

## Data Snapshots

The 2002 Report from the Data Identification and Analysis Work Group draws four central conclusions:

With women in leadership positions, the contrast between 1993 (when the university changed the system used to collect quantitative data) and 2001 indicates: both numerical and percentage increases in white women who became vice provosts (from 2 to 5); an increase of one in white women who became deans; an increase of three in African American women who became deans (one dean; two associate deans); an increase of one in African American women who became tenure initiating unit (TIU) heads; and an increase of one in Asian American women who became deans.

Simultaneously, the data indicate a general decrease in women vice presidents and TIU heads, as well as no change among the eminent scholars group and modest increases among endowed chairs and named professorships.

The percentages of women faculty across all three ranks (full, associate, and assistant) increased by 3% from 24.8% to 27.8%, and most colleges showed some increase in the numbers of women in tenure-track positions at the assistant professor level and above.

During the nine-year period, the overall numbers of faculty women of color (with the exception of Native American women) increased slightly, but the numbers remain small. To be noted, however, even though the percentage of African American women stayed the same during this period, the actual number of women declined. Women in executive/administrative staff positions increased from 42.1% to 50.8%, with women of color experiencing small gains. Women in the paraprofessional/technical category increased from 57.4% to 64.6%, with women of color experiencing gains in this area as well.

The data show that, university-wide, women have made some progress. The data also show that improvement has not been evenly distributed across the university. The bottom line is that much work is left to do.

## Highlights for 2001-2002

The President's Council on Women's Issues:

- has articulated, based on 30 years of systematic data collection, what the historical issues have been related to the climate for women at Ohio State and where problems are systematically located.
- has designed an intervention strategy with a focus on cohort groups: the faculty cohort project got underway in 2001–2003; the staff cohort project will get underway in 2002–2003; the student cohort project will also get underway in 2002–2003.
- has generated in the first year of the four-year Faculty Cohort Project two findings to be shared with deans and department chairs in addressing retention issues related to new women faculty in the form of two handouts: "Welcoming New Hires" and "Preparing for the Annual Review."
- is developing a model for communication and participation in institutional decision-making that supports the goals of the university's Academic Plan and the Diversity Plan.

Be on the lookout for council-related activities in two areas: women in sports and spousal/partner issues.

## Work Groups of the Council

Listed below are the coordinators of the council work groups. For a full list of council members, visit <http://womensplace.osu.edu>.

Communications Group	Jacqueline J. Royster, Co-coordinator Gayle E. Saunders, Co-coordinator
Data Identification and Analysis Group	Deb Ballam, Coordinator
Effective Practices for Success Group	Beck Andre, Co-coordinator Deb Ballam, Co-coordinator
Executive Planning Team	Jacqueline J. Royster, Coordinator
Faculty Cohort Project	Cynthia Dillard, Co-coordinator Philomena (Mimi) Dane, Co-coordinator
Fiscal Impact Group	Kate Haller, Coordinator
Staff Cohort Project	Carol Bowman, Coordinator
Student Cohort Project	Kaneita Russell, Coordinator
Women's Place Evaluation Team	Mo Yee Lee, Coordinator

For additional information, contact: Jacqueline J. Royster  
Chair  
President's Council on Women's Issues  
[royster.3@osu.edu](mailto:royster.3@osu.edu)

<http://womensplace.osu.edu>

# Status Report on Women 2002 at The Ohio State University



Prepared by  
The President's Council on Women's Issues  
The Ohio State University  
October 1, 2002



02/04

## Why a Women's Council?

In 1996–1997, the Council on Academic Excellence for Women assessed the impact of the council's work in light of existing data on women faculty and staff and explored ways that the university might derive more positive benefit from 30 years' worth of knowledge gained through systematic data collection. The result of the assessment was the formation of the Women's Task Force. From 1997 to 1999, rather than gathering more of the same information about women's progress, this group focused on developing a new, more effective paradigm for positive action. This effort yielded a new idea, The Women's Place (TWP). TWP was envisioned as an action unit, a place for finding information, coordinating concerns, and networking with others. What was unique about the idea, however, was that there would be both an advisory group and a specific link to central policy makers (the president and the provost). This triangular collaboration, linking oversight with action and the two with policy-making processes, set in place a model unique among educational institutions for enabling change.

In spring 2001, the President's Council on Women's Issues (PWC) was charged to:

- help the president and provost to see women's issues and concerns more clearly;
- use the resources of the university to gather the information necessary to carry out the charge;
- recommend policies that positively influence the environment for all women at Ohio State; and
- identify various intervention strategies that are designed to make a significant and positive difference in the quality of life and work for women.

Working closely with the University Diversity Council, the PWC operates as a gender lens for diversity issues. We started with the question, "How can we unpack women's issues, problems, and challenges to determine where interventions can make a difference?"

With this question as anchor, the PWC has:

- situated its work culturally within the university as an institution that is part of a larger cultural context.
- identified five constituent groups of women—faculty, staff, women from underrepresented groups, women on regional campuses, and students (undergraduate, graduate, and professional)—to establish a non-generic view of women's experiences.
- highlighted distinctions among colleges, professional schools, regional campuses, and other academic and non-academic units to establish a non-generic view of campus environments.
- based on the data summarized by the Data Analysis Group, clustered women's work-related concerns in three basic areas: the diversity of the work force, management practices, and the curriculum.
- identified concerns and issues documented by the data to be persistent.

## Keeping Our Eyes on Progress

### Festival hums with learning, celebrating

#### A Case in Progress: The African American Heritage Festival

How do we determine the nature of the impact of women's issues at Ohio State on students?

Questions that surround the quality of life and work for women students across levels at Ohio State are complex. Members of the Student Cohort Work Group decided, therefore, to start their inquiries with an impact-centered perspective, rather than to focus on particular groups of students or issues. They asked, "What impact do women leaders in staff positions have on undergraduate students, particularly undergraduate women?"

While this project is just getting underway, coordinator of the Student Cohort Work Group Kaneita Russell, a senior marketing major, has begun this exploration as a two-part process. One part is to interview women staff in Student Affairs to begin an assessment of the status of women in this area with specific attention to leadership roles and to the intersections of race and gender in leadership roles. The second part is to look at these women at work with students in a particular program. In order to see the relationships and impacts more clearly, the Student Cohort Work Group is looking at a traditional event—the African American Heritage Festival.

The festival is a week-long celebration that draws over 30,000 people annually from across the United States. In recent years, it has grown into a social and cultural event with a wide range of educational and leadership opportunities for students and increasing opportunities for Ohio State to collaborate with the local business community and local community organizations.

As a very high-profile event, what was interesting to the Student Cohort Work Group is that the central responsibility for the success of the festival has been and continues to be in the hands of women staff. The idea of the student cohort project, therefore, is to look closely at the roles of staff women in organizing and sustaining this event and at the effects of their leadership and mentorship on undergraduate leaders—women and men. Initial findings suggest that these staff women have been instrumental in creating a very positive and productive learning experience for students and that they have enhanced opportunities for student leadership, especially among undergraduate women. For the 2002 festival planning, of the 14 student leaders, 11 were women and three were men.

By all indications, over the years students have been encouraged through this work to develop collaborative leadership skills and organizational skills, and they have been inspired to participate actively, not only in the festival but also in other campus activities. The Student Cohort Work Group posits that, as we gather and analyze more data, this project will be instrumental in two ways: helping to make women's leadership and achievements at Ohio State more visible and helping to see connections between women's leadership and student development.

### Ohio State names professor as College of Law dean

#### A Case in Point: The Moritz College of Law

What does women's progress look like over time for a unit that is applauded as a "success story"?

Twenty-five years ago, The Ohio State University's College of Law had only a few women among its faculty members. Much to their credit, they thought it wise to change this pattern. Today, 12 faculty in the Moritz College of Law, nearly one-third of a total of 40 faculty, are women; three of the 12 are African American and only one is an untenured assistant professor. What made the difference? To answer this question, the PWC Work Group on Effective Practices for Success interviewed three of the last four deans of the law school and five senior faculty who joined the college between 1975 and 1991 (four men and three women of European descent; one African American woman) and came away with a story of growth and success.

Leadership was the key. Four successive deans had unwavering support for diversity and demonstrated this support by insisting on a diverse faculty and by appointing colleagues to the Appointments Committee (responsible for making hiring recommendations) who took seriously the charge to build a diverse faculty and began carrying it out. The Appointments Committee recommended to the faculty as a whole excellent candidates who demonstrated that the decisions to hire were good ones.

Two additional factors boosted momentum. One was the external and internal pressure exerted, not only from accrediting agencies who were looking at diversity, but from the president's office and the provost's office who endorsed the college's plan. A second factor was the financial incentives put in place by the Office of Academic Affairs to provide one half of the salary to units who hired faculty from underrepresented groups. This combination of factors constituted the value added to professional commitment that often helps make change possible.

Hiring alone, however, does not tell this story. The Moritz College of Law was successful in retaining and promoting the faculty it hired, using specific strategies to do so. The college hired senior-level women and junior-level women; was willing to be accommodating to family needs (e.g., flexible teaching schedules for childbirths and reduced appointments during early child rearing years); placed women in leadership positions; made a specific effort to be encouraging and supportive; created an award for faculty who used language and behavior that was respectful of diversity; and worked to create a culture in which faculty could strongly disagree over critical issues and still maintain respect for each other.

Twenty-five years of commitment to diversity shows in the current leadership of women faculty—with Nancy Rogers now serving as dean of the college—and also in the commanding presence that the Moritz College of Law enjoys nationally and internationally among peer institutions.