

Flexible Work Loads for Tenure-Track Faculty Work Group

As noted in the discussion on the Faculty Cohort Project, one of the major issues in retaining women faculty is the issue of work load. Work load demands appear to be part of the explanation for the slow growth in numbers of women faculty, which is not unique to Ohio State but is a national phenomenon at large research universities. During recent years, a national conversation has developed about the need to change the very structure of the university in order to make it more accommodating to the needs of women who still remain the primary caregivers of children. Part of this conversation is about making faculty positions more flexible. Although Ohio State has a rule that permits faculty to hold part-time tenure track positions, few faculty take advantage of the rule, even though a recent Ohio State work/life study showed that 33% of female assistant professors and 20% of male assistant professors expressed interest in reducing their work loads in order to have more time for family and personal needs.

A President's Council work group, headed by Dean Joan Herbers of the College of Biological Sciences, examined the barriers that keep faculty from using the part-time option and suggested strategies for enhancing faculty recruitment and retention via flexible work policies, which include developing materials and resources explaining the policies, training department chairs/school directors and deans about the policies, and helping them understand the rewards of implementing flexible work policies for faculty. The work group also recommended exploring the use of part-time post-docs to allow women with young children to continue their careers uninterrupted.

During the upcoming year, the work group's report will be reviewed with the Council of Deans and other university groups. In addition, the Colleges of Biological Sciences, Engineering, Math & Physical Sciences, and Veterinary Medicine will include in their faculty job postings an announcement that part-time options are negotiable.

Dependent Care Issues

Another factor identified by the Faculty Cohort Project as important to retaining women faculty is enhanced university child care services. The recent faculty work/life survey also identified elder care as an increasingly important issue for faculty at Ohio State. A President's Council Work Group explored various issues with respect to dependent care and made two recommendations, both of which were unanimously endorsed by the President's Council. The first was that dependent care needs must be viewed by the university as a necessity and not a mere perk, if women faculty and staff are to be able to be fully included in the life of the university. The second was that the president and provost establish a task force to examine how to increase dependent care options available to the university community. The task force has been created and will report during the upcoming academic year.

Training for Department Chairs/School Directors

The final factor identified by the Faculty Cohort Project is the need to provide training to chairs/directors on the invisible barriers to women's success at Ohio State. The Women's Place, under the auspices of the Office of Academic Affairs, presented the first such workshop in September 2005.

Consensual Sexual Relations Policy Task Force

One of the principles that guides the work of The Women's Place (TWP) is that "TWP is a safe haven for individuals and units to seek resources for identifying problems and finding constructive solutions." However, while TWP helps individuals find the processes and mechanisms to solve problems, TWP's role is not to intervene in or solve individual problems. Rather, TWP "emphasizes the necessity to create constructive, system-wide change, not just to enable individual women to cope with issues they currently face." The synergy between these two roles, however, is illustrated by an initiative undertaken by TWP and supported by PCW to review the university's policy on consensual sexual relationships between faculty or staff and students. An individual seeking advice from TWP led to the recognition of a need to review the university's policy on consensual sexual relations. TWP first established a work group to investigate whether the policy should be reviewed. TWP then recommended to the PCW that it recommend that the president and provost establish a task force to examine the policy and recommend possible changes. The task force, chaired by Professor Martha Chamallas of the Moritz College of Law, completed its work in the summer of 2005 with a recommendation that the 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. The recommendation is under review by the university.

College of Optometry: A Success Story

In the early 1990s, the College of Optometry had only three women faculty and no faculty of color. Today, nine of the 24 regular tenure track and clinical faculty are women, and three of the 24 are of African American descent. The college graduated its first woman Ph.D. in 1987; since then, 35% of the Ph.D.s have been granted to women. One faculty member who has been in the college throughout this period described the process as "a long, but steady and effective change." At the same time the college was increasing its diversity profile, the college's research program grew by a factor of 15. Since 1999, the National Eye Institute/NIH dollar award national ranking moved the college from sixth to first nationally among colleges of optometry, thus indicating that academic excellence and diversity go hand in hand.

What made the difference? Clearly, leadership was the key. Deans have been committed to increasing the numbers of women and faculty of color. Between hires and promotions, a critical mass of senior women faculty arose. Having women at the senior level is significant for several reasons. First, senior women in leadership positions in the college can give women a voice in significant decision making. Second, senior women can provide junior women faculty and grad students with a role model, and also provide evidence to the male faculty that women can succeed and have families. Developing a family-friendly culture in the college was cited repeatedly as a critical factor to the college's transformation into a culture supportive of women.

The 2002 Status Report on Women profiled the Moritz College of Law as a success story for women. The success factors for both law and optometry have been similar and thus can serve as guides for other units seeking similar transformation: commitment of leadership, obtaining a mass of senior women faculty, placing women in leadership positions, and developing a family-friendly culture.

The Women's Place

Vision

The Women's Place (TWP) 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.

Status Report on Women 2005 at The Ohio State University



Prepared by
The President's Council on Women's Issues
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Additional Information

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Message from the Chair

The President's Council on Women (PCW) and The Women's Place (TWP) have pursued active agendas this year. Much of our work has taken place within a national conversation around the issues of making the university workplace more flexible to better meet the needs of those with dependent care responsibilities. A recent study, "Do Babies Matter?" by Mary Ann Mason and Marc Golden of the University of California, concluded that babies do matter a great deal for women in the academy. The academic workplace structure, Mason and Golden concluded, does not accommodate families with children and must be changed if women are to become full participants in the academy. The Ohio State data presented in this report illustrate the slow growth, in both hiring and retention, highlighted by Mason and Golden. We are learning from the Faculty Cohort what factors influence women to stay and what factors prompt them to consider leaving. As one resulting action, PCW established a



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work group that examined the use of more flexible options for faculty such as part-time appointments. Even though the university already has a policy on part-time faculty, we have not yet used it effectively for retention, much less recruitment. The report from this work group will be presented to the Council of Deans this fall.

While progress for women as a whole has been slow, progress for women of color has moved even slower. We have few women of color in both academic and staff leadership positions. In autumn 2004, women of color faculty numbered 123 out of a total faculty of 2,971. Since 1993, African American women faculty have increased by only two, from 41 to 43. While Asian American faculty comprise 10% of the faculty, only 20% (59) of those faculty are women. We have only 20 Hispanic women faculty and only one Native American woman faculty. TWP held focus groups with women of color faculty and staff and is working to establish programs in conjunction with these groups.

PCW and TWP continue to address issues regarding women in leadership. Although women at Ohio State have made some strides in leadership positions, women continue to be underrepresented in many of the key academic and staff leadership ranks. TWP launched the President & Provost's Leadership Institute designed to provide leadership training for future academic leaders. TWP also offered a series of workshops designed for women staff development. This workshop series was used as the basis to develop TWP's Women's Staff Leadership Institute, which will enroll its first class during the upcoming year.

A number of other initiatives have been undertaken this year. TWP, in partnership with the Department of Women's Studies and the Office of Women's Student Services/The Multicultural Center, developed a gender issues living-learning center. The university policy regarding consensual sexual relationships between faculty and students is being reexamined. The topic of care for dependents (children and disabled or elderly family members) is also getting a fresh look.

The members of the President's Council on Women's Issues are dedicated to making a difference for women and men at Ohio State. We are eager to receive your suggestions as well. If you have an idea or reaction to this report, let me know (haller-1@medctr.osu.edu).

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

Profile of Women in Academic Leadership Positions

Academic Year	1993/4	2004/05
President	0	1
Provost	0	1
Vice Provosts	2 (33%)	4 (66.7%)
Deans	5 (20%)	7 (28%) (2 AfAm)
TIU Heads	19 (16.5%)	15 (15.15%) (2 Af Am; 2 As Am)
Eminent Scholars	1 (6%)	1 (6%)
Endowed Chairs	3 (7.5%)	15 (13.4%) (1 AsAm)
Named Professors	2 (5%)	14 (22%)

Although significant gains have been made by women in leadership positions, particularly with Ohio State's first woman president as well as in the ranks of endowed chairs and named professors, Ohio State still has made no progress in the numbers of women in the critical role of department chairs/school directors. In response, The Women's Place, under the auspices of the Office of Academic Affairs and in partnership with the Office of Human Resources, initiated in June 2005 the President & Provost's Leadership Institute.

The institute, with 26 participants—23 women and three men—chosen by the deans, is a two-year leadership development program that includes workshops, formal and informal talks with a variety of university leaders, and a special project completed under the direction of a mentor. The goal of the institute is to create leaders who can create a university climate consistent with our Academic Plan: one that values “the differences along with the similarities,” that appreciates “that the human condition is served through understanding, acceptance, and mutual respect,” and one that permits faculty and staff “to find the highest levels of fulfillment and satisfaction as they collaborate to educate and support our student body.”

The Women's Place expects to enroll a second group in the institute in June 2006.

Staff Profile

Gender and Race/Ethnicity Distribution of Senior Staff Positions 2004–2005

Group	Race	Sex	Head Count
Executive VP and Provost	White	F	1
Senior VP	White	M	3
Vice President	White	F	1
Vice President	White	M	3
Associate VP	White	F	4
Associate VP	White	M	12
Assistant VP	White	F	12
Assistant VP	White	M	11
Assistant VP	Black	F	2
Assistant VP	Black	M	1
Assistant VP	Hispanic	M	1

During the 2004-05 academic year, female staff members comprised over half of executive/administrative positions; however, only 25% of those at the level of associate vice president and above were women. While the numbers of men and women at the assistant vice president level were equal, white men in these positions earned an average income of \$126,839*, while their female counterparts and women and men of color earned an average of \$118,766.

The Women's Place (TWP) is implementing several initiatives to address the needs of staff women at the university. Most notably, TWP will sponsor a leadership initiative specifically for staff. The Staff Leadership Series is a year-long cohort-based project that will focus on providing both skill building and leadership development activities in an effort to develop a concentrated group of potential university leaders that is invested in leading for change at the university.

The Staff Leadership Series is the natural outgrowth of another successful initiative which was conducted during the past year. She's A Buckeye, offered by TWP and the President's Council on Women (PCW) in partnership with the Office of Human Resources and the Association of Faculty and Professional Women, was a leadership series consisting of four open workshops which focused on introducing leadership skill assessment and showcasing successful university women.

During the last year, TWP and PCW also convened a “Staff Bill of Rights” Group in conjunction with the University Staff Advisory Council and met with a group of Classified Civil Service women to determine initiatives TWP may undertake in the upcoming academic year. Further work with these groups will be continued in the upcoming year.

**The average salary for white men assistant vice presidents excludes one salary of \$296,000. If his salary were included, the average would be \$142,289.*

Gender and Race/Ethnicity Distribution of Executive/Administrative Staff (Excluding Academic Leadership) 2004–2005

Group	Total	Median salary	
		Male	Female
All Executive/Administrative Staff	1,080	491 (45.5%)	589 (54.5%)
White	930	427 (39.5%)	503 (46.6%)
		\$90,165	\$75,934
Black	77	29 (2.7%)	48 (4.4%)
		\$74,700	\$76,259
Hispanic	11	8 (0.7%)	3 (0.3%)
		\$74,910	\$61,514
Asian	24	11 (1.0%)	13 (1.2%)
		\$69,864	\$78,291
American Indian	3	2 (0.2%)	1 (–)
		***	***
Other/Undisclosed	35	14 (1.3%)	21 (1.9%)
		\$81,599	\$86,957

*** Numbers not given for confidentiality considerations.

While TWP continues to work on expanding leadership opportunities for women at the university, there is some good news to report. Staff women are well-represented at 54.5% in the category of “all executive/administrative staff.” However, in comparing salaries for this category, white men make significantly more than white women and men and women of color.

People of color, both male and female, are faring the poorest in terms of representation at the executive/administrative level of the university. None of the groups are close to their respective numbers in the general population.

In an effort to address the intersection of both gender and race, TWP has recently convened a Women of Color Staff Group, which is identifying issues for women of color staff on campus and planning an event for the upcoming year.

Women Faculty: Full, Associate, and Assistant

	1993–4	2004–05
Full	11.3% (121)	17.2% (203)
Associate	23.8% (252)	30.4% (313)
Assistant	39.6% (373)	41.9% (318)
Total	24.24% (746 of 3077)	28.1% (834 of 2971)

Hiring Pattern

In the last 25 years, the percent of women on the faculty has increased from 20.65% in 1979 to 28.1% in 2004. Ohio State has now fallen behind the CIC average for women on the faculty which in 2003 was 30.8%. One explanation for the slow growth lies with hiring. For the two-decade period 1986–2004, 38.2% of faculty hires have been women. However, for the second decade in this period, 1993–2004, only 34.5% of faculty hires have been women—a significant decline. Moreover, the faculty profile shows underrepresentation for women with respect to national pools. The national pool data for Ph.D.s awarded from 1972–2002 for the major disciplinary areas as defined by the Survey of Earned Doctorates compares with Ohio State's current faculty profile:

	Ph.D.s earned by women since			Ohio State women faculty	
	1972	1987	2002	1992–93	2004–05
Physical Sciences	6%	18%	29%	8%	10%
Engineering	1%	10%	19%	8%	8%
Life Sciences	16%	38%	50%	14%	19%
Social Sciences	20%	48%	60%	22%	29%
Humanities	26%	46%	50%	37%	40%
Education	23%	57%	67%	40%	53%

Progress for women of color faculty has been slow for Asian American and Hispanic faculty and almost non-existent for black and Native American faculty. The number of Asian American women faculty has almost doubled in the past 10 years; however, Asian American women make up only 2% of all university faculty and only one of every five Asian American faculty members is a woman. The number of Hispanic women faculty also has doubled, but this must be viewed in the context of the low initial numbers reported in 1993. Hispanic women, totaling 20 in number, still comprise less than 1% of the university faculty.

Two other groups of women of color have fared poorly over the past 10 years. The number of African American female faculty has increased by only two in the past decade, and there is only one Native American faculty woman at Ohio State.

Women Faculty: Racial and Ethnic Diversity

	1993–4	2004–05
Caucasian	663	708
Black	41	43
Asian Am.	33	59
Hispanic	9	20
Native Am.	0	1

Faculty Retention Data 1986–2004

		No exclusion from tenure clock taken	Exclusion from tenure clock taken
Total faculty	2,389	2,080	309 (13%)
Male	1,476 (61.8%)	1,341 (64.5%)	135 (43.7%)
Female	913 (38.2%)	739 (35.5%)	174 (56.3%)
Tenured	1,217 (50.9%)	1,120 (53.8%)	97 (31.4%)
Male	802 (54.3%)	756 (56.3%)	46 (34%)
Female	415 (45.4%)	364 (49.2%)	51 (29%)
On track	660 (27.6%)	589 (28.3%)	71 (22.9%)
Male	404 (27.4%)	372 (27.7%)	32 (23.7%)
Female	256 (28%)	217 (29.3%)	39 (22.4%)
Transferred	70 (2.93%)	42 (2%)	28 (9%)
Male	45 (3%)	32 (2.4%)	13 (10%)
Female	25 (2.7%)	10 (1.3%)	15 (9%)
Denied	99 (4.1%)	64 (3%)	35 (11.3%)
Male	53 (3.6%)	38 (2.8%)	15 (11.1%)
Female	46 (5%)	26 (3.5%)	20 (11.2%)
Resigned prior to tenure decision	343 (14.3%)	265 (12.7%)	78 (25.2%)
Male	172 (11.6%)	143 (10.6%)	29 (21%)
Female	171 (18.7%)	122 (16.5%)	49 (28%)

Ohio State's rule permitting stopping the tenure clock for up to two years for childbirth or adoption, personal illness, family crisis, or other extenuating circumstances was effective for the faculty hired in 1986. The hiring data for 1986–2004 highlights several interesting points:

- 54.3% of men hired since 1986 achieved tenure while 45.4% of women achieved tenure.
- Women voluntarily resign their faculty positions prior to being reviewed for tenure at a higher rate—18.7%—than do men—11.6%.
- Of those faculty who either remained to undergo tenure review or are on track for tenure, the gender breakdown is almost identical—92% of the men and 90% of the women hired are either tenured or on track for tenure.
- 19% of women and 9% of men hired during this time period have taken the exclusion.
- Men and women who have used the exclusion have been tenured at a similar rate.

Findings from the Faculty Cohort Project

The hiring and retention data illustrate that in addition to hiring, part of the explanation for the slow growth in numbers of women faculty lies in retention—the rate of voluntary resignations prior to the tenure decision. The Faculty Cohort Project is tracking the progress of the 50 women assistant professors hired during the calendar year 2001. Research conducted on the Faculty Cohort group by Professors Jill Ellingson and Arnon Reichers from the Fisher College of Business concluded that the following would enhance the retention of women faculty: a formal spousal accommodation policy which Ohio State adopted while this research was being conducted; establishing explicit work load limits; enhanced university child care services; and more supportive and better trained department chairs and school directors.