

Partner Hire Scorecard

A Ranking of the
Partner-friendly
Status of U.S.
Universities



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The Dual-Careers Project
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This report is an accompanying document to the online
“Partner Hire Scorecard.” Please visit that site:
www.partnerhirescorecard.org.

TABLE OF CONTENTS

Executive Summary	1
Project Overview	3
Why It Matters	5
Institution Ranking	7
Findings	13
Additional Resources	28
About the Authors	29
Acknowledgments	30
Appendices	
Appendix A: The Partner Hire Scorecard Website	31
Appendix B: How to Use the Website	32
Appendix C: Methodology	34
Endnotes	37

EXECUTIVE SUMMARY



Partner Hire Scorecard

Which universities provide the best support for academic couples? To assist couples with their job searches, we've produced an [online scorecard](#) ranking the partner-friendly status of every R1 institution (doctoral universities with very high research activity) in the United States. This report is intended as a companion document to that website. It offers a detailed exploration of the research project, a complete ranking of institutions, a review of findings about university programs, and full details about our methodology.

For this project, we systematically collected and analyzed the publicly available documents pertaining to dual-career issues at all 146 R1 universities. We found that 63% of these institutions had information suggesting that they could create faculty positions of some sort to support partner hiring. That said, only 55% of institutions with available partner-hire information—and 77% of the institutions that had processes for creating faculty positions—specified that those could be tenure-track positions. Most institutions that described their resources for dual-career couples (63%) also had provisions to facilitate non-faculty positions for partner hires at those institutions.

There are three key patterns in the data. First, we found differences between public and private institutions. Public institutions were much more likely to have data on whether they created faculty positions for partner hires (83% for public, 47% for private). Substantially more public universities also create faculty positions of some sort for partners (82% for public, 41% for private). This difference held true for the facilitation of non-faculty positions too (68% for public, 47% for private). More public universities also had explicit guidance for faculty search committees about partner-hire arrangements than did private universities (59% for public, 36% for private).

Second, we found important regional differences. While the vast majority of universities in the West, South, and Midwest had provisions for creating some kind of faculty position for partners, that was not the case for the majority of universities in the Northeast. Specifically, just 46% of universities in the Northeast appeared to create faculty positions for partner hires compared to 86% of universities in the West, 81% in the South, and 76% in the Midwest. This trend applied to non-faculty positions as well, such that only 49% of institutions in the Northeast explicitly facilitated these positions, in contrast to 80% in the Midwest, 64% in the West, and 63% in the South. At the same time, more universities in the Northeast offered research start-up funding for partners than universities in other parts of the country. Finally, institutions in the South also stood out because they seemed less likely to create tenure-stream positions for partners. For universities that created faculty positions of some sort for partners, 67% of those in the South allowed for tenure-stream positions, compared to 88% in the West, 84% in the Midwest, and 75% in the Northeast. Overall, these findings suggest that institutions in the West and Midwest may be more accommodating of tenure-stream positions for academic partners and that the Northeast is the least likely to make *any* accommodations for partners through faculty or non-faculty positions.

Third, universities that had received National Science Foundation (NSF) ADVANCE grants were much more likely to create faculty positions, facilitate non-faculty positions, and have more developed resources and programs for partners. These NSF grants support the design and implementation of new programs at universities with the objective of increasing “the representation and advancement of women in academic science and engineering careers.”¹ Some of our notable findings were that 80% of universities that had been awarded “Institutional Transformation” or “Adaptation” ADVANCE grants created some kind of faculty position for partner hires compared to 62% of universities that had not. Additionally, 65% of universities with ADVANCE grants created tenure-track positions compared to just 44% of universities without similar funding. With respect to the facilitation of non-faculty positions, 71% of universities that had been awarded ADVANCE grants did so, compared to 54% of universities that had never received one of these grants. It was especially striking that 68% of ADVANCE grant recipients provided information about how partner hires would be funded compared to only 36% of other universities, indicating that ADVANCE grants also encouraged institutions to be more transparent about how these positions were funded.

Many R1 universities have made important strides in supporting academic couples through the establishment of dual-career programs or the adoption of partner-hire policies, but there is still more work to do. In particular, as this report shows, locating information about university policies and practices can be difficult. Moreover, assessing that information to make career decisions may be daunting for jobseekers. The Partner Hire Scorecard assists with these tasks by archiving relevant publicly available documents, categorizing universities, and ranking them. Our goals are to empower academic couples in their job searches and to encourage universities to support couples more fully.

PROJECT OVERVIEW

Although the academic job market is undeniably challenging for most people, it can be especially difficult for academic couples who are striving to obtain positions together or in the same region. Such “dual-career” couples are often left to fend for themselves in trying to figure out which institutions might support partner hires, under what circumstances, and how to go about obtaining them. Institutions, for their part, are not particularly transparent about their policies or practices. Historically, most universities relied on ad-hoc approaches to addressing these issues, which, in turn, amplified a general sense of uncertainty and ignorance about available resources, if they existed.² University policies and programs for dual-career academics have become more common over the past few decades,³ but they vary widely across institutions and are often opaque both to university members and to external jobseekers.

The purpose of this report, and its accompanying [website](#), is to provide clarity about the dual-career approaches of R1 universities in the United States.⁴ We’ve assessed publicly available documents pertaining to dual-career issues at these universities and have generated a “scorecard” that ranks institutions by their

partner-friendly status.

Moreover, we’ve archived the relevant documents so that jobseekers, researchers, and other interested parties can access them without needing to conduct their own web searches.⁵ Finally, we coded and analyzed these many documents to discover patterns in dual-career offerings by institution type, geographic location, and other variables. The “findings” section of this report reviews those overall results.

Our primary audience is academic couples, but the Partner Hire Scorecard also speaks to institutional audiences. Through our comparative overview of R1 institutions, we provide perspective on how institutions measure up against their peers, showing where they may be excelling and where they may be deficient. In essence, the scorecard celebrates institutions that appear to be supporting couples best and nudges other institutions to do a better job. A second institutional audience is that of funding bodies such as the National Science Foundation (NSF). As we show in our findings section, many universities that performed well in our assessment are former or current recipients of “Institutional Transformation” or “Adaptation” NSF ADVANCE grants.

This suggests that even though these grant-funded programs may lack sustainability when grants expire,⁶ those programs may nonetheless live on in some fashion, providing benefits that continue to serve academic communities. In short, targeted grant funding can achieve lasting broader impacts.⁷

We conceive of the Partner Hire Scorecard as a project in *data feminism* that visualizes meaningful inequalities and disparities that may have been previously hidden from view.⁸ Through this project, we also endeavor to activate renewed interest among research communities in these issues. There have been a few landmark studies on dual-career academics, most notably *The Two-Body Problem: Dual-Career Couple Hiring Policies in Higher Education* (2003)⁹ and “Dual-career Academic Couples: What Universities Need to Know” (2008).¹⁰ Scholars in the fields of education, gender studies, sociology, and communication, among others, have further contributed to this area of inquiry in the intervening years.¹¹ At present, we see an opportunity for this diverse scholarship to find purchase in the growing interdisciplinary field of “critical university studies.” This is a field that investigates universities as important sites of political, economic, and cultural struggle—as influential vectors of social reproduction whose discriminatory legacies continue to shape the present.¹² When it comes to dual-career issues, there are certainly enduring legacies of patriarchy that affect policy decisions, but other dimensions overlay these: neoliberalization and corporatization; pushback against diversity, equity, and inclusion (DEI) efforts; budget crises precipitated by reduced state funding, the pandemic, and market dependencies; the erosion of tenure and shared governance; and many more. We invite other scholars to explore these and other connections, and we hope that our detailed findings and links to primary documents will serve as a resource for this work.

“We conceive of the Partner Hire Scorecard as a project in *data feminism* that visualizes meaningful inequalities and disparities that may have been previously hidden from view.”



WHY IT MATTERS

Meeting the needs of dual-career academic couples is important for many reasons, not least of which is the wellbeing of those individuals and their families. Because the nature of academic employment often requires scholars to relocate away from their extended families and social networks, academics already face incredible personal obstacles in pursuing their careers. When dual-career couples are unable to obtain positions at the same institution or in the same region, they may confront even greater adversity, the effects of which too frequently necessitate career compromises and separate living arrangements and foster family and relationship tensions.¹³ Such situations greatly disadvantage women in particular, who are more likely to have their careers postponed or sidelined; be channeled into fixed-term, teaching-intensive positions; and shoulder more of the burden of child-care, elder-care, and domestic responsibilities.¹⁴ In recognition of these unjust and undesirable compromises, and a perceived lack of family-friendly options in academia more broadly, many graduate students are opting instead for “alt-ac” positions in industry or government after they finish their degrees.¹⁵

Dual-career couples represent a major portion of the academic workforce. In fact, more than one-third of university researchers have a spouse or partner who is also an academic.¹⁶ While universities have made important strides responding to the needs of academic couples, studies have shown that dual-career challenges contribute to the so-called leaky pipeline causing attrition of women and underrepresented racial, ethnic, sexual, and gender minorities.¹⁷ Attrition can be exacerbated by couples’ lack





of knowledge about the existence of partner-hire programs or how to access them. The leaky pipeline is also a problem for the institution of science more broadly because research may be less innovative or relevant if it fails to achieve or maintain diverse representation; this is the case because individual biographies shape the research questions scholars ask and the types of mentorship they provide.¹⁸ Among other things, these factors point to the importance of robust dual-career supports for both recruiting and retaining diverse academic talent.

A final consideration is that how institutions treat academic couples is a reflection on their values, especially during difficult times. American universities are already cauldrons of uncertainty and instability, as they are marked by conditions of normalized austerity, precarious labor

relations, hyper-corporatization, and external attacks on DEI initiatives, along with other pressures. Dual-career hiring policies and practices can be viewed as an index of institutional values during this storm. On one hand, dual-career programs may signal commitment to academics and their families, as part of broader efforts to foster family-friendly workplaces. On the other hand, retrenching on dual-career supports or using them in a way that fuels precarity (such as through fixed-term, non-tenure-stream appointments) may convey a lack of investment in a sustainable academic community. Structural supports for such programs, or lack thereof, can also shape university cultures in profound ways. For instance, in the absence of unambiguous administrative support, faculty members may be more likely to focus on potential “opportunity costs” with partner hires and become antagonistic to them.¹⁹ Both the external reputation and internal experience of an institution can be affected, negatively or positively, by its stance on dual-career hiring.

**“HOW INSTITUTIONS TREAT
ACADEMIC COUPLES IS A REFLECTION
ON THEIR VALUES, ESPECIALLY DURING
DIFFICULT TIMES.”**

INSTITUTION RANKING

This section provides the outcome of our ranking of the partner-friendly status of R1 institutions. We offer an ordinal ranking (1-129) for the institutions that had information available to score. We group the remaining 17 institutions, for which there was no information, at the end. These scores were determined through a rigorous team-based process of collecting, coding, analyzing, and weighting the available policies, materials, and resources for every R1 institution in the U.S. (n=2307 documents). (Full details about our scoring methodology and variables can be found in Appendix C.)

Institutions are also color-coded according to their stance on creating some kind of faculty position for partner hires: **Green** means that they have a process for doing so; **Orange** means that they may do so; **Red** means that they explicitly do *not* do so; and **Gray** means that there was no information provided. (Note: duplicate numbers indicate “ties.”)

CREATES FACULTY POSITIONS

- | | |
|---|--|
| 1. University of Delaware | 16. Oregon State University |
| 2. University of Illinois Urbana-Champaign | 17. Michigan State University |
| 2. University of Maine | 18. University of Wisconsin-Madison |
| 4. Ohio State University | 19. University of California-Berkeley |
| 4. University of California-Davis | 19. University of Georgia |
| 6. University of Arizona | 21. The University of Texas at San Antonio |
| 6. The University of Texas at Austin | 21. University of California-San Diego |
| 8. Iowa State University | 21. University of Michigan-Ann Arbor |
| 9. Purdue University-Main Campus | 21. University of South Carolina-Columbia |
| 9. University of Virginia-Main Campus | 25. George Mason University |
| 11. University of California-Irvine | 25. University of Notre Dame |
| 11. University of Utah | 27. Carnegie Mellon University |
| 13. Texas A&M | 27. Cornell University |
| 13. University of Maryland-College Park | 27. Texas Tech University |
| 13. Virginia Polytechnic Institute and State University | |

Continued...

CREATES FACULTY POSITIONS

27. University of Colorado Boulder
27. University of Florida
27. University of Pennsylvania
33. University of Iowa
34. Colorado State University-Fort Collins
34. North Dakota State University
34. University of Pittsburgh-Pittsburgh Campus
37. Clemson University
37. Georgia Institute of Technology
37. University of Houston
37. University of Oregon
41. The University of Tennessee-Knoxville
41. University of Massachusetts-Amherst
41. University of Nebraska-Lincoln
41. Washington State University
45. North Carolina State University
45. University of Central Florida
47. Georgetown University
47. University of Nevada-Reno
49. University of California-Riverside
49. University of Cincinnati-Main Campus
49. University of Illinois Chicago
52. Case Western Reserve University
52. Syracuse University
52. University of North Texas
55. Old Dominion University
56. Montana State University
56. Northeastern University
56. University of Arkansas
56. University of Minnesota-Twin Cities
60. Auburn University
60. Indiana University Bloomington
60. University of New Mexico-Main Campus
63. University of North Carolina at Chapel Hill
64. The University of Montana
64. University of California-Santa Cruz
64. West Virginia University
67. University of Hawaii at Manoa
67. University of Washington-Seattle Campus
67. University of Wisconsin-Milwaukee
70. Oklahoma State University
70. University of Mississippi
70. University of Oklahoma-Norman Campus
73. Florida International University
73. New York University
73. University of California-Los Angeles
73. University of Kansas
77. University of Nevada-Las Vegas
77. Washington University in St Louis
79. Tulane University of Louisiana
79. University of California-Santa Barbara
79. University of South Florida
82. Arizona State University
82. University at Buffalo
84. Stanford University
84. University of Kentucky
86. University of Connecticut
86. Yale University
88. University of Louisville
89. The University of Texas at El Paso
90. The Pennsylvania State University
91. Louisiana State University
92. Emory University

MAY CREATE FACULTY POSITIONS

93. University of Southern California	110. Drexel University
94. Columbia University in the City of New York	110. University of Rochester
94. Harvard University	112. Brown University
94. Utah State University	113. Northwestern University
97. Ohio University	114. Georgia State University
98. University of Chicago	115. Boston University
99. Florida State University	115. CUNY Graduate School and University Center
99. Kansas State University	115. New Jersey Institute of Technology
99. Virginia Commonwealth University	115. University of Maryland-Baltimore County
102. Tufts University	119. Stony Brook University
103. Johns Hopkins University	120. University of New Hampshire-Main Campus
104. Baylor University	121. California Institute of Technology
104. Binghamton University	121. Kent State University
106. University of Alabama at Birmingham	121. Mississippi State University
107. Dartmouth College	121. Wayne State University
107. Vanderbilt University	125. Boston College
109. Princeton University	125. Brandeis University

DOESN'T CREATE FACULTY POSITIONS

127. Duke University	129. University of Colorado Denver - Anschutz Medical Campus
128. Massachusetts Institute of Technology	

NO INFORMATION AVAILABLE

Colorado School of Mines	The University of Texas at Dallas
George Washington University	University of Alabama in Huntsville
Rensselaer Polytechnic Institute	University of Denver
Rice University	University of Louisiana at Lafayette
Rutgers University-New Brunswick	University of Memphis
SUNY at Albany	University of Miami
Temple University	University of Missouri-Columbia
The University of Alabama	University of Southern Mississippi
The University of Texas at Arlington	

INSTITUTION OVERVIEW

● Creates faculty positions ● May create faculty positions ● Doesn't create faculty positions ● No materials available

Institution Name	Partner-friendly status	Numerical ranking	Tenure-stream hires	Non-faculty positions	Research start-up support	Job-placement services	Dual-career program or office	Dual-career webpage	Search committee guidance	Delineated process
Arizona State University	●	82	✓						✓	✓
Auburn University	●	60		✓		✓	✓			✓
Baylor University	●	104		✓		✓	✓	✓		✓
Binghamton University	●	104		✓		✓	✓	✓		✓
Boston College	●	125								
Boston University	●	115						✓		
Brandeis University	●	125								
Brown University	●	112							✓	
California Institute of Technology	●	121								
Carnegie Mellon University	●	27		✓		✓	✓	✓	✓	✓
Case Western Reserve University	●	52	✓			✓	✓	✓		✓
Clemson University	●	37		✓		✓	✓	✓	✓	✓
Colorado School of Mines	●	No information								
Colorado State University-Fort Collins	●	34	✓	✓		✓	✓	✓		✓
Columbia University	●	94				✓	✓	✓	✓	✓
Cornell University	●	27	✓	✓		✓	✓	✓	✓	✓
CUNY Graduate School	●	115							✓	
Dartmouth College	●	107		✓		✓			✓	
Drexel University	●	110				✓	✓			
Duke University	●	127		✓		✓	✓	✓		✓
Emory University	●	92								
Florida International University	●	73	✓				✓			✓
Florida State University	●	99		✓		✓	✓	✓		✓
George Mason University	●	25	✓	✓		✓	✓	✓		✓
George Washington University	●	No information								
Georgetown University	●	47	✓	✓			✓			✓
Georgia Institute of Technology	●	37	✓	✓			✓			✓
Georgia State University	●	114						✓	✓	
Harvard University	●	94		✓		✓	✓	✓	✓	
Indiana University Bloomington	●	60		✓		✓	✓	✓	✓	✓
Iowa State University	●	8	✓	✓		✓	✓	✓	✓	✓
Johns Hopkins University	●	103		✓		✓	✓	✓	✓	✓
Kansas State University	●	99		✓		✓	✓	✓		✓
Kent State University	●	121								
Louisiana State University	●	91								✓
Massachusetts Institute of Technology	●	128				✓	✓	✓		
Michigan State University	●	17	✓	✓		✓	✓	✓	✓	✓
Mississippi State University	●	121								
Montana State University	●	56	✓				✓	✓	✓	✓
New Jersey Institute of Technology	●	115								
New York University	●	73	✓	✓						
North Carolina State University	●	45			✓	✓	✓		✓	✓
North Dakota State University	●	34	✓	✓			✓	✓	✓	✓
Northeastern University	●	56	✓	✓			✓		✓	✓
Northwestern University	●	113				✓				
Ohio State University	●	4	✓	✓		✓	✓	✓		✓
Ohio University	●	97		✓		✓	✓	✓	✓	✓
Oklahoma State University	●	70	✓	✓			✓			✓
Old Dominion University	●	55	✓	✓		✓	✓		✓	✓
Oregon State University	●	16	✓	✓		✓	✓	✓	✓	✓
Pennsylvania State University	●	90	✓							

● Creates faculty positions ● May create faculty positions ● Doesn't create faculty positions ● No materials available

Institution Name	Partner-friendly status	Numerical ranking	Tenure-stream hires	Non-faculty positions	Research start-up	Job-placement services	Dual-career program or office	Dual-career webpage	Search committee guidance	Delineated process
Princeton University	●	109					✓	✓	✓	
Purdue University-Main Campus	●	9	✓	✓	✓	✓	✓	✓	✓	✓
Rensselaer Polytechnic Institute	●									
Rice University	●									
Rutgers University-New Brunswick	●									
Stanford University	●	84	✓							
Stony Brook University	●	119								
SUNY at Albany	●									
Syracuse University	●	52		✓		✓	✓	✓	✓	✓
Temple University	●									
Texas A&M	●	13	✓	✓		✓	✓	✓	✓	✓
Texas Tech University	●	27	✓	✓		✓	✓	✓	✓	✓
Tufts University	●	102		✓		✓	✓	✓		
Tulane University of Louisiana	●	79	✓							✓
University at Buffalo	●	82		✓			✓			✓
University of Alabama	●									
University of Alabama at Birmingham	●	106				✓	✓	✓	✓	
University of Alabama in Huntsville	●									
University of Arizona	●	6	✓	✓			✓	✓	✓	✓
University of Arkansas	●	56	✓	✓		✓	✓	✓	✓	✓
University of California-Berkeley	●	19	✓	✓		✓	✓	✓	✓	✓
University of California-Davis	●	4	✓	✓		✓	✓	✓	✓	✓
University of California-Irvine	●	11	✓	✓			✓	✓		✓
University of California-Los Angeles	●	73		✓		✓	✓	✓		✓
University of California-Riverside	●	49	✓			✓	✓		✓	✓
University of California-San Diego	●	21	✓	✓		✓	✓	✓	✓	✓
University of California-Santa Barbara	●	79	✓							✓
University of California-Santa Cruz	●	64	✓				✓	✓	✓	✓
University of Central Florida	●	45	✓	✓	✓		✓	✓	✓	✓
University of Chicago	●	98		✓		✓	✓	✓	✓	
University of Cincinnati-Main Campus	●	49	✓	✓			✓	✓		✓
University of Colorado Boulder	●	27	✓	✓			✓	✓	✓	✓
University of Colorado Denver/Anschutz	●	129							✓	✓
University of Connecticut	●	86							✓	✓
University of Delaware	●	1	✓	✓	✓	✓	✓	✓	✓	✓
University of Denver	●									
University of Florida	●	27	✓			✓	✓	✓	✓	✓
University of Georgia	●	19	✓	✓		✓	✓	✓	✓	✓
University of Hawaii at Manoa	●	67	✓				✓	✓		✓
University of Houston	●	37	✓	✓		✓	✓	✓		✓
University of Illinois Chicago	●	49	✓	✓			✓	✓		✓
University of Illinois Urbana-Champaign	●	2	✓	✓		✓	✓	✓	✓	✓
University of Iowa	●	33		✓		✓	✓	✓	✓	✓
University of Kansas	●	73	✓	✓					✓	
University of Kentucky	●	84				✓		✓		
University of Louisiana at Lafayette	●									
University of Louisville	●	88							✓	✓
University of Maine	●	2	✓	✓	✓	✓	✓	✓	✓	✓
University of Maryland-Baltimore County	●	115						✓		
University of Maryland-College Park	●	13	✓	✓	✓				✓	✓
University of Massachusetts-Amherst	●	41	✓	✓			✓	✓	✓	✓

● Creates faculty positions ● May create faculty positions ● Doesn't create faculty positions ● No materials available

Institution Name	Partner-friendly status	Numerical ranking	Tenure-stream hires	Non-faculty positions	Research start-up support	Job-placement services	Dual-career program or office	Dual-career webpage	Search committee guidance	Delineated process
University of Memphis	●					No information				
University of Miami	●					No information				
University of Michigan-Ann Arbor	●	21	✓	✓		✓	✓	✓	✓	✓
University of Minnesota-Twin Cities	●	56	✓	✓			✓			✓
University of Mississippi	●	70		✓						✓
University of Missouri-Columbia	●					No information				
University of Montana	●	64	✓	✓					✓	✓
University of Nebraska-Lincoln	●	41		✓		✓	✓	✓	✓	✓
University of Nevada-Las Vegas	●	77		✓				✓		
University of Nevada-Reno	●	47	✓	✓		✓	✓	✓	✓	✓
University of New Hampshire	●	120							✓	✓
University of New Mexico-Main Campus	●	60	✓			✓	✓	✓	✓	
University of North Carolina at Chapel Hill	●	63	✓				✓	✓		✓
University of North Texas	●	52	✓	✓						
University of Notre Dame	●	25	✓	✓		✓	✓	✓		✓
University of Oklahoma-Norman Campus	●	70		✓					✓	✓
University of Oregon	●	37	✓	✓		✓	✓	✓	✓	✓
University of Pennsylvania	●	27	✓	✓		✓	✓		✓	✓
University of Pittsburgh	●	34	✓	✓	✓		✓			✓
University of Rochester	●	110						✓		
University of South Carolina-Columbia	●	21	✓	✓		✓	✓	✓	✓	✓
University of South Florida	●	79	✓							✓
University of Southern California	●	93		✓		✓	✓	✓		✓
University of Southern Mississippi	●					No information				
University of Tennessee-Knoxville	●	41	✓	✓		✓	✓	✓		✓
University of Texas at Arlington	●					No information				
University of Texas at Austin	●	6	✓	✓		✓	✓	✓	✓	✓
University of Texas at Dallas	●					No information				
University of Texas at El Paso	●	89		✓						✓
University of Texas at San Antonio	●	21	✓	✓		✓	✓	✓	✓	✓
University of Utah	●	11	✓	✓		✓	✓	✓	✓	✓
University of Virginia-Main Campus	●	9	✓	✓	✓	✓	✓	✓	✓	✓
University of Washington-Seattle Campus	●	67	✓	✓					✓	✓
University of Wisconsin-Madison	●	18	✓	✓		✓	✓	✓	✓	✓
University of Wisconsin-Milwaukee	●	67	✓	✓						✓
Utah State University	●	94		✓		✓	✓	✓		✓
Vanderbilt University	●	107				✓	✓	✓		✓
Virginia Commonwealth University	●	99				✓	✓	✓		✓
Virginia Polytechnic Institute	●	13	✓	✓		✓	✓	✓	✓	✓
Washington State University	●	41		✓					✓	✓
Washington University in St Louis	●	77	✓	✓						
Wayne State University	●	121								
West Virginia University	●	64		✓		✓	✓	✓		✓
Yale University	●	86	✓							

FINDINGS

This section provides an overview of the findings generated from our analysis of institutions' many dual-career policies, materials, and resources. The data we collected point to larger patterns in how institutions across the country are approaching partner-hire issues. As we will show, there are differences in what kinds of positions are created and what resources are provided by public/private status, region, and NSF ADVANCE grant funding. To set the stage, we begin this section with a sketch of the characteristics of R1 institutions more broadly. Also, throughout this section we privilege the term "partner hire" to focus on specific mechanisms for hiring academic couples, rather than the term "dual career," which encompasses a broader set of issues, including support for non-academic partners.

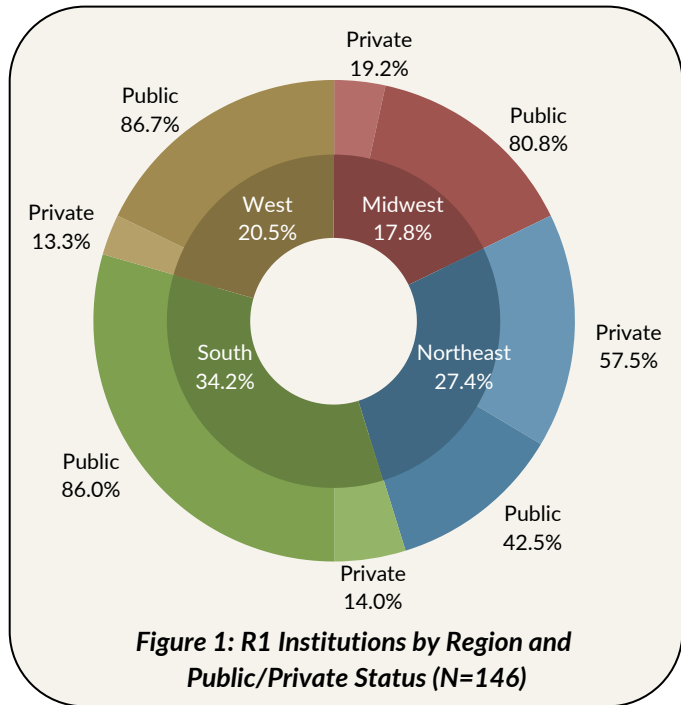


PERFECT PARTNER HIRE UNIVERSITY

Our results can best be understood in comparison to "Perfect Partner Hire University." This fictional university creates tenure-track positions for academic partner hires. Its online resources outline a clear process for obtaining partner hires. And it does not restrict access to a partner-hire position based on someone's immigration status, legally documented marriage, or relocation to the area. Consistent funding is available for partner-hire positions, including start-up funds. This perfect institution also facilitates non-faculty positions within and outside of the university for non-academic partners and provides job-placement services, like interview coaching and resumé review. In addition, there is infrastructure in place to help handle dual-career needs for current, as well as potential, employees, including a dual-career office and staff. But alas, Perfect Partner Hire University is not real. All the institutions we reviewed have room to improve.

OVERVIEW OF R1 INSTITUTIONS

There are 146 R1 universities (doctoral universities with very high research activity) in the United States per the Carnegie Classification of Institutions of Higher Education.²⁰ Most (107/146; 73%) are public institutions, with the remaining 39 (27%) being private. They are located throughout the United States, but the majority of R1 institutions are in the South (50/146; 34%) and Northeast (40/146; 27%), with fewer in the West (30/146; 21%) and Midwest (26/146; 18%). The Northeast has the highest percentage of private R1s (23/40; 58%), followed by the Midwest (5/26; 19%), the South (7/50; 14%), and the West (4/30; 13%).



In our assessment of R1 institutions as a whole, we found that 63% (92/146) of them had publicly available information suggesting that they create faculty positions of some sort (fixed term and/or

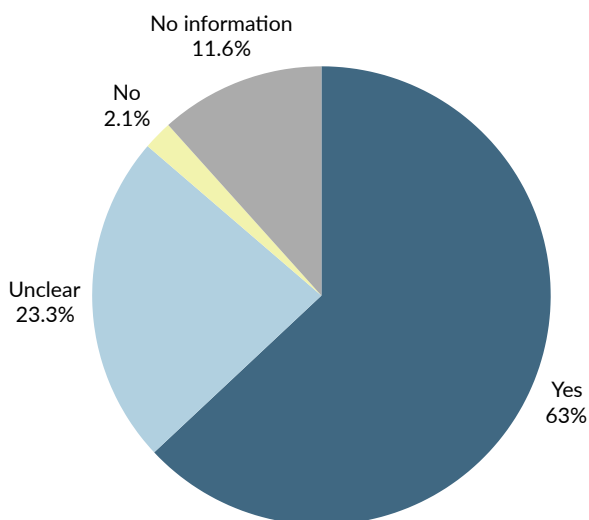


Figure 2: Creates Fixed-Term and/or Tenure-Stream Positions (N=146)

tenure stream) to support partner hiring. Additionally, half (73/146; 50%) of all R1 universities have had, at one point, an NSF ADVANCE Institutional Transformation or Adaptation grant. These grants are designed to assist universities in correcting gender disparities, particularly in science, technology, engineering, and mathematics (STEM) fields. As we will discuss later in this section, previous or current NSF ADVANCE funding seems to be an important factor in the dual-career support offered by institutions.

INSTITUTIONS WITH NO PARTNER HIRE INFORMATION

A number of institutions did not have any publicly available information about partner hiring, so we chose to exclude those sites from our overall analysis because we could not assess what their policies or procedures might be. That said, we can still describe the characteristics of these institutions with no information. In total, 17 out of 146 (12%) fell into this category, and a similar percentage of public and private institutions did not have any information. Of the 39 private R1 universities, 13% (5/39) did not have any information on partner hiring. And of the 107 public R1 universities, 11% (12/107) did not have any information.

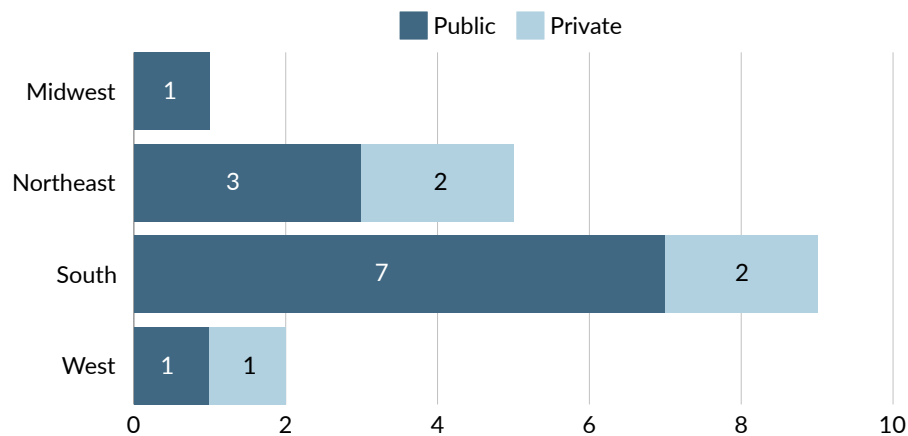


Figure 3: Number of Institutions With No Partner Hire Information by Region (N=17)

Most of the 17 institutions without any information on partner hiring were located in the South (9/17; 53%) or the Northeast (5/17; 29%). Of the 50 R1 institutions located in the South, 9 (18%) did not have any partner-hire materials at the time of our search. Seven of these Southern institutions were public, and 2 were private. Of the 40 R1 institutions in the Northeast, 5 (12.5%) did not have any materials related to partner hiring. Three of these Northeastern institutions were public, and 2 were private. In comparison, only 1 out of 26 (4%) Midwestern institutions, and 2 out of 30 (7%) Western institutions did not have any materials related to partner hiring. The Midwestern institution was public, and there was 1 public and 1 private Western institution without partner-hire information.

These findings do not necessarily mean that these 17 institutions do not facilitate partner hires, only that there was no publicly available information about whether or how they do so.

INSTITUTIONS WITH PARTNER HIRE INFORMATION

FACULTY POSITIONS

The creation of faculty positions is a crucial component of a successful partner-hire program. For this reason, we prioritized this variable in our analysis and scoring. At the same time, there can be important variation among the types of faculty positions created, with some being more secure tenure-stream appointments and others being less secure “fixed-term” or contract-based appointments.

Of the 129 institutions that had information on partner hiring, most (92/129; 71%) had a process for creating faculty positions for partner hires. Fifty-five percent of all institutions with available partner-hire information (71/129)—or 77% of the institutions that do create faculty positions (71/92)—indicated that these positions could be tenure-stream. However, 3 institutions (2%)—Duke University, Massachusetts Institute of Technology (MIT), and University of Colorado Denver/Anschutz Medical Campus—were explicit that they did not create faculty positions of any type for partner hires. It was unclear whether 34 institutions (26%) created faculty positions for partner hires.

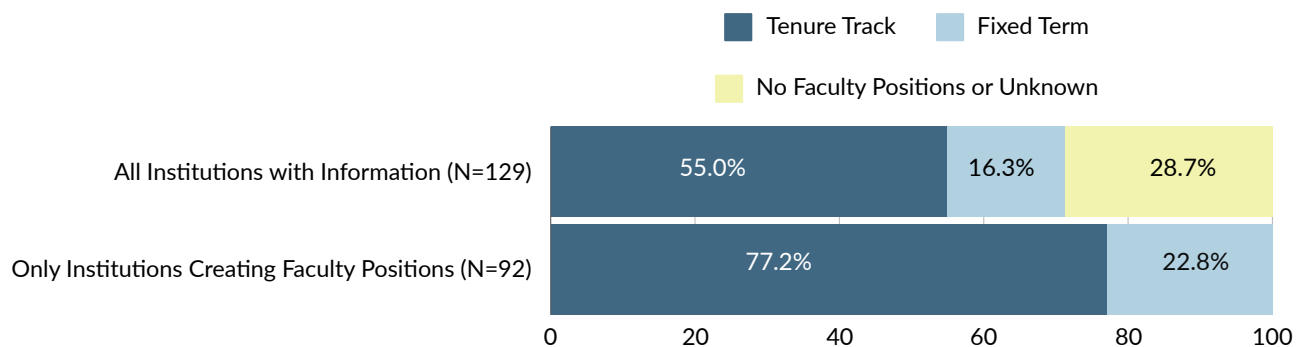


Figure 4: Proportion of Tenure-Stream vs. Non-Tenure-Stream Faculty Positions

Although most partner-hire programs are geared toward new hires, there may be cases where such programs would benefit established employees as well. For instance, if someone with an academic partner was hired before a partner-hire program was implemented, there could be fairness issues at stake if those people were ineligible to access that program. Also, many people change partners throughout their lives for all kinds of reasons, so even if they did not need their institution to assist with making a partner hire when they were hired, they may need one after that point. In our study, we

found that of the universities that had a noted process for creating faculty positions for partner hires, only 18% (17/92) specified that established employees were eligible to request such a hire. It was unclear whether this was possible at 31 institutions (34%), and established employees were explicitly ineligible for partner hires at almost half (44/92; 48%) of these institutions.

Having a process in place for managing partner-hire requests can reduce ambiguity for everyone involved. We found that most of the universities that created faculty positions for partner hires (79/92; 86%) outlined a clear process for doing so, but 13 (14%) did not give any indication about the steps involved. Just over half (50/92; 54%) of the universities provided information on how partner-hire positions are funded, but the remaining institutions (42/92; 46%) did not provide such information. Likewise, just over half of universities creating faculty positions (51/92; 55%) posted guidance on their website for faculty search committees on how to handle partner hiring.

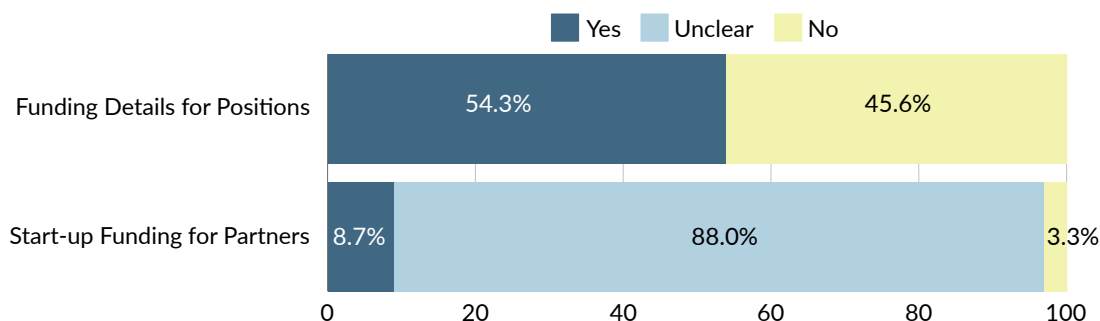


Figure 5: Availability of Information about Partner-hire Funding (N=92)

The provision of research start-up funding is another important variable that we considered. Although start-up funding of some sort is typical for faculty hires in most academic fields, it can be crucial in STEM fields where researchers might need to establish lab spaces or purchase specialized equipment to get their research programs off the ground.²¹ In short, for a STEM researcher, a partner-hire position would be incomplete and potentially untenable without start-up support. In our data, we found that for institutions that created faculty positions for partner hires, it was unclear whether the vast majority (81/92; 88%) provided start-up funding for the secondary hire. Only 8 institutions (9%) were transparent about providing this funding,²² and 3 institutions (3%) explicitly stated that they did not provide start-up funds as part of partner-hire packages.²³

NON-FACULTY POSITIONS

Institutions can also turn to non-faculty positions as a means of accommodating academic partners. These may include staff, research scientist, or administrative positions, among other categories. Most institutions with information on partner hiring (81/129; 63%) indicated that they could facilitate non-faculty positions for partners.²⁴ It was unclear whether 46 institutions (36%) facilitated non-faculty

positions, and 2 institutions (2%) made it clear that they did *not* facilitate these positions for partner hires.²⁵ Of the universities that facilitate non-faculty positions, most (70/81; 86%) had a stated process for doing so.

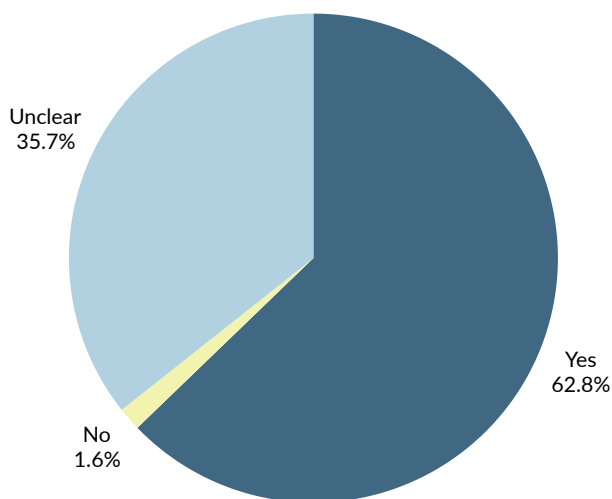


Figure 6: Facilitates Non-faculty Positions (N=129)

PROGRAMS, WEBSITES, CONTACT INFORMATION

Being able to locate information about partner-hire support at an institution could both reduce stress and offer a clear path forward for job-seekers in academic relationships. Of the institutions that provided any information on partner hiring, most (86/129; 67%) had designated partner-hire or dual-career programs. Such programs could include offices with staff or formalized policy documents outlining hiring

procedures. Seventy-five universities (58%) had dedicated dual-career webpages, and just over half of these 129 institutions (52%) provided specific contact information for questions about partner-hire and/or dual-career issues.

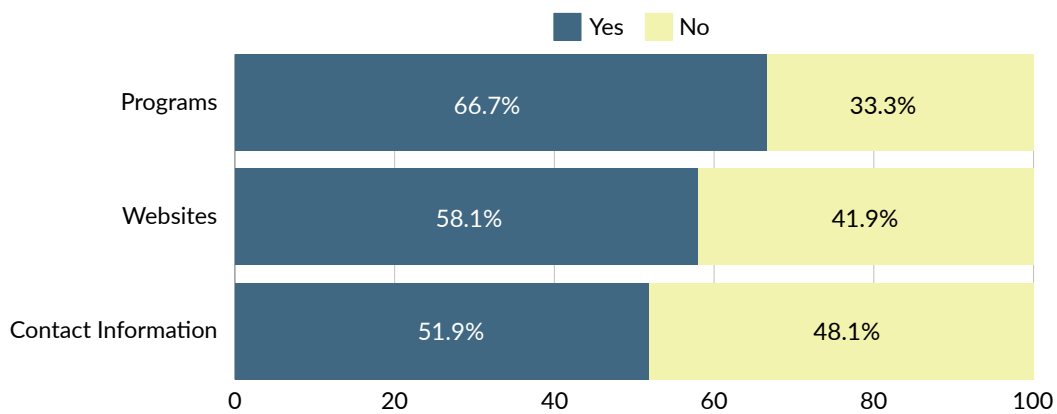


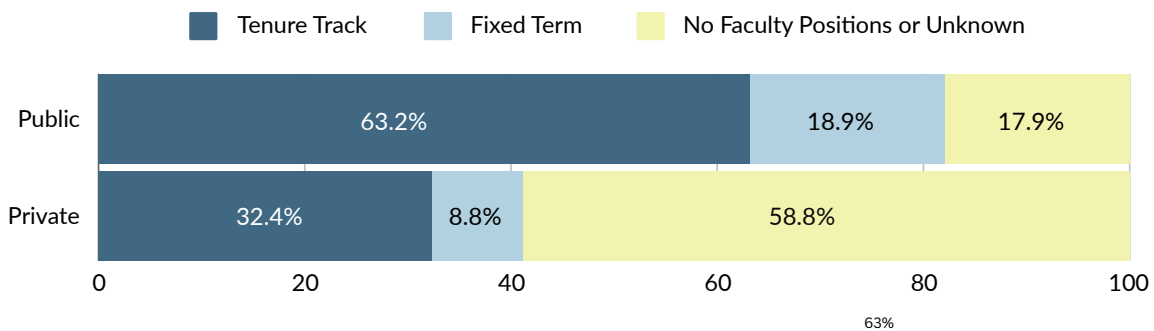
Figure 7: Other Available Partner-hire and Dual-career Information (N=129)

ROLE OF PUBLIC / PRIVATE STATUS

We found important differences in public and private universities' approaches to partner hiring. For instance, more public universities (70/78; 90%) delineated a process for creating faculty positions compared to private universities (9/14; 64%). Also, over half of private universities had no data about whether they created faculty positions for partner hires (18/34; 53%) compared to just 17% of public

universities (16/95). Because of this disparity in available information, private universities appear to create fewer tenure-track and/or fixed-term faculty positions for partner hires (14/34; 41%) than do public institutions (78/95; 82%). This disparity is even worse for tenure-stream positions, with only 32% (11/34) of private institutions making such positions compared to 63% (60/95) of public institutions. However, when comparing only those universities that indicated that they created some type of faculty position for partner hires, a similar proportion of private (11/14; 79%) and public (60/78; 77%) universities created tenure-stream positions for the partners. Indeed, private institutions had a slight edge on public institutions.

All Institutions with Information (N=129)



Institutions Creating Faculty Positions (N=92)

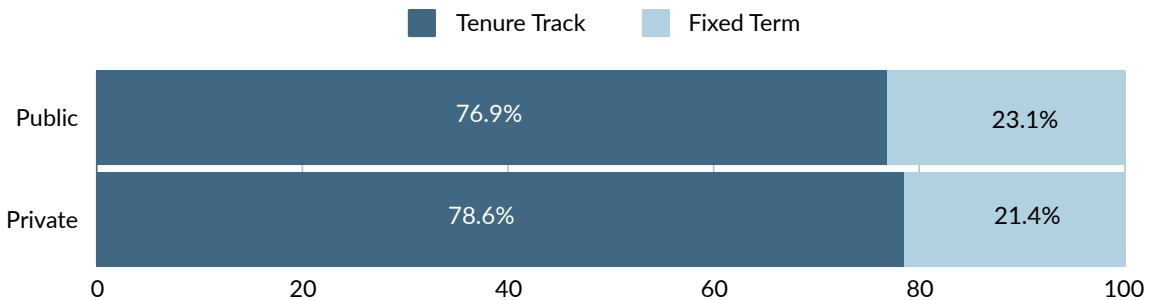


Figure 8: Proportion of Tenure-Stream vs. Non-Tenure-Stream Faculty Positions by Public/Private Status

Of the universities that indicated they could create faculty positions for partner hires, the proportion of public (15/78; 19%) and private (2/14; 14%) universities at which established employees were eligible for such requests was relatively similar. That said, over half of public universities (41/78; 53%) made it clear that established employees were not eligible for partner-hire programs, compared to only 21% (3/14) of private universities. For the majority of private universities (9/14; 64%), it was unclear whether established employees were eligible for partner hires.

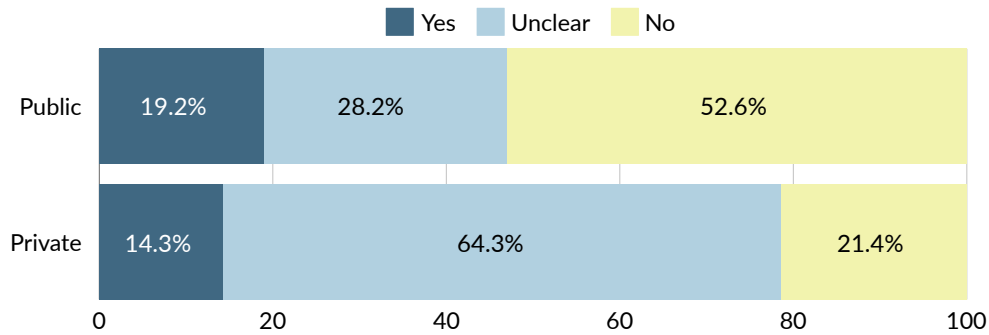


Figure 9: Established Employees Able to Request Positions by Public/Private (N=92)

The 8 universities that said they offer start-up funds for a partner being hired were public (8/78; 10%).²⁶ No private universities indicated that they offered similar funding (0/14; 0%). In addition, more public universities provided explicit guidance about dual-career issues for search committees (46/78; 59%) compared to private universities (5/14; 36%).

We also found differences across institution types for facilitating non-faculty positions. Of the universities that had information on partner hiring, 68% (65/95) of public universities suggested they facilitate non-faculty positions, and only 47% (16/34) of private universities did so.

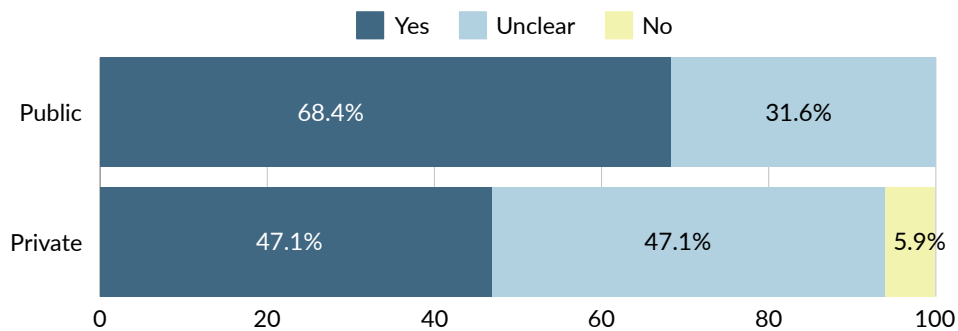


Figure 10: Facilitates Non-Faculty Positions by Public/Private (N=129)

Overall, a larger proportion of public universities indicated that they create faculty positions and facilitate non-faculty positions for partner hires compared to private universities. While we cannot comment on actual practices, the relative opacity of policies and procedures at private universities could disadvantage job candidates who are seeking partner-hire positions.

ROLE OF REGION

We also found interesting regional differences among universities' approaches to partner hiring, particularly in the Northeast. While the vast majority of universities in the West (24/28; 86%), South (33/41; 80%), and Midwest (19/25; 76%), were explicit about creating faculty positions of some type for partner hires, only 46% (16/35) of universities in the Northeast were. The Northeast also had the

largest proportion of institutions (18/35; 51%) where it was unclear whether they ever create faculty positions for partner hires.

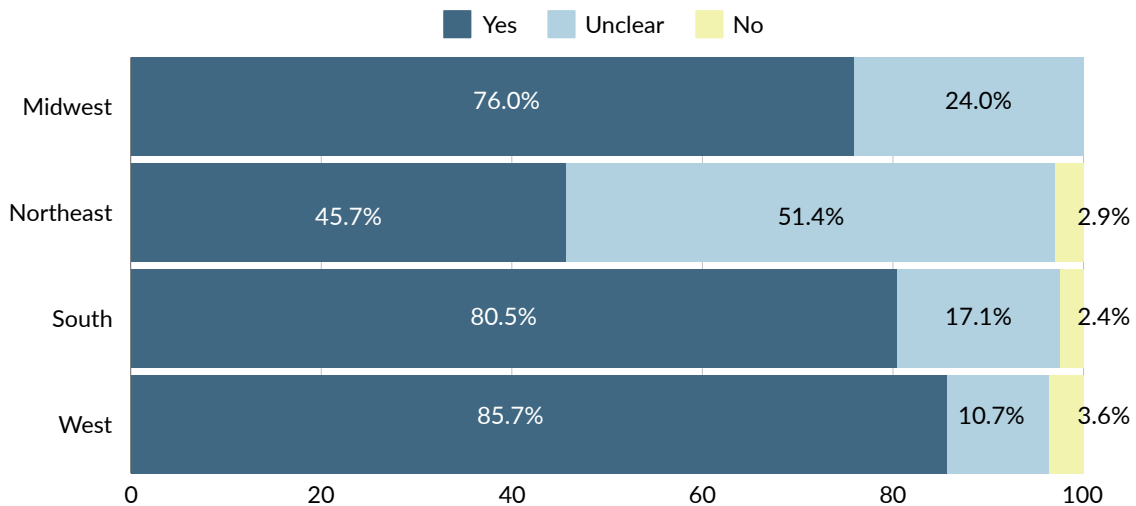
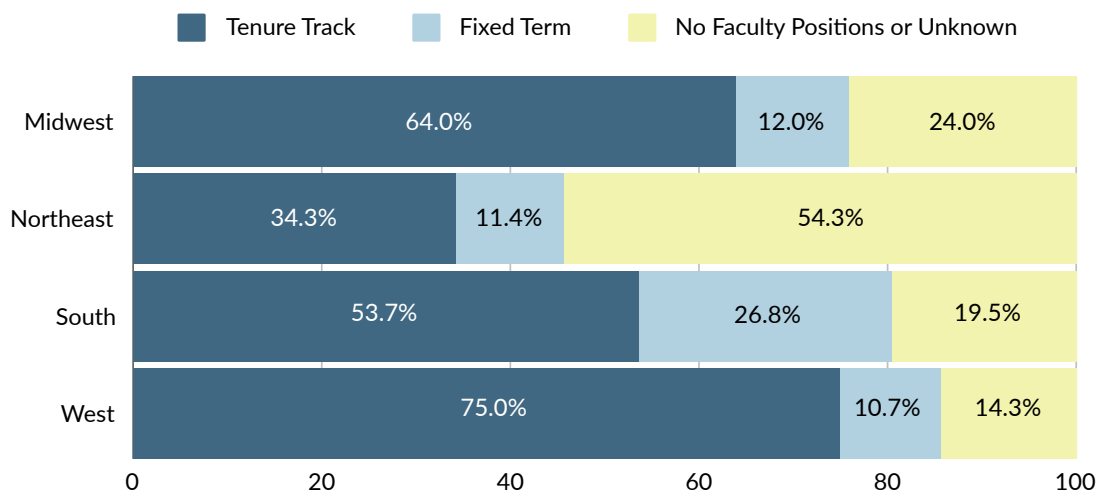


Figure 11: Creates Fixed-Term and/or Tenure-Stream Faculty Positions by Region (N=129)

We initially hypothesized that this difference in the Northeast was due to a greater proportion of private institutions compared to the other regions. Indeed, a larger proportion of public universities in the Northeast (8/14; 57%) created some type of faculty position compared to private institutions in the Northeast (8/21; 38%). However, the Northeast had a much smaller proportion of public universities that indicated they created faculty positions (8/14; 57%) compared to the West (23/25; 92%), South (31/36; 86%), and Midwest (16/20; 80%). The Northeast also had a larger proportion of public universities where it was unclear whether they created faculty positions for partner hires (6/14; 43%) compared to the Midwest (4/20; 20%), South (5/36; 14%), and West (1/25; 4%). Therefore, institutions in the Northeast appear to be simply less accommodating on the whole than institutions elsewhere. This may be due to the relative density of academic institutions, as well as non-academic industry research opportunities, in the region. In this context, it may be that university administrators are more inclined to view partner-hire concerns as something that jobseekers could resolve on their own by seeking employment for their partners at neighboring institutions, irrespective of how viable those prospects might be.

When it comes to tenure-track hiring in particular, the Northeast had the smallest proportion of universities that created tenure-stream faculty positions, with just 34% doing so (12/35). In comparison, 75% of Western universities (21/28), 64% of Midwestern universities (16/25), and 54% of Southern universities (22/41) created tenure-stream positions for partner hires. These percentages improve if one narrows the scope to only those institutions that created some kind of faculty position. Specifically, 88% of these institutions in the West (21/24), 84% in the Midwest (16/19), 75% in the Northeast (12/16), and 67% in the South (22/33) created tenure-stream positions. It is worth noting that when examining our findings in this way, the percentage of Southern institutions that make tenure-stream positions is lower than the percentage of Northeastern institutions.

All Institutions with Information (N=129)



Institutions Creating Faculty Positions (N=92)

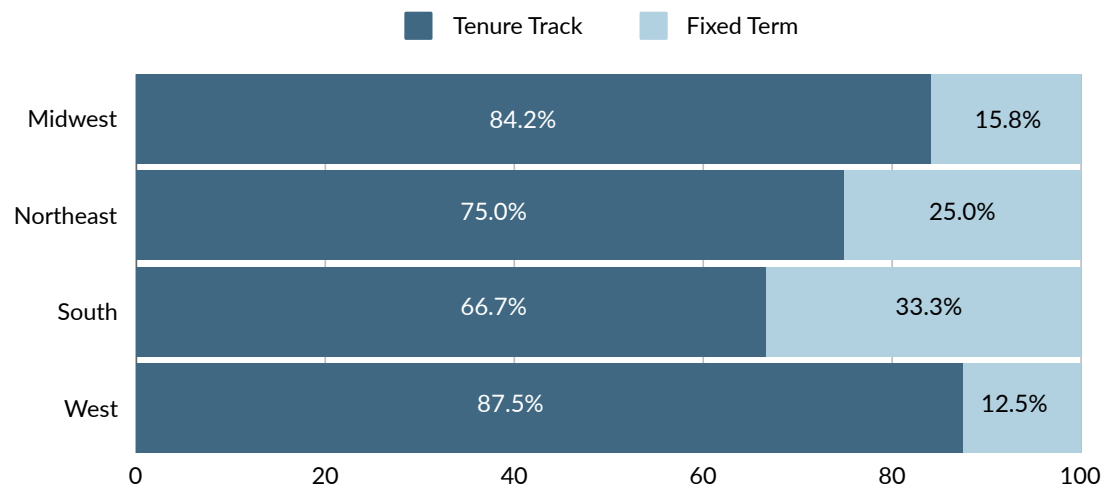


Figure 12: Proportion of Tenure-Stream vs. Non-Tenure-Stream Faculty Positions by Region

At the same time, though, 25% of universities in the Northeast (4/16), all of which were public universities, had provisions for offering start-up funding to partner hires, a far higher percentage than in the South (3/33; 9%), Midwest (1/19; 5%), and West (0/24; 0%).

We also found differences in the facilitation of non-faculty positions in the Northeast. Only about half of universities (17/35; 49%) in the Northeast were explicit about facilitating non-faculty positions, and it was unclear whether the other half of Northeastern universities (18/35; 51%) facilitated these positions. This is in stark contrast to the Midwest where 80% of universities (20/25) explicitly facilitated these positions, but it also differs from the West (18/28; 64%) and South (26/41; 63%) where just under two-thirds stated that they facilitated non-faculty positions for partner hires. This difference in facilitating non-faculty positions does not appear to be due to the proportion of public and private institutions in the Northeast given that a similar percentage of public universities in the Northeast (7/14; 50%) facilitated non-faculty positions compared to private institutions in the Northeast (10/21; 48%).

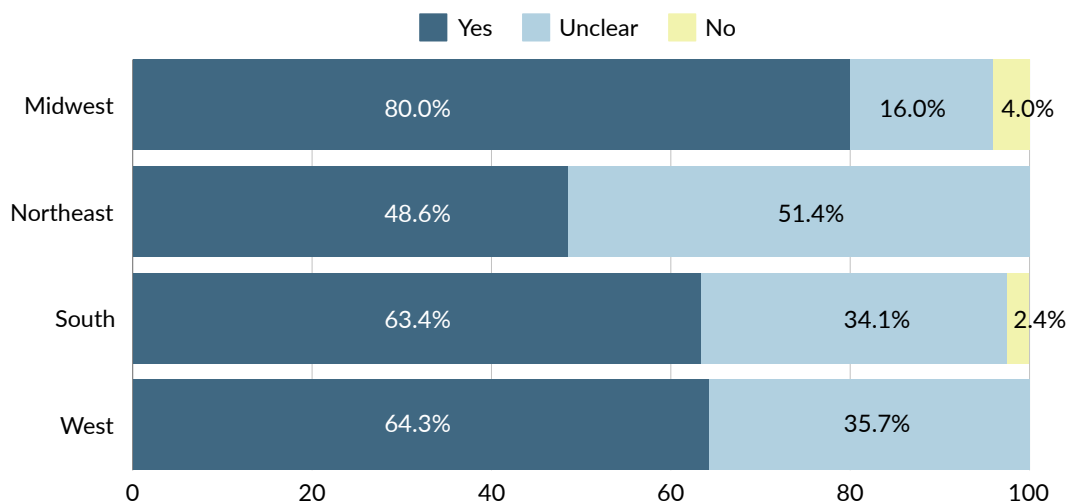


Figure 13: Facilitates Non-Faculty Positions by Region (N=129)

In sum, more institutions in the West and Midwest supported the creation of tenure-stream positions compared to institutions in the Northeast and South. Moreover, the Northeast was the least likely to make any type of faculty position for partner hires, and it was also less likely to facilitate non-faculty positions for partners. While it is unclear whether it is, in practice, more difficult for academic couples to get positions together at institutions in the Northeast, it is certainly more difficult to obtain information about the process.

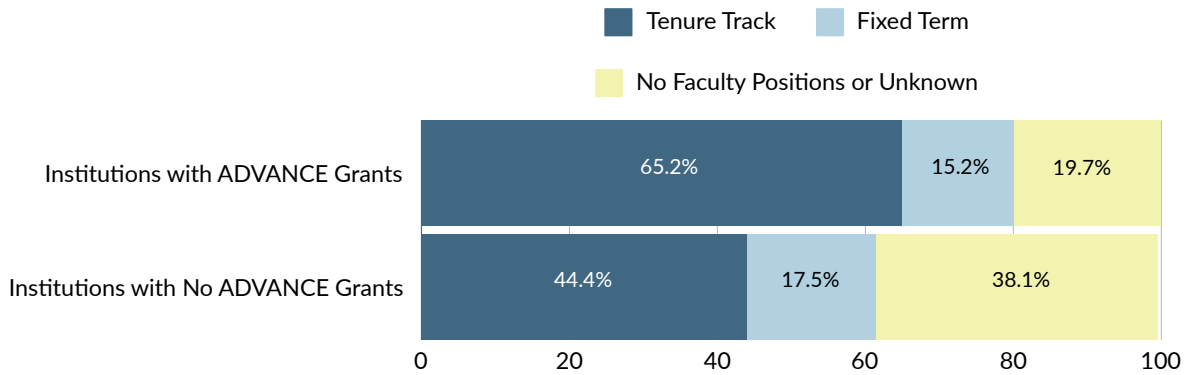
“More institutions in the West and Midwest supported the creation of tenure-stream positions compared to institutions in the Northeast and South.”

ROLE OF NSF ADVANCE GRANTS

Universities that had received NSF ADVANCE grants tended to have more developed resources and protocols for partner hiring. For our purposes, we limited our analysis to Institutional Transformation and Adaptation NSF ADVANCE grants, which are grant mechanisms that could support the design and implementation of new programs at universities. For the 129 institutions with information on partner

hiring, a higher proportion of universities with ADVANCE grants had dual-career websites (44/66; 67%) compared to universities without that funding (31/63; 49%). ADVANCE grant universities also had a higher proportion of partner-hire programs (49/66; 74%) compared to other universities (37/63; 59%).

All Institutions with Information (N=129)



Institutions Creating Faculty Positions (N=92)

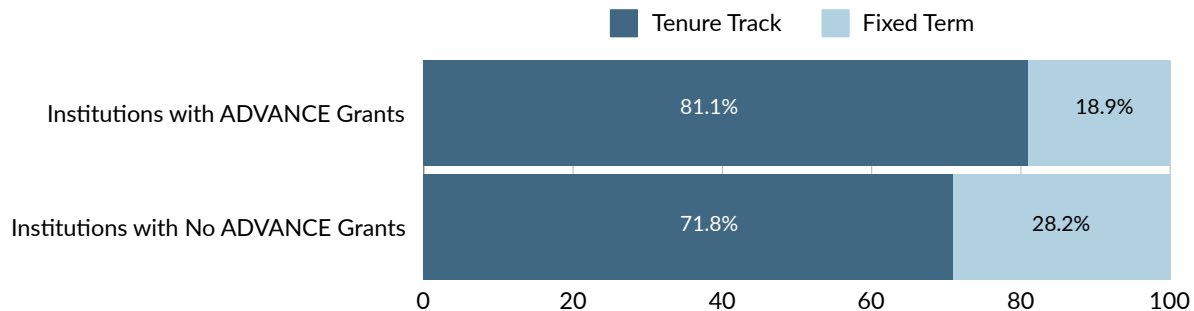


Figure 14: Proportion of Tenure-Stream vs. Non-Tenure-Stream Faculty Positions by NSF ADVANCE Status

Eighty percent of universities that had been awarded ADVANCE grants created tenure-track and/or fixed-term faculty positions for partner hires (53/66) compared to 62% of universities that had never been awarded an ADVANCE grant (39/63). When looking at tenure-stream positions alone, 65% of universities with ADVANCE grants (43/66) created such positions compared to just 44% of universities without similar funding (28/63). The gap between these university types was narrowed when examining only those universities that provided clear information about creating some kind of faculty position for partner hires; in this category, 81% of universities with ADVANCE grants (43/53) and 71% of universities that had never received ADVANCE grants (28/39) created tenure-stream positions. Thus, ADVANCE institutions were overall substantially more likely to create tenure-stream positions for partner hires, but of institutions that made some kind of faculty position for partner hires, ADVANCE institutions were only modestly more likely than non-ADVANCE institutions to allow for those positions to be tenure-stream.

For the universities creating tenure-stream and/or fixed-term faculty positions, almost all (49/53; 92%) of the universities that had been awarded ADVANCE grants had publicly available delineated processes for making partner hires compared to 77% (30/39) of universities without these grants. In addition, more universities with ADVANCE grants provided guidance to faculty search committees about partner-hire issues (35/53; 66%) than universities without this funding (16/39; 41%).

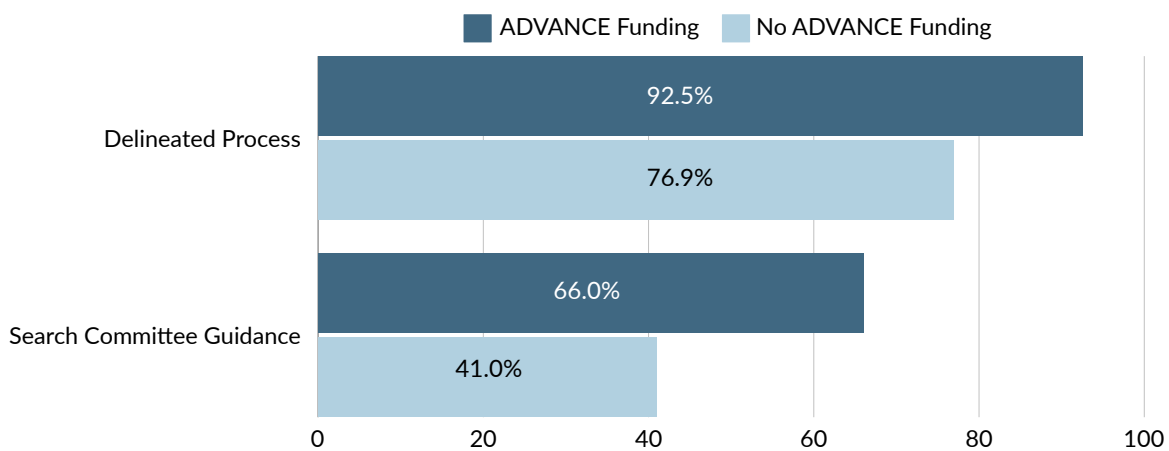


Figure 15: Other Available Partner-hire Information by NSF ADVANCE Status (N=92)

In terms of funding, 68% of ADVANCE recipients had funding information for making partner-hire positions (36/53) compared to 36% of other universities (14/39). Thirteen percent of universities with ADVANCE grants offered start-up funding to partners (7/53) compared to only 3% of universities without that funding (1/39).

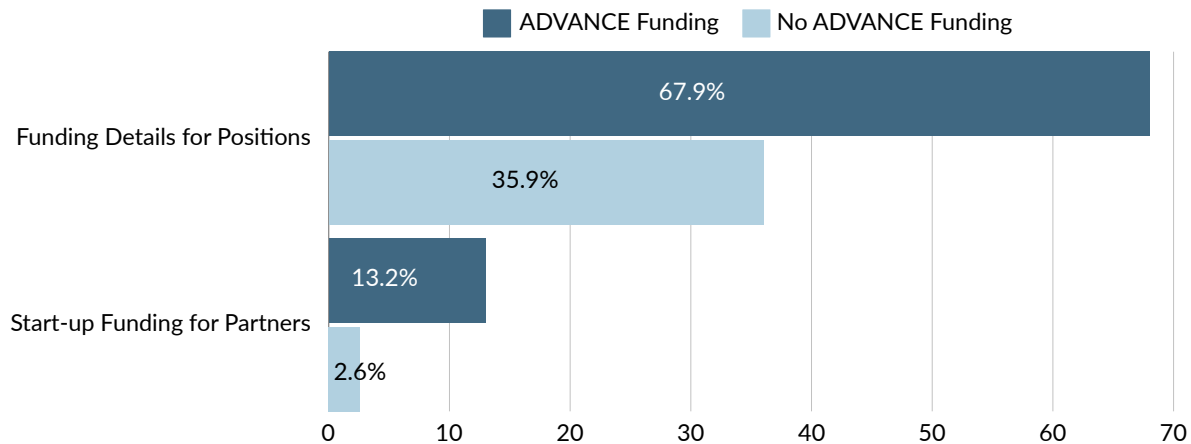


Figure 16: Availability of Information about Partner-hire Funding by NSF ADVANCE Status (N=92)

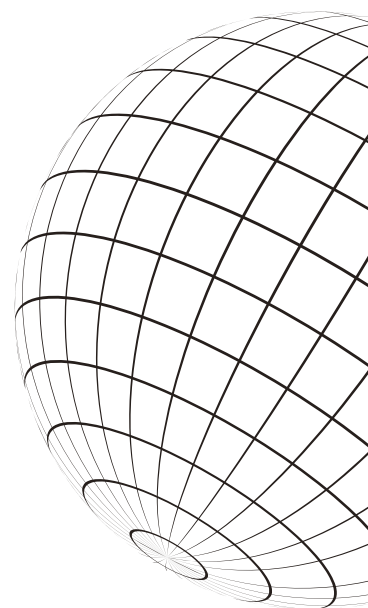
ADVANCE grants seem to have made a difference with respect to non-faculty positions as well. Seventy-one percent of universities that had been awarded ADVANCE grants facilitated non-faculty positions for partners (47/66) compared to 54% of universities that had never been awarded an ADVANCE grant (34/63). Of the universities that facilitated non-faculty positions, 94% (44/47) of those that had been awarded ADVANCE grants had delineated processes for facilitating those non-faculty positions compared to 76% (26/34) of universities without these grants.

“Institutions that were recipients of NSF ADVANCE grants fared substantially better in their support of partner hires and in their transparency about partner-hire processes.”

Overall, based on the publicly available data we were able to collect, institutions that were recipients of Institutional Transformation or Adaptation NSF ADVANCE grants fared substantially better in their support of partner hires and in their transparency about partner-hire processes. This is likely because these grants allowed for the development and institutionalization of dual-career policies and programs, along with the necessary funding to run these programs, at least provisionally. Additionally, ADVANCE grants typically require explicit administrative buy-in for the activities proposed, which is more likely to translate to concrete changes within university systems compared to grants that do not require such commitment. That being said, one-time grants can only do so much, and dual-career programs erode over time without ongoing funding and maintenance.²⁷ For instance, as

we noted earlier, 7 of the 17 (41%) institutions that had no information on partner hiring either currently or previously had received ADVANCE funding. This signals the need for ongoing institutional support for partner-hire programs.

ADDITIONAL RESOURCES



- Stanford University’s 2008 Michelle R. Clayman Institute for Gender Research Report, “[Dual-Career Academic Couples: What Universities Need to Know](#),” provides valuable historical context on the issues surrounding academic couples in higher education.²⁸
- The [Higher Education Recruitment Consortium](#) (HERC) offers a job search function that is tailored to academic couples.²⁹ The organization also has a wealth of resources for institutions and jobseekers.
- The National Science Foundation’s [ADVANCE program](#) makes grants to assist universities in correcting gender disparities, particularly in science, technology, engineering, and mathematics (STEM) fields.³⁰
- The Dual-Careers Project’s 2023 article “[Partnering Through It: Confronting the Institutional Challenges Facing Dual-Career Academic Couples](#)” presents an overview of the academic literature on dual-career issues and a set of concrete recommendations for university administrators.³¹

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ACKNOWLEDGMENTS

In keeping with this project's feminist commitments, we would like to acknowledge the substantial local embodied labor that went into the creation of the many policies, materials, and resources we analyzed for this study. We could not have conducted our study without the many people who came before us—those who agitated for change at their respective institutions, served on committees, crafted policies, presented them at faculty senate meetings, hustled for resources, secured administrative buy-in, and performed the day-to-day labor of keeping programs functioning. Institutional change is an impressive and difficult accomplishment that deserves recognition. Even though this is a comparative project that is necessarily reductive, we have done our best to honor the localized context and messiness of the data by providing links to many of the primary resources on our [website](#), which we invite others to explore in their complexity and nuance.

We would also like to thank the over 100 administrators and staff members who responded to our queries for information, and especially the dual-career coordinators and liaisons who shared their valuable time and expertise with us over thoroughly enjoyable and edifying Zoom calls. Additionally, the project's PIs (Monahan and Fisher), who are themselves an academic couple, would like to express their heartfelt gratitude to the core research team members (Maggie Waltz, Maral Erol, and Amelia Parker) for their collaborative spirit, expertise, and humor.

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APPENDIX A: THE PARTNER HIRE SCORECARD WEBSITE

This report is a supporting document for the Partner Hire Scorecard [website](#), which visualizes information on the dual-career offerings at every R1 university in the U.S.

We built this website to assist academic couples looking for faculty positions. As we describe in our methodology section, our primary criterion for ranking partner-hire programs was whether universities create faculty positions for partner hires. However, this website may also be useful to other people on the academic job market. For each university (if available), we include information about who can request partner hires, what other academic positions could be facilitated for partners, and whether job-placement services are available for those seeking non-academic positions. We also provide links to documents and resources that may help couples at different points during the job-search process, such as during interviews or negotiations.

While the goal of the Partner Hire Scorecard is to empower academic couples in their job search, achieving that goal depends on administrative support too. University administrators should also use this website for ideas on best practices for partner hiring. Our scorecard and ranking illustrate what information and resources would be valuable for job seekers, department chairs, and faculty search committees.



APPENDIX B: HOW TO USE THE WEBSITE

We ranked the partner-friendly status of institutions based on the criteria outlined in our methodology section. Our scoring and ranking make no assumptions about actual practices at the universities being evaluated. That said, we do place value on the presence of documented dual-career programs at academic institutions.

On the website, we use green, orange, or red colors to represent whether each university creates faculty positions for partner hires. If there was clear evidence that they did, we placed those institutions in our “green” category. If it was unclear whether they did, we put those institutions in our “orange” category. Finally, if institutions explicitly stated that they do not create faculty partner-hire positions, we placed those institutions in our “red” category. If there were no materials available, those institutions landed in our “gray” category and were not ranked.

The website also provides additional information about specific universities, some of which appears on each university’s card. On this card, you can find an overview of partner-hire resources offered by each institution, including whether they have a dual-career office or webpage, provide job-placement services, or offer start-up support. We also note on the card whether the institution creates tenure-track positions for partner hires. More information can be found on each institution’s individual page, including whether they facilitate non-faculty positions, provide information on how partner-hire positions are funded, offer guidance to search committees, list any eligibility criteria for a partner-hire position, and state whether partner-hire requests can be made by established employees. If available, we also included links to each universities’ dual-career webpages and selected resources.

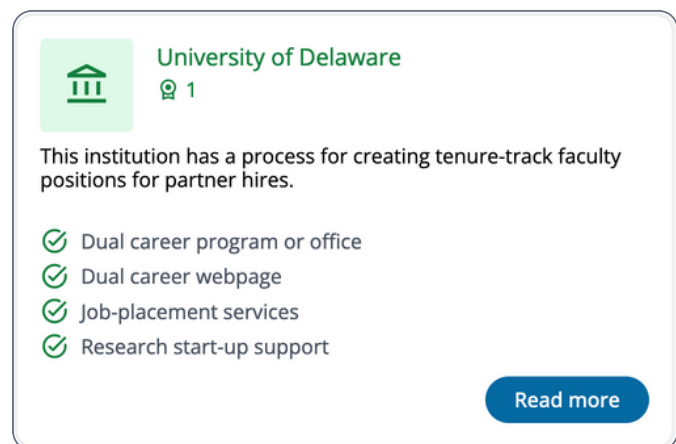


Figure 17: Example of a University's Card

The website also has filters to assist users in organizing this information according to their individual needs. Users can filter the list of institutions based on whether they create faculty positions, whether they facilitate non-faculty positions, whether they are public or private, their region, whether they are

minority- or Hispanic-serving, whether they offer research start-up support, and whether they offer job-placement services.

Finally, it is important to note that this information is based on our search conducted in 2023. Publicly available information and policies may have changed, but our website gives people searching for partner-hire positions an idea of the types of documents to look for on their own.



APPENDIX C: METHODOLOGY

To create the Partner Hire Scorecard, our research team collected and analyzed the dual-career policies, materials, and resources of every R1 institution in the United States. We focused exclusively on documents that are *publicly available* on university websites, for these would be the same documents accessible to jobseekers.

From July 10 through October 11, 2023, we conducted Google searches for each R1 university using the university name and the search terms “dual hire policy,” “dual career policy,” “dual career program,” “partner hire policy,” and “spousal hire policy.” We also searched for the same terms within the university’s search bar, either in Google or through the university website itself. All search results that appeared related to partner hiring were opened. Furthermore, we followed links on these pages to other pages or documents, thereby casting as wide a net as possible. We reviewed each webpage to verify its relevance to partner hiring and removed irrelevant or duplicate results. Remaining websites were then catalogued on [Perma.cc](https://perma.cc), a resource that archives webpages in case URLs or content change. If fewer than 20 webpages were found using this method, a second team member conducted this same search for that university and catalogued any additional documents they may have identified.

After the search was complete for a university, two team members independently reviewed all of the university’s corresponding documents to identify:

- The types of positions created for partner hires
 - Does the university create faculty positions for partner hires?
 - Does the university facilitate non-faculty positions (at the same institution) for partner hires?
 - Does the university facilitate postdoctoral positions for partner hires?
- Who can request partner hires
 - Can fixed-term faculty members request a partner hire?
 - Can postdoctoral fellows request a partner hire?
 - Is there explicit reference to partner hiring as a retention tool?
 - Apart from retention situations, can partner-hire requests be made by established employees (i.e., those who have not been recently hired)?

- The funding available for partner-hire salaries and research start-up packages
 - Is there a description of how partner-hire positions should be funded?
 - What are the time limits on funding commitments for partner-hire positions, if any?
 - Beyond resources provided by the partner’s hiring department, does the university make funding available for a partner’s start-up package?
 - Do the materials provide guidance for determining salary amounts for dual-career positions?
- Outlined partner-hire processes or policies
 - Do the materials delineate a process for obtaining dual-career positions?
 - Are there publicly available policies or protocols for a specific college or school within the university?
- Specific criteria for partner-hire eligibility
 - Person would fulfill a hiring priority.
 - Person would be competitive in an open search.
 - Person would possess qualifications for a position or meet the standards of the hiring department.
- Infrastructure to assist couples looking for partner hires
 - Is there a dual-career program or office?
 - Is there a dedicated dual-career webpage?
 - Is there specific contact information for dual-career questions?
- Resources available to help partners with job searches outside of the institution
 - Does the university provide job-placement services for partners?
 - What are the time limits, if any, on utilizing job-placement services once they are initiated?
 - Does the university advertise dual-career services offered by the Higher Education Recruitment Consortium?
- Resources available to faculty search committees on how to approach partner hiring
 - Are there recommendations for the inclusion of dual-career language in job ads?
 - Is there any guidance for search committees about dual-career issues?

The two team members’ answers were independently entered into a Qualtrics survey and compared. They then met to address any discrepancies. If they could not come to an agreement about a discrepancy based on discussion and re-review of the university’s materials, they brought the discrepancy to the larger team to make a decision.

Our primary criterion was whether universities create faculty positions for partner hires. As described above, if there was clear evidence that they did, we placed those institutions in our “green” category. If it was unclear whether they did, we put those institutions in our “orange” category. Finally, if institutions explicitly stated that they do not create faculty partner-hire positions, we placed those institutions in our “red” category. If there were no materials available, those institutions landed in our “gray” category.

We then assigned points to whether a university met each of the above criteria, giving more points to items we deemed to be more important for a robust partner-hire program. For instance, more points were given for creating faculty positions or providing start-up funds for partner hires than for advertising dual-career services offered by the Higher Education Recruitment Consortium. Additionally, we deducted points from a university's overall score if they had eligibility restrictions for partner hires other than the candidate's qualifications or fit (e.g., must be relocating from out of state, must be legally married, must be currently authorized to work in the U.S., must be seeking a position in a different department than their partner's).

Based on each university's score, we ranked institutions ordinally from "best" to "worst." If there was a tie, we assigned the same numerical rank to those institutions and then picked up the numbering after that tie (e.g., 1, 2, 2, 4). Universities that did not have any publicly available partner-hire policies, materials, or resources were not included in the ranking because there was no information upon which to assign a score.

After ranking the universities with publicly available information on partner hiring, we then analyzed the data to discern trends across universities, which we present in the findings section of this report. To do so, we used each university's region and public/private status, as determined by the Carnegie Classification of Institutions of Higher Education. For university region, we reclassified Carnegie regions, defining West as "Far West," "Rocky Mountains," Arizona, and New Mexico; Midwest as "Plains" and "Great Lakes;" South as "Southeast," Texas, and Oklahoma; and Northeast as "Mid East" and "New England."³² We also identified which universities had received NSF ADVANCE funding by using the NSF Awards Search engine.³³ We classified universities as having an ADVANCE Institutional Transformation Award or Adaptation Award either currently, previously, or never. Next, we created a binary "combined" ADVANCE grant score, where universities that had either an Institutional Transformation or Adaptation grant currently or previously were categorized as "ADVANCE Institutions." Universities that never had either of these grants were categorized as "Not ADVANCE Institutions." Then, using our scoring, we examined frequencies and percentages for the variables of public/private status, region, and ADVANCE funding. Combined percentages that do not equal 100 are due to rounding.

ENDNOTES

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2. Schiebinger, Londa, Andrea Davies Henderson, and Shannon K. Gilmartin. 2008. *Dual-Career Academic Couples: What Universities Need to Know*. Michelle R. Clayman Institute for Gender Research, Stanford University.
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4. As ranked by the Carnegie Classification of Institutions of Higher Education, the label “R1” signifies doctoral universities with “very high research activity.”
5. See the individual institution pages on our website (www.partnerhirescorecard.org) for links to relevant archived documents.
6. Monahan, Torin, Margaret Waltz, Amelia Parker, and Jill A. Fisher. 2024. A Review of the Institutional Landscape for Dual-Career Hiring in Higher Education. *Discover Education* 3 (1).
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11. For a review of the literature, see Monahan, Torin, and Jill A. Fisher. 2023. Partnering through It: Confronting the Institutional Challenges Facing Dual-Career Academic Couples. *Journal of Women and Minorities in Science and Engineering* 29 (3):87–101.
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22. The eight institutions that provide start-up funding are North Carolina State University, Purdue University, University of Central Florida, University of Delaware, University of Maryland-College Park, University of Maine, University of Virginia, and University of Pittsburgh.
23. The three institutions that explicitly do not provide start-up funding are Case Western Reserve University, University of Texas at Austin, and University of Illinois Urbana-Champaign.
24. When institutions facilitate non-faculty positions, such positions are also open to non-academic partners. The documents we reviewed typically did not make a distinction between academic and non-academic partners for non-faculty job openings at these institutions.
25. The two universities that explicitly state that they do not facilitate non-faculty positions are Case Western Reserve University and Vanderbilt University.
26. As previously noted, the eight institutions that provide start-up funding include North Carolina State University, Purdue University, University of Central Florida, University of Delaware, University of Maryland-College Park, University of Maine, University of Virginia, and University of Pittsburgh.
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28. https://gender.stanford.edu/sites/gender/files/dualcareerfinal_0.pdf

29. <https://www.hercjobs.org/>
30. <https://www.nsf.gov/crssprgm/advance/>
31. <https://www.dl.begellhouse.com/download/article/71dbdf0c7f6badd2/87-101.pdf>
32. The Carnegie classification includes the region “Southwest,” which includes universities in Texas, Oklahoma, New Mexico, and Arizona. Following the U.S. Census regions, we split the Carnegie region to place Texas and Oklahoma in the South and New Mexico and Arizona in the West.
33. <https://www.nsf.gov/awardsearch/>

