The President's Council on Women's Issues

2002 Annual Report

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Chair of Council
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President's Council on Women Issues
27 members
October 2001- June 2003

Externals *(5)*

Ingrid Saunders Jones, Chair and Senior Vice President Corporate External Affairs	Coca Cola Company
Jane A. Harf, Vice President	American Electric Power
Julia Arbini-Carbonell, Board member	Ohio Hispanic Coalition Ohio Department of Job and Family Services
Philomena (Mimi) Dane, Litigation Partner	Squires, Saunders & Dempsey
Gayle E. Saunders, Special Assistant to the Superintendent	Columbus Public Schools

Faculty members (10)

Deb Ballam, Professor, Finance	Fisher College of Business
Bruce Bursten, Distinguished University Professor and Chair, Chemistry	Math and Physical Sciences
Wayne E. Carlson, Professor and Chair, Industrial, Interior, and Visual Communication Design	Art
Bunny Clark, Distinguished University Professor, Physics	Math and Physical Sciences
Cynthia Dillard, Associate Professor, Ed. Teaching and Learning (Cynthia Dillard is on sabbatical this year.)	Education
Rebecca D. Jackson, M.D., Associate Professor, Internal Medicine	Medicine
Valerie B. Lee, Professor, English	Humanities
Mo-Yee Lee, Associate Professor	Social Work
Linda M. Lobao, Professor, Human and Community Resource Development	Food, Agriculture, and Environmental Sciences
Jacqueline J. Royster, Professor, English; Associate Dean Humanities, Chair of Council	Humanities

Staff members (7)

Rebecca Andre, Instructional Development Specialist	Fisher College of Business
Carol Bowman, Lab Demonstrator	Marion Campus
Kate Haller, Associate General Counsel	Health Sciences
J Stephen Henderson, Director of Compensation	Human Resources
Greta J. Russell, University Controller	Business and Finance
Richelle Simonson, Associate Athletic Director	Athletics

Central administration liaisons (2)

Planning Cabinet Member – Dr. Mac Stewart	Office of Minority Affairs
Coordinating Council Member – Dean Joe Alutto	Fisher College of Business

Students (3)

Erin Rachel Areleast Essak	Senior, Jewish Studies
Kaneita T. Russell	Senior, Marketing
Durene Wheeler	PhD, Education Policy and Leadership

Ex Officio

Judith B. Fountain, Assistant Vice Provost for Women's Policy Initiatives; Director, The Women's Place	Academic Affairs

Update - November 5, 2002

Introduction

In 1996-1997, the Council on Academic Excellence for Women engaged in a moment of deep reflection to assess the impact of the Council's work in light of existing data on women faculty and staff and to explore ways that the University might derive more positive benefit from **thirty** years worth of knowledge gained through systematic data collection. What resulted from that reflection was the Women's Task Force, and for the next two years, from 1997 to 1999, this group concentrated, not on gathering more of the same information about women, but on developing a new, more effective paradigm for positive action. The Task Force recognized the futility of simply continuing to acknowledge the same patterns year after year, seeing the same issues year after year, and setting up periodically another commission, council, task force, or committee. That paradigm, while it produced an indisputable base of information, had clearly demonstrated that it was persistently ineffective in making substantial differences in the progress of women or, quite essentially, in the quality of life and work for women on the campus.

As the June 2000 report from the Diversity Council documents, 1999 data confirmed that between 1990 and 1999 the University experienced modest gains in women's leadership in academic administration (for example, with Nancy Rudd as Vice Provost for Academic Affairs and Carole Anderson as Dean of the College of Nursing), and a rise in the percentage of tenure track women from 23.5% to 26.6%. Among its other conclusions, however, this report also made two other points about 1999 as the critical year of focus:

> The percentage of women and ethnic minorities among professional staff has remained relatively constant since 1990. . .The number of women and/or ethnic minorities in senior leadership positions including vice presidents, deans and department chairs is small. . . bold steps must be taken to recruit and retain greater numbers of women and minority faculty, staff and students and to create a supportive environment in which they can succeed and reach their fullest potential.
> (http://www.osu.edu/diversityplan/index_1.html)

This conclusion affirmed the deductions reached by the Women's Task Force, who acknowledged several other points as well. The Task Force saw that the University did indeed have systematic ways of collecting data on faculty and on some professional staff, but that the quality of the base of information for women who are staff across a broader range of categories, or for graduate and professional students left much to be desired. They understood logistically that, because of the size of the group and the small range of categories, gathering data on faculty women is a much easier process to manage than for other constituent groups. By comparison with other OSU constituents, faculty constitute a small group, and the categories of participation are relatively straightforward and simple (assistant professor, associate professor, full professor) with the specific exception of clinical faculty. Such simplicity is not the case among staff categories, and in the case of both staff and students the numbers among these groups are substantially higher. In recognizing such distinctions, what the Task Force did not accept was complexity as an excuse to be non-responsive and unsystematic.

Moreover, when the Task Force looked at the highly quantitative nature of the data on faculty and professional staff, they were also unsatisfied. While instructive about various patterns of participation, these data did not tell them what they needed to know in order to develop and implement action plans. What the data showed was that faculty women were being hired but continuously leaving the University; that women employees considered the climate in units across the university to be generally "chilly"; that life issues persistently disrupted, in apparently inordinate ways, the ability of women to perform, make professional progress, and to achieve. Quantitative data through the years demonstrated these facts, but they were inadequate in facilitating a more fully rendered understanding of them, in determining, for example, the conditions that fed the data, the distinctive factors that affect productivity in various contexts, or the strategies that successful women were using to mediate conditions and specific circumstances.

With these types of reflections, the Women's Task Force looked, not just at the results of data gathered, but raised questions about the material conditions and contexts. This analysis yielded a new idea, one that resulted in a recommendation to create The Women's Place (TWP), as a central piece of a larger design. The President and Provost accepted this recommendation with feedback from various Senate committees, including the Faculty Council, and Judy Fountain was named Director of TWP in December 1999, with TWP established to accomplish four goals:

1. To serve as a clearinghouse of information for and about women.
2. To provide web support, meeting space, and administrative support for creating partnerships between The Women's Place and various units inside and related to the University.

3. To arrange events that connect women around issues of interest and concern.
4. To serve as the administrative home of Critical Difference for Women as a critical source of funding for re-entry women, for the professional development of women, and for research on women.

To be emphasized, however, is that the Women's Task Force envisioned TWP as central to a network of relationships that would constitute a new paradigm for action, with two additional pieces in place. They saw a need for an advisory group, and they thought it essential that both the TWP and the advisory group would be well linked to central policy makers (the President and the Provost), providing a connection typically missing in policy-making processes for gender related initiatives. This model establishes Ohio State, therefore, as unique among educational institutions.

In order to refine the model with the leadership of the new Director of the TWP, the University commissioned Jan Allen, President of HMS Success Public Relations, to provide organizational development services and recommend an inclusive process through which the University could define the role, structure, and appointment process for the creation of a permanent advisory board on women to the President and Provost. The advisory board would be called the President's Council on Women's Issues. This group conducted 53 interviews and gathered other data from which they presented a report to the President and Provost. The report identified themes related to the Council's structure, charge, and operational practices that were incorporated into the Council as it now exists (See Appendix 1).

As represented by a visual developed by the Director of TWP (See Appendix 2), the President's Council serves in a policy-recommending role to central administration as it simultaneously partners with The Women's Place to set directions and priorities for action and advocacy in the interest of women's progress. By means of this partnership, the Women's Council and The Women's Place serve the larger University goal of its becoming a leader within the higher education community with regard to creating a campus culture supportive of high achievement and performance by all, including women. In effect, the Women's Council is the gender lens for the Diversity Council, the group designated to see and respond positively to gender issues as a vital dimension of addressing issues of diversity campus wide.

This triangular collaboration between The Women's Place, The Women's Council, and central administration set in place a mechanism that has excellent potential to enable change. Through these units, the University has its ears to the ground, its eyes on the scene around us, critical attention on the identification of strategies that can make a difference, and a specific mechanism for connecting strategies and solutions to the campus leaders who make policy and manage change. In just one year, the initial optimism about the viability of this paradigm has been confirmed. Informal evidence suggests that women's issues are clearer and that campus leaders have a greater awareness of both women's issues and the implications of various policies and practices for women as a target group. Fundamentally, OSU now has in place a network of relationships and an agenda for action that is being incorporated into policy-making systems and operations in ways that increase the capacity of the University to make life and work better for women, and by extension for all.

Establishing The Women's Council

In January 2001, President William E. Kirwan established the President's Advisory Council on Women's Issues. He appointed Jacqueline Jones Royster (Professor of English and Associate Dean, College of Humanities) as Chair, and through a nomination process, a 27-member Council: 22 members from across the University and 5 external members from the local, state, and national scene (See Appendix 3). President Kirwan charged the Council with:

1. helping the President and Provost to see women's issues and concerns more clearly;
2. using the resources of the University to gather the information necessary to carry out charge #1;
3. recommending policies that positively impact the environment for all women at Ohio State; and
4. identifying various intervention strategies that are designed to make a significant and positive difference in the quality of life and work for women.

The first meeting of the Council took place on May 17, 2001. The group has met once per quarter since then, excluding the Summer quarter, with the most recent meeting on May 16, 2002, marking the first full year of operation.

At the introductory meeting, in keeping with the recommendations of the Allen Report, the Council determined that the first issue that needed to be addressed was a comprehensive review of existing data, with the work of the review being carried out through a small work group, composed of Council members and non-Council members

who might be critical to the completion of the process. The Council established, therefore, a **Data Analysis Group** (coordinator: Deb Ballam, Professor of Finance, Fisher College of Business) to review, analyze, and summarize data collected by the University on faculty and staff women between 1987 and 2001 and to report back to the Council in the Autumn quarter meeting.

Also in keeping with the Allen Report, the Chair of the Council initiated a process for articulating a mission statement for the Council that would include a context, rationale, and set of principles for envisioning the work. Constructing such a statement necessarily benefits from an organic process that takes advantage of the experience and expertise of Council members within the context of Council activities. The Chair began the process, therefore, in the first meeting with an open discussion about women's issues. Using this discussion and a report produced later by the Data Analysis Group, she developed a graphic representation (See Appendix 4) keyed by the question: How can we unpack women's issues, problems and challenges and determine where interventions can make a difference? She presented the graphic to the Council in the Autumn meeting (October 10, 2001) for feedback. It:

1. situated the work of the Council culturally within the University as an institution that is part of a larger cultural context.
2. identified five target groups of women: faculty, staff, women from under-represented groups, women on regional campuses, and students (undergraduate, graduate, and professional) as a way to establish a non-generic view of ***women's*** experiences.

3. highlighted distinctions among colleges, professional schools, regional campuses, and other academic and non-academic units as a way to establish a non-generic view of campus environments.
4. 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.
5. identified concerns and issues documented by the data to be persistent.

Analysis. As evidenced by this list, the visual is inexorably linked to the database and thereby to the existing knowledge accrued over the decades about the status of women at Ohio State. With this grounding, the graphic served in 2001-2002 as a working document by which the Council was able to anchor initiatives and function with a sense of purpose and continuity. At this point, the graphic (along with vocabulary that has emerged through collaborative activities that will be explained later in the report) constitutes a central springboard from which the Council expects to proceed in 2002-2003 in fashioning a mission statement. Primarily, the work of the Council in 2001-2002 has confirmed that this graphic represents the context of our work in a useful way, and it marks the direction and purpose of Council activities.

The First Work Group

As the Data Analysis Group collaborated through the summer with the support of the Director of the Women's Place, the TWP Director proposed an initial activity that this work group determined would be catalytic to the work of the Council. She proposed that,

instead of tackling women's issues in a general way, that the Council focus on one group, newly hired faculty women. The idea was that this cohort, in being of a manageable size, would constitute a specific way for the University to conduct a pilot project to see what strategies might be useful in developing a more action-oriented approach to gender-related challenges. The project would permit us to bring critical attention to the work lives of faculty women over the first four years of the probationary period, a time frame that the data review persistently identified as a defining moment of professional development. Simultaneously, it would provide opportunities, with the direct input of the women participating, for identifying specific issues and actions that might prove instructive for developing better and more systematic intervention strategies. In particular, we were determined to pay more attention, not to when and why faculty women leave OSU in those first critical years, but to how and why they stay and also feel successful and well connected. The President and Provost approved the pilot, and the Faculty Cohort Research Project was authorized to begin during the 2001-2002 academic year.

Analysis. With the efforts of the first work group (Data Analysis) in the Spring and Summer of 2001, planning and preparation to meet the charge of the Council got underway. This operational approach proved fruitful, and the Council went into the Autumn quarter with a core report, a basic agenda, and a plan of action.

Operational Structure

A general review of the Council's activities offers evidence that it has gotten off to a very good start in meeting its goals and helping the University to address long-standing gender-related issues in significant and productive ways. Given the success of its initial

planning and preparation, the Council began by operating, as recommended by the Allen Report, on a work groups model in which small groups of Council members (and non-Council members when appropriate) focus their attention on specific problems and concerns. The work groups function between meetings to accomplish designated tasks and then report back to the Council in the interest of keeping the full Council well informed and with the intention of identifying for the Council's deliberations policy recommendations as they emerge. Currently, there are nine work groups:

The Faculty Cohort Project

The Staff Cohort Project

The Student Cohort Project

The Data Identification and Analysis Group

The Fiscal Impact Group

The Effective Practices for Success Group

The Communications Group

The Women's Place Evaluation Team

The Executive Planning Team

The Council neither intends nor presumes that these nine groups should stay neatly within the lines defined by the titles of the groups. They see instead that the groups are sites for active engagement with gender-related issues and lenses through which the Council can meet its charge: to see and understand women's issues; to identify and recommend University policies; and to identify implementation strategies which seem to have the potential to bring about positive change.

Activities

All work groups have emerged organically from the Council's assessment of existing data and the issues and concerns suggested by the data. Initially, the Council focused attention, as indicated by the introductory section, on what seemed the central issue, i.e., making use of the knowledge already in hand and grounding the work that we identified for the Council based on that knowledge in a problems-oriented way. The work groups have been established, therefore, in direct relationship to issues and concerns that have emerged during the process of synthesizing, analyzing, and responding to data.

Data Analysis and Identification Group

The first activities were directed through the ***Data Analysis and Identification Group*** (coordinator: Deb Ballam, Professor of Finance, Fisher College of Business). This group collated the existing bodies of data on women from 1987-2001, and they explored the issue of whether other types of information, especially qualitative data, needed to be gathered—thus, the change in the name of the group after the Autumn 2001 meeting. In identifying the need for more qualitative information, this group proposed the Faculty Cohort Research Project. During Autumn 2001, TWP identified the group of 50 faculty women who began employment at the University in 2001. At the same time, the Data Analysis and Identification Group started exploring data needs for this project beyond the data already gathered systematically by the University, and they began identifying the mechanisms for data gathering that would be meaningful and available for this longitudinal study. The work group used data from the fall of 1993 to the fall of 2001 supplied by the Office of Academic Affairs and the Office of Human Resources. During this process, the

group realized that, if they focused on the research that was necessary to ground the project, another group needed to actually focus on the women and the quality of their first year experiences. The Council established the Faculty Cohort Group, as indicated below, and continued its efforts to focus on data.

Summary of Basic Findings. The Status Report of the Data Analysis and Identification Group (See Appendix 5) 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 1 in women who became deans; an increase of 3 in African American women who became deans (1 dean; 2 associate deans); an increase of 1 in African American women who became TIU heads; and increase of 1 in Asian American women who became deans (associate dean).
>
> 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 and above levels.

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, is that 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, while women have made some progress, improvement has not been evenly distributed across the University.

Recommendations. The Data Analysis and Identification Group has two recommendations for 2002-2003:

1. To highlight the success stories and the measures taken to achieve success by particular units (See the explanation of the Effective Practices for Success Group below).
2. Based on #1, to provide guidance to units that appear not to have achieved much progress during the review period (See the explanation of the Communications Group below).

Faculty Cohort Group

The Council established a ***Faculty Cohort Group*** (co-coordinators: Cynthia Dillard, Associate Professor, School of Education; Philomena Dane, Litigation Partner, Squires, Saunders & Dempsey), which spent time during the Autumn of 2001 clarifying the specific goals and activities of the project and developing initial activities for the cohort. The goals of the project were:

1. To help new faculty women to construct for themselves a multi-sited sense of "place" at the university.
2. To help them to identify and make use of all available resources in the development of their career paths.
3. To identify what makes a difference to them in the quality of life and work—when, how, and under what circumstances.
4. To facilitate the active participation and leadership of women in the shifting of paradigms of excellence in academic leadership, effectiveness, and productivity by:

   --documenting the experiences, conditions, and achievements of new faculty women in more fully textured ways.

   --developing a language for articulating academic work in clearer, more generative terms that permit the importance of women's relational work to be recognized (Fletcher).

   --correlating an expanded view of the skills and competencies of academic work with views of strong leadership and organizational effectiveness (Fletcher).

--establishing systemic interventions that recognize and support success for everyone, including women.

First Year Results. Two reports from the Faculty Cohort Group (See Appendix 6 a and b) summarize data on the demographics of the group, their activities over the course of the year, and their levels of participation in those activities. Two points bear emphasis:

84% of all colleges at the University have at least one person in this cohort, which suggests that conclusions and implications drawn from the data gathered during the project will have broad application.

68% of the members of the cohort participated in at least one Project function.

Another point, which cannot be directly attributed to the project, is that 100% of this cohort group will return to the University for the second year.

In addition to this quantitative data, the Faculty Cohort Group also collected qualitative data centered on the perceptions of the participants of their first-year experiences. While conclusions from these data will be limited until the end of the project, we are making interim observations that are instructive to campus leadership. In the first formal meeting with the cohort group (January 10, 2002), we asked three questions:

What should the focal points for this group be?

What incentives are there for participation?

What disincentives are there for participation?

The Faculty Cohort Group used the responses gathered at the meeting and others gathered on line from participants who could not attend to shape activities for the year. The pattern that stood out most in their responses, however, related to the third question. The participants consistently reported that their major barrier to participation in cohort activities was time.

To be noted is that in light of all of the time pressures under which new faculty members are operating, the pattern of participation, as cited above, places a 68% participation rate overall in an interesting context. An initial conclusion is that the cohort project responded to a need among this group to connect with others at the University in meaningful ways despite the pressures of competing needs and interests.

At the end of the academic year at its final meeting with participants (June 5, 2002), the Faculty Cohort Group hosted a tenure and promotion workshop, and we asked another set of three questions:

What made you feel welcome to the university? What alienated you?

What has been the most positive thing that happened to you this academic year?

What have you learned now that you wish that you had known in the beginning?

Again, we will continue to build and process these data throughout the four years of the project, but initial observations have permitted the Faculty Cohort Group to develop two handouts for campus leaders. The first is one that we are currently labeling **Welcoming**

New Hires during the First Year. This handout extrapolates from the data collected suggestions for deans and chairs in welcoming new faculty in four ways, in terms of : **invitations**, **mechanisms for involvement**, **mentoring activities**, and **professional development activities**. The second is a handout that we are currently labeling **Preparing for the First Annual Review**. Both of these documents will be distributed to deans and chairs at the beginning of the 2002-2003 academic year.

Effective Practices for Success Group

Establishing the **Effective Practices for Success Group** (co-coordinators: Beck Andrè, Instructional Development Specialist, Fisher College of Business; Deb Ballam, Professor of Finance, Fisher College of Business) demonstrates, again, how anchored the Council is in both existing knowledge about the status of women and the new knowledge being gained through this work. As the Data Analysis and Identification Group continued to make use of quantitative and qualitative data, it became increasingly clear that some units are using strategies that are working effectively and that it would be helpful University-wide for others to know about these practices as they too work to meet and exceed diversity goals. The Effective Practices for Success Group was established, therefore, to begin identifying units where current practices seem to be working well and developing a process for sharing information and celebrating achievements.

The Effective Practices for Success Group chose to do a case study and identified one unit for which they would develop an in-depth profile over a 25-year span, adding qualitative data to quantitative reports. They identified the **College of Law** as a "success story." This profile is included in Appendix 7. It highlights **recruitment and retention**

practices, pointing out actions that were helpful in creating the story of success that is evident in the Law School. This profile will be showcased, as indicated below, in the status report on women's progress at OSU that will be distributed in Autumn 2002. The goal of the Effective Practices Group after this publication is to continue identifying and showcasing units whose practices have been effective and/or innovative.

Communications Group

In the interest of open communication and campus-wide visibility, we established a **Communications Group** (co-coordinators: Gayle E. Saunders, Special Assistant to the Superintendent, Columbus Public Schools; Jacqueline J. Royster) to develop a communications and contacts plan. In consultation with Karen Patterson from University Relations, the Director of TWP and the Chair of the Council developed multi-layered communications plans (See Appendices 8a, 8b, and 8c) for both TWP and the Women's Council as collaborative units. The plan includes the TWP Plan (See Appendix 8a), the Council's Plan (See Appendix 8b), and the Council's Annual Reporting Mechanisms (See Appendix 8c).

The goals of the Council's plan include the following:

1. To keep the work of the Women's Council visible.
2. To form a communications matrix to sustain meaningful interactions with various constituencies.
3. To create a mechanism for generating good will for women's issues and concerns throughout the University.
4. To share critical information with campus women.

In 2001-2002, the Chair of the Council functioned as the primary voice of the Council, talking with constituent groups (e.g., presentations to women faculty and staff on the Marion campus), making various internal presentations (e.g., to the Senate Steering Committee, the Council of Deans, and the Association of Faculty and Professional Women), cooperating with ***OnCampus*** and ***The Lantern*** to get campus news coverage, and participating in external events (e.g., participating on Oxygen's Choose to Lead Panel).

The major initiative of the Communications Group for 2002-2003 is the development of a "report card" on women's progress. The Chair of the Council, the Director of TWP, and the coordinator of the Student Cohort Group (see explanation below) have met with David Hoover of University Relations to develop a "public" brochure. This brochure will provide general information on the status of women and the Council's work; highlight the College of Law as a showcase for policies and practices that have worked over time to create success; highlight the African American Heritage Festival as a case study that illustrates the impact of policies and practices on undergraduate women students. The Council anticipates that this publication will be ready for distribution in Autumn 2002 at the University's Annual Reception for Women on October 1, 2002.

Fiscal Impact Group

In light of budget restructuring, the Council established a ***Fiscal Impact Group*** (coordinator: Kate Haller, Associate General Council, Health Sciences) to look closely at the impact of fiscal decision-making on women faculty and staff. The charge for the group

centered on the question of how to maintain a university/college/department focus on the recruitment and retention of women and minorities during times of fiscal uncertainty. Their efforts in 2001-2002 drew attention to the need for unit leaders to take into account the extent to which decisions, large and small, might have differential impact on specific groups in the work force (e.g., women and minorities). During the most recent budgetary process, this group recommended language that central administration used to remind unit leaders to consider closely the impact of decisions throughout this phase of budget re-structuring.

Findings and Recommendations. The Fiscal Impact Group is also looking at other ways in which there are similar opportunities to address gendered issues in the budgeting process with the intent of recommending strategies or encouraging the development of strategies. The group has identified several topics that suggest a need for analysis over the next academic year related to budget reallocation; setting expectations with regard to colleges and departments who expect growth; assessing differential impact of budget decisions; exploring ways to respond to salary issues; identifying opportunities to support recruitment of new faculty and to highlight the accomplishments of women faculty.

Executive Planning Team

After the Autumn 2001 meeting, the Council established an ***Executive Planning Team*** (coordinator: Jacqueline Jones Royster, Chair of the Council). The charge is two-fold: to keep work groups in touch with each other, especially since there are multiple ways in which activities intersect, and to develop the agenda for the Council meetings.

A primary function of the team is to reflect on work group progress and to make recommendations for ongoing work. As the team reviewed the activities after the Autumn 2001 meeting, the focus on faculty made clear the need to figure out meaningful ways to focus also on staff and students--two cohorts that are highly complex and much less easy to manage logistically than faculty. The Council established, therefore, a **Staff Cohort Group** (coordinator: Carol Bowman, Lab Demonstrator, OSU-Marion) and a **Student Cohort Group** (coordinator: Kaneita Russell, Senior, Fisher College of Business). In both instances the nature of the projects needed to be quite different from the Faculty Cohort Project because of distinctions in the range of categories and the significant differences in the size of membership. The challenge in both cases is to identify a relevant and reasonable way to focus on concerns, problems, issues and conditions from these women's points of view and to develop specifically appropriate intervention strategies for positive action.

The Staff Cohort Group

The Staff Cohort Group quickly concluded that this project could not focus on new staff by a particular work category in the same way as the Faculty Cohort Project, given the broad range of categories that exist for staff, the large number of constituents in each category, and union implications. Instead, they decided to target specific problems and issues based on the 2001 Staff Professional Development and Work/Life Survey Report. This report was commissioned by the Commission on Staff Development and Work/Life, who contracted with a consulting firm to assess via a survey the work environment and quality of life issues for staff at OSU as a complex organization. The intent of the survey

was to create a base of information that can guide action planning and implementation. The report was distributed in Spring 2002.

Carol Bowman, the Coordinator of the Staff Cohort Group reviewed the report and with other group members identified several concerns that could become the focus of the staff project. The idea is to focus on a specific problem and then to recruit a workable size group of staff women who are concerned about that problem to do the research and generate solutions. In this way, the staff cohort would be defined as a group of staff with similar concerns, rather than by their particular work categories. While the project is in its initial stages, the issues identified by the group include:

Opportunities for Professional Development

Staff Orientation Programs

Career Advancement Options

Women in Staff Leadership Positions

Mentoring Opportunities

Clarifying the Value of "Relational Practice" (Fletcher)

Opportunities for an Emerging Women Leaders Program for Staff

Systems of Accountability for the Professional Development of Women Staff

Over the 2002-2003 academic year, the Staff Cohort Group expects to refine its plan, identify a cohort, and begin activities designed to identify appropriate intervention strategies. In conjunction with the Council's general communications plan, the Staff Cohort Group has already begun a series of regional campus based meetings intended to refine the plan. As indicated by the communications plan, one goal of the plan is to keep

target groups informed about Council activities. In support of this goal the Chair of the Council and the Director of the TWP held their first meeting with women faculty and staff on a regional campus—on the Marion Campus on May 29, 2002. They anticipate holding other meetings on regional campuses during 2002-2003. During the meeting at Marion, the Chair of the Staff Cohort Group was able to lead a discussion about staff issues and to get feedback from the group about an issues-oriented staff cohort project.

The Student Cohort Group

Kaneita Russell, Coordinator of the Student Cohort Group, designed a research project in response to the basic questions: How do we get the word out to students about the Women's Council? How do we determine the nature of the impact of Council activities on students? What seems appropriate as a focal point for the Council in addressing the interests, needs, and concerns of students and in monitoring the impact of policies and actions on women students? Because these questions illustrate the complex of issues that surround the quality of life and work for women students, the Student Cohort Group decided to start their inquiries from a impact-centered perspective, rather than either a category-centered one or an issues-centered one, and to ask instead to use a program in which students are active participants and ask: What impact do women leaders who are in staff positions have on undergraduate students?

This project is just getting underway, but Russell 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 effects more clearly, Russell will look at a traditional event, the African American Heritage Festival, which hosts from 30,000 -40,000 people, as an event supervised often by women staff. The idea 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. The Council will highlight this case in progress in the brochure on the status of women as a display of women's leadership for both women staff and undergraduate women students.

The Women's Place Evaluation Group

Last, but certainly not least, the Council was specifically charged with developing an appropriate mechanism for evaluating the Women's Place as a unique unit on the campus. The ***Women's Place Evaluation Group*** (coordinator: Mo Yee Lee, Associate Professor, College of Social Work) was set up to focus, therefore, on identifying a framework for analysis, appropriate measures for effectiveness and accountability based on TWP goals, and a timeline for getting the evaluation done in a thorough and timely manner.

Mo Yee Lee proposed a framework for evaluating TWP that specifies the objective of the evaluation to be determining the extent to which the TWP carries out its mandated functions as indicated above. She identified both a **process evaluation**, which focuses on an identification of resources, the nature of the networking, and the impact on policy-making and processes, as well as an **outcomes evaluation**, which focuses on the deliverables in each of these three areas. She established a time line that calls for the

completion of the evaluation by April 2003. Lee will be collaborating in the Autumn quarter with other members of the group to get these evaluation plans and instruments underway.

Co-Sponsored Activities

The Women's Council has also co-sponsored three activities. On two occasions, the Council worked with the Provost's Office to co-sponsor two speakers for the University Diversity Lecture:

1. Joyce K. Fletcher (Professor of Management, Center for Gender in Organizations at the Simmons Graduate School of Management) spoke on October 10, 2001, on work/family issues.
2. Kimberle W. Crenshaw (Professor of Law at UCLA and at Columbia Law School) spoke on April 29, 2002, about discrimination in a global context.

Both speakers facilitated greatly the Council's development of a vision for the Council's work and a vocabulary for articulating what we are doing, how, and why. These views will be very helpful, therefore, as the Council proceeds to develop the rationale and set of principles that are appropriate for the Council's mission statement.

The third activity was the co-sponsorship of the annual Women's Reception, which took place after the Fletcher lecture. This event is a social occasion but also an opportunity for women across the University to meet each other, network, and celebrate achievements. The Women's Council was among the many women's groups who annually participate in this gathering, and TWP served as a primary organizer of the event.

Points of Pride

As indicated by this report, there is much to celebrate about the work of the Council in 2001-2002. Listed below are some of the highlights:

1. Based on a careful review of existing data, the Council has articulated what the historical issues are related to the climate for women at OSU and where problems are systematically located.
2. To begin addressing issues in a forward momentum, the Council 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.
3. The cohort projects constitute a springboard for developing a decision-making model that is grounded by the meaningful use of data to enhance the quality of life and work at OSU for women (and other groups).
4. After the first year in a four-year project, the Faculty Cohort Project has generated two findings that will be immediate resources to deans and department chairs in addressing retention issues related to new women faculty. These findings will be distributed to deans and chairs in the form of two handouts: Welcoming New Hires; Preparing for the Annual Review.
5. Evidence is mounting, as suggested by the Faculty Cohort Project and the assistance provided to central administration by the Fiscal Impact Group, that policy-makers at all levels at OSU are able to take action based on the Council's findings and recommendations.

6. The Council is making progress in developing a framework for viewing and responding to women's issues that is well-grounded in the systematic gathering of critical data on women. Also, it is developing a reporting system for communicating to various constituencies the status and progress of women at OSU. This report is the most comprehensive version of presentation. The most widely distributed hard copy form will be a brochure on the status of women to be distributed at the Annual Women's Reception. The most accessible information will be available on the web on the TWP web page.
7. The Council is developing a language for change regarding gender-related issues that will be most clearly articulated in the mission statement for the Council, as this statement clarifies the context, rationale, and operational principles of this initiative. Such language should be useful, not only to the Council, but by policy-makers and managers generally as we gain clearer momentum in seeing and responding to gender-related issues.
8. The practices of the Council are emerging as a model for communication and participation in institutional decision-making.

Ongoing Issues

The activities cited above demonstrate that the President's Council on Women's Issues has gotten off to a good start and is currently engaged actively in meeting its objectives. To be noted is that all of the activities initiated during 2001-2002 by the nine work groups continue for 2002-2003 either as part of basic operations for the Council or special initiatives. A primary task for the Council as a whole will be to move forward in

articulating the Council's **mission statement**, which we expect to have in place by the Winter Quarter meeting.

New Challenge. One issue that emerged during 2001-2002 centered on women in sports and the need to be more consciously aware of how women are faring as faculty, staff, and students in this area. Currently, the Council has not established a work group to explore issues, interests, and concerns. However, council member Richelle Simonson, Associate Athletic Director, has been serving as a liaison to Athletics and consulting with coaches and students. She will be reporting back to the Council in the Autumn Quarter meeting about whether there is a specific need in this area that might be explored through a work group.

RECOMMENDATIONS FOR UNIVERSITY ACTION—2002/3

Spousal Hiring

National data from 1996-1997 indicate that 40% of women academic employees and 35% of men academic employees have academic spouses. Since this data is six years old, it is reasonable to assume that the numbers and percentages have actually increased. Ohio State, like other academic institutions struggles to address spousal issues in timely, effective, and cost-efficient ways.

The Chair of the Council conducted an informal preliminary survey of other institutions who have developed response programs, including: the University of Minnesota, the University of California—Davis, and Penn State University. Based on this focused survey, the Council is recommending to central administration the actions below as steps toward addressing spousal issues on the OSU campus.

Proposed Recommendations to Address Spousal Hiring Issues

Data Collection Project

To collect data from hiring units about strategies that have been effective for them in resolving spousal/partner issues.

General Survey of Hiring Units

Targeted Interviews

Relocation Assistance Program

To design a relocation assistance program to facilitate the entry of new faculty and staff into the work environment and to facilitate the retention of valued faculty.

Central Ohio Recruitment Network for Higher Education (CORN)

To create links with local colleges and universities to share employment opportunities.

Establish a Hiring and Retention Resources Web Page

To create links to information about:

City of Columbus

Central Ohio Recruiting Network

HR workshops, counseling opportunities, guidelines etc.

--long distance job searching

--networking in a new city

--re-inventing the professional self for spouses/partners who must re-create careers in a new place

Contact information for

--local offices of professional organizations

--related businesses and community organizations

Job opportunities on campus

Information about University programs, research activities, etc. that might help a job seeker extend her/his view of employment options

Basic Questions to Be Addressed:

1. What size staff will such a service require?

2. How much support will the program provide before an offer?

3. How much follow up will the program provide?

4. What sorts of "safeguards" might need to be considered (e.g., level of commitment from hiring units; UC-Davis's "Declaration of Domestic Partnership" form, etc.)?

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Appendix 1

REPORT ON THE DEVELOPMENT OF THE PRESIDENT'S COUNCIL ON WOMEN'S ISSUES

Introduction and Overview

The Ohio State University (OSU), in January, 2000, created The Women's Place (TWP) in response to a collective desire, including President Kirwan's plank on diversity, to make OSU a cutting edge institution which supports and develops women's opportunities for achievement. TWP recognizes that it is the environment that supports or makes null a woman's experience as a faculty or staff member or student. Within the environment are the processes and systems that directly impact a woman's ability to achieve.

The following components of TWP are already in place:

- TWP is a clearinghouse of information for and about women. Through its web site, it collects information about and provides information on groups and services of interest to women. Linked to the OSU Home Page, it strives to be a single point of access for issues about women.

- TWP provides web support, meeting space and administrative support for groups partnering with TWP.

- TWP initiates events to connect women around issues of interest and provides formats for dialogue. For example, TWP is hosting the annual women's reception.

- TWP seeks to link all efforts on behalf of women and to enhance them, but does not take the place of existing efforts.

TWP is also designed to be a mechanism to influence critical institutional policies that impact women and the environment for women. Therefore, TWP, under a Presidential directive, is developing a permanent and formal advisory board on women, which will probably be named The President's Council on Women's Issues ("Council"). The Council is charged with advocating to the President and Provost for the advancement of all women at The Ohio State University as well as advocating to the President and Provost policies to positively impact the environment for all women at OSU.

The Council will assist in the unification of existing groups that have stakeholder positions in women's advancement at OSU. Additionally, the Council will directly link with the advisory structures of the Critical Difference for Women and, once the Council is appointed, it will replace The Women's Place Task Force and the Council on Academic Excellence for Women (CAEW).

The Scope of the Project and The Team:

HMS Success Public Relations ("HMS") was retained by OSU to provide organizational development services to assist in the development of a President's Council on Women's Issues, as part of The Women's Place. Specifically, HMS was asked to develop an inclusive process for determining how to select the Council and define the role of the Council. HMS was instructed that this process should reflect the diversity of the group it seeks to represent. Specifically, the charge to HMS was to include university students, faculty, staff and community members in the input process.

Deliverables include:

- Creation of a straw person document and structure for input by interviewees and website respondents;
- Interviews; and a
- Recommended redraft of the process and structure.

The team members assembled to conduct the process include:

Jan Allen, LSW, J.D., President, HMS Success Public Relations. Jan is a lawyer, psychotherapist, business consultant and head of a public relations firm.

Andy Stuck, Ph.D., LISW, Consultant, Business of People. Andy, a former professor, educational consultant and author, is a psychotherapist and business consultant working with individuals, families, groups and businesses in various clinical and occupational settings.

Tom Dillard, M.S.S.A., Consultant and President, Human Resources Growth and Development Group. Tom helps individuals, teams and organizations improve their performance through the delivery of organizational development consulting and training services.

The consulting team undertook the following steps to reach a final set of recommendations and a proposed redraft of the process and structure:

Draft of a "straw person" process and structure: With input from key individuals and based on the consulting team's own organizational creation and development experience, a proposed format for Council selection and operation was created.

Development of a list of potential interviewees: With the help of TWP leadership and input from Critical Difference, HMS developed a list of a broad cross section of people inside and outside the university. Interviewees included women and men, people of color, individuals from outside the University, and staff, faculty and students.

Development of a set of talking points: HMS developed a set of talking points to introduce TWP concept in the interview process.

Scheduling of interviews: Letters were sent out to 60 potential interviewees, inviting them to participate in the interview process, either in person or by phone. The straw person document was enclosed.

Interviews: 53 people accepted the interview invitation and were interviewed by one of the three consultants. 40 interviews were conducted in person and 13 by phone. A consistent set of questions was asked of each interviewee. All interviewees were promised confidentiality and were promised that the consultants' report would include thematic observations only and not the specific words of any single interviewee.

Invitation to fill out website questionnaire: People not interviewed face-to-face or by phone were invited to answer the same set of questions. Four people answered the website questionnaire.

Publicity for the project: Two articles appeared in *On Campus* outlining this process and a red line appeared on the OSU Home Page. An article also appeared in *The Lantern* encouraging students to participate.

Observations and Recommendations:

This report represents our findings, conclusions and analysis of information developed during the interview and website process.

A number of themes emerged in the interviewing process. The themes that emerged are grouped in the following categories: structure, charge, alterations to the document, barriers and level of support for the Council. Those themes and our recommendations that derive from those themes are outlined below:

I. Structure

Members:

- The Council should be representative of all women. (Respondents mentioned including women and men, racial diversity, diversity in the length of stay at OSU, income diversity, naming powerful people within university groups, including staff, students and faculty – especially senior faculty -- and ensuring grassroots nominations, among others.)

- There should not be mandated seats on the Council for various groups, but a value for diversity should be expressed in the document. In general, the theme was to "be thoughtful" about Council member selection.

- It should be explicitly stated that the concerns of faculty, staff and students should be represented on the Council and in the work of the Council. Further, it should be noted and taken into account in the appointment process that there is diversity within these subgroups as well. None is a monolithic group.

- When including ex officio members, consideration should be give to faculty, staff and student members of the Council whose positions are charged with policies about women.

Format for Work:

- Various suggestions were made to insure that the concerns of students, faculty and staff be represented in the work of the Council. The most creative suggestion was to form subgroups of expertise on the Council. In other words, one group will become experts on faculty issues, one group expert on staff issues and one group on student issues. When an issue arises, the "expert group" will analyze the issue, do research, invite other non-Council participation from people inside and outside the university and present the best solutions to the Council. One needn't be a member of the named subgroup to serve on a specific expertise subgroup.

- At the same time, the idea of organizing the work of the group around issues as they arise, rather than in a standing subcommittee structure, struck a responsive chord in a number of interviewees. The above suggestion does not change this proposed way of working.

Appointment Process:

- It was suggested that all groups representing faculty, staff and students be consulted for nominations.

- It should also be stated that there will be a broad outreach process for nominations, to both existing groups and individuals.

- Terms should be set and staggered for Council members.

- Members from outside the University should serve on the Council, but the Council should not be charged with serving the outside community.

- Senior faculty members should be among the appointees; all other groups are potentially disempowered because they may not have the employment safety to speak freely on certain issues.

- If the nominating process includes people unwilling to serve, they should feel free to remove their names from the nomination process.

Chair:

- State that a Chair will be elected from Council members.

Expectations of all Members:

- The President should stipulate certain criteria for serving, including a commitment to attend X number of meetings and a willingness to do the research and data collection necessary. This can be done in his invitation to participate in the nominations and appointment process.

II. Charge

1. Accountability for implementation of actions that the President and Provost agree to pursue is key. It should either be clearly understood or clearly stated that:

    - The President and Provost will, once suggested changes are agreed upon, create an administrative matrix to delegate to named individuals the suggested tasks and solutions and shall hold those persons accountable for implementation.

2. Periodic evaluation at various levels is also critical. Therefore, it should state that the Council will:

    - Measure the results of efforts to impact policies upward as measured against both internal and external standards;

    - Measure the progress of the Council itself; and

    - Measure the progress of the work of The Women's Place overall (this process may include focus groups and surveys on a periodic basis).

3. It should be stated that the Council will track the progress of and regularly report on: advice given to the President and Provost, items chosen for implementation and the progress of that implementation, and the items not chose for implementation along with the reasons why.

4. There should be as much feedback as possible, on as regular a basis as possible. Feedback should include as much face-to-face contact as possible with groups and individuals, and also fully utilize all available communications mechanisms such as the website, *On Campus*, articles in *The Lantern*, direct mail and any other mechanism at TWP's disposal.

5. There is a desire for the Council to be more action-oriented and to be diligent about advocating for implementation of proposed solutions, not just be charged with issue identification.

6. The Council must build working relationships with the daily operational structure of OSU, including faculty, staff, and students as well as stakeholders in diversity.

7. TWP and the Council should be clearly linked to other organizations in the University structure through "cross-pollination" of participation. In other words, members of TWP should be appointees to other important university structures, and vice versa.

8. State more clearly a commitment to gathering input from a diverse population at OSU of staff, students and faculty, and a diverse group of people within those groups.

9. State that the Council will coordinate with the national Women in Higher Education, since recruitment is done nationwide.

10. State that the Council should look not only at issues that affect the environment for women, but also should look at the differential impact on women of all policies proposed by OSU.

III. Alterations to the Document:

1. Use the word diversity expressly in the document.

2. Eliminate the "cultural" section of the document except for the last point – the language and concept is outdated and is perceived by some to be disempowering to women.

3. Use more action-oriented language in the document – such as advocate, do active outreach, lobby, raise awareness, identify issues, propose solutions, and be diligent about advocating for implementation and action.

4. If examples are used, use "recruitment and retention" as an example, instead of "promotion and tenure," because it applies to faculty, staff and students alike.

5. Add a sidebar to the document that identifies why this framework is important.

6. In the document, put the mission statement of TWP in the foreground and articulate all of the arms of TWP.

7. Say that the Council will be organized around issues, not around work issues as that term is confusing.

8. Delete "community" as an audience TWP is meant to serve. A number of people expressed support for people in the community serving on the Council and offering that perspective to the work of the Council, but were concerned about dissipating the focus of the Council's work beyond the university.

9. Add explicitly through the document the words faculty, staff and students.

IV. Barriers:

Interviewees were asked to name barriers that might stand in the way of the success of the Council. At least six potential barriers were mentioned frequently by interviewees. Those barriers include:

- A history of non-implementation and the resultant skepticism;
- Fear that there could be a lack of action and implementation of recommendations of the Council by the current institutional administration;
- Money and resources – for TWP and its work, and for proposed solutions for climate issues;
- Too many foci for the Council;
- Managing the diversity of issues that the Council could appropriately address; and
- If there is a lack of marketing or failure to communicate information about TWP and the Council that results in a lack of broad participation.

A plethora of other potential barriers were mentioned by one or two people including:

- Whether or not it can become systematically institutional;
- Whether or not it will stay in the forefront of the President's and Provost's charges;
- Whether or not the next tier down will be held accountable by the President and Provost;
- Whether or not there will be enough power to effect change;
- Lack of reasons for buy-in;
- Faculty apathy or skepticism;
- Lack of collaboration with other stakeholders;
- Language of the document if not changed;
- Inertia
- If women are splintered out from the entire university;
- If this is redundant with the Diversity Action Plan;
- Its size – several thought it was too big; one too small;
- People having time to serve;
- People being forced to serve by superiors;
- Appointees being stigmatized by superiors for serving on a Council having to do with women's issues;
- Not enough accountability;
- Not enough high-powered people serving;
- Lack of implementation at lower levels;
- If it is seen as for women only, especially around issues that affect men too, e.g. mentoring and child care;
- Institutional lethargy;
- Male inertia;
- If other groups resent it;
- If it becomes an arm of human resources or an ombudsperson;

- If it is turned into a social club;
- If men are excluded;
- If the value isn't placed at a high-enough level;
- If it becomes a narrow clique;
- If issues are defined too narrowly;
- If it is only about one segment on campus;
- If reports point out only problems and not solutions;
- If department chairs and deans don't become an important part;
- If people around the President and Provost aren't committed to these issues;
- If TWP isn't brought to other important tables;
- If there is a lack of buy-in from various groups;
- If there is no grassroots legitimacy;
- If it doesn't receive permanent funding;
- Governance concerns about addressing controversial issues;
- If the same people as always are appointed;
- Lack of organization for diversity on campus;
- The good old boy network.

V. Support/Consistency:

The following key themes emerged:

- A majority of people interviewed stated that they can stand behind the Council.

- A smaller group stated that they believe they can stand behind the Council concept, but want to wait and see its implementation first.

- Three people (two inside and one outside the university) said they cannot stand behind the Council, one person said he/she didn't know but wants to wait to see implementation and two people did not answer the question.

- A number of respondents noted that no real change will be possible and that nothing will become systemic or institutionalized, with regard to faculty and staff women, until the Deans, Chairs and administrators are held accountable for the hiring, tenure and promotion of women at OSU.

- With regard to whether or not the proposed structure is consistent with valuing diversity at OSU, there were a mixture of responses. A handful of people said that it was not consistent with valuing diversity. A much larger number said that it is either consistent with valuing diversity or that it seems consistent but whether or not they believe that it is in the long run depends on implementation. A number of people said that it will depend on the diversity of the appointees, while others felt that creating a Council for and about women was alone an indicator of valuing diversity.

Conclusion:

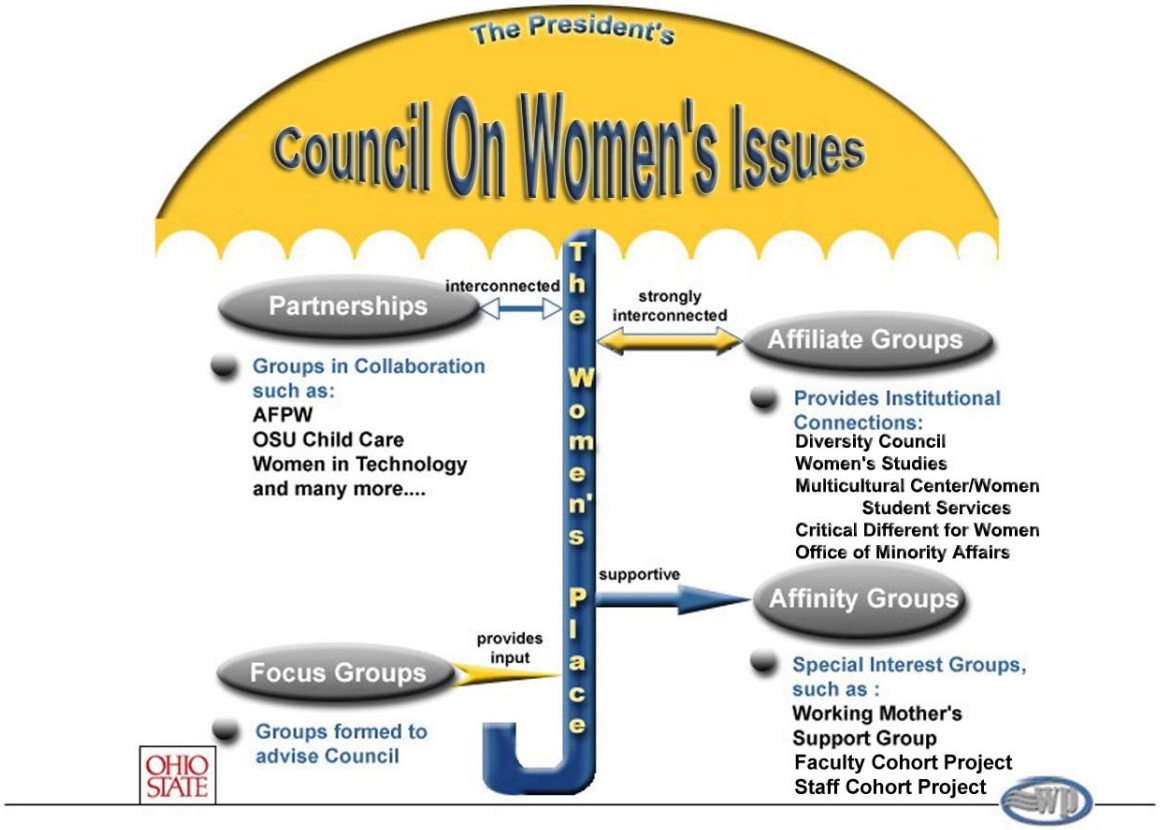
It is apparent that most of those interviewed are in support of The President's Council on Women's Issues, as part of The Women's Place, though some respondents are reserving their support based on an actualization of the charges for the council. Even with the great majority of interviewees being supportive, there were many intense feelings and many constructive thoughts regarding the totality of the endeavor.

It is important to note that respondents felt that the composition of this Council is critical to both its acceptance and its credibility. In addition, given the skepticism that has arisen from past promises and inaction, it is very important that this Council, once chosen, formulate a cogent and concise vision and operationalize that vision with a clear deliverable as quickly as possible. Without some clear and early action, the early support of those who have adopted a "wait and see" attitude may erode, and even those currently supportive may waiver.

Additionally, it is equally critical for the Council members to make personal and professionally meaningful contact with all the stakeholders (both groups and individuals) in women's issues among staff, faculty and students. This personal contact and professional communication is imperative to build a trusting relationship based on reciprocity between and among members of the Council and the university as a whole. The Council will have enhanced and credible input from these established relationships and will advocate, achieve and communicate the implementation of the agenda items for the improved environment for women. With each contact, the input and achievement cycle strengthens and credibility is gained.

Finally, there are numerous current and potential barriers listed by respondents that could either inhibit or block the success of the Council. It is important that the Council be informed about those barriers and consider actions to address them as quickly as possible.

Appendix 2


The President's
Council On Women's Issues
The Women's Place
Partnerships
interconnected
Groups in Collaboration such as:
AFPW
OSU Child Care
Women in Technology
and many more....
strongly interconnected
Affiliate Groups
Provides Institutional Connections:
Diversity Council
Women's Studies
Multicultural Center/Women Student Services
Critical Different for Women
Office of Minority Affairs
supportive
Affinity Groups
Special Interest Groups, such as :
Working Mother's Support Group
Faculty Cohort Project
Staff Cohort Project
provides input
Focus Groups
Groups formed to advise Council
OHIO STATE

How can we unpack women's issues, problems and challenges and determine where interventions can make a difference?

The Social Order

The Ohio State University Culture

The Ohio State University Operational Efforts Within Colleges and Other Units

Regional Campuses

Colleges (Academic/Non-academic)

Other Units

Diversity of the Work Force

Curriculum

Separation Rates
Pigeon- holing

Mentoring

Communication & Participation

Management Practices

Values and Goals
Distribution of Authority & Responsibility

Fiscal Decision Making
Professional Development
Recognition and Rewards
Personal Issues
Health and Wellness
Human Interactions

Hiring — **Retention** — **Climate**

Hiring	Retention	Climate
Faculty	Faculty	Faculty
Women of Color	Women of Color	Women of Color
Staff	Staff	Staff
Staff Women of Color	Staff Women of Color	Staff Women of Color
Women on Regional Campuses	Women on Regional Campuses	Women on Regional Campuses

Appendix 4

Status Report:
Progress for Women at
The Ohio State University
1993-2001
September 2002

This report is based on a comparison of data from the fall of 1993 to the fall of 2001. All data was supplied by the Office of Academic Affairs and the Office of Human Resources. During this time period, the university devoted considerable time and resources to diversity issues. In 1993, university employees numbered 23.012, with 11,880 or 51.6% being women. In 2001, university employees numbered 26,303, with 14,529 or 55.2% being women. Thus, the data show that university wide, women have made some progress, although that progress is not evenly distributed across the university.

Leadership Positions

The numbers of women in leadership positions increased in some categories, but decreased in others:

	1993	2001
Board of Trustees	1 (9%)	3 (27%)
Vice Presidents	2 (20%) (1 AsAm)	1 (9%)
Vice Provosts	2 (33%)	5 (62.5%)
Deans	5 (20%)	6 (25%) (1 AfAm)
Associate Deans	13 (28%)	16 (27.5%) (2 AfAm, 1 AsAm)
TIU Heads	19 (16.5%)	11 (11%) (1 AfAm)
Eminent Scholars	1 (6%)	1 (6%)
Endowed Chairs	3 (7.5%)	7 (8%) (1 AsAm)
Named Professorships	2 (5%)	7 (10%)

Several positive points emerge from the data on women in leadership positions:

- both numerical and percentage increase on Board of Trustees
- both numerical and percentage increase in vice provosts
- increase of one in deans
- increase in named professorships
- presence of women of color in leadership positions
    - in 1993, only one, an Asian American vice president
    - in 2001, six—one dean (African American), three Associate Deans (2 African American and one Asian American), one TIU head (African American), and one endowed chair (Asian Am.)

Several concerns emerge:

- decrease in vice presidents
- decrease in TIU heads
- no percentage increase in eminent scholars or endowed chairs

Profile of Women Faculty

The total number of tenure track women faculty at the assistant professor level and above has increased from 24.8% (704 of 2830) of the faculty to 27.8% (823 of 2952). The percent of women faculty at CIC institutions ranges from 22% to 28%.

Two positive points in particular emerge from the data. First, university wide, the percent of women has increased at each of the three ranks:

	1993	2001
Full	11.6% (105)	14.7% (164)
Associate	23.8% (241)	30.8% (310)
Assistant	39.2% (358)	42.3% (349)

Second, most colleges showed some increase in the numbers of women in tenure-track positions at the assistant professor and above levels.

Four showed an increase in the numbers of women at each rank as well as in the total number of women on the faculty. They are:

Business (from 14 or 14.5% to 20 or 22%)
Food, Agriculture, & Env't Sc. (24.6% or 106 to 27% or 126)
Humanities (94 or 35.3% to 127 or 41%)
Public Health and Medicine (81 or 18.9% to 98 or 21.5%)

Four colleges had an increase of 5% or more in the total number of women faculty at the assistant professor level or above:

Education (from 55 or 40.4% to 60 or 50.4%)
Law (from 8 or 23% to 12 or 30%)
Social Work (from 12 or 48% to 17 or 62.9%)
Vet Medicine (from 16 or 19.5% to 18 or 26%)

Four colleges and three regional campuses showed an increase of more than 1% but less than 5%:

Arts (from 53 or 38% to 59 or 40%)
Lima (from 12 or 25.5% to 10 or 27%)
Marion (from 7 or 29.1% to 10 or 32.2%)
Newark (from 10 or 23.8% to 11 or 26.2%)
Optometry (from 4 or 36.36% to 6 or 37.5%)
Pharmacy (from 3 or 9.6% to 5 or 12.8%)
SBS (from 52 or 24.1% to 65 or 28.1%)

Three colleges showed an increase of less than 1%:

Biological Sciences (from 15 or 17.4% to 17 or 18.2%)
Engineering (from 22 or 8.8% to 24 or 9.3%)
MAPS (from 16 or 6.9% to 17 or 7.8%)

At the Mansfield campus, the number of women increased by one, but the percentage remained the same (26.2%).

The number and percent of women faculty declined in two colleges:

Dentistry (16 or 21.9% to 12 or 18.46%)
Human Ecology (27 or 72.9% to 25 or 58.1%)

The numbers stayed the same in Nursing.

In the Libraries, the numbers declined, but the percent rose (47 or 62.6% to 41 or 66%).

Women Faculty: Racial & Ethnic Diversity

University racial and ethnic data is based on self-reporting. In 2001, 26 women either did not report their racial/ethnic status or marked "other." The no-report data is not available for 1993.

The university had no self-reporting Native American women faculty in either 1993 or 2001. During the nine-year period, the numbers of African American, Asian American, and Hispanic women faculty increased slightly. However, the numbers are still small. A particular concern is that the percent of assistant professors who are African American women stayed the same during the nine-year period (and the actual number declined).

	1993	2001
African Am women		
Full	1 (.1%)	8 (.7%)
Assoc	14 (1.4%)	16 (1.6%)
Assist	26 (2.8%)	23 (2.8%)
Total	41	47
Asian American		
Full	6 (.7%)	7 (.6%)
Assoc	5 (.5%)	20 (2.0%)
Assist	22 (2.4%)	26 (3.2%)
Total	33	53
Hispanic		
Full	0 (0%)	3 (.3%)
Assoc	3 (.3%)	1 (.1%)

Assist	6 (.7%)	10 (1.2%)
Total	9	14

Faculty Hiring Rates

During the nine-year period, the percent of women hired each year ranged from 29.3% to 40.1%, with an average hiring rate of 34.5%. A total of 97 (.72% of the total hired) women of color were hired during this nine-year period with the yearly number ranging from 9 to 16, and an average hiring rate of 10.7 (.71% of total).

Hires by year

	Men					Women				
	White	Black	Asian	Hisp.		White	Black	Asian	Hisp.	
’93-94 total 134	72	4	4	4	(84)	38	4	7	1	(50) 37.3%
’94-’95 total 138	79	2	9	5	(95)	34	5	4	0	(43) 31.1%
’95-’96 total 147	74	5	7	2	(88)	43	7	8	1	(59) 40.1%
’96-’97 total 161	90	3	14	1	(108)	43	2	4	4	(53) 32.7%
‘97-’98 total 143	90	2	8	1	(101)	33	5	4	0	(42) 29.3%
’98-’99 total 141	72	4	12	7	(95)	36	3	6	1	(47) 32.6%
’99-’00 total 178	86	3	16	3	(108)	61	2	5	2	(70) 39.3%
’00-’01 total 146	74	2	20	3	(99)	37	4	5	1	(47) 32.1%

’01-’02 total 159	78	5	18	0	(101)	46	4	4	4	(58)	36.4%

Staff

Executive/Administrative Positions
This category represents individuals who serve in the executive or upper-level administrative echelon of the University.

Women in executive/administrative positions increased from 42.1% (252 of 599) to 50.8% (438 of 862), an 8.7% increase.

Women of color in this category made the following advances:

African American—up from 21 (3.5%) to 38 (4.4%)
Asian American—up from 3 (.5%) to 5 (.6%)
Native American—up from 0 to 1

Hispanic women went down in this category from 1 to 0.

Professional Non-Faculty
This category includes most A&P staff with the exceptions of staff who are classified in the Executive, Administrative and Managerial or Technical and Paraprofessional categories. This category also includes Research Assistants and Associates as well as P&T staff in positions which require a Bachelor’s degree or higher and all Nursing positions requiring a RN or higher. CCS staff in Pay Range 30 or higher whose primary work functions are non-clerical support in nature are also included in this category.

Women in the Professional Non-Faculty category increased in numbers but declined in percent from 1993 to 2001:

1993: 3,389 or 68.1%
2001: 4,879 or 64.3%

However, women of color staff made some advances in the Professional category in both numbers and percents:

African American—up from 207 (4.2%) to 351 (4.6%)
Asian American—up from 149 (3%) to 236 (3.1%)
Native American—up from 5 (.1%) to 13 (.2%)
Hispanic—up from 27 (.5%) to 49 (.6%)

Paraprofessional/Technical
This category includes individuals working in technical positions in which the skills to perform the job can be obtained either through a two-year technical institute, junior college, or through on-the-job training. It includes computer operations staff, technical

support functions for research or medical operations and all other staff performing duties which require special licensure or training, but not necessarily a Bachelor's degree. Positions requiring a Bachelor's degree or higher are included in the Professional Non-Faculty category.

Women staff increased both in numbers and percents in the category of Paraprofessional/Technical from 57.4% (1311 of 2284) to 64.6% (1788 of 2767), an increase of 7.2%.

Women of color in this category made some advances:

African American—up from 209 (9.2%) to 329 (11.9%)
Asian American—up from 27 (1.2%) to 42 (1.5%)
Native American—up from 4 (.2%) to 7 (.3%)
Hispanic—up from 11 (.5%) to 18 (.7%)

Appendix 5 a

The Ohio State University Faculty Cohort Project

Demographics of group

Between November 1, 2000 and October 31, 2001, 133 junior faculty members were hired at The Ohio State University. Of these, 38% (50) were women and 62% (83) were men. The 50 women were recruited to participate in the Faculty Cohort Project. The following are demographics for the women in this project.

Racial demographics

76 % White
8 % Black
8 % Asian
6 % Hispanic
2 % Undisclosed

Age demographics - by years of age

2 % 55-60
4 % 51-54
4% 45-50
15% 41-44
27% 35-40
33% 30-34
15% 25-29

College and tenure-initiating unit location

84% (16) of the 19 colleges, including the library, have a faculty member in the cohort project. Dentistry, Optometry, and Law do not have faculty in the cohort project because they did not hire junior faculty members during the 2000/2001 academic year.

College and tenure-initiating units	Percent and # of participants
Social and Behavioral Sciences Geography Journalism Political Science Psychology Sociology	16% (8)

Humanities Women's Studies Comparative Studies East Asian Language and Literatures French and Italian History Slavic Language and Literature Spanish and Portuguese	14% (7)
Medicine and Public Health Internal Medicine Pathology Pediatrics Surgery	14% (7)
Food, Agriculture and Environmental Sciences Food Agriculture and Biological Engineering Horticultural and Crop Science Food Science and Technology ATI	10% (5)
Education Physical Activity and Educational Services Teaching and Learning	8% (4)
Nursing	6% (3)
Biological Sciences Microbiology Evolution, Ecology and Organismal Biology	4% (2)
Mathematical and Physical Sciences Chemistry Physics	4% (2)
Human Ecology Human Development and Family Science Human Nutrition and Food Management	4% (2)
Arts Art	4% (2)

Social Work	4% (2)
Libraries	4% (2)
Fisher College of Business Management and Human Resources	2% (1)
Engineering Architecture	2% (1)
Veterinary Medicine Veterinary Clinical Services	2% (1)
Pharmacy	2% (1)

In addition, 14%, or 7 of the participants are located on a regional campus.

Mansfield 3 participants
Wooster 1 participant
Lima 2 participants
Marion 1 participant

November 5, 2002

Appendix 5 b

The Ohio State University Faculty Cohort Project

Schedule of activities and participation rates

Between November 1, 2000 and October 31, 2001, 133 junior faculty members were hired at The Ohio State University. Of these, 38% (50) were women and 62% (83) were men. The 50 women were recruited to participate in the Faculty Cohort Project. The following are participation rates for the women in the project.

Schedule of activities for year 1

Winter Quarter - 2002

- January 10 – First meeting
- January 24 – Reception with President Kirwan

Spring Quarter - 2002

- Brown bag lunch for anyone wanting to attend
- June 5th – Workshop - *Getting Tenure: A First Conversation*

Year 1 – Overall participation rates

Participation rates by category

- *68% (34) of* all participants *attended one or more of the activities*
- *73% (8) of the* women of color *attended one or more of the activities*
- *57% (4) of the* regional women *attended one or more of the activities*
- *32% (16) of the participants attended* none *of the session*

Level of participation for the 34 women who attended one or more of the activities

6% attended all *sessions*
21% attended 75% of the sessions
41% attended 50% of the sessions
32% attended 25% of the sessions

Year 1 - Participation rates by college

84% (16) of the 19 colleges, including the library, have a faculty member in the cohort project. Dentistry, Optometry, and Law do not have faculty in the cohort project because they did not hire junior faculty members during the 2000/2001 academic year.

College and total # of participants	*Participation rate # of participants*	*Non- participation rate # of participants*
Nursing (3)	*100% (3)*	*0% (0)*
Arts (2)	*100% (2)*	*0% (0)*
Mathematical and Physical Sciences (2)	*100% (2)*	*0% (0)*
Fisher College of Business (1)	*100% (1)*	*0% (0)*
Engineering (1)	*100% (1)*	*0% (0)*
Pharmacy (1)	*100% (1)*	*0% (0)*
Humanities (7)	*86% (6)*	*14% (1)*
Education (4)	*75% (3)*	*25% (1)*
Social and Behavioral Sciences (8)	*62% (5)*	*38% (3)* Note- 1 person from a regional campus

Medicine (7)	*57% (4)*	*43% (3)*
Social Work (2)	*50% (1)*	*50% (1)*
Biological Science (2)	*50% (1)*	*50% (1)*
Human Ecology (2)	*50% (1)*	*50% (1)*
Libraries (2)	*50% (1)*	*50% (1)*
Food, Agriculture and Environmental Sciences (5)	*40% (2)*	*60% (3)* Note – 2 people from a regional campus
Veterinary Medicine (1)	*0% (0)*	*100% (1)*

November 5, 2002

Appendix 6 a

Communication Plan for The Women's Place

Objective:

Create a communications plan to raise awareness of The Women's Place events and initiatives, as well as its core function.

1. Focus initial communications efforts on implementing the goals of The Women's Place Two-Year Plan.
2. Communicate the impact of Advisory Council policy decisions on The Women's Place.
3. Communicate the interactions and interconnections between The Women's Place and the Critical Difference for Women.

Overarching messages:

- The Women's Place provides process, services and resources to enhance the capacity of individuals and units to more effectively manage the recruitment and retention of women.
- The president and provost value and support The Women's Place and recognize its potential for addressing climate issues as they relate to recruitment and retention.
- The Women's Place provides a voice of affirmation and validation to the substance of women's work and the style in which they carry it out.

Additional Message Opportunities:

- In addition to promoting events and new initiatives, The Women's Place should also seek to communicate success stories (through media such as onCampus, the TWP listserv, and possibly print pieces) as they occur. Last year's story about helping to recruit a faculty person for Engineering is a perfect example.

Event or initiative	***Audiences***	***Messages***	***Vehicles for communication***	***Dates***
October 10 – Diversity Lecture Joyce Fletcher	Faculty, staff, students Community members	Impact of gender on work and the workplace Women as leaders	1. TWP listserv 2. OSU Today 3. Buckeye Net News 4. Ad in onCampus 5. TWP web site - link to osu.edu 6. Fred Andrle	October 8

October 10 – Fall Women's Reception	All OSU women Community members	Time to network Meet new faculty members Highlights of 2-year plan	1. List serve of women employees to announce meeting 2. Presentation at reception to discuss plan	October 10
Report on President's Council meeting	OSU women Administration	Outcomes of Council meeting and their impact on TWP	1. Letter to President 2. Letter to Diversity Council 3. onCampus story and guest column in 10/25 issue 4. TWP Web site linked to onCampus article; email sent to TWP listserv with link	Week of 10/22
New Faculty Cohort Group	New women faculty women	OSU is committed to your progress	1. Letter and meeting	Fall Quarter
	Deans and Chairs	TWP will be providing support to your women faculty	2. Presentation to the Council of Deans with supportive introduction by Provost.	Oct. 18th
	Faculty and TA Development (Commitment to Success Program)	TWP will be providing support to women faculty	3. Letter and brochures/cards	
	Diversity Council	TWP will be providing support to women faculty	4. Letter	
	Faculty Orientation Program (beginning fall, 2002)	TWP will be providing support to women faculty	5. Presentation and/or brochures/cards	
Working Mother's Support Group	Current members Working mothers who have not heard about the program	Issues of working mothers are important. There are solutions for issues of working mothers	1. List serve 2. On line bulletin board 3. Human Resources Orientation – brochures/cards 4. onCampus article 5. OSU Today brief	Week of 11/19

			6. Presentation to USAC 7. Inclusion in FTAD newsletter 8. Presentation to OSU Child Care Facility – brochures/cards 9. OSU Communicators Listserv	
Introduction of Quarterly Lunch and Listen	OSU Women	Opportunity to discuss diversity issues	1. onCampus brief 2. OSU Today brief 3. TWP Listserv 4. Email to Diversity Council 5. Inclusion in FTAD newsletter 6. OSU Communicators Listserv	Winter Quarter
TWP as a resource to department and individuals	Deans and Chairs	TWP can help you do you work of recruiting and retaining women	1. Letter from President 2. OSU Communicators Listserv	Winter Quarter
Introduction of TWP as resource to departments and individuals	Staff and faculty, both new and continuing, who need a resource for problem solving an issue related to instructional barriers	The Women's Place is a "safe" place to begin the process of solving issues	1. Stories in onCampus 2. Presentation to Human Resources Council 3. Presentation to University Senate Steering Committee and Academic Freedom and Responsibility Committee 4. Website update with departmental resource information 5. Presentation to FTAD 6. TWP Listserv 7. OSU Communicators Listserv	Winter Quarter Spring Quarter
Diversity Lecture	Faculty, students, staff Community members		1. TWP listserv 2. OSU Today 3. Buckeye Net News 4. Ad in onCampus 5. TWP web site – with link from osu.edu	April/May 2002

			6. Diversity Calendar 7. Fred Andrle 8. onCampus coverage	
Academic Year Wrap-Up	OSU Community	Update on progress made. This wrap-up is informed by, and linked to, the annual reports of the Advisory Council and Diversity Council.	1. onCampus article 2. TWP Listserv with link to onCampus article 3. Copy to President, Provost, and Diversity Council	June, 2002

Appendix 6 b

The Communications Plan for The President's Council on Women's Issues 2002-2003

Audience	Instrument	Frequency
President	Quarterly Reports Annual Report	Au, Wi, Sp, Su
Provost	Quarterly Reports Annual Report	Au, Wi, Sp, Su
Deans	Updates	Au, Sp
Department Chairs	Updates	Au, Sp
Diversity Council Chair	Updates	Au, Sp
Focal Groups Faculty Staff Undergrad Students Grad Students Professional Students Re-Entry Students	List Servs, ***On Campus*** ***The Lantern***	As needed
Campus Units Development Officers Faculty Senate	Updates	Sp
General	***The PWC Report*** ***On Campus, The Lantern***	Au As needed
Special Opportunity Contacts	Public Presentations (e.g., AFPW Luncheon)	As available
External Contacts	Public Presentations (e.g., Oxygen's "Choose to Lead Panel")	As appropriate

Appendix 6 c

President's Council on Women's Issues
Annual Reporting Mechanisms

	Annual Report	Web Page + Data	Status of Women Report

Purpose and content	• Document work of Council
	• Display patterns of data related to women's progress at OSU
	• Identify institutional successes and areas where efforts needs to proceed
	• Identify effective practices at local levels
		• Full report
		• All data including unit level data
			• Communication to the campus community regarding value of Council's work
			• Highlights from annual report including
			  o Key data
			  o Effective practices

Audiences	• President • Provost	• Campus	• Campus community • Deans and Chairs recruiting women
Format	• Standard written report with data	• New section of TWP web site • Link to full text • Some charts	• Brochure format
People who provide content & edits	• Work Groups	• Work Groups	• Work Groups
People responsible to prepare	• Jackie Royster • Judy Fountain	• Judy Fountain • Melissa Zhang – TWP web person	• Gayle Saunders • Kaneita Russell • Jackie Royster • Judy Fountain
Outside resources	• OAA – Sonia Kovitz • OHR – Laura Gast		• University Relations – David Hoover
Timeline for completion	• End of June	• End of August	• September

Draft Tuesday, November 05, 2002

Appendix 7

Moritz College of Law
The Ohio State University
Case Study in Effective Practices in
Recruiting and Retaining Women Faculty

Twenty five years ago, The Ohio State University's College of Law had a few token women among its faculty members. Today, nearly one-third of the 40 faculty members in the Moritz College of Law are women; three of these 12 women are African American and only one woman faculty member is an untenured assistant professor.

The College's recruiting efforts were aided by the rapid increase in the numbers of women enrolled in law schools that began in the mid-1970s. By the early 1980s, a significant pool of potential women faculty recruits existed. However, efforts still had to take place in the College both to recruit and to retain women faculty. The purpose of this report is to identify those practices. We interviewed three of the last four deans and five senior faculty members who joined the College between 1975 and 1991, the period when the significant growth occurred. Four men and four women, one of whom is African American, were interviewed.

Effective Practices for Recruiting Women Faculty

- **Leadership**
  A point made by every participant in this study was that leadership from the dean was critical. "Four successive deans had an unwavering support for diversity." They showed this support by insisting on a diverse faculty and by their appointments to the Appointments Committee responsible for making hiring recommendations to the faculty as a whole.

- **External pressure**
  External pressure from accrediting agencies, as well as from both the university's president's and provost's offices provided the deans with leverage that permitted them to play a strong leadership role in diversifying the faculty.

- **Monetary incentives**
  The Office of Academic Affairs formerly provided ½ of the salary to units who hired faculty from underrepresented groups. This was a significant factor in permitting the College to increase the numbers of women faculty.

Effective Practices for Retaining Women Faculty

- **Hiring of women at the senior levels**
  Beginning in the late-1970s the College made a number of lateral hires of senior women. "Hiring at the entry level," one interviewee who has been with the College for almost 30 years told us, "does not really help because these faculty are not part of the decision-making

process. It is amazing how the conversations changed after we added senior women and the subsequent impact on the rest of the faculty."

The women faculty we interviewed who were entry level hires indicated that having a number of senior women on the faculty made a significant difference in their ability to succeed. The senior women mentored the junior women, "protected them from harm" and made sure they felt themselves to be full parts of the faculty.

Hiring women in at the senior level also ensured that there was a critical mass of women faculty. A junior woman faculty member indicated this was important because it truly enabled women to be full participants in the college because they were never expected to "represent the women's point of view."

- **Addressing family needs**
  All of the women we interviewed reported that the College's willingness to accommodate their family needs, especially for the birth of children, was critical to retaining women faculty. The College provided flexible teaching schedules for the term in which the birth occurred. In one case a part-time appointment was provided during the early child rearing years which then became a full-time appointment when the children entered school.

- **Placing women in leadership positions**
  Since the early-1990s, the College has routinely placed women in leadership positions in the College, particularly with the Associate Dean position for Academic Affairs. Currently, of course, the College's Dean is a woman. Women also have routinely been appointed by the dean to chair key committees in the College. Placing women in leadership positions sent a strong signal to junior women that they could be full and respected participants in the College.

- **Encouraging words**
  Friendly, encouraging words coming from senior male faculty were important for junior women faculty, particularly in the early years when women were still in fairly small numbers.

- **Rewarding inclusive behaviors**
  In the mid-1970s, women students created an award for faculty who created an inclusive classroom by using language and behaviors showing respect for diversity. One interviewee reported that this award did create among the faculty a positive awareness for the importance of language and behavior.

- **Culture of respect for disagreement**
  We heard over and over again that the College's faculty has created a culture where faculty can strongly disagree with each other over critical issues yet still maintain respect for each other. This culture also permitted accepting and supporting different approaches to research. This culture was also a critical factor in making women feel they could be a full part of the faculty.