

The Work Goes Forward

Progress in Engineering

Engineering departments across the country are concerned about the lack of women in the faculty and within its student body. At Ohio State, women currently represent 7.7% of the faculty in engineering, virtually unchanged from 7.8% in 1994.* The first step to improving the retention, recruitment, and advancement of women faculty in a college is to understand the current status of the gender issues in the college. Dean Jim Williams offered leadership as the first Ohio State dean to partner with the President's Council, The Women's Place, and the Office of Human Resources to systematically examine and address women's progress and lack of progress in his college. Rather than determine factors to examine, the NSF



William A. Baeslack III

ADVANCE Institutional Transformation Indicators were used as a guide for the work. These indicators are recognized nationally as ways to measure progress for women in the fields of science and engineering. They focus on traditional measures such as number and percent of women in rank, but, also, time in rank and factors such as space allocation and start-up packages. A retention analysis model was developed using these measures.

From the initial data collected on one discipline in engineering, historical gender patterns emerged and were shared with the dean. For example, the data showed that while no females have ever been hired above the rank of assistant professor in that unit, 23% of the males have been hired above that rank. Further, no females have ever been promoted to full professor while 40% of all males have been. These indicators, along with other data and supporting information, raised the issue of the career progress of women within the college. This enabled Dean Williams to make some short-term decisions that would promote the progress of women within the college.

The President's Council and The Women's Place will continue its partnership with the new dean, William A. "Bud" Baeslack III, as he continues to provide leadership to assure the progress of women in engineering. In considering the next phase of the work in his college, Dean Baeslack said, "I appreciate and applaud this systematic approach that will provide me with relevant information that will be used to develop and optimize programs and activities that assure career opportunities and success of women faculty in our college."

* This number excludes the 10 women faculty in architecture. Ohio State is among only five of the 120 accredited schools of architecture in the U.S. that reside within a College of Engineering. In addition, the Knowlton School of Architecture has a larger percentage of women than do the remaining nine departments in the college, thus inflating the College of Engineering numbers.

Research Progress: The Faculty Cohort Project

Jill Ellingson and Arnon Reichers, professors in the Department of Management and Human Resources at the Fisher College of Business, are conducting research sponsored by OAA on the retention of female assistant professors at The Ohio State University. Three years ago, The Women's Place invited 50 newly hired women to participate in a series of events designed to support their socialization and development. The effort associated with this Faculty Cohort Project served as an incubator for investigating the extent to which Ohio State can be proactive in facilitating assistant professors through the tenure and promotion process. This research has gathered data on how this effort impacted the work-life experiences of these women. The information gained will be used to conduct a more comprehensive study, to be sponsored by OAA, on retention and the success of women in academics.

The Women's Place Strategic Goals

The President's Council in partnership with The Women's Place is responsible for developing the strategic goals for The Women's Place. The following are the goals that the council approved and will guide the work of The Women's Place over the next three years:

- continue to act as a voice and a champion for the advancement of women at Ohio State
- enhance understanding of the way in which male and female stereotypes diminish the ability of the university to provide an equitable environment for all people
- continue systematic and ongoing data collection to inform efforts related to the progress of women
- become more proactive in identifying barriers to the recruitment, retention, and advancement of women, and instigate and lead efforts to make change
- enhance The Women's Place's capacity to provide high-quality consultation and innovative strategies for individuals and units on campus that are seeking to create constructive change
- identify and invite experts on gender issues to campus and facilitate application of their expertise to issues women face at Ohio State
- secure permanent facilities for The Women's Place that are reflective of its mission and goals
- develop and implement approaches to expand women's leadership development
- enhance The Women's Place's visibility and purpose to the Ohio State community

Additional Information

Deborah Ballam
Interim Assistant Vice Provost for Women's Policy Initiatives
Interim Director of The Women's Place
5046 Smith Lab
174 West 18th Avenue
Columbus, OH 43210-1106
Phone: (614) 292-3960
Fax: (614) 292-1979

The Women's Place <http://womensplace.osu.edu>

The President's Council on Women's Issues <http://pcw.osu.edu>



Status Report on Women 2004 at The Ohio State University



Prepared by
The President's Council on Women's Issues
The Ohio State University
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Message from the Chair

Women's roles at Ohio State have become more diverse and the numbers of women in all ranks are increasing. However, the full participation of women in all aspects of Ohio State has yet to be achieved. One measurement for this is our annual 10-year period data snapshot. This year, the data from 1993 to 2003 shows progress in the following areas:



Kate Haller

- women deans increased from five (20%) to eight (32%), two of whom are of African American descent
- women of African American descent became heads of two tenure-initiating units, up from zero
- a steady increase occurred for women holding endowed chairs: three (7.5%) to 11 (13.4%), two of whom are of Asian American descent
- a steady increase of women occurred for named professors: from two (5%) to eight (14.5%)
- women faculty increased by 3.4% overall, as well as by several percentage points at both the full (11.3% to 17.6%) and associate (23.8% to 29.29%) ranks
- among women faculty of color the largest gain came for women of Asian American descent at the associate professor rank, from five (.5%) to 22 (2.19%)
- the numbers of women students in most graduate and professional programs increased and remained stable in the remaining programs

During this same period, there are other data which raise concerns. Fewer women have moved into leadership roles within tenure-initiating units. We also have seen a significant reduction in the number of assistant professors in general as well as those who are of African American descent:

- women leading tenure-initiating units decreased from 16.5% to 14.3%
- at the assistant professor rank, women of African American descent declined sharply over the 10-year period, from 2.8% (26) to 1.84% (14).
- overall, the percentage of women at the assistant rank decreased, from 39.2% (358) to 36.88% (326)
- a large discrepancy exists in most colleges between the number of women graduate/professional students and the number of women faculty in those colleges

With women representing half of the Ohio State student population, the role models we provide must include more women and racially and ethnically diverse faculty and leaders. The numbers tell us both that we have achieved much and that we need to continue and renew our efforts. This annual report describes some of those efforts and some recent successes. Many of those successes benefit men as well as women, staff as well as faculty. For example, the Parental Leave policy recognizes and affirms each parent's involvement in the family. The university is committed to the professional development of staff as well as faculty. Parallel programs in leadership are being developed for each. As you can see in this report, the President's Council on Women's Issues has many partners in these efforts. We are all dedicated to identifying and recommending policies and strategies that make a difference for women and for men at Ohio State. We are eager to receive your suggestions as well. If you have an idea or reaction to this report, let me know (haller-1@medctr.osu.edu).

Kate Haller
Chair, President's Council on Women's Issues



Gender Profiles

Gender Distribution of Students and Faculty as Role Models by Gender

Academic Year 2003/04				
	Female Students	Female Faculty	Male Students	Male Faculty
University Total	49%	27.48%	51%	72.52%
Undergraduate	48%	27.48%	52%	72.52%
Graduate	65%	40.74%	35%	59.26%
Arts	49%	17.36%	51%	82.64%
Biological Sciences	36%	19.32%	64%	80.68%
Business	74%	52.60%	26%	47.40%
Education	22%	11%	78%	89%
Engineering	53%	25.60%	47%	74.40%
Food, Ag., & Env. Sciences	84%	57.45%	16%	42.55%
Human Ecology	56%	40%	44%	60%
Humanities	30%	9.45%	70%	90.55%
Math & Physical Sciences	92%	100%	8%	0%
Nursing	57%	26.34%	43%	73.66%
Social & Behavioral Sciences	85%	64.29%	15%	35.71%
Social Work	37%	22.60%	63%	77.40%
Professional	48%	30.60%	52%	69.40%
Dentistry	43%	20%	57%	80%
Law	58%	33%	42%	67%
Medicine	65%	12.80%	35%	87.20%
Optometry	76%	23.70%	24%	76.30%
Pharmacy				
Veterinary Medicine				

Women Faculty: Full, Associate, and Assistant Professors

Academic Year	1993/4	2003/04
Full	11.3% (121)	17.6% (184)
Associate	23.8% (252)	29.29% (310)
Assistant	39.6% (373)	36.88% (326)
Total	24.24% (746 of 3077)	27.67% (820 of 2963)

Collaborative Strategies for Action



Dean Joan A. Herbers

NSF ADVANCE GRANT

The NSF provides Institutional Transformation Awards to support academic institutional transformation. The goal of the awards is to promote the increased participation and advancement of women scientists and engineers in

academia. Results from other ADVANCE grant institutions are now being applied at Ohio State with the anticipation that Ohio State will apply for a grant in 2005.

As part of an effort to deepen the understanding of the impact of gender on both women and men, Deans Joan Herbers, James C. Williams, Richard Freeman, and Jan Kronmiller sponsored a campus visit by Virginia Valian, author of *Why So Slow?* Deans and chairs examined gender impact as reflected in such daily tasks as the wording used in letters of recommendation. In addition, these deans

developed a policy to pool resources to support spousal/partner hiring, an issue that is frequently cited as a barrier to hiring women in the sciences.

For the 2004–2005 academic year, Dean Herbers along with Deans Freeman and Baeslack have committed to applying lessons learned from ADVANCE grant outcomes from other institutions. The Women's Place will partner with the ADVANCE grant team in this effort. Dean Herbers said, "The NSF Advance program provides Ohio State with approaches to address issues of gender equity here on campus. Even if we do not receive funding, the process of writing the proposal collaboratively will be valuable. Problems of gender equity are not unique to the sciences and engineering, but if we can make progress in our disciplines the rest of the university surely will benefit."

Retention for Success

The Women's Place and Critical Difference for Women are carrying out an 18-month pilot project supported by Lumina Foundation for

Education to study "retention for success" in non-traditional women students. Lumina Foundation is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school. The project will follow non-traditional women students through the university systems they must navigate and collect data to detect gaps and barriers in service that prevent success. From the data, specific intervention strategies will be formulated, implemented, and evaluated for impact on students and institutional change. The goal of the project is to fully develop a "Retention for Success" model that positively retains and graduates non-traditional students at a cost for the individual and the institution that is less than the current "Band-Aid" model of services.

The Women's Place Leadership Programs

The President's Council identified leadership development as one of the key goals that The Women's Place should pursue. While women have made considerable progress in some

leadership roles at the university, the number of women holding the critically important position of department chair actually has declined in the decade since 1993. The Women's Place will offer, under the auspices of Office of Academic Affairs (OAA), a leadership training program that will focus on long-term leadership development. Participants will be identified by deans as those faculty who have leadership potential that the Women's Place will develop over a several year period. The Women's Place also is partnering with the Association of Faculty & Professional Women (AFPW) to develop a leadership series for staff women. The goal of these programs will be to develop leaders who not only have the skills to manage departments and units, but also the skills to lead in creating a climate consistent with the goals as stated in our Academic Plan: one that values "the differences in one another along with the similarities," that appreciates "that the human condition is served through understanding, acceptance, and mutual respect," and one that permits faculty and staff "to find the highest levels of fulfillment and satisfaction as they collaborate to educate and support our student body." We expect the first groups will enter these programs during 2005.

2003–2004 President's Council on Women's Issues Work Groups

The President Council is composed of members from the campus, local, state, and national communities appointed by the president following a nomination process. The council's purpose is to provide a critical gender analysis of policies and practices that impact the progress of women at Ohio State. The council carries out its work via work groups that comprise council members and non-council members. The work is done in partnership with the administrative unit in which policies are being analyzed. The work groups focus their efforts to closely examine current policy issues and advise the president, provost or administrative leader about gender implications. The scope of the work for 2003–2004 included the parental leave policy, university performance review system, faculty retention, and the progress of women in engineering.

2003–2004 Council Recommendations

The council recommends implementation of the following intervention strategies identified to make a significant difference in the quality of life and work for women and all staff, faculty, and students at The Ohio State University. Implementation of these strategies will be coordinated by The Women's Place.

- recommend OAA track and analyze the use of OSU's new parental leave policy over time to determine if women practice bias avoidance behavior in the use of this policy
- recommend OAA continue the Faculty Cohort Project for two additional years to follow the cohort member through tenure decision
- recommend OAA develop and implement workshops for chairs and deans on often "invisible" barriers and issues related to women's promotion and well-being on campus and other lessons learned from the Faculty Cohort Project
- recommend OHR implement proposed changes in performance review document as an effective practice for measuring relational practice until entire performance management system is changed
- recommend OHR incorporate training of relational practice to existing workshops
- recommend OAA create professional and leadership development opportunities
- recommend OAA and OHR support the replication of the retention analysis model based on shared interest in other departments in engineering, as well as in the Colleges of Mathematical and Physical Sciences and Biological Sciences

Gender Profiles

Women Faculty: Racial and Ethnic Diversity

	Academic Year FY	1993/4 1994	2003/04 2004
African American	Full	1 (.1%)	9 (0.81%)
	Associate	14 (1.4%)	17 (1.69%)
	Assistant	26 (2.8%)	14 (1.84%)
	Total	41	40 (1.39%)
Asian American	Full	6 (.7%)	10 (0.90%)
	Associate	5 (.5%)	22 (2.19%)
	Assistant	22 (2.4%)	25 (3.29%)
	Total	33	57 (1.98%)
Hispanic American	Full	0 (0%)	3 (0.29%)
	Associate	3 (.3%)	3 (0.29%)
	Assistant	6 (.7%)	13 (1.71%)
	Total	9	19 (0.66%)
Native American	Total	0	1 (associate)

Note: Ethnicity is self-reported and the number of persons who choose not to disclose their ethnicity continues to grow each year. For autumn 2003, eight women faculty chose not to disclose their ethnicity.

Tenure-Initiating Units* Heads: Gender Comparison

Academic Year 2003/04	Women Faculty	TIU Heads
Arts	40.74%	71% (5 of 7)
Biological Sciences	17.36%	0 (0 of 6)
Business	19.32%	0 (0 of 5)
Education	52.6%	0 (0 of 3)
Engineering	11%	0 (0 of 9)
Food, Ag., & Env. Sciences (includes Extension)	25.6%	11% (1 of 9)
Human Ecology	57.45%	33% (1 of 3)
Humanities	40%	21.4% (3 of 14)
Math & Physical Sciences	9.45%	0 (0 of 6)
Medicine	20%	8.3% (2 of 24)
Social & Behavioral Sciences	26.34%	22% (2 of 9)
Veterinary Medicine	23.7%	0 (0 of 3)

Note: • Six colleges have no women as heads of tenure-initiating units
• The percentage of women faculty in the six colleges with no women TIU heads ranges from 9.45% to 52.6%
• Eight of the 14 women who are tenure-initiating unit heads are located in two colleges: arts and humanities

* Tenure-initiating units (TIUs) are academic departments and schools that have tenure-track faculty. Six colleges do not have departments or schools and are not included in this chart (dentistry, law, nursing, optometry, pharmacy, and social work); the deans of two of these colleges are women.