

Gender and Ethnicity Distribution of Staff Positions and Average Salary for Each Group
October 2006

	Executive, Administrative, & Managerial Staff*	Other Professional Staff	Clerical and Secretarial	Technical and Para-professionals	Skilled Crafts	Service/Maintenance
Total Average Salary for Each Group	1098 \$102,250	9763 \$55,935	2961 \$32,762	3575 \$36,079	680 \$38,485	1515 \$26,096
Total Men	439 \$117,389	3253 \$58,620	369 \$29,942	1193 \$37,759	655 \$38,577	869 \$27,202
Total Women	659 \$89,876	6510 \$54,527	2592 \$33,171	2382 \$35,146	25 \$35,811	646 \$24,911
White Men	381 \$118,070	2437 \$61,139	256 \$30,189	862 \$39,413	530 \$39,152	399 \$28,098
White Women	551 \$89,868	4973 \$55,401	1907 \$33,922	1533 \$36,883	20 \$35,901	152 \$26,038
Black Men	20 \$122,027	166 \$51,313	58 \$30,380	139 \$32,376	92 \$37,402	427 \$26,593
Black Women	38 \$94,494	489 \$51,921	443 \$31,650	384 \$31,409	5 \$35,450	405 \$25,150
Hispanic Men	6 \$78,904	49 \$60,133	4 \$27,290	20 \$34,171	3 \$32,725	8 \$27,287
Hispanic Women	4 \$70,719	71 \$45,195	30 \$32,533	23 \$28,587	0	6 \$23,298
Asian Men	12 \$113,824	405 \$46,677	15 \$27,875	38 \$35,385	4 \$38,121	9 \$28,445
Asian Women	10 \$89,897	399 \$48,906	31 \$32,639	73 \$34,432	0	9 \$21,722
American Indian Men	0	6 \$49,462	3 \$30,498	4 \$40,383	2 \$35,818	1 (not given to protect privacy)
American Indian Women	4 \$97,737	15 \$59,060	5 \$35,406	7 \$32,476	0	3 \$24,586
Other/Undisclosed Men	20 \$113,459	190 \$58,052	33 \$28,472	130 \$33,716	24 \$31,411	25 \$22,932
Other/Undisclosed Women	52 \$87,449	563 \$54,112	176 \$28,998	362 \$32,369	0	71 \$21,692

*Excluding academic leadership and senior staff positions

Message from The Women's Place

The Women's Place serves as a catalyst for institutional change to create a university that supports all women in making their full contributions within an environment characterized by equity, freedom, and dignity for all people.

The data in this report illustrate progress in some areas, sometimes significant, but little or no progress in other areas. In most respects, the numbers of majority women have increased, although full equality still has not been attained. However, we have made little progress for women and men of color. For the most part, for both women in general and in terms of race and ethnicity, our data place us right around the average for the CIC and benchmark institutions. Some might view this as acceptable. However, in all other parts of our university we strive to be among the best and view average as unacceptable. We need to strive for the same excellence in terms of our data and culture for diversity.

Majority members of our university community may find the examples in the stereotype discussion surprising and shocking. They serve to illustrate that, as an institution, we have much work to do. The Women's Place's mission is to be part of the necessary change process. However, our role is not to somehow "fix" women so they can fit into the university environment. Nor is our role to somehow "fix" men. Rather, our role is to facilitate the process of culture change that any institution must undergo in order to create a community in which all members can fully offer their gifts and develop their own resources unhindered by any artificial barriers.

Models exist for how culture change can occur. In past reports we have highlighted three colleges as success stories for women: the Moritz College of Law, the College of Optometry, and the Fisher College of Business. The culture change in all three of these units began with the deans' showing a commitment to diversity both in words and, more importantly, in action. The leadership's commitment led to hiring women at senior positions, which then provided a pool of women who could hold important leadership positions in the college. The significant number of women in senior positions led to greater retention of junior women as well as the development of family-friendly cultures. A culture supportive of women then translated into a culture more supportive of all people, enhancing diversity throughout the college. And, at the same time all three colleges were increasing their diversity, their reputations based on objective measures such as rankings and research dollars were increasing, thus showing that excellence and diversity go hand-in-hand.

The College of Engineering is in the process of becoming a success story for women. That transition began in the same way it began in our other colleges. Dean William "Bud" Baeslack joined the college three years ago both with his own strong commitment to diversity and with a strong expectation to support diversity from then President Holbrook and Provost Snyder. The college never previously had a woman department chair, but now has three. During the last three years, in a college in which the percent of women faculty in engineering exclusive of architecture has hovered for several decades at around 8%, 21% of the new engineering faculty hires have been women. Moreover, during Dean Baeslack's tenure, two women have been selected to fill named professorships or endowed chairs. The dean's leadership truly is making a difference.

Leadership is the key to culture change, as these success stories illustrate. We are excited to be part of preparing emerging leaders and supporting existing leaders in making change happen.

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The Women's Place

Vision

The Women's Place embraces a vision of the university that supports all women to thrive, advance, and make their full contributions within an environment characterized by equity, freedom, and dignity for all people.

Mission

The Women's Place serves as a catalyst for institutional change to expand opportunities for women's growth, leadership, and power in an inclusive, supportive, and safe university environment consistent with the goals of the Academic and Diversity Plans.

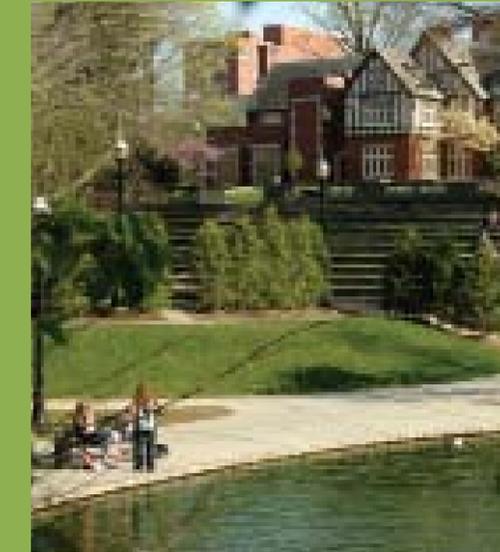
The Women's Place

- Advocates policy changes that provide opportunities and address institutional barriers for women.
- Provides a critical gender analysis of policies and practices that affect the progress of women at Ohio State.
- Collaborates with other groups to craft/refine policies and practices related to our mission.
- Creates/supports initiatives with a direct link to institutional change for university women.
- Supports and enhances the work of Critical Difference for Women as an integral part of TWP.
- Strives to be a visible, available, and inclusive resource.

Guiding Principles

- TWP is committed to an equitable environment for all people.
- TWP recognizes that gender powerfully affects experience and opportunity.
- TWP recognizes that sexism intersects with and is amplified by other oppressions.
- TWP recognizes that men as well as women need to be freed from the constraints of stereotypes.
- TWP emphasizes the necessity to create constructive, system-wide change, not just to enable individual women to cope with issues that they currently face.
- TWP works in partnership with units across the campus. It does not solve problems for units, but rather works with them to identify and remove barriers to the recruitment, retention, and advancement of women.
- TWP uses current research and data to identify issues and recommend intervention when needed.
- TWP uses collaborative approaches to decision making that serve as a model to other units on campus; these approaches emphasize open, democratic, and respectful ways of working together that foster true dialogue and mutual understanding.
- TWP is a safe haven for individuals and units to seek resources for identifying problems and finding constructive solutions.
- TWP is focused on the future, as informed by the past.

Status Report on Women 2007 at The Ohio State University



Additional Information

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The Ohio State University
October 2007

Message from the Chair



Susan E. Metros

The President's Council on Women (PCW) was established in 2000 in response to the recommendations of a task force that had been created by President E. Gordon Gee in 1997. The PCW's mission is to identify and clarify issues for women at the university; use the resources of the university to address needs and problems; and recommend policies and identify intervention strategies that make a difference.

During the seven years it has been in existence, the PCW has worked vigorously to fulfill its mission. Let me highlight a sampling of our activities.

The Faculty Cohort Project provides an excellent example of how we have identified and clarified issues for women at the university. Through this project, the PCW has been tracking the progress of women faculty hired in 2001 with the goal of identifying retention strategies. In 2005, researchers from the Fisher College of Business conducted a study of the group, which identified several issues that would enhance life for women at Ohio State. These include a formal spousal accommodation policy; establishing explicit workload limits; and enhanced university child care services. The study also confirmed the pivotal role department chairs play in determining the work environment for our faculty. Subsequent to this study, the PCW established a dependent care task force that has made recommendations to the Office of Human Resources for expanding our child care capacity. In addition, The Women's Place established The President and Provost's Leadership Institute as a program to prepare department chairs/school directors to address issues related to the project's findings. The university also adopted the spousal accommodation policy concurrent with the cohort research study. We continue to explore ways to help university employees integrate work and life demands.

In addition to the Faculty Cohort Project, the PCW has established work groups on a variety of topics. Two have led to specific policy changes: the consensual sexual relations policy, which clarified the university's guidelines governing consensual relationships between faculty/staff and students; and more flexible tenure policies, which allow extension of the probationary period for untenured faculty with extenuating circumstances to three years instead of two and automatically extends the probationary period for untenured faculty who become parents.

During the past year, PCW members created four work groups that carry on the strong tradition established by the PCW. The Influencing Hiring Competencies to Support Women and People of Color Faculty work group is focusing on mechanisms to influence "hiring competencies" that affect diversity at the university. Issues Related to Non-Tenure Track and Clinical Women Faculty is identifying issues for contingent faculty at Ohio State. The Accountability and Assessment group is examining the implications of proposed federal and state accountability measures on the experiences of women at the university. The final group is focusing on how to increase collaborations between the PCW and community groups that improve the lives of women. All four are continuing their work this upcoming academic year and we expect to report on their findings and recommendations in our 2008 annual report.

I was honored to serve as chair of this council during President Holbrook's tenure as president. I am equally honored to be working with President Gee whom we thank for establishing the task force that led to the creation of the council.

Susan E. Metros
Chair, President's Council on Women

Status of Women at The Ohio State University

Autumn 1993 to Autumn 2006

	1993	2006
Board of Trustees	2/9 (22%)	4/17 (23.5%)
Vice presidents	2/8 (25%)	1/10 (10%)
Senior administrators (assistant VP's and above)	no info	21/54 (39%)
Non-faculty executive staff	289/769 (38%)	659/1098 (60%)
Other professional staff	56%	66%
Deans	5/20 (20%)	7/24 (29%)
TIU heads	19/116 (16.5%)	22/101 (22%)
Eminent scholars	1 (6%)	1/19 (5%)
Endowed chairs	3 (7.5%)	13/86 (15%)
Named professors	2 (5%)	13/67 (19%)
Faculty*	826 (26%)	1064 (30.6%)
Full professors	121 (11%)	227 (18.2%)
Assoc. professors	253 (24%)	392 (34.6%)
Assist. professors	373 (40%)	445 (40.8%)
Students		
Undergrad	48%	49%
Grad and professional	52%	66%

*The 1993 data contains only regular tenure track faculty; the 2006 data includes the following faculty categories: regular tenure track, regular research track, and regular clinical track.

From 1993 to 2006, we can see from the above data steady improvement for women in most categories. After declining during the late 1990s, the number of women in the important role of TIU head is now climbing and, at 22%, is at an all-time high. Women hold significantly more deanships, endowed chairs, and named professorships. The percents of women have increased among both full and associate professors. On the staff side, 39% of our most senior administrative positions are held by women, and 60% of our non-faculty executive staff are women. Women comprise 66% of our graduate and professional students, up from 52% in 1993.

However, we have made no progress in the numbers of eminent scholars, the percent of women at the assistant rank held steady throughout the time period, and we actually have a decline among women at the vice presidential level.

Women Faculty Profile (Assistant through Full): Race & Ethnicity

	1993/4 (% of total faculty)	2006/07 (% of total faculty)
Caucasian	663 (21.5%)	878 (25.3%)
Black	41 (1.3%)	56 (1.6%)
Asian Am.	33 (1%)	86 (2.5%)
Hispanic	9 (.3%)	27 (.8%)
Native Am.	0 (0%)	1 (.03%)

During the period 1993-2006, the university has made slow but steady progress for women as a whole. However, when we examine the data by race and ethnicity, increases for Black and Hispanic women have been painfully slow and almost non-existent for Native American women. Also, while faculty of Asian American origin are, by many, not considered an underrepresented group, when the data is examined by gender, a different picture emerges for women. Only 86 of 376 Asian American faculty are women, or only 2.3% of the total faculty population. Thus, women faculty of Asian American origin are underrepresented on the faculty as a whole.

Current Faculty Profile: Men and Women (Assistant through Full) 2006-2007

	Total Number	% of total faculty
Caucasian	2799	80.5%
Black	133	3.8%
Asian Am.	376	10.8%
Hispanic	87	2.5%
Native Am.	3	.09%
Other	82	2.4%
TOTAL	3480	

When we include men in the race/ethnicity analysis, the numbers of Black, Hispanic, and Native American faculty range from .09% to 3.8% of the total faculty. And even these small numbers are concentrated in just a few units. Almost 60% of our Black faculty are in four colleges: Humanities, Medicine, Arts, and Education and Human Ecology. Half of our Hispanic faculty are in only two colleges: Humanities and Medicine. And almost half of our Asian American women are concentrated in only three colleges: Medicine, Humanities, and Mathematical and Physical Sciences. Even within these colleges, faculty of color may be concentrated in just a few units. Almost all of our faculty of color are the only or one of only a handful of faculty of color in their units. This also is true for women in general in some colleges and departments. Such low numbers greatly increase the likelihood that they will suffer from the impact of stereotypes, which can have damaging consequences for retention and success. (See the **Stereotypes** section of this report for more discussion on adverse impacts.)

Gender and Ethnicity Distribution of Senior Staff Positions

October 2006

Position	Race/Ethnicity	Gender	Headcount
President	White	Female	1
Executive Vice President & Provost	White	Female	1
Senior Vice President	White	Male	4
Vice President	White	Male	4
Associate Vice President	White	Male	13
	White	Female	7
Assistant Vice President	White	Male	11
	White	Female	11
	Black	Male	1
	Black	Female	1

The average salary for men in senior staff positions was \$219,791 while the average salary for women was \$168,557. Thus, the average for men is over \$50,000 higher than the average for women, even though at this time the two highest positions in the university—president and provost—were held by women.

In addition to the salary differential between the genders in the top administration, disparity exists in the numbers of men and women in these positions, with men comprising 61 percent of the total to women's 39 percent. These numbers are almost a complete reversal of the numbers of the men and women in the larger executive, administrative, and managerial staff category (see panel containing demographics of all staff positions).

Moreover, in the entire group of 54 senior administrators, there was only one Black woman and one Black man, and both were at the lowest level, or assistant vice president. Other minority groups are not present at all at the senior staff position level.

On the panel containing the demographic profile for all Ohio State staff positions, we see a continuation of some of the trends suggested above. White men out-earn their female counterparts and are within the top two salary earners in all job categories except one, clerical and secretarial. And while White women dominate the executive, administrative, and managerial staff category, their average salary is 75% of the average salary for White men in the same category. While men of color also typically out-earn their female counterparts in all job categories, both minority men and women are less well represented in the job categories with higher remuneration and status.

Stereotypes

What are stereotypes?

Stereotypes are fixed conceptions about groups of people based upon some common trait. Although stereotyping is typically viewed with suspicion, it is a normal part of the way we cope with the world. We use stereotypes to simplify the world and to make our cognitive processes more efficient by providing us with mental filters for processing information. Stereotyping, however, can lead to discrimination if prejudice exists against the group to which the individual belongs.

"I can't tell you how many times I have been asked here at OSU, 'Where's your tomahawk?' or, been told, 'You don't look like an Indian.'" —*Faculty, staff, and students of American Indian descent*

Numerous studies show that stereotypes affected by prejudice do in fact lead to discrimination against individuals based on various factors including gender, race, ethnicity, sexual orientation, age, nationality, or disabilities.¹ For example, a 1999 study asked 238 male and female academic psychologists to review the identical CV for a potential hire. Half had female names and half had male names. Both male and female respondents were more likely to positively evaluate the CV with the male name than the one with the female name.²

"On more than one occasion, students have come up to me when I am walking in the hallway in my office building to tell me that the restroom needs more toilet paper or paper towels." —*Ohio State woman faculty member of African American descent*

Environments where negative stereotypes flourish

Research by Harvard Business School professor Rosebeth Moss Kanter shows that discrimination based on stereotyping flourishes in social groupings that contain very few members of the group being stereotyped. When members of a particular group comprise less than 10% of the larger group, stereotypes and discrimination can operate in full force. However, as the numbers approach 35-40%, stereotyping begins to diminish as the members of the group both come to be seen as individuals and, because of their numbers, are able to affect the larger institutional culture.³

Ohio State Hispanic/Latino students, regardless of their country of origin, are frequently told by members of the university community, "But, you don't look Mexican," and are asked, "Are your parents migrant workers?"

Virtually all of our faculty of color, men and women, as well as some majority women comprise less than 10% of the faculty in their Tenure Initiating Units. Many TIUs still contain fewer than 35% women faculty. The same situations exist for senior administrators and executive Administrative & Professional staff of color at Ohio State who fill less than 10% of these positions.

"I would not have guessed you were from Appalachia because you speak so well." —*A statement commonly heard by Ohio State students after they identify themselves as being from the Appalachian region.*

"Well, talk to her. She's retarded and she got an A." —*Said by an Ohio State professor to a group of students who were complaining about how hard their test was as he was pointing to a student with a learning disability who had accommodations for the test.*

These numbers suggest, then, that stereotypes operate at Ohio State, as they do in the rest of society. The examples that appear with this text, all occurring at Ohio State within the last few years, provide evidence that stereotypes do operate here as in the rest of society.

"We actually keep track in search committee meetings of statements like: 'She can't be a serious scholar since she has kids'; or, 'She just wouldn't fit here' with no explanation for why not; or, 'She's too pushy,' again with no explanation why.

—*Various Ohio State women faculty members*

What is the impact of negative stereotypes?

The American Psychological Association asserted in a brief filed with the U.S. Supreme Court in a case involving sex discrimination that negative stereotypes create "the foundation for discriminatory behavior" and that "whether realized or not, stereotypic beliefs create expectations about a person before that person is encountered and lead to distorted judgments. . . . This is true when women apply for jobs or seek promotions once on the job. . . . As a result, accomplishments by women are significantly likely to be discounted than the same accomplishments by men. . . ." ⁴ The same negative impact that leads to applying different standards of evaluation occur with individuals affected by other negative stereotyping.

"People at OSU often express surprise at how well I speak and write English." —*A U.S.-born staff member of Asian descent*

How should Ohio State respond?

We live in a society in which we learn stereotypes. They are part of our culture. However, that does not relieve us of responsibility to understand how stereotypes affect us and then to work to eliminate the negative impacts. One of our institutional strategies for recruiting and retaining diverse faculty, staff, and students must be to understand and deal with the impact of negative stereotypes. As an institution, we need to educate ourselves about stereotypes and how they operate to promote a less than productive work and study environment for members of our community. We then must strive to eliminate the negative impacts of discriminatory stereotypes.

"Oh, I am glad you aren't gay. I was afraid this would be like the 'Real World' and I would be stuck with the gay roommate," said an Ohio State freshman to his roommate who in fact was gay. When the gay student asked, "Well, how do you know I am not gay?" his roommate replied, "I can tell them from a mile away."

¹ For more detail on gender schemas, stereotypes, and discrimination, see Vallian, Virginia (1999). *Why So Slow?* Cambridge: MIT Press; Cox Jr., Taylor (1993). *Cultural Diversity in Organizations: Theory, Research and Practice*. San Francisco: Berrett-Koehler.

² Steinpreis, Rhea E. (1999). *The Impact of Gender on the Review of Curriculum Vitae of Job Applicants and Tenure Candidates: A National Empirical Study*. *Sex Roles: A Journal of Research*, 41, 509-528.

³ Kanter, R. M. *Men and Women of the Corporation* (1993). NY: Basic Books.

⁴ Fiske, Susan T. (1991). *Social Science on Trial: Use of Sex Stereotyping Research in Price Waterhouse v. Hopkins*. *American Psychologist*, 46, 1049-1066.