

The Women's Place

The Women's Place serves as a catalyst for institutional change to create a university that supports *all* women in making their full contributions within an environment characterized by equity, freedom, and dignity *for all people*. During the past year we have engaged in a variety of activities designed to fulfill our mission.

Leadership Programs

We sponsor the President & Provost's Leadership Institute designed to provide leadership training for future academic leaders, both women and men. We sponsor the Staff Leadership Institute that is designed to develop a core of women who can move into upper-level administrative leadership roles. We participated in developing a women student leadership program for the 2006–07 academic year. We also sponsored a series of workshops for women in the sciences to provide skills for managing laboratories.

Institutional Change Initiatives

In addition to our leadership programs, we have participated in a wide variety of initiatives aimed at institutional change. For example, we offered programs aimed at providing support for women who are underrepresented in their units: women in the sciences, women faculty and staff of color, and untenured women faculty. In addition, our staff has served on task forces that have addressed the following issues: dependent care, consensual sexual relations policy revision, the Performance Culture Committee, the Family Violence and Relationship Abuse Campaign, the Sexual Assault Committee, and ways to provide a more flexible tenure track to make a faculty career more conducive to family needs. We provided workshops for department chairs on invisible barriers for women faculty. We piloted wisdom circles for women who want to connect with other women in order to create more community at the university.

Theme for 2006–07

Even though our activities are focused on changing the institutional climate at this university, we recognize that all of these issues are based in the society and culture external to Ohio State. Thus, for deep and meaningful change to occur at this institution, similar change must occur throughout the larger society. We also recognize that the skills women traditionally are thought of as bringing to organizations—highly participative and relational—are desperately needed in today's world if we hope to effect significant change. Our theme for the 2006–07 academic year, which will be reflected in the speakers we sponsor and the activities to which we will devote our time, will be that it is time for women, as well as men, who see a need for change in the world to gather to develop a strategy for addressing these deep-seated issues in a meaningful and fair way. We invite you to participate in our activities for the year, a listing of which can be found at our web site.

Deb Ballam
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Women Student Profile

Gender Distribution of Students and Faculty as Role Models by Gender Autumn 2005

The gender comparison by college for the numbers of women students to faculty is largely unchanged over the last few years. In all but a few colleges, the percent of women students far exceed the percent of women faculty.

	Female Students	Female Faculty	Male Students	Male Faculty
University Total	50.1%	29.9%	49.9%	70.1%
Undergraduate	48.7%	29.9%	51.3%	70.1%
Graduate				
Arts	65.7%	40.0%	34.3%	60.0%
Biological Sciences	54.4%	20.5%	45.6%	79.5%
Business	34.2%	21.5%	65.8%	78.5%
Education	72.9%	53.3%	27.1%	46.7%
Engineering	19.5%	12.4%	80.5%	87.6%
Food, Ag., & Env. Sciences	53.7%	26.0%	46.3%	74.0%
Human Ecology	84.4%	52.2%	15.6%	47.8%
Humanities	58.6%	39.0%	41.4%	61.0%
Math & Physical Sciences	30.6%	11.4%	69.4%	88.6%
Nursing	91.9%	92.9%	8.1%	7.1%
Social & Behavioral Sciences	56.6%	30.5%	43.4%	69.5%
Social Work	85.1%	67.9%	14.9%	32.1%
Professional				
Dentistry	35.6%	31.8%	64.4%	68.2%
Law	41.0%	38.5%	59.0%	61.5%
Medicine	37.0%	26.2%	63.0%	73.7%
Optometry	61.8%	38.5%	38.2%	61.5%
Pharmacy, Doctor Of	69.7%	28.3%	30.3%	71.7%
Veterinary Medicine	79.1%	27.3%	20.9%	72.7%

Fisher College of Business: A Success Story

In 1990, only 12% of the faculty in the Fisher College of Business were women, a majority of whom were untenured. The college had no women in leadership positions and no women held endowed chairs or named professorships. Today, women account for more than 20% of the Fisher College faculty with nearly 2/3 of those women holding tenure. Women hold endowed chairs, named professorships, and college professorships, and are well represented in leadership positions, holding two of the five associate dean positions and two of the four program director positions. Thirty-eight percent of the doctoral students are women, nearly half of the undergraduate students are women, and *Working Women* magazine ranked the college as one of the top 10 business schools for MBA women.

What made the difference? In past status reports, we profiled the College of Law and the College of Optometry. The difference in the Fisher College arose from patterns similar to those in these other colleges: a dean committed to diversity, hiring women faculty at senior levels, placing women in leadership positions, and developing a family-friendly culture.

The Women's Place

Vision

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

Mission

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

The Women's Place

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

Guiding Principles

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

Photo of the labyrinth at Chadwick Arboretum by Ken Chamberlain



Additional Information

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Status Report on Women 2006 at The Ohio State University



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



Kate Haller

Each year, this status report provides comparative data to evaluate progress for women at The Ohio State University. We use 1993 as the benchmark year because this is the earliest year for which we have accurate data to use for comparative purposes. This year's data suggest a number of points of pride to celebrate, as well as areas in which we still have much to do.

The profiles of women in academic leadership positions as well as women faculty in general show much to celebrate. In almost all categories, we have made progress since 1993. Women serve as both president and provost, the percent of women deans has increased, the percent of women holding endowed chairs has almost doubled, and those holding named professorships has increased four-fold. While the percent of TIU heads is the same as in 1993, 16.5%, this actually is progress. The percent declined during the 1990s, falling as low as 14%, and now is again on the rise. We also have reached the milestone of 400 women assistant professors, and we are short by only two of reaching a total of 1,000 women. With respect to university-wide awards, women are well represented in the distinguished teaching and lecturer awards. However, women are underrepresented in the distinguished scholar and professor awards.

Even with these successes we must continue to focus attention on recruitment and retention of women faculty. Women are retained at a lower rate than men. The lowest retention rates are for Black (37%) and Hispanic (45%) women. Black men also are retained at a low rate (43%). These low retention rates are of particular concern since we have so few faculty of color. Out of a total tenure and tenure-track faculty of 3,343, we have only 50 Black women and 72 Black men, 78 Asian women, and 24 Hispanic women and 53 Hispanic men. Our American Indian faculty totals three.

The profile for our administrative staff shows that the most senior positions, also the highest paid positions, also lack substantial representation by administrators of color. White men dominate these positions, holding 56.7% of them, and White women hold most of the rest. Other administrative positions also reflect larger societal patterns with men dominating the higher-paid skilled crafts positions, women dominating the lower paid clerical and secretarial positions, and Black men and women dominating in the lowest paid category of service/maintenance.

Every day and every year, we see progress, and we see that our work is not finished. And yet, I am reminded that "it is good to have an end to journey towards; but it is the journey that matters in the end." (Ursula Le Guin).

It has been an honor and a delight to serve as chair of the President's Council. Since its inception, the council has been a thoughtful and constant advocate for women at Ohio State. With the energy and creativity of its new chair, Susan Metros, the council will continue to be a strong voice for women throughout the university.

Kate Haller
Chair, President's Council on Women

Profile of Women in Academic Leadership Positions

Academic Year	1993/4	2005/06
President	0	1
Provost	0	1
Vice Provosts	2 (33%)	2 (40%)
Deans	5 (20%)	6 (26%) (1 Black)
TIU Heads	19 (16.5%)	17 (16.15%) (1 Black; 2 As Am)
Eminent Scholars	1 (6%)	1 (5%)
Endowed Chairs	3 (7.5%)	11 (13.1%)
Named Professors	2 (5%)	15 (21%)

Profile of Women Faculty University Award Winners

Award	2001-02	2002-03	2003-04	2004-05	2005-06
Dist. Scholar	33% (2)	33% (2)	16% (1)	0% (0)	0% (0)
Dist. Professor	50% (1)	0% (0)	0% (0)	0% (0)	50% (1)
Dist. Lecturer	50% (1)	0% (0)	100% (2)	50% (1)	100% (2)
Dist. Teacher	30% (3)	20% (2)	20% (2)	30% (3)	40% (4)

Women Faculty: Full, Associate, and Assistant

	1993-4	2005-06
Full	11.3% (121)	17.4% (215)
Associate	23.8% (252)	33.6% (383)
Assistant	39.6% (373)	41.3% (400)
Total	24.24% (746 of 3,077)	29.9% (998 of 3,343)

The number of women faculty as part of the total faculty has increased during the 13-year period from 1993 to 2005 from 24.24% to 29.9%. This percent places Ohio State at the high end of the range among CIC institutions. One's perspective will dictate whether this is to be viewed as significant or slow progress. However, for women faculty who identify as Black, Asian American, Hispanic, or Native American, there can be no question that progress has been painfully slow and/or nonexistent. Asian American women show the greatest gain, although they still represent only 2.3% of the entire faculty.

Women Faculty Profile (Assistant Through Full): Race and Ethnicity

	1993-4 (% of Total Faculty)	2005-06 (% of Total Faculty)
Caucasian	663 (21.5%)	831 (24.9%)
Black	41 (1.3%)	50 (1.5%)
Asian American	33 (1%)	78 (2.3%)
Hispanic	9 (.3%)	24 (.7%)
Native American	0 (0%)	1 (.03%)

Even when one adds the male faculty to the equation, with the exception of Asian American faculty, only 23% of whom are female, the numbers remain low for Black and Hispanic faculty and almost nonexistent for Native American faculty.

Faculty Profile (Men and Women) (Assistant Through Full): 2005–06

	Total Number	% of Total Faculty
Caucasian	2,735	81.8%
Black	122	3.6%
Asian American	339	10.1%
Hispanic	77	2.3%
Native American	3	.08%

Part of the explanation for the low numbers is a low rate of retention, as is reflected on the charts included in the faculty retention section on the following panel.

Assistant Professor Retention Data

	Hired	Voluntarily Resigned	Negative or Declined Review	Retained Through Sixth Year
Men				
White	464 (49%)*	113 (24%)**	31 (6%)**	320 (69%)**
Asian	73 (7.7%)	17 (23%)	7 (9.5%)	49 (67%)
Black	23 (2.4%)	10 (43%)	3 (13%)	10 (43%)
Hispanic	21 (2.2%)	6 (28%)	0 (0)	15 (71%)
American Indian	1 (.1%)	1 (100%)	0 (0)	0 (0%)
TOTAL	582 (61%)	147 (25%)	41 (7%)	394 (68%)

Women				
White	300 (31%)	101 (33.6%)	22 (7%)	177 (59%)
Asian	37 (3.9%)	12 (32%)	3 (8%)	22 (59%)
Black	24 (2.5%)	11 (45%)	4 (16%)	9 (37%)
Hispanic	9 (.9%)	5 (55%)	0 (0)	4 (45%)
American Indian	2 (.2%)	1 (50%)	0 (0)	1 (50%)
TOTAL	372 (39%)	129 (35%)	29 (8%)	213 (57%)

* percent of total faculty hires ** percent of specific demographic profile

Retention data shows that women in general are retained at a lower rate than men. Those faculty with the lowest retention rates are Hispanic women and Black women and men faculty. Through the sixth year, we retained 45% of our Hispanic women hires, only 37% of our Black women faculty hires, and only 43% of our Black men faculty hires.

Past studies do suggest why we have a lower retention rate for women of all races/ethnicities and for men of color. One major barrier to retaining women in general is the difficulties in meeting family needs, considering the time commitment needed to fulfill all of the duties expected of a faculty member. Another major barrier for women in some units is the continuing inhospitable climate for women.

Past studies show that for faculty of color, both men and women, an inhospitable climate based on race provides a significant hindrance to professional development and satisfaction. Women of color, then, experience challenges both for their gender and their race. Moreover, the isolation that comes from having so few faculty of color in itself creates a barrier for professional success. Out of 3,343 tenure-track and tenured faculty at the assistant professor level and higher, we have 50 Black women and 72 Black men, 78 Asian women, 24 Hispanic women and 53 Hispanic men, and only one American Indian woman and two American Indian men.

¹ See, e.g., "Retaining Female Tenure-Track Professors," at "The Women's Place Publications" at The Women's Place web site: womensplace.osu.edu; and SRI Report at education.osu.edu/ademb/EdPL842/Additional%20reports/osu-min-rpt.htm.

Staff: Gender and Ethnicity Distribution[†] of Positions

October 2005

	Senior Administrators*	Executive Administrative and Managerial Staff**	Other Professional Staff	Clerical and Secretarial	Technical and Para-professionals	Skilled Crafts	Service/Maintenance
Total Average Salary for Each Group	60 \$177,080	956 \$99,104	8,924 \$53,597	2,866 \$31,855	3,232 \$34,940	658 \$37,202	1,484 \$25,186
Total Men	36 (60%)	387 (40.5%)	3,056 (34.2)	356 (12.4%)	1,064 (32.9%)	635 (95.5%)	871 (58.7%)
Total Women	24 (40%)	569 (59.5%)	5,868 (65.8%)	2,510 (87.6%)	2,168 (67.1%)	23 (3.5%)	613 (41.3%)
White Men	34 (56.7%)	349 (36.5%)	2,407 (27.0%)	277 (9.7%)	849 (26.3%)	536 (81.5%)	383 (25.8%)
White Women	22 (36.7%)	511 (53.5%)	4,884 (54.7%)	1,979 (69.1%)	1,650 (51.1%)	18 (2.7%)	164 (11.1%)
Black Men	1 (1.7%)	19 (2.0%)	174 (1.9%)	58 (2.0%)	145 (4.5%)	91 (13.8%)	465 (31.3%)
Black Women	2 (3.3%)	43 (4.5%)	491 (5.5%)	463 (16.2%)	415 (12.8%)	5 (0.8%)	432 (29.1%)
Hispanic Men	1 (1.7%)	6 (0.6%)	59 (0.7%)	4 (0.1%)	25 (0.8%)	3 (0.5%)	10 (0.7%)
Hispanic Women	0 (0.0%)	3 (0.3%)	80 (0.9%)	31 (1.1%)	20 (0.6%)	0 (0.0%)	6 (0.4%)
Asian Men	0 (0.0%)	11 (1.2%)	410 (4.6%)	15 (0.5%)	40 (1.2%)	3 (0.5%)	10 (0.7%)
Asian Women	0 (0.0%)	11 (1.2%)	398 (4.5%)	31 (1.1%)	76 (2.4%)	0 (0.0%)	8 (0.5%)
American Indian Men	0 (0.0%)	2 (0.2%)	6 (0.07%)	2 (0.07%)	5 (0.2%)	2 (0.3%)	3 (0.2%)
American Indian Women	0 (0.0%)	1 (0.1%)	15 (0.2%)	6 (0.2%)	7 (0.2%)	0 (0.0%)	3 (0.2%)

* Senior Administrators include the President, Provost, Senior Vice Presidents, Vice Presidents, Associate Vice Presidents, and Assistant Vice Presidents

** Minus Senior Administrators

[†] (%) = percentage of each group in that particular job category

The work of The Women's Place (TWP) focuses on advancing women's leadership and development and expanding opportunities for staff and faculty women at all levels of the university. Because we are aware that an important issue affecting the growth and development of some women here at the university is the experience of violence in their lives, we are active in a number of university initiatives to address the physical and sexual violence that occurs for some women on campus.

Family Violence and Relationship Abuse Campaign

During the past year, TWP was part of a university-wide workgroup that partnered with the Columbus Coalition Against Family Violence to develop the *Recognize It and Refer It* campaign. The campaign's goal was to increase awareness of family violence and relationship abuse in the lives of faculty and staff at the university and to enhance the university's response to this issue in the lives of all employees. A number of impressive efforts came out of the workgroup, including the dissemination of awareness materials throughout the university and the placement of resource cards in every restroom on campus. Training on family violence and relationship abuse was also made available to all human resource staff and many managers, and experts on this topic from Ohio State were featured in a video that was also used for awareness and training purposes. In addition, the university's workplace violence policy was revised to include family violence and relationship abuse. See the Workplace and Family and Relationship Violence Policy at hr.osu.edu/policy/policy705.pdf.

Consensual Sexual Relations Policy Revision

As we reported last year, a task force appointed by the president and provost at the recommendation of the President's Council on Women and chaired by Professor Martha Chamallas of the Moritz College of Law recommended that the university's consensual relations policy be changed from one that strongly discourages such relationships to one that prohibits them for faculty and staff who have or could be likely to have supervisory responsibilities for the student, and strongly discouraging such relationships with all other students over whom the faculty or staff would be likely to have such responsibility. The recommendation was vetted widely throughout the university and the final policy, adopting the basic recommendations of the task force, became effective on July 1, 2006. See Sexual Harassment Policy at hr.osu.edu/policy/index.aspx.

Sexual Assault Committee

TWP serves on this committee that works to provide a coordinated university response to sexual assaults in terms of education, prevention, survivor services, and law enforcement. The focus of the committee this year was to explore various topics in sexual assault by doing in-house education and bringing in outside experts to discuss various aspects of the issue. In addition, the group discusses current factors affecting the university's response to sexual assault and works to increase coordination between the offices that respond when the assault of a student occurs.