pdf>

Dual Career Resources: <http://academicaffairs.ucsd.edu/offices/partneropp/dualcar.htm>

### **UNIVERSITY OF CHICAGO**

Regarding family co-workers: <http://hr.uchicago.edu/policy/p206.html>

### **UNIVERSITY OF CINCINNATI**

Human Resources on Nepotism:

[http://www.uc.edu/hr/documents/policies/policies\\_procedures\\_manual/16\\_10.pdf](http://www.uc.edu/hr/documents/policies/policies_procedures_manual/16_10.pdf)

### **UNIVERSITY OF FLORIDA**

Dual career services procedures: <http://www.aa.ufl.edu/aa/facdev/support/dual-career.shtml>

### **UNIVERSITY OF HOUSTON**

Career planning (see page 7 for dual career info):

<http://www.career.uh.edu/general/ucsHandouts/files/Academic%20Job%20Offers%20%20Negotiation.doc>

### **UNIVERSITY OF ILLINOIS AT URBANA – CHAMPAIGN**

Spousal or Partner (Hiring) Assistance:

[http://www.grad.uiuc.edu/careerservices/academic/offers/neg\\_topics.htm](http://www.grad.uiuc.edu/careerservices/academic/offers/neg_topics.htm)

### **UNIVERSITY OF ILLINOIS AT CHICAGO**

Regarding Partner accommodation policy:

[http://www.uic.edu/depts/oaa/Docs/Partner\\_Accommodation\\_Policy\\_Final1.pdf](http://www.uic.edu/depts/oaa/Docs/Partner_Accommodation_Policy_Final1.pdf)

### **UNIVERSITY OF IOWA**

Dual Career Network: <http://www.uiowa.edu/~dcn/>

### **UNIVERSITY OF KENTUCKY**

Dual career partner information: <http://www.uky.edu/HR/employ/DCP/>

### **UNIVERSITY OF MARYLAND AT COLLEGE PARK**

Dual Career Assistance Program: <http://www.faculty.umd.edu/dualcareer/>

### **UNIVERSITY OF MASSACHUSETTS AT AMHERST**

Info on dual career couples: <http://www.umass.edu/ofd/pguide.html>

### **UNIVERSITY OF MICHIGAN**

Dual career Program: [http://www.provost.umich.edu/programs/dual\\_career/](http://www.provost.umich.edu/programs/dual_career/)

### **UNIVERSITY OF MINNESOTA**

Dual Career Services:

[http://www1.umn.edu/ohr/test/groups/ohr/@pub/@ohr/documents/asset/ohr\\_87020.pdf](http://www1.umn.edu/ohr/test/groups/ohr/@pub/@ohr/documents/asset/ohr_87020.pdf)

### **UNIVERSITY OF NEBRASKA – LINCOLN**

Nepotism Policy: <http://bf.unl.edu/hrpolicy/MiscellaneousInformation.shtml#nepotism>

### **UNIVERSITY OF NEW HAMPSHIRE**

Regarding developing a spousal hiring program (scroll down to recommendations, #9):

<http://www.unh.edu/cspc/report0102.htm>

### **UNIVERSITY OF NORTH DAKOTA**

Dual Career: <http://www.und.edu/employment/dualcareer.html>

### **UNIVERSITY OF NORTH TEXAS**

Spouse Employment (scroll down to nepotism):

[http://research.unt.edu/research.services/ors\\_handbook.html#nep](http://research.unt.edu/research.services/ors_handbook.html#nep)

### **UNIVERSITY OF NOTRE DAME**

Dual career assistance program brochure:

<http://hr.nd.edu/employment/documents/brochurerev719.pdf>

Dual career assistance program information:

<http://hr.nd.edu/policy/manual/Employment/sen.shtml>

### **UNIVERSITY OF OKLAHOMA**

Information on dual career couples: <http://64.233.169.104/u/ou?q=cache:R-02ZaMFlscJ:ags.ou.edu/~jsnow/present/Working%2520With%2520Dual%2520Career%2520Couples.ppt+dual+career&hl=en&ct=clnk&cd=1&gl=us&ie=UTF-8>

Dual Career Information: <http://cheminfo.ou.edu/departement/opening.html>

### **UNIVERSITY OF ROCHESTER**

Scroll down for information on Dual Careers:

[http://www.rochester.edu/president/memos/2007/faculty\\_senate.html](http://www.rochester.edu/president/memos/2007/faculty_senate.html)

### **UNIVERSITY OF SOUTH CAROLINA**

Dual career accommodation policy: <http://www.sc.edu/policies/acaf161.doc>

Dual career employment services: <http://hr.sc.edu/employ/dualcareer.html>

### **UNIVERSITY OF TEXAS AT DALLAS**

Information on Spousal Hiring:

[http://cbees.utdallas.edu/ADVANCED%20FACULTY/SurveySummary\\_11192007\\_men.pdf](http://cbees.utdallas.edu/ADVANCED%20FACULTY/SurveySummary_11192007_men.pdf)

### **UNIVERSITY OF VIRGINIA**

Office of Dual Career Recruitment: <http://www.hrs.virginia.edu/employment/odcr.html>

### **UNIVERSITY OF WASHINGTON**

PhD and spouse information:

[http://www.grad.washington.edu/envision/project\\_resources/2000\\_conf\\_pages/2000\\_panel\\_surveys.html](http://www.grad.washington.edu/envision/project_resources/2000_conf_pages/2000_panel_surveys.html)

### **UNIVERSITY OF WISCONSIN-MADISON**

Checklist for the Dual Career Couple: <http://www.provost.wisc.edu/hiring/check.html>

### **VANDERBILT UNIVERSITY**

Links for Dual Career Couples:

[http://bret.mc.vanderbilt.edu/career\\_development/html/academic\\_job\\_search.htm](http://bret.mc.vanderbilt.edu/career_development/html/academic_job_search.htm)

### **WASHINGTON STATE UNIVERSITY**

Regarding Nepotism: <http://www.wsulibs.wsu.edu/faculty/faculty-handbook/Nepotism.html>

**WASHINGTON UNIVERSITY**

Regarding views of dual career couples:

[http://www.grad.washington.edu/envision/project\\_resources/2000\\_conf\\_pages/2000\\_panel\\_surveys.html](http://www.grad.washington.edu/envision/project_resources/2000_conf_pages/2000_panel_surveys.html)

**WEST VIRGINIA UNIVERSITY**

New dual career program: <http://wvumminute.wvu.edu/WinMedia/?type=large&id=127>

<http://wvumminute.wvu.edu/Transcript/?id=127>

**YALE**

Dual Career at Yale, Article: <http://www.yale.edu/opa/arc-ybc/ybc/v25.n24.news.10.html>

## APPENDIX III

– A Sample of *Local Schools, Colleges, and other Organizations* –  
(to be maintained/updated by HR & FAD when the policy is created)

### **A. San Bernardino County & Riverside County Public Health, Local Hospitals include:**

St Bernardine Hospital, San Bernardino Community Hospital, Arrowhead Regional Medical Center, Redlands Community Hospital, San Antonio Hospital, Mountains Community Hospital, Riverside Community Hospital, Riverside Healthcare Medical Center, Kaiser Permanente Hospitals in Ontario, Fontana, Riverside, Loma Linda Medical Center (multiple sites), San Antonio Medical Center, Hemet Medical Center, St Mary's Medical Center, San Gorgonio Medical Center, Desert Regional Medical Center, Eisenhower Medical Center, JFK Medical Center, Inland Regional Center for Developmentally Disabled, numerous local clinics.

### **B. Universities in San Bernardino County & Riverside County:**

University of California, Riverside, Loma Linda University, Cal Baptist University, University of Redlands, Claremont Pomona Brown Pitzer University, Western Health Science University.

### **C. Community Colleges in San Bernardino County & Riverside County:**

San Bernardino Valley College, Barstow College, Crafton Hills College, Cypress College, Riverside Community Colleges (*3 campuses* - Riverside, Chino, Moreno Valley), Chaffey College, Mt. San Jacinto College, Mt. San Antonio College, College of the Desert, Copper Mountain College, Victor Valley College, etc.

### **D. School Districts in San Bernardino County & Riverside County:**

Adelanto Elementary School District, Alta Loma School District, Alvord Unified School District, Apple Valley Unified School District, Banning Unified School District, Barstow Unified School District, Beaumont Unified School District, Bonita Unified School District, Central School District,

Chaffey Joint Union High School District, Charter Oak Unified School District, Chino Valley Unified School District, Claremont Unified School District, Coachella Valley Unified School District, Colton Joint Unified School District, Corona-Norco Unified School District, Cucamonga School District, Desert Sands Unified School District, Etiwanda School District, Fontana Unified School District, Hemet Unified School District, Hesperia Unified School District, Jurupa Unified School District, Lake Elsinore Unified School District, Larchmont Charter School, Little Lake City School District, Menifee Union School District, Moreno Valley Unified School District, Morongo Unified School District, Murrieta Valley Unified School District, Norton Science and Language Academy, Nuview Union School District, Ontario/Montclair School District, Options for Youth, Palm Springs Unified School District, Panama Buena Vista School District, Perris Elementary Unified School District, Perris Union High School District, Public Safety Academy, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, Riverside County Office of Education, Riverside Unified School District, Romoland School District, San Bernardino City Unified School District, San Bernardino County Office of Education, San Jacinto Unified School District, Snowline Joint Unified School District, Temecula Valley Unified School District, Upland Unified School District, Val Verde Unified School District, Victor Elementary School District, Yucaipa-Calimesa Joint Unified School District.

**E. Not-for-Profit and Non-profit organizations:**

Inland Empire Health Plan (IEHP), Helping Hands Pantry, Second Harvest Food Bank, FIND Food Pantry, Time for Change Foundation, IE Community Outreach Center, Habitat for Humanity of Riverside, Humane Society of San Bernardino, Life Stream Blood Banks, The Salvation Army International, Ronald McDonald House, Arrowhead United Way, TLH Consulting Services, Catholic Charities, Boys and Girls Club, Red Cross, LifeStream Blood Bank.



## APPENDIX IV

### – Definitions and Acronyms –

*CBA*: Collective Bargaining Agreement between California Faculty Association (Unit 3) and the CSU Chancellor's Office.

*CSU*: California State University.

*CSUSB*: California State University, San Bernardino.

*CV*: Coachella Valley includes communities served by the Palm Desert Campus.

*Departments and Chairs*: includes School and Directors.

*FAM*: Faculty Administration Manual - Policies related to faculty, developed by the Faculty Senate and Administration and the documents are posted on the Faculty Senate website ([senate.csusb.edu](http://senate.csusb.edu)).

*FTE*: Full-time equivalent (faculty, students, staff, etc.).

*HERC*: Higher Education Recruiting Consortium.

*HR*: Human Resources.

*IE*: Inland Empire, includes San Bernardino and Riverside Counties.

*K-12*: Kindergarten through 12th Grade schools / elementary, middle, and high schools.

*Unit 3*: Collective Bargaining unit of faculty, counselors, coaches, and librarians.