Committee recommends grant change

By Betsy Bing
Lantar staff writer

Members of the Senate Committee on Women and Minorities have proposed major changes in the Affirmative Action Grant to improve the program and offer incentives for potential recipients.

"We're trying to get more people to apply for grants to improve affirmative action," said Elizabeth L. Gross, professor of biochemistry and committee chairwoman. "We want people to use imagination and get involved."

Gross said changes in the grant program this year are making it easier for students, faculty, staff and other organizations at OSU to get grants.

The Distinguished Affirmative Action Grant program was created in 1982 by President Edward H. Jennings to encourage those who improved affirmative action at Ohio State. Recently, the program was made permanent.

Ned L. Cullom, program coordinator for the Office of Human Relations and administrative assistant to the committee, said there are basically three major changes involved in the grant proposal.

- The Two Stage Proposal:
  Cullom said there will be a two-stage process to the proposal. In the first stage, a pre-proposal must be submitted in writing, maximum of three pages, explaining the basic idea of the proposal along with a budget plan. This will be due by March 13, he said.

The University Senate Committee on Women and Minorities will review the proposals and eliminate some, Cullom added.

Gross said this will be easier in the sense that those eliminated after the first stage, will not be required to participate in second stage. The second stage involves a longer, more in-depth explanation.

- Multi-Year Funding:
  Cullom said the new proposal will also allow funding to be spread out in four years as opposed to one year.

Gross said, "We want to see an ongoing plan instead of just ending it after one year."

- Released Time:
  Cullom said, unlike before, funding is being allowed for faculty and staff salaries. For instance, faculty or staff members can use time off from the university to conduct research and still be paid their regular salary, he said.

The purpose of these changes, Cullom said, "is to attract new individuals." This year the committee is anticipating granting fewer, but larger amounts of money to those they choose, Cullom said.

"Most of the grants in the past have dealt with recruitment and retention of minority students or staff," Cullom said. This topic, along with research, education and training and getting minority scholars, musicians, etc. to come to Ohio State, are the kind of ideas the committee looks for, he said.

Anyone at the University — students, staff, faculty and student organizations, are encouraged to apply," Cullom said.

Previously, the highest amount granted was $20,000, Cullom said. "The average is between $15,000 and $18,000."

For more information call the Office of Human Relations at 292-4747.
COLUMBUS, Ohio -- Sixteen projects designed to advance the status of minorities and women have been funded by Ohio State University with Affirmative Action Grants totaling $162,768 for 1987-88.

"The Affirmative Action Grants program provides seed money for innovative projects that will advance equal opportunity at this university," according to Ned Cullom, program coordinator for the Office of Human Relations. "These projects help improve opportunities and services available to minorities and women, recognize the contributions of women and minorities, generate new knowledge pertinent to affirmative action, and seek to change attitudes and behavior toward women and minorities."

The 1987-88 grants include such diverse projects as professional development of students, teaching basic educational skills to prison inmates, support for minority graduate students, and educational enrichment for minority junior high and middle school students.

Others address parental encouragement for black students to attend college and the recruitment and retention of minority and
at-risk students. Three of the projects center around film collections, exhibits or performing art.

All are designed to enhance affirmative action efforts through the university.

Two project grants will go to the Marion campus and one to the Mansfield campus. The remainder are on the Columbus campus.

Project coordinators include faculty members, administrators and one student. Alvin D. Jackson, a student in the College of Medicine, submitted a proposal to improve contacts between the college and its black alumni. Jackson's approach will include sponsoring a reunion for black medical alumni, establishing a minority scholarship fund and developing a directory and history of black alumni.

Using for the first time a two-stage review process, the University Senate Committee on Women and Minorities screened an initial list of 49 brief "pre-proposals," Cullom said. The committee then asked 27 applicants to submit fully developed proposals, from which the 16 grant recipients were chosen.

All of the selected projects fit into at least one of the following six categories: recruitment and retention of minority students, education and training, exhibits, research, services, and visiting scholars. The committee evaluated each proposal for significance, quality, management, novelty of approach and administrative support.

This is the fifth year for the Affirmative Action Grants. The program developed from recommendations by President Edward H. Jennings in 1982.

-more-
Following is the complete list of projects funded, the amounts awarded and the project administrators:

-- A Program for the Retention of Minority Students on a Regional Campus, $11,000, Beverly Kahn, political science, Mansfield;
-- An "Early Bird" Pre-College Summer Enrichment Program for Junior High School Youth, $6,000, Linda Jackson, Office of Minority Affairs;
-- The College of Medicine Black Alumni Reunion, Minority Scholarship Fund, and Black Medical History Development, $8,513, Alvin Jackson, medicine;
-- Parental Intervention Program in Education (PIPE): Building a Pipeline for Black Middle School Students to OSU and Other Higher Educational Institutions, $5,000, Richard Kelsey, education;
-- How to Succeed in College Workshops with Minority Recruitment as a By-Product, $6,565, Karen LaRoe, university college, and Mari Nelson, developmental education;
-- Professional Development Program Workshops, $19,800, Minnie M. McGee, engineering;
-- Statewide Conference on Recruitment and Retention of At-Risk Students, $8,000, Mitchel Livingston, student life;
-- The Ohio State University/Marion Correctional Institution Summer Institute, $8,000, Larry Prude, student affairs, Marion;
-- The Ohio State University-Marion Educational Monitoring Effecting Retention, Growth and Equality (Project EMERGE), $10,000, Margaret Hendricks, student affairs, Marion;
-- Recognizing and Celebrating Diversity: An Educational and Programming Impetus for Affirmative Action Related to Gay, Lesbian, Bisexual Persons, $9,000, Louise Douce, counseling and consultation;
-- Interaction of Support Networks, Anxiety, Personal Characteristics, Department Type and Degree Progress on Graduate Students' Adjustment, $12,000, Dorothy Jackson, psychology;
-- A Needs Assessment on the Mentoring of Women and Minority Faculty, $9,000, Josann Duane, engineering graphics, Roberta Sands, social work, and L. Alayne Parson, mathematics;
-- Curriculum Revision with Attention to Gender and Race, $16,000, Susan Hartmann, Center for Women's Studies;
-- "A Special Collection of Black Produced Films and Videotapes," $10,000, J. Ronald Green, photography and cinema;
-- The Diverse Role of Minorities in the Arts, $13,000, Jonathan Green, Gallery of Fine Arts;
-- Women and Agriculture in the 21st Century: An Interactive Exhibit, $10,890, Barbara Cooper, agriculture communication, and Janet Henderson, agricultural education.

Contact: Ned Cullom (614) 292-4747.
Written by David Tull.
Minorities, women get funds

By Traci D. Brown
Lantern staff writer

OSU officials awarded $162,768 to the Affirmative Action Grants program for the 1987-88 school year.

The program is designed to provide "seed money" for projects that advance equal opportunity at Ohio State, said Ned Cullom, program coordinator for the Office of Human Relations.

The program will fund 16 projects at the Marion, Mansfield and Columbus campuses.

The Marion campus will receive $18,000 for two projects, and Mansfield will receive $11,000 for one project. The remainder of the grant money will stay at the Columbus campus.

The grant money will be used to educate the university community and to help people become more aware of women's and minorities' needs, he said.

The approved programs include teaching basic educational skills to prison inmates, revising current curriculum, and encouraging parental involvement in building a "pipeline" from black middle schools to Ohio State, Cullom said.

Other programs include providing support for minority graduate students, and researching the needs of women and minority faculty.

A program focusing on women received $16,000 for the school year, said Susan Hartmann, women's studies director and administrator for the program. The program is entitled "Curriculum Revision with Attention to Gender and Race".

Hartmann said she feels too much research has generalized men, and not enough research has included women.

She said she plans to bring in distinguished scholars from schools such as the University of California at Berkeley and Princeton University to discuss recent research and changes that are needed.

The purpose of the lectures will "show how new research about women is challenging humanity," Hartmann said. Two of the speakers will elaborate on women in literature.

She hopes faculty and administrators involved in curriculum revision will attend the lectures, Hartmann said.

The lectures are open to the university community beginning October 8 and ending in December, she said.

This is the fifth year for the grants program, which was recommended by President Edward H. Jennings, Cullom said.

University officials determine the amount of money each program is allotted, he said.
Studies look at issues of employee equity

The campus life of all levels of Ohio State employees has been scrutinized in three reports released recently.

All three were funded with Affirmative Action grants:

• One study focuses on clerical workers. Those who responded felt strongly about their value to the University and about how that value could be rewarded.

• The practice ofsignifying preferred candidates for administrative and professional staff positions in the University Green Sheet was studied in “Many Are Candidates, But Few Compete.”

• Non-tenured minority and women junior faculty face special stresses, another study found. Interviews revealed uncertainty about promotion and tenure, and departmental politics.

In this issue, onCampus publishes stories about and excerpts from the reports. See pages 7-9.

The complete texts of all the reports are available in the Office of Human Relations, 378 Bricker Hall.

For more information, call 292-4747.
Communication, mentors can help junior faculty

Editor's note: The following is the executive summary of the report, "Junior Faculty Life at Ohio State: Insights on Gender and Race." The 1985-86 study was conducted by the Committee for Junior Faculty and Administrative Women through an Affirmative Action Grant. The entire text is available at the Office of Human Relations.

Executive summary

This report presents the findings of a study conducted by the Committee for Junior Faculty and Administrative Women of the Council on Academic Excellence for Women under a 1985-86 grant from the Affirmative Action Grants Program, Office of Human Relations and University Senate Committee on Women and Minorities.

Undertaken to gain an understanding of the experience of junior faculty, particularly women and minority members, at Ohio State, our research led to a series of recommendations to address the problems revealed by the study. Our findings are consistent with those of the research literature and show Ohio State to reflect general trends.

In addressing issues of consequence with long-term implications, this University has the opportunity to become a positive model for other institutions of higher learning. It is in this light that our recommendations are formulated and in this spirit that they are offered.

Lengthy in-depth interviews were conducted with a sample of junior faculty members, white men as well as women and minority women and men, located in the Colleges of Arts and Sciences. Our interviews show that the successful integration of new faculty members is significantly influenced by their graduate training; therefore our study also has implications for the preparation of students so that the difficulties women and minority members now face may be reduced for those now aspiring to academic careers.

At present, individuals may join the faculty as highly qualified scholars, yet be ill-prepared regarding various unarticulated requirements of their new positions and certain aspects of the academic environment. For historical reasons, women tend to acquire such preparation more successfully than women and minority faculty members. Good preparation will lead junior faculty to know what to expect in what is frequently their first regular academic appointments and how to deal with the situations they encounter. I will also assist them in making the most of the opportunities, facilities and support offered by the University.

As our findings show, the probationary period of women and minorities is often complicated by a lack of information on a variety of issues, ranging from workload expectations to tenure and promotion procedures, negotiation tactics and others.

Of particular importance are patterns of personal interaction. Perhaps no issue revealed by this study was more striking than the problems faced by women faculty who simply wanted to express an opinion or request routine support for teaching and research or the problems faced by minorities who chose to research minority topics. The problems of being perceived as either too passive or too aggressive, or of being perceived as conducting insignificant research are far too common.

In addition, for women the probationary period often coincides with the time when decisions concerning childbearing must be made. This is a stressful conflict, complicated by the fact that if time is taken off — which may indeed stop the tenure clock — not only loss of income but also loss of insurance coverage is incurred.

Additionally, there is the fear that the choice to bear children will be seen by colleagues as evidence of a lesser commitment to scholarship and career.

Our recommendations are designed to address these issues, to further faculty development, to facilitate optimal performance by all and thus to retain as well as to attract talented junior faculty, women as well as men, minority members as well as others.

Recommendation 1: The junior faculty need clarification and communication of the promotion and tenure process at all levels, preferably in writing.

Recommendation 2: The Office of Academic Affairs and the deans should establish a standard system for substantive annual performance review of junior faculty. The junior faculty members should be informed of both the focus and timing of this performance evaluation at the time of their hiring.

Recommendation 3: A strong mentorship program needs to be developed for women and minority graduate students and junior faculty. Where possible, candidates should be matched with senior colleagues in their fields.

Recommendation 4: Curricular materials need to be developed and seminars conducted for the faculty on the impact of overt and unconscious racism, sexism, racial harassment and sexual harassment. Curricular materials should be widely disseminated to deans, department chairs and faculty members. The seminars should be offered on a regular basis through the sponsorship of the offices of Academic Affairs and Affirmative Action.

Recommendation 5: The Office of Academic Affairs needs to conduct a University-wide review and assessment of junior faculty teaching loads.

Recommendation 6: The Office of Research and Graduate Studies should continue, enhance and expand research support funds and opportunities for women and minority junior faculty.

Recommendation 7: A thorough review of the University's parental and pregnancy leave benefits should be conducted by the offices of Academic Affairs and Personnel Services.

Recommendation 8: The Office of Academic Affairs needs to develop and offer seminars for faculty women and minorities on "games mother never taught you," negotiation techniques and "how to get something for yourself out of service assignments."

Recommendation 9: The University should develop a quarterly newsletter for junior faculty that provides them with information about campus resources, about one another, and an anonymous question and answer column addressed to the Office of Academic Affairs, "classified ads" that help them locate colleagues with similar research interests, and a flavor of academic humor to restore perspective.

Recommendation 10: The Office of Academic Affairs and/or the Office of Career Development should conduct exit interviews with all junior faculty who voluntarily and involuntarily leave a tenure track position with the University.
Study: ‘Pounding’ jobs not always preferred

Executive summary

Current policies and practices governing internal career advancement within administrative and professional staff positions at Ohio State operate with negative, albeit unintended, consequences for white women and minorities.

The practices of pounding positions (identifying a person as under consideration at the time of posting a position) and the creation of new positions disproportionately benefit white men, particularly as these practices are most prevalent at the higher pay levels of the administrative ranks. Furthermore, from 1978-85, these practices increased at the same time that the proportion of vacancies filled by internal candidates has decreased.

An investigation of position changes within the A&P staff using University personnel records for 2,297 position vacancies resulted in complete information on 1,664 position vacancies. Of these 1,664 vacancies, 1,005 were filled by internal candidates. Complete demographic data are available on 823 individuals who were internal candidates. The study yielded the following key findings:

- After more than a decade of affirmative action legislation, white women and minorities remain underrepresented at Ohio State. White women and minorities have made modest gains in the percentage of positions they held between 1978-85. White women increased the proportion of the positions they held by 8.3 percent (from 26.7 percent to 35.0 percent) and minorities increased their proportion of positions by 1.5 percent (from 6.7 percent to 8.2 percent). The increase in numbers of white women and minorities occurred at the same time as a near doubling in the number of white men.

- Most position vacancies (60.4 percent) were filled by internal candidates, but the proportion of positions filled by internal candidates has decreased from a high of 76.5 percent in 1980-81 to 56.3 percent in 1984-85.

- The practice of pounding (designating a candidate before posting a position) has increased: In 1979-80, 32.8 percent of the position vacancies were pounded; in 1984-85, 65.8 percent of the position vacancies were pounded. The proportion of new positions has increased: In 1979-80, 53.8 percent of the position vacancies were new positions; in 1984-85, new positions accounted for 68.4 percent of the position vacancies.

- White men are more likely to change jobs by having positions pounded for them than are white women and minorities. During 1983-85, white men were appointed to 33.6 percent of the pounded positions, while women were appointed to 3.7 percent of the pounded positions, and minorities were appointed to 8.7 percent.

- White men are more likely to benefit from the creation of new positions than white women and minorities. During 1983-85, white men were appointed to 54.9 percent of the new positions, while white women were appointed to 37.4 percent of the new positions, and minorities were appointed to 7.8 percent.

- White men are appointed to pounded positions at higher pay levels than white women or minorities. In 1983-85, the largest group of white men (49.6 percent) appointed to pounded positions were appointed to positions at level III (pay ranges 63 through 65). The majority of white women (42.1 percent) appointed to pounded positions were appointed to positions at level II (pay ranges 60 through 62). Most minorities were appointed to pounded positions at level III (45.5 percent).

- The percentage of new positions filled by white men increases with each pay level: the percentage of positions filled by white men decreases by pay level. In 1983-85, white men filled the majority (54.5 percent) of new positions. No minorities were appointed to new positions in levels IV and V (pay ranges 66 through 70).

Recommendations

Pounding positions and creating new positions disproportionately benefit white men. These same practices, however, should be enacted as affirmative steps to enhance the advancement of white women and minorities:

- The practice of pounding should be allowed only in those situations in which the goals of affirmative action will be served. Pounding a position to indicate that an internal candidate is under consideration effectively closes the search.

- All administrative units should be charged to plan for filing new positions by ensuring that white women and minorities within the unit are offered training and development sufficient to meet the requirements of changing position requirements. Creating new positions provides a readily available means for the University to facilitate career advancement for employees.

- External searches should be conducted in every situation in which there are not qualified white women and minorities in the internal pool. The small number of white women and minorities within the internal pool of potential candidates for administrative and professional position vacancies is a significant problem. In order to achieve balance in the numbers of white women, minorities and white men, particularly at the higher pay levels, it is necessary to increase the numbers of qualified white women and minorities in the pool of candidates to be considered.

In addition to these specific policy changes, it is recommended that the offices of Affirmative Action and Professional Employment coordinate their efforts, developing a system of information management which will serve both to monitor internal career advancement and to retain the accurate and thorough information necessary to assess the outcomes of current policies and practices.
Clerical workers' study shows they value work

By David Tull

Most University clerical workers find Ohio State a good place to work and most are interested in working for advancement within the University.

But many feel they would like to have more recognition from the people in their work place.

These are among the findings of a recently-reported opinion survey of Ohio State's 3,000 clerical workers.

The study, which obtained responses from 1,345 clerical staff, was funded by an Affirmative Action Grant.

Almost all of the University's clerical workers feel that their work is important and respect the work of other clerical workers, the survey shows. But most don't feel they get enough respect from other University employees.

Only about one in four felt adequately appreciated by their immediate supervisors. Even fewer felt appreciated by department heads, co-workers, faculty and others they come in contact with.

Most of the clerical workers in the survey want to work toward professional advancement and want to do so at Ohio State.

More than half find Ohio State to be generally a good place to advance professionally.

But 70 percent feel that their professional growth at the University might be limited to clerical positions because they now are in a clerical position.

The survey was conducted by four clerical workers, Martha Croll, library media technical assistant I, in Education; Suzanne Hyers, administrative assistant I, Women's Studies Center; Virginia Midkiff, administrative secretary I, University Registrar; and S. Yolanda Robinson, administrative secretary I, Black Studies.

Since the survey was taken in 1985, the University has initiated changes that address issues raised in the survey, says Hyers. "The University is recognizing the importance of input from the staff," she says.

Virtually all of the clerical workers felt a program was needed to communicate their concerns to appropriate offices or individuals.

Changes include formation of the President's Staff Advisory Committee, the Office of Human Relations and the Office of Career Development, and modifications in University pay systems. A fee waiver system for University courses, favored by nearly all of the clerical workers, is now in place.

"Overall, people like to work here and are supportive of Ohio State," Hyers says. "Also, they want a voice in the things that matter and want to enhance Ohio State as a good place to work."

"One of the most exciting things is that most people love working at the University even if they feel some of the policies do not include them," Robinson notes.

Some of the key issues for clerical workers include child care and maternity leave, Robinson points out. She stresses that adequate child care is a citywide and nationwide problem. "Even those (clerical workers) who don't have children are concerned."

Only 16 percent of those responding had been able to use the University child care program. But 87 percent felt child care at reasonable cost should be a University service to employees.

The study "raises some questions for further review and thoughtful consideration," says Sue Blanathan, executive officer for Human Relations.

"A couple of things stand out," she says. "Clearly there is an interest on the part of clerical staff in professional advancement and career development. The extent of the interest is impressive.

"Our staff seeks and likes challenge," Blanathan says.

The survey shows that 92 percent of those responding would be interested in attending staff development programs or workshops. A high percentage expressed interest in seeking administrative and supervisory experience. Nearly 60 percent would be willing to move out of civil service into administrative and professional positions in order to advance.

More than 90 percent felt they would benefit professionally by taking University courses.

"Education is very important to our clerical and secretarial staff," Blanathan says. "Many of them have degrees, even advanced degrees."

Three who responded hold Ph.D. degrees and three more hold professional degrees. Five were working toward doctorates and 38 held master's degrees.

Members of the survey committee are among those who've taken graduate work. Croll has completed all except the dissertation for her doctorate, but has since withdrawn for health and personal reasons. Robinson has a master's degree in education. Midkiff is a graduate student in management and human resources.

The University has maintained a consistent commitment to its people, says Madison Scott, vice president for personnel services. "In addition to a broad spectrum of professional opportunities available to University staff, we have a compensation and benefits program that is truly remarkable.

"I think the majority of staff members recognize that the University is a good place to work. This was noted in the career development survey in which 82 percent of the staff surveyed were satisfied with their jobs."

Study cites demographics

Editor's note: The following is the text of the demographics of those who responded to the "Survey to Determine Issues and Concerns of Ohio State Clerical Workers."

The survey of clerical workers at Ohio State revealed the following demographic information:

- Of 1,345 persons who completed the survey, 90.6 percent were female and 9.4 percent male.
- The largest age group represented is 25-34, with a 41.9 percent response rate; ages 35-44 were next with a 27.4 percent response rate.
- Persons who responded were predominantly white, non-Hispanic (88.9 percent); Black, non-Hispanic respondents comprised 9.8 percent.
- The marital and/or economic status of the respondents was spread over nine variables, with four receiving the majority of responses: married with shared economic responsibility for household with children, 25.5 percent; married with shared economic responsibility for household without children, 22.7 percent; single, self-supporting and sharing living quarters and household expenses, 12.4 percent, and single, self-supporting with primary economic responsibility for household including children, 11.1 percent.
Promotion of A&P staff should enhance equity

By Greg Brown

A recent study recommends a sweeping change in the way people are promoted at Ohio State.

Typically, if a person is a preferred candidate for a job, his or her new position has a pound sign next to its description in the Green Sheet, the University’s weekly listing of jobs available.

The study, funded by an Affirmative Action Grant, calls for use of the pound sign only when women or minorities are the preferred candidates. It recommends that the pound sign be used much less often for white men, and when used, sent to the Office of Affirmative Action for approval.

"I believe the entire University would benefit from a change in the use of the pound sign. Not only would it enhance affirmative action goals, the increased competition for jobs would make it more likely that the best person available would get the position," says Mary Ann Sagaria, associate professor of educational policy and leadership.

Sagaria was the principal investigator of the study. "Many Are Candidates, But Few Compete: The Impact of Internal Position Change of Administrative and Professional Staff on White Women and Minorities."

The study also recommends that:

- All administrative units offer career advancement workshops to women and minorities;
- Offices conduct external searches when women or minorities aren’t working at the University who are qualified for the specific job;
- And, the offices of Affirmative Action and Professional Employment coordinate their efforts and begin monitoring hiring practices within offices.

In fact, the percentage of women and minorities working on the A&P staff has increased steadily over the last decade.

For the executive summary of the study on internal promotions of administrative and professional staff, see page 8.

Equity may be a long way off, however.

"It’s true there’s been improvement for women and minorities in certain areas," says Sagaria. "But in 10 years the number of A&P jobs nearly has doubled (from 1,000 to just around 2,000). The University’s growth is such that many more women and minorities should have been hired."

Many of the new jobs occurred in computing, development, fiscal management and general support staff.

She examined records from the Office of Personnel Services about who changed jobs between 1978-85. The study did not include University Libraries, University Hospitals or the Cooperative Extension Service.

Of the A&P workforce studied, white women went from 26.7 percent in 1978 to 35 percent in 1985, up a total of 415 individuals. During the same years, minorities rose from 6.7 percent to 8.2 percent, up 103 individuals, and white males declined from 66.6 percent to 58.6 percent, up 541 individuals.

"On one hand these numbers look good. But they must be put into perspective," Sagaria says. "Many of the senior staff are men. Women and minorities are represented better in the lower pay scales, but not at the top. This is a problem that needs correcting."

In the lowest A&P pay ranges, 57-59, white women make up 60 percent of the workforce, while men 30 percent, and minorities 10 percent.

In the highest A&P pay ranges — 69-71 and 00 for top administrators — white women make up 20 percent of the workforce, white men 77 percent, and minorities 3 percent.

"By no means is Ohio State alone in this situation," says Sagaria. "But we need to take a lead to correct these inequities."

Sagaria notes that men and women each account for roughly half the student populations at Ohio State and most other universities. Since most A&P jobs require bachelor’s or master’s degrees, she says it’s reasonable that the University could make even bigger strides than it has toward equity.

"The senior A&P positions require among other talents, leadership, supervisory, decision making and communication skills, Sagaria says. But there’s little agreement as to what it means to be competent in these areas."

"Hiring the right person becomes a very subjective and individual decision," Sagaria says. "We tend to look to people most like ourselves and to overlook others who are different. This is an issue of social similarity and common experiences."

A supervisor has to have great trust in the people who work for him or her, that they share a like vision about their jobs.

"And today, most white males continue to be most comfortable at work with other white men."

But Sagaria says this eliminates many people from consideration for a job because of qualities that frequently have little or nothing to do with the work. A staff with a varied background likely will provide a boss with more innovative ideas, along with a broader perspective of issues affecting the office, she says.

However, what often happens, Sagaria notes, is that candidates are preferred for jobs because of gender or race similarities. "A result is discrimination."

"Minorities and white women are less likely to be hired for administrative jobs than white men. By accelerating the pace of hiring these groups, we can more fairly offer opportunities to all the people who deserve consideration for a job."

"A conscious effort has to be made to move the University beyond where it is right now."

In response to the study, Madison Scott, vice president for personnel services, objects to many of Sagaria’s conclusions. For example, Scott disagrees with the study’s treatment of the pound sign.

"This proposal would make a mockery of a system (the pound sign) which traditionally has worked well," he says.

"The intent of the system is to be honest with all applicants about the process that is being followed. The proposed elimination of this requirement would simply frustrate and confuse all applicants. This would mean frustration and confusion for internal candidates being upgraded, reclassified or promoted for the process being used to fill each and every University position."

Scott also wrote a letter to Sagaria and presented a copy of it to onCampus.

"It is my opinion that this study will serve to further polarize the University community," wrote Scott. "It is my belief that affirmative action cannot be achieved by replacing one set of Orwellian rules and/or controls with another."

"Having observed the affirmative action effort at Ohio State for a very long time, and having seen the splendid achievements in this most complex and critical area, I hope we are not revising the clock with excessive bureaucratic entanglements and an overly precise focus on individual perspectives."

"As I see it, what is really needed at Ohio State is not more studies (or) reports, but a simple reaffirmation of this University’s historic commitment to the ideals of fairness and individual merit."

The study has been forwarded to the University Senate Committee on Women and Minorities and the Staff Advisory Committee.
Women, minority junior faculty find role daunting

By Ruth Grexner

Junior faculty life is especially stressful and difficult for women and minorities.

That's the gist of a new University committee report on junior faculty life at Ohio State.

Through analyses of interviews with a sample of tenure-track assistant professors, "Junior Faculty Life at Ohio State: Insights on Gender and Race" looks at patterns and trends that promote or deter accomplishments for women and minorities.

The report presents the findings and recommendations of a study conducted by the Committee for Junior Faculty and Administrative Women of the Council on Academic Excellence for Women.

Headed by Erika Bourguignon, professor of anthropology, the eight-woman research team analyzed interviews with 42 faculty members in various departments of the Colleges of the Arts and Sciences. White females accounted for 63 percent of the sample, minority representation was 22 percent, and white men included for purposes of comparison comprised 15 percent.

All were assistant professors in tenure-track positions but had not yet been tenured. Tape-recorded interviews using a structured list of open-ended questions were conducted with each, and each also responded to a written questionnaire.

"The goal of the project was to research junior faculty life at Ohio State," says Sue A. Blanshan, executive officer for human relations and a member of the research team. "It's important for retention that we look at the quality of faculty life."

Both Blanshan and Bourguignon emphasize that the experiences of junior faculty at Ohio State are not unique. "Ohio State's is no worse situation than like institutions," Blanshan says. "In fact, I think if we did a comparative study, we'd find we're quite a lot better in many respects."

According to Bourguignon, certain issues came up repeatedly in the interviews.

Many women and minority faculty felt unprepared for the realities of faculty life, including workload and departmental politics.

There also were widespread perceptions that women often are regarded as less serious scholars than men. Being aggressive in seeking information or promoting one's work causes one to risk being perceived as "pushy" or worse, respond-

Continued on page 9.
Junior faculty life . . .

Continued from page 7.

cats noted. The study notes that there is "tremendous concern about adverse reactions to scholarship on minorities and women," and many respondents believe this kind of research is discredited or trivialized.

In addition, many of the interviewees feel they are given a disproportionate number of less important committee assignments or scheduled to teach more than their share of large introductory classes, thus hampering their ability to conduct the research and produce the publications deemed essential to attaining tenure.

Choices about childbearing add to the stress of many junior faculty women. Because they usually are in their early to middle 30s, they face imminent decisions about becoming mothers. Yet most believe having a baby will lead colleagues and review committees to regard them as less serious about their academic careers.

The processes of obtaining information necessary to faculty success seems mysterious to many. "There is a lack of information about how to get information," Bourguignon says, adding that this appears to be more difficult for women and minorities.

The report cites a white woman and a Black man who concur that "white men generally wind their way through the game without having the rules articulated or made explicit because they are white male rules, but that women or minority faculty may have erroneous assumptions about...how to succeed."

Informal communication, such as conversations over lunch or hallway "Oh, by the way, did you know..." remarks, seems often to exclude women and minorities, the report notes. Bourguignon says young women frequently "feel politics is a dirty word" and don't understand how to read between the lines on such things as written tenure requirements.

The small number of women and minority role models and mentors in the senior faculty is perceived as a problem for both recruitment and retention of women and minority faculty members.

For junior faculty, it means the selection and tenure process is heavily dominated by white males, who are perceived to hold conscious or unconscious biases in favor of the work of other white men.

For undergraduates, this sends a subtle message that academia is not for women and minorities. For graduate students, it greatly lessens their chances of having a dissertation adviser of the same sex or race, an important factor for productive graduate work and a successful transition to the faculty, several studies have shown.

The committee's recommendations include: clarifying the promotion and tenure process, establishing strong mentorship programs, conducting a Universitywide assessment of junior faculty teaching loads, enhancing research support for women and minority junior faculty, reviewing the parental leave and pregnancy benefits policies, and offering survival skills seminars for junior faculty.

Members of the committee are: Bourguignon, principal investigator; Blanshan; Lisa Chiteji, graduate student in anthropology; Kathleen MacLean, administrative secretary in the Office of Research and Graduate Studies; Sally Meckling, graduate student in English; Mary Ann Sagaria, associate professor of education; Amy Shuman, associate professor of English; and Marie Taris, associate director, Admissions Office.

The final report and recommendations will be submitted to the University Senate Committee on Women and Minorities.
Awards fund affirmative action plans

Affirmative Action Grants totaling $112,373 for 1988-89 will fund 11 programs. The programs are designed to enhance minority student recruitment and retention, racial and ethnic diversity on campus, services to disabled students, and career opportunities for women.

The University Senate Committee on Women and Minorities, in cooperation with the Office of Human Relations, has announced the 1988-89 grants for affirmative action projects by faculty, staff and students.

Following are the projects funded for 1988-89, with the name of the grant manager and the sponsoring office:

- Minority Single-Parent Family Program, $15,440, Barbara Newman and others, Office of Academic Affairs.
- Cooperative Extension Service "Career Quest" Minority Student Recruitment Program, $13,444, Gregory Siek and Clara Speth, College of Agriculture.
- The Academic Climbers Program: A Program of Upward Academic Mobility, $12,423, Karer LaRoe and Mari Nelson, University College.
- Dental Career Exploration Program for Minority Students, $8,350, Mara Graves, College of Dentistry.
- A Longitudinal Study of the Ohio State University's Young Scholars Program, $8,827, Beverly Gordon, College of Education.
- Enhanced Targeting — Minority Recruitment Model, $9,840, Lawrence Johnson, University Police.
- Creating Options: A Career Development Program for Minority Staff at the Ohio State University, $11,205, Nancy Campbell, Career Development Office.
- Leadership Ohio State Day, $5,845, Mortar Board Senior Honor Society and Sphinx Senior Honorary, Honors Center.
- Health Issues and the Black Community: A National Conference, May 1989, $8,473, Manning Marable, Department of Black Studies.
- Job Seeking Skills for Persons with Disabilities, $9,226, Patricia Carlton, Office for Disability Services.
- Women in the Biological Sciences: Bridging the Gap to a Successful Career, $9,300, Edith Taylor and Dana Wrensch, College of Biological Sciences.

Applicants filed a total of 55 brief pre-proposals in January and the Committee on Women and Minorities selected 20 for further development and consideration for funding.
Affirmative action projects funded

The Office of Human Relations, in cooperation with the University Senate Committee on Women and Minorities, has announced winners of this year's Affirmative Action Grants.

Recipients include:

- Joseph Koncelik, chairperson of industrial design, $7,500 for development of a recruitment-retention program in industrial design.

- Seth Kantor, associate dean of medicine administration, and Christine Yash, instructional aide assistant in medicine administration and research foundation, $18,650 for postbaccalaureate program curriculum development project for health professional school minority recruitment and retention.

- Jean Dickerscheid, associate dean of the Graduate School, $7,442 for a project to encourage minority students to pursue graduate education.

- Grady Chism and Michael Mangino, associate professors of food science and technology, $14,681 for a minority internship program in the department.

- Mary Ann Sagaria, associate professor of educational policy and leadership, and Anne Pruitt, director of the Center for Teaching Excellence, $18,684 for enhancing administrative recruitment of minorities and women.

- Charles Curtis, chairperson of plant pathology, $16,500 to enhance professional and educational opportunities for American minorities.

- Karen Montagno, program coordinator of credit programs, continuing education, $8,472 for the continuing education math excellence group.

- Edith Taylor, research scientist in the Research Foundation, and Dana Wrensch, adjunct associate professor of entomology, $9,600 for a project on bridging the gap to a successful career for women in the biological sciences.
The Ohio State University
Office of Human Relations
and the
University Senate Committee on Women and Minorities
are pleased to announce the annual

Affirmative Action Grants Program

and Distinguished Affirmative Action Awards

To promote Affirmative Action Accomplishments and Activities at The Ohio State University
Pre-proposals for 1990-91 Affirmative Action Grants are being requested at this time. The Affirmative Action Grants Program is designed to fund innovative projects that will improve, promote, and/or evaluate affirmative action within units or across The Ohio State University. Projects appropriate for funding are those that will:
- use a novel approach in the promotion and maintenance of affirmative action and equal opportunities at Ohio State.
- enhance the advancement of women and minority students, staff, and faculty at Ohio State.
- attempt to change attitudes and behavior toward women and minorities.
- generate new knowledge pertinent to affirmative action at Ohio State.

Who is Eligible?

The advancement of affirmative action is an institution-wide responsibility; therefore, students, staff, faculty, and administrators are encouraged to submit pre-proposals. Students and student organizations interested in applying for a grant are required to consult with a faculty or staff adviser in order to secure co-sponsorship and college/department support. Individuals, administrative units, and campus organizations that have not received funding in the past are strongly encouraged to apply.

Selection Process

Brief three-page pre-proposals must be submitted by Wednesday, January 31, 1990. The University Senate Committee on Women and Minorities will review all pre-proposals and identify those project ideas that they would like to see fully developed. The final selection of projects to be funded will be made from those full-proposals requested by the Committee on Women and Minorities.

For a copy of the Affirmative Action Grants Program guidelines and pre-proposal forms, complete the response form and return it to Ned Cullom in the Office of Human Relations. If you have specific questions about this program, contact him at 292-4747.

Pre-proposal Deadline: Wednesday, January 31, 1990

1990 Distinguished Affirmative Action Awards

The annual Distinguished Affirmative Action Awards Program is designed to recognize individuals, academic/administrative units, and campus organizations that have demonstrated a significant commitment to affirmative action at The Ohio State University. Recognized accomplishments must be activities above and beyond the job role and responsibilities.

Award recipients are individuals, organizations, and units of the University that have identified, developed and implemented activities, policies, and procedures to improve the educational and employment opportunities for women and minority members at Ohio State. Candidates are recognized for their contributions to affirmative action through one or more of the following categories: research, service, and/or teaching.

Nomination by and for the following are requested:

- Students
- Staff
- Faculty
- Administrators
- Colleges
- Departments
- Offices
- Schools
- Campus Organizations
- Alumni

Five Distinguished Affirmative Action Awards are given each year. Each recipient will receive a plaque and $1,000 gift at the awards banquet held during spring quarter 1990.

To receive a nomination form and additional information, complete the response form and return it to Ned Cullom in the Office of Human Relations or contact him at 292-4747.

Nomination Deadline: Friday, January 19, 1990

I would like more information about the following program(s):

☐ Affirmative Action Grants Program  ☐ Distinguished Affirmative Action Awards Program

Name ________________________________

Title ________________________________

Department/Office ________________________________

Campus Address ________________________________

Please return this form to: Ned Cullom, Program Coordinator, Office of Human Relations, 378 Bricker Hall, 190 North Oval Mall.
The Affirmative Action Grants Program was established to encourage and support projects designed to promote equal opportunity and advance affirmative action at The Ohio State University. The Affirmative Action Grants Program is sponsored by the Office of Human Relations in cooperation with the University Senate Committee on Women and Minorities.

Projects appropriate for funding are those that will improve the University’s ability to carry out, promote, and evaluate affirmative action. Grants typically will be awarded for one year, however, individual requests to extend funding beyond the established time frame will be considered.

Who Is Eligible?
The advancement of affirmative action is an institution-wide responsibility; therefore, students, staff, faculty, and administrators are encouraged to participate.

New Categories
This year, awards will be presented in three grant categories with individual requirements. Funding levels and application requirements are as follows:

**Moderate—up to $3,000**
Application Requirements: Submit 1-2 page proposal.

**Intermediate—$3,000 to $10,000**
Application Requirements: Submit a pre-proposal. If accepted, a fully developed proposal will be required.

**Comprehensive—$10,000 to $20,000**
Application Requirements: Submit a pre-proposal. If accepted, a fully developed proposal and an interview with the University Senate Committee on Women and Minorities will be required.

For more detailed information on the grant categories and requirements, complete and mail the tear-off portion of this brochure or call the Office of Human Relations at 292-4747.

Selection Process
The University Senate Committee on Women and Minorities will review all pre-proposals and proposals. Funding approval will depend on the significance of the proposal relative to the goals of affirmative action at The Ohio State University.

Pre-proposal and proposal deadline
Thursday, January 31, 1991

I would like more information about the Affirmative Action Grants Program.

Name

Title

Department/Office

Campus Address

Please return this form to:
Ruth S. Gresham
Special Assistant
Office of Human Relations
378 Bricker Hall
190 North Oval Mall
Ruth S. Gresham
Special Assistant
Office of Human Relations
378 Bricker Hall
190 North Oval Mall
Affirmative action proposal deadline is Dec. 6

By Gemma McLuckie

The number of applications for Affirmative Action Grants has risen sharply, says Ruth Gresham, special assistant for human relations. Last year, 90 people, groups or departments applied for funding. In past years, about 30 proposals were submitted annually.

Gresham is coordinating the 1992-93 Affirmative Action Grants Program. She reminds students, staff, faculty and administrators that they are eligible to participate. Dec. 6 is the deadline for submission of one- to three-page proposals for three levels of funding.

Since 1983, the annual program has encouraged and supported projects that promote equal opportunity and advance affirmative action. It is sponsored by the Office of Human Relations in cooperation with the University Senate Committee on Women and Minorities.

Last year, the program awarded eight small and moderate grants of up to $3,000; four intermediate grants of up to $10,000; and three comprehensive grants of up to $20,000.

Reduced departmental budgets may be one reason for the increase in applications, Gresham says. “As departments tighten their budgets, they may not see anything out of the ordinary as feasible. The action grants are an opportunity to fund the out-of-the-ordinary.”

In addition, she says, the grants give affirmative action programs credibility. “People have ideas about how affirmative action can successfully be supported in their work areas. The best ideas come from the ranks, where people can put them into action.”

Projects have involved recruitment, retention, education and training, research, visiting scholars, service, and exhibits.

For example, Stephen Loeb, chairperson of hospitals and health administration, is managing a $3,000 grant for a program to encourage minority students to enter the department’s graduate program.

A $2,400 grant is helping fund exchange visits between faculty at the Marion campus and those at Wilberforce University.

A $10,000 grant will be used for guests speakers and an exhibit on “American Indian Life: Celebration and Lamentation, 1492-1992.” Prudence Gill, curator for Hopkins Hall Gallery, is in charge of the autumn 1992 event.

The Office of Minority Affairs’ “early bird” pre-college summer enrichment academy for African-American high school boys received a $12,200 grant.

For more information on grant applications, call 292-4747.

‘The action grants are an opportunity (during the budget crunch for departments) to fund the out-of-the-ordinary.’

— Ruth Gresham