"About Buckeye Co-eds" for 1969-70 can be found in 9/c/6 (141-104-6), folder "Women's Rules..."

Other issues of "About Buckeye Co-eds" and reports and booklets on women can be found in Room 109-Shelf 62.
Office of the Board of Trustees
The Ohio State University
Columbus, Ohio, July 26, 1883.
A called meeting of the Trustees was held at 4 P.M. Present:
Messrs. Anderson, Ellis, Miller and Wing.

The redistribution of rooms among the departments of the University, and the removal of the washroom and closet to the east side of the building, for the accommodation of the lady students, was discussed, and, on motion, referred to the Executive Committee, with power to act.

The matter of supplying water from the Columbus Water Works to the Horticultural and Agricultural Hall, for temporary as well as permanent use, was considered, and Professors Lazenby and Robinson were authorized to take all necessary steps for doing the same.

A communication was read from Professor Norton, concerning some omission of details of fitting up the Chemical Laboratory. Whereupon the Executive Committee was instructed to have the table for room 22 made; the work-table reduced, and the shutters to some of the windows cut in two pieces. Other matters, relating to purchase of chairs, etc., were referred to the executive committee.

The following communication was read and ordered filed:
Columbus, Ohio, July 4, 1883.
Albert Allen, Esq., Secretary Board of Trustees, Ohio State University:

Dear Sir: Your favor of the 2nd inst., in which you inquire if the Board of Trustees has power to divert any portion of the State funds to the improvement of High street, or pay any assessments for such improvements, is received. I do not find that the question has ever been settled by the courts. It seems to me, however, on general principles, that the Board has no power, unless specifically granted by the General Assembly. There is no doubt of the power of the Legislature to make an appropriation for the purpose, either out of the general moneys of the State, or by authorizing the Trustees to use such funds of the Institution as do not belong to the irreducible funds, or have not been otherwise specifically appropriated.

Very truly yours,
D. A. HOLLINGSWORTH, Attorney-General.

The Secretary presented a report of the manner in which he proceeded in making the repairs on the buildings authorized at a previous meeting of the Board. The report was approved and ordered filed.

Repairs to the two dormitories was referred to Prof. McFarland and the Secretary, with power to act.

On motion, it was
ORDERED, That the sum of $200 be and is hereby appropriated for advertising the University, under the direction of the President.

Mr. Ellis offered the following resolution:

RESOLVED, That the qualifying term "pro tem." as used in the resolution electing Rev. Wm. H. Scott, President "pro tem.," and Professor of Philosophy and Political Econo-

ORDERED, That Mr. Booth, President Scott, and Professor Townsend, be authorized to select a professor of veterinary science at a salary of $1,000, subject to confirmation by the board at its next meeting, and that the person so chosen shall occupy the home occupied by Professor Derby, as soon as it is vacated, at an annual rental of $250.00.

Mr. Ellis moved that David O'Brien be employed as assistant in the chemical department at a salary of $1,000.

Mr. Cowgill moved to amend by making the salary $800. The amendment was lost.

Mr. Wing moved to amend by making the salary $900. Carried.

The motion as amended was carried.

The secretary was directed to put in order and carpet the room in main building occupied by the young ladies.

The committee appointed to consider the feasibility of providing for a course of law lectures at the university reported progress, and was continued.

The committee appointed at the last meeting with reference to the establishment of a school of pharmacy, reported that they had decided that such a school should be established, and that they had employed Mr. George B. Kaufman as lecturer on pharmacy. Said report was adopted, and the said committee was continued and directed to arrange with Mr. Kaufman as to his compensation.

On motion of Mr. Cowgill, the secretary was directed to expend not exceeding $40, on each of the new houses in painting, papering, etc.

On motion of Mr. Wing, the secretary was directed to have instructions for taking care of furnaces, printed and posted on or near the same, and call the attention of occupants of new residences thereto.

On motion of Mr. Clark, the executive committee was directed to replace worn out boiler in the horticultural building.

On motion, it was ordered that the executive committee require the Columbus Warm Air Furnace Company to case up the conductors connected with the furnaces placed in the residences, extending from the lower to the upper stories, which have not already been properly caised up, within five days from this date, and, in default thereof, that said committee do said work, and deduct the cost thereof from the contract price of said furnaces, and that the committee immediately notify the said Columbus Warm Air Furnace Company of this action.

ORDERED, That the bills for grouting the cellars and putting furnaces in the three new residences be paid out of the funds received from the sale of Virginia military lands.

Adjourned.

T. J. GODFREY.
Columbus, Ohio, June 23, 1890.

The Board met at 2 o'clock P. M., pursuant to the call of the President.

Present: Thos. J. Godfrey, President; R. B. Hayes, L. B. Wing, Chas. C. Miller, David M. Massie, and John B. Schueller.

The minutes of the last meeting were read and approved.

The bids for painting the furniture of the Chemical Laboratory Building were opened and found to be as follows:

On motion of Mr. Wing, the Secretary was directed to telegraph Messrs. Foster & Shaw, Delaware, O., that their bid was the lowest and to come tomorrow with references and securities.

On motion of Mr. Hayes, the location of the veterinary hospital, made at the last meeting of the Board, was reaffirmed.

On motion of Mr. Wing, plans, specifications and estimates for the veterinary hospital, presented by Mr. Fay, architect, were accepted; and the Secretary and said architect were instructed to present the same to the governor, auditor of state and secretary of state for their approval, and, if approved by them, the Secretary was directed to give public notice, as required by law, of the time and place, when and where, bids will be received for furnishing the material and performing the labor necessary in the construction of such building.

The architect was authorized to use the stone in the foundation of the burned chemical laboratory building in the construction of the veterinary hospital.

The Secretary was directed to have grading about chemical laboratory building completed at once.

The architects were authorized to change faucets in department of general chemistry, new laboratory building, at a cost not to exceed $9.10. All sinks in new laboratory and also in main building were ordered to be constructed with overflow pipes.

Architect Fay was requested to furnish estimates for gratings for basement windows in main and laboratory buildings.

The Secretary was directed to have plumbing in closet in young ladies' apartments thoroughly repaired.

President Scott presented the subject of a formal opening of the new laboratory building, and upon consideration, it was decided to have such opening at the beginning of the Winter Term, 1891—the arrangements therefor being left with the faculty.

Mr. Massie read the report of the Bursar for the year just closing, and the Secretary was directed to spread the same upon the minutes of this meeting. Said report is as follows:

Columbus, Ohio, June 18, 1890.

Hon. Thos. J. Godfrey, President Board of Trustees.

Dear Sir: I have the honor to submit my report as Bursar for the year ending with the present term. The fees received from students have been as follows:

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From J. E. Pollard, Editor News Service, Ohio State University, Ohio Union Bldg., Columbus, Ohio.

Attention: State Editor

Release Any time

HOUSEWIFE, MARRIED 18 YEARS, LEADS OHIO STATE STUDENTS IN SCHOLARSHIP.

Columbus, O., April 00--Married 18 years, housekeeping for her husband and herself, arising at 4:45 each morning in order to come 15 miles to the university, yet leading the 8000 students at the Ohio State University in scholarship.

Such is the record of Mrs. Mamie S. Taylor, of West Jefferson, O., who recently was elected to Phi Beta Kappa, national honorary fraternity, with a perfect scholarship record. Domestic affairs are no hindrance to study, she declares.

Much of Mrs. Taylor's studying is done on street cars while traveling between West Jefferson and the university.

Interest in outdoor life impelled Mrs. Taylor to enroll at the university at first as a special student. She has specialized in science, chiefly botany and expects to return next year as a graduate student.

By enrolling as a special student Mrs. Taylor was enabled to take advanced courses. By getting the highest possible grades in these courses she was able to omit preparatory courses. She ascribes her record to the fact that she has always taken courses in which she was really interested.

###
Why Educate Woman?

By Mrs. H. B. Gooding

Read to the Ohio State Day meeting of the Seneca County Association
held at Tiffin, Ohio

At the time we call Creation,
God made all things, from the hill to the rose,
He made Adam of Clay on a certain day
As the well known story goes.

And then He saw how lonesome
His first creation would be
So He improved on his first living model
And made woman for company.

Later, when they were turned from Eden
And driven out into the world,
Man took the place as Master
Of the domain, into which they were hurled.

Woman was kept under submission
By man as he roamed at will
While she stayed at home with the children
Cooking somehow what he managed to kill.

Man's strength increased, 'tis said,
By this manner of outdoor life,
While woman's strength grew less and less
Unfitting her for strife.

Brains played no part in this drama
Of life so long ago.
Might took the center of the stage
And for centuries kept it so.

But slowly the mind developed,
Regeneration played its part
Knowledge of the better things
Brought about a change of heart.

But, of course, this education,
Was for man,—for man alone.
Woman surely didn't need it
In the making of a 'home.'

While man, the superior being,
Needed knowledge, and only he
Knew how to read for ages
Or had use of the knowledge tree.

Not very many years ago—
Why, within the memory of man—
Was the weaker sex permitted
An equal share in Education's plan.

In eighteen hundred and thirty-three
In our own beloved State,
Oberlin threw wide her doors
And agreed woman to educate.

Antioch followed close behind,
Giving the first degree
Ever conferred on woman,
In the name of humanity.

And tonight as we are assembled
To celebrate Ohio State day,
Let us all be truly thankful
That our State led the way.

Yes, slowly and surely this great thing came
To woman until today,
Almost every school is open to her,
And she uses them to make her way,

Among these superior beings,
And to meet them on every plane,
Sometimes merely for the good she may do
And sometimes purely for gain.

No more is her mind restricted
But at last, may improve at will.
Can anyone say aught against it?
If he does, it counts as "nil."

Dare anyone say that the mother
Who knows what is in her food,
Is any the less a mother
To her trusting little brood.

Than the poor ignorant woman
Who never has had a chance
To take her place with the passing throng
Whose motto is "Advance."

Can anyone say that a woman today
Is any the less a wife,
As she takes her place by her husband's side
For the betterment of life?

Men have great minds, and we know it;
But is that any reason why
Woman should sit with folded hands,
As the good things of life go by?

Is there truly a reason why
A woman should knit or twiddle her thumbs.
As her husband reads wonderful books
Or does great mathematical sums?
Why not take a book or a pencil
And do some figuring too?
I'd suggest household expenses
For the lack of something better to do.
You will need all the mathematics
Known to the mind of man,
To figure household expenses
By any set rule or plan.
And at last, when you have it all figured out
On a page so clean and neat,
Just do as other bookkeepers do
And strike a balance sheet.
You may have to call your husband
When you are on the verge of tears,
But don't you care, just remember
Men have figured for many years.
In the higher mathematics,
While to women it is yet new,
But when she has figured for centuries
There'll be few things she cannot do.
"Why educate woman?"
Why, you men-folks all know
That a school for boys only
Is slow, awfully slow.

There is no competition,
For what boy gives a dot,
When another outwits him
If there's no girl o nthe spot,
To see his chagrin and smile at him
Or give him a knowing look
From the corner of her eye
From behind some handy book.
Then, if for no other reason
Than to give the thing a zest,
And to spur man on and upward
And to make him do his best.
But, aside from all these reasons,
I have given here tonight,
There is yet one vital other
And that reason is—it's right.
It is right that every woman
As she goes her many ways,
Has this help and joy and comfort
All her bright or cloudy days.
And I, for one, am thankful
For what little I do know,
And am glad my Maker sent me
Now, and not in the long ago.
What Does the World Expect From a College Woman?

By Caroline M. Breyfogle
Dean of Women, The Ohio State University

Whether the world of the college graduate receives her with sympathy or merely with forbearance, whether it be conscious of the standards by which it tests her out or whether it be not so conscious, there are certain elements regarded as the legitimate product of education, the lack of which is always noted with disappointment and comment.

The first of these might be termed womanliness. By womanliness is not meant that false valuation of herself which makes one a parasite on the community, enduring existence until such a time as marriage shall provide one who shall lay at her feet the fruits of his toil and who shall serve as a buffer between herself and all that is harsh and disagreeable in life. On the contrary, womanliness believes in co-partnership of labor; it implies a difference between the feminine and masculine character and their ultimate contribution to the community. It realizes the future of a woman is "hers to make, not to receive."

Again, the world expects the graduate to be trained. Whether this training should be vocational is the mooted question. Shall our colleges and universities turn out architects and interior decorators or women students who know the principles of design, who have a feeling for beauty of form and color, leaving the strictly vocational skill to be acquired in the industry itself? However, the problem works itself out, the tools for the reasonable mastery of the concrete job should be acquired in college. Training of mind and character should lead to the basic qualities of accuracy, concentration, thoroughness and responsibility. This much is expected by the college girl's world and who shall say that the expectation is an unreasonable one?

The third characteristic ascribed to a college graduate is cultivation. The college student is supposed to have lived through the great moments of the world which tested men's souls. She has followed the progress of man from small beginnings, learning to speak his language to read his literature, to appreciate his art, to interpret his social environment, to analyze his philosophy and religion, to admire his discoveries and practical inventions, to forecast his future. She has thought great thoughts, dreamed great dreams, been inspired by great visions both human and divine—will she not be a creature of broader sympathies, keener understanding, finer feeling for the true and beautiful, a contempt for the vulgar, and immoral a more delicate consideration for the experiences and opinions of others, a more reverent appreciation of the good? If she is not all this, do not her friends share some disappointment and perplexity concerning education in general and college education in particular?

Lastly, her little world expects to possess a prophetic vision, a philosophy of life, an orientation which shall hold her steadfast when practical difficulties obscure and oppress. Shall the four years of college life simply prolong the period of youth and preparation, making our women still more adaptable, personally charming but blunderers who know not the chart of life? To steer one's bark by a star implies a knowledge of the heavens as well as an art in handling the craft. Both should become the possession of our women: a philosophic or religious orientation and some little skill in the art of living that the craft be kept true to its course and come in the end to its desired haven.
CHAPTER XII
WORLD WAR I
UNUSUAL WAR SERVICES OF SOME OHIO STATE WOMEN

LABORATORY TECHNICIANS

Of course, the camps and cantonments had their base hospitals, with medical staffs, nurses, dietitians, and laboratory technicians. That Ohio State supplied a number of these technicians will appear from the following list:

Darrab, Florence Belle, B.Sc. in Agr. '18, Cp. Sherman, O.
Durant, Amy Alice, Home Ec. '19, Cp. Sherman, O.
Evans, Dorothy M., M.A. '19, Gen. Hosp. 18, Waynesville, N. C.
Fields, Margaret, B.Sc. in H.E., '18, Ft. Riley, Kan.
Holtcamp, Bertha (Mrs. Paul W. Austin), B.S. in H.E. '18, Cp. Jackson, Columbia, S. C.
McIntyre, Mary H., Med. '20, Cp. Sherman, O.
Merion, Mary Martha (Mrs. Geo. L. Pedlar), B.Sc. in H.E. '17, Cp. McClellan, Ala.
Poulsen, Aidee Opal (Mrs. Chas. Von Neal), B.Sc. in Educ. '18, Cp. Lee, Va.
Rasor, Mary M., Educ. '18, Ft. Sam Houston, Tex.
Whysall, Ruth Margaret, Grad. '18, Cp. Sheridan, Ill.
Williams, Evelyn F., Educ. '21, Cp. Sherman, O.
HOSPITAL DIETITIANS

We have the name of but two hospital dietitians, namely:
Grunsbad, Frances A. Nichol, Home Ec. '15, Ft. Sill, Okla.
Sellers, Sarah, B.Sc. in Dom. Sc. '13, Red Cross Hosp. 22, France.

A HOSPITAL NURSE

Only one nurse appears in our list, which cannot be
assumed to be at all exhaustive:
Swope, Mary Alice, B.Sc. in H.E. '14, B.A. '14.
Trained in Army Hosp. 1, New York City, May 1 to June 15, 1918;
Nurse, U.S. Base Hosp. 25, A.E.F., Allairey, Saone River, France,

RED CROSS WORKERS

Numbers of Ohio State women did Red Cross work at the
University and in the communities wherever they happened
to live. Only a few who performed unusual service can be
listed here:
Fisher, Mrs. Dorothy Canfield, Ph.B. '99, Arlington, Vt.
In chg. of Red Cross Relief Sta. and Med. Dispensary, Meudon-val-
Fleury, France; Hostess, Foyer du Soldat, Soissons, France. Served
three years overseas.
Kelly, Mary Agnes (Mrs. Earl T. Dutton), B.A. '06, Winona, Minn.
Interpreter, Red Cross, Italy, Oct., 1918 and later.
Seeds, Charme Marie (Mrs. Chas. Speaks), B.Sc. in Edu. '15.
Sailed Mch. 26, 1919; later Gen. Publicity Director, Red Cross, Balkan
States, to Mech., 1920.
Teachnor, Margaret V. (Mrs. Elam Miller), B.A. '18, Columbus, O.
Aide, Personnel Div., Red Cross, France. Shared in welcome to Pres.
Woodrow Wilson and party at Brest, France, Dec., 13, 1918. Hostess,
Canteen, Brest. In Apr., 1919, accompanied Army of Occupation to
Coblens, Germany, as Red Cross Fld. Agt.

WOMEN IN NAVAL SERVICE

A few of our University women took service as YWCA
in the Navy and in the Naval Reserve Force. The names and
records available are as follows:
Hogan, Ruth Loretta, Arts '11, Denver, Co.
Yeot, V. M.C.A. NO. 8, Operating Base, Hampton, Va.
Industrial Clubs, France, Nov., 1918 to Feb., 1919; Reconstruction
Worker, Hq. at Liege, Belgium, Feb., 1919.
Hughes, Minnie, Arts '13, Columbus, O.
In Ambulance Serv., France, Nov., 1918 and later.

A WOMAN WORKER IN SPAIN AND FRANCE

Only one Ohio State woman engaged in war work in
Madrid, serving later in Paris in another capacity. She was:
Asst., War Work, Office of Naval Attaché, Amer. Embassy, Madrid,
Spain, Summer, 1918 to Summer, 1919; Asst., Paris Office, Amer.
Com. for the Devastated Regions of France, summer, 1919 to Feb.,
1921.

NEAR EAST RELIEF WORKERS

The University can boast of having had several of its
people in Near East Relief work. These were:
Foley, Louis, M.A. '16, and his wife, Bess Vandervoort Foley, Arts '17
to '18, Harpoot, Turkey.
Cared for 6000 Armenian orphans in Harpoot and neighboring vil-
lages during a year and a half; also in Syria for a year and a half;
also in Syria for a year and a half.
McQuiston, William Carleton, B.Sc. in Agr. '14, M.Sc. '15, University of
Cairo, Egypt.
Relief Worker, Near East Relief, Syria and Palestine, with Hq. at
Jerusalem and assimilated rank of 1st Lt.

WOMEN WORKERS IN WASHINGTON, D. C.

There must have been a considerable number of Ohio
State women who did their war work in the City of Washing-
ton. Only two of them need be mentioned here:
Kultlan, Wilhelmina, Arts '19, Delaware, O.
Ck., Office of Secy. of War Newton D. Baker, Washington, D. C.
Lyons, Thelma Lenore, B.A. '17, Pickerington, O.
Ck., Exec. Div., Milit. Intelligence Br., War Dept., Washington, D. C.
WOMEN'S LANGUAGE

Status Translated by Talk

By Jenice Jordan
Of The Dispatch Staff

Women may be "chicks" or "pussycats." Powerless.
Men are often called "animals" or "bears." Strong.
A man says, "Let's go out to dinner."
A woman says, "Let's go out to dinner. OK?"

THE WAY women talk and are talked about "signals our
lower social status and perpetuates it," stoutly declares
Johanna DeStefano, who eagerly makes firm statements
especially in the new field of women's language. She will be a
featured speaker at the Oct. 21 Women's Day.

She's busy doing research at Ohio State University to
find out if assumptions in language — that people agree
"mankind" means both men and women, for instance — are
really true. Results could mean a change in curriculum
material to upgrade females.

Associate director of affirmative action at Ohio State,
she also spends a quarter of her time there as an associate
professor in the college of education, where she held a full-
time post before assuming her present job.

WITH MARY Kuhner, a graduate student, she began
research into women's language about a year ago, after
completing a book called "Black English."

Both studies are based on her theory that the ways
various groups talk and are talked about — "especially the
powerless" — affect social attitudes among themselves and
towards them.

"If a young girl hears the word 'scientist' and doesn't see
it as applying to her, she's automatically eliminated from
that profession," Mrs. DeStefano points out.

SHE'S PARTICULARLY disturbed by words associated
with women and by what she calls "tag questions."

"Men usually assert; women make statements, then tag
on a question," she avers, adding, "Powerless people check
continually with the powerful to find out where they stand.
That's why the average woman will respond to her husband's
'what time is dinner?' with '6?' complete with rising
inflection, instead of with a flat, clear, '6.'"

Her directive regarding tag questions: "Get rid of
them."

DELETING OR changing common appellations pertaining
to women may take a little more work, she admits.
"Men are bachelors, generally considered an OK-iate,
but women are spinsters, which is negative by definition," she observes.

"Years ago, the words 'master' and 'mistress' were
equivalent, indicating control over groups of people," she continues. "Now, master retains the meaning, while mistres..."

"THERE ARE something like 400 terms for prostitute,"
she says, maintaining, "Generally, vocabulary proliferates
around the things people consider important. Eskimos have
a lot of words for snow, for instance, because it's important
to them and, in American technology, there are dozens of
other words for 'nail.'"

Among words she's really anxious to eliminate, however,
are poetless and authorless, "because they are derivatives of
male occupations. Why can't poet and author refer to both
sexes?"

She considers "herstory" ridiculous. "History is a root
word and has nothing to do with maleness."

Mrs. DeStefano isn't fond of the term "chairperson,"
because, "it's come to mean woman." She uses "chair," but
would willingly switch back to "chairman" as soon as it's
commonly accepted as meaning women as well as men.

Women's Day
Is Set for Oct. 21

Alumnae Council of the Ohio State University Alumni
Association will have its fifth annual Women's Day Oct. 21
beginning at 8:15 a.m.

Nine special sessions and a luncheon are scheduled for
the event. Registrants may attend two of six morning
sessions and one of three choices in the afternoon.
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"Men usually assert, women make statements, then tag
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TOPICS to be discussed in the morning are: Glimpses
of China, Dr. M. Eugene Gilli; The Lord's Prayer and
Mental Health, Dr. W. Hy., including Glen Esh. Volvo
the Volunteer, by a panel of human service agencies;
Action Center; Margaret Hosk; "Growing up to Volunteer;
Louise Maringer, volunteeer guide; and Jean Reilly,
chairman of the volunteer planning committee, OSU
Division of Continuing Education.

Also in the morning: Women's Language, Myth and
Reality, Dr. Johanna DeStefano Change of Life, Dr. Janet
Bixel; and Women and Religion
National Societies, Dr.
Erika Bourguignon.

Afternoon sessions are on the Watergate Presidency by Dr.
Perspectives on the Past
Your Hidden Potential by Dr. Donald Van Meter; Discovering
Community Church; on the Rev. L. Robert Keck of First
Women of All Ages; and a reader's presentation entitled
"RESERVATIONS for Women's Day may be made at
Alumni House, 2400 Olentangy River Rd.

Susan Doersam is general chairman with Marjorie Blue
as co-chairman. Marjorie Fawcett, Ruth Morley, Patricia
Pohlm and Marilyn Pritchett comprise the program
committee.

On the general committee are Mary Jo Baumeister,
Chairman; Michele Matto, luncheon;
Margaret Nelson, registration, and Janice Zenisek, hostess.
Dec, 1977

When Ohio State was founded in 1870, law required the university to be open to anyone over 14 years of age, including women.

When the university opened three years later, only two women were listed among the 25 students enrolled.

The principle of equality between the sexes may have been there, but practically, women at Ohio State had a long row to hoe until equality became a reality.

The college catalogue of 1890-91 stated: "The university is open to both sexes. There is, however, no special courses for women or special study... such as music or poetry; but in the latter the assistant in drawing will receive private pupils."

One drawback for women attending the university was housing. There were no dorms for women until 1908. Until that time women had to board in private homes.

Once women were provided with a sufficient number of dormitories, they were subjected to a number of rules and regulations on their conduct.

According to Dorothy Ross, archives assistant, who attended OSU during the late twenties and early thirties, the university enacted these rules to "protect" women students.

"They always explained that the rules were for your protection," Ross said. "The rules seem strict, but they were things that were accepted at the time."

After World War II there were signs of a relaxing of sexual attitudes. Ross said, "There were a lot of war veterans, WACs and WAVES in school who questioned the strict curfews."

But even with the relaxed attitudes, regulations, especially for women, remained.

The moral behavior of the university's women students seemed to be very much the concern of the university in past years.

For instance, visiting a man in his apartment was out of the question for women students until 1956.

That year, it was decided an upperclass woman could visit a man's apartment with the written permission of her parents and the company of another woman.

Freshmen women could do so only with a university approved chaperone or be subject to dismissal.

In 1964, women students over 21 were given the okay to visit a man's apartment alone, and the year before, women over 21 were allowed to live in apartments off-campus.

Of course, those still living in the dorms had "hours" to contend with. Not until 1968 could upperclass women decide their own hours.
Looking back

'Coeds' become women and leave society pages

By Kate Phillips

From proms to sock hops to deskos, home economics to nursing to engineering, and chaperoned dates to 24-hour visitation in dormitories, the history of women's involvement at Ohio State has expanded beyond the imagination of those early "coeds."

However, reflecting back on history, the resistance by male students in the early stages of "coed involvement" was illustrated by this remark made in a letter to the editor of the Lantern in 1929: "If you are staging something for the revival of traditions and of college spirit, the greatest bar to traditions is the presence of the coed."

The reader said men were not free to frolic among themselves and were too concerned with what date to choose.

But during the early period of women attending college, women were primarily involved in social activities and service organizations.

Sororities and fraternities were extremely popular and provided freshmen and upperclassmen with weekly activities. A column in the Lantern called "Buck Anna" was devoted to gossip concerning who was seen with whom. Community life and solidarity were reinforced by the greek system.

Housing was a problem in the early 1900s. Men were provided with on-campus housing but women were not. Oxley Hall and Mack Hall were built for women with strict regulations governing their activities and whereabouts.

Housemothers stood guard at doors, waiting to scold those who missed their "curfew." And no one was allowed overnight unless a written parental consent form was submitted.

By 1910, women comprised one-seventh of the student population. A Dean of Women was established in 1913 and any student not maintaining good study habits was referred to her.

A women's student council was established and provided one of the major social events of the year — the Coed Prom — for all university women.

But women weren't merely interested in social activity, although the news coverage was purely society page news.

Mortar Board, a senior women's honorary, was organized in 1914. It became a national society in 1918, and the national chapter adopted the name, emblem and ritual which had originated at Ohio State.

A few women in the 1920s were taking nontraditional courses. One taking an industrial arts course in 1929, was quoted as saying that the only disadvantage to the course was that it ruined her hose.

Just as they became more interested in academics, a wider range of fields became available to them.

But there were still many drawbacks. A lecturer in 1929 spoke to a group of women and said: "The main objective of a college education is to be a decent parent."

And weight was dealt with through classes. Any "coed" 25 percent underweight were required to report twice a week to corrective classes. Overweight women had to diet and take classes which supposedly would enhance a slimmer appearance.

Women smoking cigarettes became a controversy in 1929 and the local Women's Christian Temperance Union wanted the university to punish women who smoked. But the administration, in response, said the "coeds" would condemn it themselves out of moral obligation.

Until 1970, visitation of men in women's dorms was only allowed four hours per day. It was raised to 13 and one-half hours per day but never after midnight or before noon. Twenty-four hour visitation was added in autumn 1972.

And before 1961, all women had to be inside their rooms before 10:30 p.m. and were not allowed to live in apartments.

Until 1963, any undergraduate woman who visited a man's room or apartment without a university-approved chaperone was subject to dismissal.

The first Women's Day program was held in 1971. Women became much more influential in student government and in other organizations.

Although sororities, cheerleaders, visitation hours and sex discrimination have carried over into the present, the roles of women at Ohio State have changed and their achievements are no longer only materials fit for the old society pages.
OSU women answered country's call in 1917

Ohio State women formed their own line of defense during World War I. These women, sewed, gave lecture-demonstrations on nutrition and food conservation, raised money for war fund campaigns, provided medical and counseling services, cared for war orphans and performed clerical duties. They also served as social workers, interpreters, entertainers, and canteen workers at sites providing recreation and refreshments for servicemen. One such canteen was located in a clubroom on North High Street near the former Union Station.

Many women volunteered through the American Red Cross as members or enlisted workers. In March 1917, the Columbus chapter began a drive to increase its membership from 350 to 10,000 to aid in the war effort. Ohio State women became members in several of the 113 units that formed throughout the city. Most joined units meeting on campus, including the North Side Auxiliary and the University or Surgical Dressing Branch. The University Women's Club also formed a Red Cross division through their organization. Within a two-week period, about 286 students became Red Cross members. No figures were available for the faculty and staff members.

Enlisted women had to complete courses in home dietetics, elementary hygiene, home care of the sick, and surgical dressing preparation. A great deal of work was accomplished through these classes and the campus branches. This was further supplemented by personal home projects.

One group made 44,000 small guaze dressings and army pads for use in French hospitals during eight months in the latter part of 1917 and the beginning of 1918. Another group produced 100 shirts daily, in addition to piles of miscellaneous garments and dressings. They sewed and knitted for soldiers as well as French and Belgian refugees.

Fundraising activities were led by many campus organizations such as sororities; Women's Council; Mortar Board, then a senior women's honorary; the Newman club; and Theta Sigma Phi, a women's journalism honorary, now known as Women in Communications, Inc.

During a war relief campaign, University women raised $21,000, including $3,000 in organizational pledges. Some women's organizations exceeded their pledges.

Many of these organizations sponsored dances, Christmas bazaars, concerts and knitting sales. Some students were vendors selling everything from sandwiches and flowers to special issues of The Lantern.

Kappa Kappa Gamma sorority also provided financial assistance to help Dorothy Canfield Fisher, an 1899 graduate with her work overseas. Mrs. Fisher was the daughter of James Hulme Canfield, president of the University from 1895-1899.

She served three years overseas in various capacities. She was in charge of the Red Cross Relief Station and Medical Dispensary in Meudon-val-Fleury, France. The well-known author also wrote a book of short stories based on her experiences in France. Home Fires in France was considered by critics to be one of the best war books published.
ENLIST NOW
Membership without Dues
SIGN UP!

Mobilization of Ohio State Women
APRIL SECOND

Recruiting Stations:
MAIN BUILD’G, HOME ECONOMICS BUILD’G

UNIT 1
SURGICAL DRESSINGS—
Open work room, old Homoeopathic Hospi-
tal, Monday, Wednesday, and Friday evenings,
and Wednesday afternoons. Work simple to learn
and interesting. Trained instructors in charge.
Bring apron and scissors. Great need of workers.

UNIT 2
HOSPITAL GARMENT MAKING—
Meets in Home Economics Building, Sew-
ing Laboratory, first floor south. Open Daily.
Evening excepted. Great need of workers.
Any one can learn.

Slogan: One hour per week for every University Woman
for the 8 remaining school weeks.

One day's work given our boys when they give their lives. The battle
is on, the work must be done.

Are You a Worker of the Red Cross?
IF SO—WHERE? IF NOT—WHY NOT?

BEGIN TO-DAY
More women in college

Women still don't outnumber men at Ohio State University, though female college students have outnumbered men on a national basis in the past decade.

In fall 1982, the last year for which national statistics are available, there were about 6.4 million female students compared with 6 million men. In fall 1972, there were about 4 million female students to 5.2 million men.

At OSU, the women's ranks grew by 34 percent between 1972 and 1982, but the women still haven't overtaken the men, said Mary Korfhage, assistant vice provost for student services.

Women at OSU, including the four regional campuses, numbered 19,451 in 1972 and 26,102 in 1982. There were 30,589 and 31,677 men respectively.

"I think these numbers are very much in line with the national figures, at least with what seemed to be going on with other major institutions," Korfhage said.

The national figures, compiled by the National Center for Education Statistics, reveal several other developing enrollment trends. The numbers of blacks and minorities, students 25 years or older and part-time students have increased sharply.

The number of blacks and other minorities in colleges and universities nationwide increased by 85 percent between 1972 and 1982, to 1,770,000, from 955,060.

At OSU, the number increased by 50 percent, to 3,686, from 2,450.

Nationwide, the number of students 25 years and older rose to 4.4 million, from 2.6 million in 1972, a 69 percent increase. At OSU, it rose 52 percent, to 15,222 students, from 10,021.

Part-time students nationwide increased by 68 percent during those 10 years, to 5.2 million, from 3.1 million. At OSU those numbers rose to 11,604, from 4,654, a 149 percent increase.
OSU moms can get food

Pregnant women and mothers enrolled at Ohio State may be eligible for home-delivered meals from the Columbus Health Department's Women, Infants and Children Program.

The service now provides eggs, cereal, fruit juices, milk, cheese and infant formula to more than 18,000 Franklin County women and children.

However, many who qualify for the program fail to take advantage of it, said Gloria Watkins-Cannon, the program's outreach worker.

Of the county's 20 clinics, two of these are accessible to OSU students, but many are unaware that the service even exists, said Watkins-Cannon.

To be eligible for the supplementary diet plan students must be either pregnant or have children younger than five years old, be a Franklin County resident, have limited income and be considered a nutritional health risk.

A family of three must have a yearly gross income less than $15,207.

A family of four must gross under $18,313.

A nutritional health risk is determined by height/weight ratio, red blood cell count and weight of the baby.

For more information contact the program at 222-6492.
Women return to college

By Tracy Arthur
Lantern staff writer

Older women have many reasons for returning to college, ranging from personal enrichment to preparing for a new career.

They often spend their lives meeting other people's needs, said Phyllis Rosen, a psychologist who has given workshops for women in transition for the Office of Continuing Education. She said a woman gains more freedom and her values become centered on herself once her children are grown.

"There is a drive to become more assertive," she said.

Lately, tradition has also changed and there is now more pressure for women to become career-oriented, she said. Rosen did not start college until she was 29.

In winter quarter there were 638 women undergraduates older than 35.

Deloria Bosley, a senior from Columbus, said, "My husband has his degree and most of our friends do, so I just felt I should get mine."

At 43, she is majoring in English. After Joey Hamiel's husband died five years ago, she discovered she did not have the skills for the career she wanted. She returned to college after 25 years.

"I decided to invest the time and money," said Hamiel, a senior in home economics from Columbus. "Women should develop their skills. You don't know what the future holds and you should be prepared to face it."

"The non-traditional student must juggle more roles that are responsibility roles than a younger student," Sue Blanshan, executive officer for the Office of Human Relations and former director of Women Services, said.

Women with children at home often feel anxiety about not being there as much for their children, said Christine Rideout, a psychologist at OSU's Counseling and Consultation Service.

"My children say I'm not as available to them and they don't see me as much, but I have to focus on college now," Hamiel said.

Before a wife and mother returns to college, the family thinks she will be supportive, until the time she usually shares with them is taken away, Blanshan said.

"'Then it's 'Mom, where are you?,' 'We're eating out again,' 'You don't come to my games any more,'" Blanshan said.

Although families may not recognize it now, women feel they have to return to college to help the entire family, she said.

Still, most families are supportive, the women agreed. "My 11-year-old daughter enjoys walking by my room every night and asking, 'Is your homework done?'" said Mary Leggett, a freshman in history from Columbus, who started college after being out of high school for 19 years.

Hamiel said she studies in the library with her son, who is now in law school.

"Because I've had so much encouragement, I don't feel at a disadvantage," Leggett said. "After two or three weeks, that feeling disappeared," she said.

But some women do have feelings of inadequacy compared to younger students, and feel alienated from them when they return to college, Rosen said.

"The realities are they have been out of school for a long time," Rideout said. "It has been 15 years since they took a math test. They're not as well prepared as if they just had the prerequisite last quarter."

Bosley said it was hard finding time to study because she works full-time. "I have to work everything else around this," she said. "They (younger students) started with an advantage. They're fresh in studying, taking exams, but I don't feel competitive toward them," she said.

Women coming back to college have trouble finding a peer group to identify with since they do not have the social contacts of traditional students, said Lisa Hunt, 25, a single parent who started a program for returning students in home economics.

"They may look around in class and find they're the only one over 40 and wonder if they see things or think about things the same (as the other students)," Rideout said.

"In the beginning I was really aware of the age difference," Hamiel said. "The first day, I would scan the class and sit by someone who was also older. I met several friends that way," she said.

Overall, older women students are accepted by their classmates, Blanshan said.

"I don't feel there is a gap," Leggett said. "I don't feel any different from any other student," she said.

"The younger students, in fact, have been very nice. I haven't sensed any hostility," Bosley said.
When Women Enter the Workforce
Salaries and Status Slide

By Patricia Mroczek

Journalism is in the throes of a sex change. Even though the most visible leaders in the profession—men, the Woodwards and Bernsteins, and Ted Koppel—are generally male, the number of women entering the communications industry in this country threatens to feminize the mass media.

Sixty percent of the students in Ohio State's School of Journalism are female. The same is true in journalism programs across the country. It's a trend that professes and practitioners alike warn may change the profession forever.

Because women have traditionally earned less than men, the gender switch could mean stagnant earnings for everybody in a field where the pay already is low. Others see the trend as offering new opportunities for women. But the gender switch is not unique to journalism.

Enrollments once dominated by men, such as in veterinary medicine, are more than half female today.

National statistics show that the American workforce is now about 44 percent female.

The gender change is not happening without growing pains, however, and labor pangs are most evident in the professions to which women are flocking.

Journalism is one example. When Paul Peterson, a professor of journalism, conducted a national survey of journalism students at Ohio State last year, he recorded the biggest enrollment jump in the history of the school, from 796 students in 1985 to 1,114 one year later.

The school's enrollment is now 51 percent female. Peterson attributes the explosion to an influx of women pursuing public relations and advertising careers.

And Ohio State isn't alone. Since 1968, Peterson has conducted a national enrollment survey for the Association for Education in Journalism and Mass Communication, the professional organization of journalism educators.

He says Ohio State's enrollment represents an "amazing miniature" of what's happening in the country—two out of every three public relations students are now women.

The switch since the mid-1970s troubles him, he says. As women flock into the profession, starting salaries in public relations recently declined from $14,500 to $14,000.

Peterson blames it on society's view of women workers.

"There is still an attitude, 'I'm sorry to say, that females are transitory employees,'" Peterson says. "They're the ones who get pregnant. They're the ones who historically move with their husbands. And they're the ones who frequently take jobs that require less than their talent and training."

Unlike Peterson, Sharon Brock isn't bothered by the gender switch. An assistant director in the School of Journalism, Brock is upbeat and positive about the change. "I don't think women will dilute the profession," Brock says. "Today's women are different, more self-confident, which may not have been true of women a generation ago. Students here dive into what they are interested in instead of making the point that they are women."

For example, one student group, the local chapter of Women in Communication, Inc., recently became inactive because no one ran for office. Ten years ago, it was a leading journalism organization which sponsored programs, workshops, and speakers.

Instead, women are now leaders in Public Relations Student Society of America (PRSSA), the Society of Professional Journalists Sigma Delta Chi (SPJ/SDC), and the American Advertising Federation. A decade ago, the organizations had male-dominated leaderships, and SPC/SDC wouldn't accept female members.

"Today's issue is 'who's the best person,' Brock says. "By leaning toward that, rather than we'd better get a woman in that position, our students become part of the evolution of women entering the workforce." And the evolution in America is on.

More women are involved in the country's workforce each year. But while the number of women increases, the number of men decreases, according to the U.S. Bureau of Labor Statistics.

In 1970, almost 80 percent of all the men in the country were in the civilian labor force. A decade later, that had declined to 77 percent. It's been at 76 percent since 1984 and is expected to stay there for the next decade.

Women workers, however, are making their move to full-time employment.

In 1970, 43 percent of the country's women were part of the civilian labor force. By 1986 more than half of all women were employed outside their homes.

The number is expected to hit 60 percent by 1995—and that's despite financial disadvantages in the marketplace.

Even in the 1980s, women earn about 60 cents for every dollar paid to men. According to the federal publication Earning Power, the difference has fluctuated between 59 and 64 cents but has remained more or less stable for the past 30 years.

In fact, according to Psychology Today, a female college graduate earned less in 1980 than a male high-school dropout.

Working in a female-dominated career doesn't help. See story on page 14. Good Housekeeping reported in 1986 that although 2 percent of the country's secretaries are men, they average $125 more a week than their female associates.

Being a professional doesn't even help. Women engineers fared the best, earning 81 cents for each dollar paid to their male counterparts.

No other profession came close. Women attorneys and computer systems analysts earned 75 cents for every male-dollar. Doctors, editors, and reporters earned slightly less than 73 and 72 cents.

School administrators saw about 60 cents for every dollar earned by a male associate. And that's after comparing only full-time, year-round employees, according to the 1982 Current Population Survey from the U.S. Bureau of Labor Statistics.

Why? Studies indicate that women often begin at lower salaries simply because they accept the positions. Once hired, women tend to make fewer salary demands. The salary structure also may be somewhat skewed by the influx of women into the lower positions.

Additionally, women are being promoted more often in the 1980s, their promotions bring less pay and leave them lower in the corporate hierarchy.

In March 1986, the Wall Street Journal labeled part of the problem as "the glass ceiling." It is a mechanism that prevents women from rising to top corporate and management positions.

It works like this. Women advance in their careers but can't break into the upper echelons of management. And because men predominate in these senior positions, women often have no mentor or support network to turn to for advice.

The women get frustrated. They decide to change jobs, accepting a lateral move instead of an upward one. The women have failed to break through the "glass ceiling" and now the employer has lost the investment in training them.

Another view of what's happening to women workers in America is the one subscribed to by Ohio State sociologist Bill Form.

He thinks the country is grudgingly moving toward equal employment among men and women. The evolutionary process, however, will be like a difficult birth—long and torturous.

Form is a professor of sociology at Ohio State and editor of the American Sociological Review, the leading journal of the American Sociological Association.
opportunities become visible. But the influx alters supply in the marketplace. While demand remains constant, the supply goes up. In the meantime, certain markets are becoming saturated, Form says. The country doesn't have as many 'safe' professions anymore.

He notes that previously becoming a doctor, lawyer, dentist, or any of a number of other professions almost assured a solid income and a good way of life.

That is especially true in the field of veterinary medicine.

Long a bastion of male dominance, women began to pour into veterinary programs in the late 1970s. By 1984-85, there were equal numbers of men and women enrolled in America's 27 veterinary schools.

At Ohio State's College of Veterinary Medicine, females total 58 percent of the 520 students. Among first-year students, women represent 62 percent of the enrollment.

By the year 2000, there will be 3,200 more veterinarians in the U.S. than we may need, based on a federal report on the Status of Health Professionals Personnel.

Does that mean women are getting into veterinary medicine only because men are getting out? Don't look at it that way, argues Form.

"When women invade an occupation, it represents an opening women didn't have before. Isn't it better for them to invade new occupations and be paid like they should be, rather than be stuck in the few occupations they were in before?" he asks.

Milton Wyman takes issue with that argument. Wyman, dean of student affairs in the College of Veterinary Medicine, says the trend switch at Ohio State occurred because of the selection process.

He says the door of opportunity opened to women when colleges sought the best students. Many of those "best students" are women.

"Technology is building veterinary medicine knowledge at logarithmic rates," Wyman says. "You use your head and not your brawn in providing services today."

Wyman says brute strength has been replaced by devices and anesthetics, which are better and safer for the animal. And as the need for brute strength disappeared, so did some of the male students.

Wyman says successful women students attracted more women students. Then women graduates, like Donna Nicol, became female role models, which attracted even more females to the profession.

Nicol is a 1983 graduate of the college who works at the Beechwood Veterinary Hospital and its branch, the Hudson Animal Clinic in Columbus. She is one of eight veterinarians at the hospital, the first of three women who now work there.

As to success in the profession, Nicol doesn't think that gender is an issue. "I think that one's effectiveness is determined by her competency and her ability to interact positively with clients and colleagues. I don't think gender is a determining factor," she says.

What is an issue is the inevitable changes the profession was facing anyway. Nicol predicts the profession will change to cope with technology and societal needs.

"I think you'll see more group practices, and office hours will be different," she says. "You'll probably see more evening hours, and more people may do what I'm doing."

For the past year and a half Nicol has worked part-time with a specialty in surgery. She works 25 hours a week, which gives her time for her husband and church activities. She has no children.

"Many veterinarians are working 60 or 70 hours a week. That's enough for two people. In the future, I think we'll see more veterinarians reducing their hours by working day or evening shifts. Although this may mean a reduction of pay, you don't go into the field if your primary aim is to make lots of money."

Where do women workers go to make money then? Ironically, it's any profession that women aren't going into Toby Parcel, an associate professor of sociology, has completed a study on occupational earnings differences that suggests that to earn good money people must choose an occupation that has few women.

Parcel's study shows that the higher the proportion of women in a profession, the lower the average earnings. That's due partly to supply conditions, she says. "There are a lot of women crowding into occupations that are heavily female. That may help explain why wages are low," she says.

But the study, which was presented at the American Sociological Association's annual meeting last year, also shows that the higher the proportion of married women in an occupation, the lower the earnings. Conversely, the more married men there are, the higher the earnings.

"If you're looking for an occupation, are you going to look for one where there's a higher percentage of women or men?" she asks.

Parcel does offer a guardedly optimistic view for young women because recent graduates are reporting earnings that are relatively higher.

"If the trend continues, the gender gap may decrease," she says, warning, however, that in time the gap may again increase.

Despite that, some at Ohio State are optimistic because enrollment is also rising.

Women students now compose 46 percent of the student population, says Mary Korbhage, senior associate registrar. In graduate school, enrollment is 57 percent women. Korbhage says women students doubled in the University's six professional schools and in business and engineering programs.

It's in engineering that the gender gap is taking a beating.

Marianne Mueller, assistant dean in the College of Engineering, says the demand for women engineers has never been greater. But the number of women undergraduates in the College of Engineering peaked in 1983 and has leveled off with 800 students. "That's about 16 percent of the college"

"I don't think they are in demand because they are women, or other," Mueller says.

She explains that women who come into engineering are generally in the top rung in their class. They are high achievers who are good in math and the sciences.

"They are very much in the forefront," she says.

That may be why women engineering graduates are being offered better money than some of their male colleagues.

According to the July 1986 College Placement Council report, female chemical engineers were hired for an average of $40 more than the $24,027 offered to their male counterparts. The same is true for aerospace engineering ($40 more at $23,048), industrial engineering, and others.

Mueller says the small wage difference is not related to gender. "They're not getting more because they're women," Mueller says, "but because they are better students."

Either way, no one, including Mueller, is sure if the initial parity will remain through their careers.

So experts, including Parcel, offer this advice.

To be paid like a man, you may have to act like one.

"I don't mean in terms of interpersonal style," Parcel says, "but in terms of how you handle your career. Don't refuse promotions and don't decline to travel," Parcel says.

"Young women have to think very seriously about what they want," Mueller says.

Patricia Minzner is an associate editor in the Office of University Communications.
SISTERS AND SCHOLARS:

WOMEN AT THE OHIO STATE UNIVERSITY, 1912-1926

A Thesis

Presented in Partial Fulfillment of the Requirements for
the degree Master of Arts in the
Graduate School of the Ohio State University

by

Louise Ann Booth, B.A. (Hons) Dunelm

* * * * *

The Ohio State University

1907

Master's Examination Committee:

Susan M. Hartmann

Nathan Rosenstein

Approved by

Adviser

Department of History
Conference to examine status of Black women

By David Tull

The struggle by Black women to achieve parity in American society is the focus of a conference to be hosted by Ohio State May 5-7.

"The Black Woman: Prospects and Challenges for the Future" will attempt to "clarify the agenda of Black women by focusing on social and public policy issues confronting them," says S. Yolanda Robinson, conference coordinator.

May 5 in suites A-G in the Ohio Union, educators, scholars and researchers will present papers.

A second program, designed to meet the needs of people in the Columbus metropolitan area, will be held May 6 and 7 at the Community Extension Center, 905 Mount Vernon Ave. Sixteen workshops have been planned.

Among the speakers confirmed for the conference are sociologist Vivian Gordon, author of Black Feminism and Liberation; Edna Hayes, president and publisher, Ronphil Publishing Co.; Zelma George, author of A Joyful Noise; and educator Janice Hale Benson, author of Black Children: Their Roots, Culture and Learning Styles.

Others include Pratia Wynn, noted preacher and Bible study leader; Darlene Hine, professor of history at Michigan State University; sociologist and writer LaFrancis Rodgers-Rose, president of the International Black Women's Congress; economist Julienne Malveaux, author of Black Women in the Labor Force and The Status of Women of Color in the Economy; Illinois State Sen. Margaret Smith; Faye Williams, candidate for Congress in the 8th Congressional District of Louisiana; and Marian Kramer, president of the National Welfare Rights Association.

The conference ends May 7 with an evening of poetry by Sonia Sanchez, educator and author of Homegirls and Hand Grenades. Sanchez is on the faculty of Temple University.

There is a small registration fee for the conference, with discounts available for students and senior citizens.

For more information or to register, call Robinson at 292-4459.
Conference helps black women

Three-day seminar focuses on how to meet challenges

By Tonja D. Stewart
Lantern staff writer

Prominent black women from many professions and from throughout the country will speak at "The Black Woman: Challenges and Prospects for the Future," a conference beginning today and running through Saturday.

"Through more education, we want to be able to make a better life for black women, which will in turn make a better life in the community," said Yolanda Robinson, conference coordinator for the Department of Black Studies Community Extension Center, 905 Mt. Vernon Ave.

Robinson said these types of conferences are needed because "black women have a lot of challenges facing them on how to educate themselves on things from relating to other black people, to what they can do to make the lives of their children better.

"There has been such a lack of literature in terms of education and the accomplishments of black women," she said.

"If this conference does nothing else, we hope that it will raise the awareness of issues that black women face these days," said Anna Bishop, cultural activity chairwoman for the conference.

Bishop is in charge of the art exhibit, which will feature artwork by amateur black female artists ranging in age from two to 72.

"One of the things that I want people to get out of the exhibit is to know that there are artistic community resources that have never been tapped," said Bishop.

About 400 black women are expected to attend the conference, Robinson said.

Carlene Young, who has a doctorate in education, is the author of articles on the black family and an administrator in black studies will speak today along with Julianne Malveaux, a writer for Essence magazine, and Jewell McCabe, the national president of the organization 100 Black Women.

Today educators and researchers will come together and present their research on black women. Topics such as literature, politics, health and sociology will be addressed.

"On Friday and Saturday there will be more how-to workshops," Robinson said. "Workshops where people in the community are talking about some of the challenges that face black women and how to overcome some of those challenges.

"We will be talking about educating our children. We have brought what we consider to be some of the experts on research about how to deal with school-related problems," Robinson said.

Robinson said economics and politics are major challenges for black women.

"We really don't have enough black women in politics and I really would love to see more black women in the elected office," Robinson said.

Saturday night at the Martin Luther King Cultural Arts Center, 805 Mt. Vernon Ave., black women from Columbus will be honored. Bishop will also do a presentation of her One Woman Blues show, which consists of music and poetry.

Among the speakers will be Zelma George, former delegate to the United Nations. George will also be the only Ohio woman included in the national Women of Courage Exhibit, which will be on display in the Ohio Union throughout the conference.

The program today will be in Ohio Union Suites A-G, beginning at 10 a.m. Registration costs $30 for the public, $7.50 per day for students and senior citizens, or $22.50 for the entire conference.

For more information call Yolanda Robinson at 292-4459.
Kickoff will be special for women

By Melinda Sadar

The University community is invited to attend the kick-off of a new campaign to broaden the academic, economic and societal opportunities of women throughout the University. The event will take place at 2:30 p.m. Sept. 26 in the second floor lobby of Bricker Hall.

The Critical Difference for Women Program campaign will seek to raise $2 million through the $350 million Ohio State University Campaign for a variety of programs relating to women’s issues, including scholarships, research grants and professional development.

President Jennings and Provost Myles Brand will present brief remarks. Lou Briggs will outline the Critical Difference for Women Program and its goals. She is a member of the Worthington City Council and an active community volunteer. She also serves as chairperson of the Critical Difference for Women campaign.

Jean Dickerscheid, associate dean of the Graduate School and chair of the 16-member working committee for the program, will introduce the speakers. A reception will follow.
$2 million slated for OSU women

By Michelle L. Weber
Lantern staff writer

A campaign to raise $2 million to help women at Ohio State achieve their academic and career goals was launched Monday in Bricker Hall.

The Critical Difference for Women Program is part of the Ohio State University Campaign, the university's five-year effort to raise $350 million for academic, research and student programs. President Edward H. Jennings opened the ceremony and said the program "will give Ohio State the necessary resources to support its ongoing effort to address the unique challenges faced by women students, women faculty and women staff."

Jennings said Ohio State is one of the first major universities to launch a fund-raising campaign of this magnitude devoted entirely to women's programs.

Lou Briggs, chairman of the program's steering committee and national advisory board, said the $2 million will be used to implement nine programs important to the status of women at the university.

These programs include a re-entry scholarship and fellowship fund, professional development grants, a fund for research on women, endowed faculty chairs for women scholars, a special needs fund, women's mentoring prog-

See WOMEN, page 2

rams, a visiting women scholars' fund, a minority women scholars' career support program and a day care service for both children and elderly, dependent adults.

Briggs urged the audience to share information about the program with other people in the community, encourage them to make donations and make donations themselves.

The steering committee is comprised of people inside and outside the university. Briggs said she is looking for a few good men to join the committee.

"This has to be a joint effort between men and women," she said.

The program was developed by the Working Group on Women Scholars' Needs. Jean Dickerscheid, associate dean of the Graduate School and professor of family relations and human development, is the group's chairwoman.

Myles Brand, vice-president and provost for academic affairs, said the group's initial concern was providing flexible financial aid to women graduate students returning to school on a part-time basis.

Brand said the group soon realized this was only a small part of the educational needs of women on campus. He said the Office of Academic Affairs made the program one of its top priorities.
$2 million fund to aid women at University

By Melinda Sadar

A campaign to raise a minimum of $2 million for women's programs at Ohio State was announced Sept. 26 by President Jennings.

The Critical Difference for Women campaign will create an endowment to support nine specific areas relating to the academic, professional and personal development of women throughout the University community. These include: re-entry scholarships and fellowships for undergraduate and graduate women students, professional development grants, a fund for research on women, endowed faculty chairs for women scholars, a special needs fund, women's mentoring programs, a visiting women scholars' fund, a minority women scholars' career support program, and intergenerational day care.

Funds will be sought for the program through the Ohio State University Campaign, the University's five-year, $350-million effort to raise private gifts for selected academic, research, and student programs.

More than 200 University and community members attended the kickoff of the campaign held in the lobby of Bricker Hall.

According to Jennings, the Critical Difference for Women campaign "confirms Ohio State's strong commitment to equal opportunity regardless of gender, and strengthens the University's resolve to make the most of all its human resources."

Myles Brand, vice president for academic affairs and provost, stated that "the program will ensure that women

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have and can take advantage of educational opportunities that will further their careers."

Brand pointed out that women remain underrepresented in many academic disciplines and often advance through the academic ranks at a slower rate than men. "Ohio State is making tremendous strides in promoting women's programs, but we can do more," he said.

Jean Dickerscheid, associate dean of the Graduate School, is chairperson of the Working Committee on Women Scholars' Needs that formulated the Critical Difference for Women program. Lou Briggs, a member of the Worthington City Council and an active community volunteer, is serving as chairperson of the campaign.

University faculty and staff serving on the working committee include Sue Blanshan, Office of Human Relations; Caroletta Curtis, University Senate Committee on Women and Minorities; Judy Genshaft, Human Services Education; Sue Mayer, Office of the President; Margaret Nishikawa, Council on Academic Excellence for Women; Barbara Newman, Office of Academic Affairs; Sheryl Hansen, Office of Women's Services; Margaret Hines, liaison, College of Medicine; Mary Margaret Fonow and Susan Hartmann, Center for Women's Studies; Judith Fountain, University Child Care Program; Ruth Gresham, Women of Color Consortium; Gay Hadley, Human Relations and Career Development; and Mary Ann Williams, Black Studies.
OSU acts to boost women's careers

By Tim Doulin
Dispatch Staff Reporter

In 1879, Mary Frank Morrison became the first woman graduate of The Ohio State University. More than 100 years later, women are hard to find in high-ranking positions on campus.

About 35,000 women work or study at OSU, but fewer than 4 percent of OSU's full professors are women, and only three of 26 deans are women. There are no women vice presidents.

"We certainly have not given enough attention to helping women move up the career ladder," said Jean Dickerscheid, associate dean of OSU's Graduate School. "We need to help women move forward in playing a more important role in the affairs of the university."

OSU RECENTLY launched a campaign to raise $2 million for the Critical Difference for Women Program, designed to advance women's careers.

The money is to be raised through the OSU Campaign, the university's five-year, $350 million campaign to raise money for selected academic, research and student programs.

"The program will ensure that women have and can take advantage of educational opportunities that will further their careers," said Myles Brand, OSU provost and vice president of academic affairs.

"Ohio State is making tremendous strides in promoting women's programs, but we can do more."

The program includes re-entry scholarships and fellowships that provide financial aid to women who left college to meet other responsibilities, such as raising a family, and now want to return to finish their education.

"A number of women desire to continue education so they can take better-paying and more responsible jobs, but without assistance programs they are often caught in the jobs they are in," Dickerscheid said.

Women make up more than 50 percent of the students pursuing master's degrees and 33 percent of all Ph.D. candidates.

"ONE REASON there aren't more women Ph.D. candidates is that women don't see women Ph.D.s succeed and holding responsible positions," Dickerscheid said.

The university is planning a visiting women scholars fund to bring women scholars and professionals to the university for lectures. The lectures would profile women's contributions to academics and society.

A women's mentoring program between junior and senior faculty members and between faculty members and students will be added. Endowed chairs for women scholars also will be established; And a women's research fund will offer financial aid to faculty members, staff members and graduate students conducting research on women, gender or gender equity.
Groups to join world celebration for International Women’s Day

By Deborah Straffella
Lantern staff writer

International Women’s Day might only be an official holiday in China and the Soviet Union, but it is celebrated all over the world, including at Ohio State today.

“This is an opportunity to celebrate how we are connected to women in other parts of the world, and also to acknowledge their role in the struggle for women's liberation,” Mary Margaret Fonow, assistant director for the Center of Women’s Services said.

Today from 12 p.m. to 2 p.m. the Association of Women Students is sponsoring an International Women’s Day celebration, along with the Center for Women’s Studies and the Office of Women’s Services. The event will be held in the Ohio Union, suites A, B and C.

“For us it’s a day of cultural understanding,” said Melanie Boyd, 24, an undergraduate with a degree in communications.

Boyd, a member of the Association of Women Students, organized the event in order to address cross cultural understandings among women. She said women representatives from around the world will be speaking about their experiences as women, and the differences between cultures.

“A lot of times in the women’s movement individuals try and talk about all women being the same, and attack women's problems as if all women were of one place, and we're not,” Boyd said.

The day originated in 1908 when women garment workers in New York City demonstrated for better working conditions and decent wages.

In 1910, German Socialist leader Clara Zetkin proposed that March 8 be observed annually as International Women’s Day. The day was celebrated sporadically, and died out in the 1930s. It wasn’t until the late 60s that interest in International Women’s Day was revived.

This year, Ohio State will try and recognize the diversity among women, and will feature women from countries such as China, Tunisia, India and the Philippines, Boyd said. Once the speakers have finished, Boyd said she will open the floor to the audience so they can share their reactions and experiences.

Madhu Parashar, a graduate administrative assistant in the Office of Women’s Services, is one of the featured speakers.

Parashar is a native of India who spent seven years in Mexico. Her speech will focus on the similarities between Indian and Mexican women.

“When I first came to Mexico I was faced with a different culture and a different language,” Parashar said. “Plus there was a strong Western influence in Mexico that I had never been exposed to before.”

However, Parashar said after a while she was able to see similarities between the two types of women, and not just differences.

The celebration will end with a ribbon ceremony, Boyd said. Everyone will be given a piece of green ribbon and join together in a large circle.

Boyd said people will be free to come and go as the celebration will be a rally on the Oval. She also added that the celebration is open to anyone who wishes to participate in the event.
Humanities lectures to focus on issues many women face

“Women: Choices and Challenges” will be the topic spring quarter during the women scholars lecture series hosted by the College of Humanities.

Each talk is at noon in the Lazarus Assembly Center in downtown Columbus. Box lunches will be provided at a cost of $10 each.

Barbara Rigney, professor of English, will open the series on April 12. She will discuss “Politics and the Contemporary Woman Writer.”

On May 3, Susan Hartmann, director of the Center for Women’s Studies, will speak on “Women and Transformation in American Politics.”

Concluding the series will be Marilyn Waldman, director of the Center for Comparative Studies in the Humanities. Her topic is “Women Leaders: Why Are There More Outside the United States?”

For more information, contact the College of Humanities at 292-3636.
Women explore agriculture

By Crystal Jones
Lantern staff writer

High school women interested in agriculture were encouraged to explore the field’s career possibilities at an agricultural conference Wednesday.

The conference, entitled “Promising Young Women in Agriculture” and held in the Agricultural Administration Building, was to encourage and recognize young women in agriculture while promoting agriculture and Ohio State, said Mary Poling, admissions counselor for the College of Agriculture and coordinating adviser for the event.

More than 90 high school women, with the parents, 4-H agents and agricultural education instructors who recommended them, attended the conference.

The students listened to seven speakers and a panel of professional women in agriculture.

Jamie Cano, assistant professor of agriculture education, has worked on the issue of sex equality with female agricultural education teachers in public high schools. Cano said he realized the problem was getting women to study agriculture.

Cano and members of Sigma Alpha, a professional agriculture sorority, both went to Poling with the idea for a conference for women high school students. Poling is a chapter adviser of the sorority.

The program was organized by Sigma Alpha, the College of Agriculture and the Department of Agricultural Education.

Cano said, “The program was to acquaint (students) with agriculture careers and make them aware that there are jobs available in the field of agriculture for females as well as males.”

Holly Stacy, county extension associate of 4-H in Sandusky County, said, “Women are more accepted in agriculture today than they had been in the past.”

Stacy said scientists, engineers, managers, marketers, sales representatives or social service professionals have the best job opportunities.

Students in education, communication or agriculture production have fewer opportunities because of the higher number of graduates, Stacy said.

Lisby Beem, employment coordinator for Countrymark, said communications skills and the ability to listen and to make decisions are important skills students should have for interviews.

“The person with the best personality is the person most likely to get the job,” Beem said. Attitude can be the most important quality that an interviewer looks for, she said.

Upperclass agricultural students introduced the high school students to agriculture and other OSU student clubs.

Rebecca Kilpatrick, a senior attending Westerville South High School, said, “I really enjoyed the program, especially the session on interviewing and the speech by Holly Stacy.”
WOMEN SCIENTISTS

"Women in Biological Sciences: Bridging the Gap to a Successful Career"

WORKSHOP

Dr. Mary Jane West-Eberhard
N.A.S.
Research Scientist, Smithsonian Tropical Research Institute

Faculty Club - Club Room, Wednesday, April 19, 1989
Mixer - 7:30 pm.
Open Discussion with Dr. West-Eberhard from 8:00 - 9:30 pm

***REFRESHMENTS SERVED - ALL WELCOME***

SEMINAR: "Individual Plasticity and Behavior: Keystones for a New Evolutionary Biology of the Phenotype"
April 18, Room 21, Lazenby Hall, 4:00pm

Fourth in a Series of Programs
Sponsored by a Grant from the Office of Human Relations to Dr. Edith L. Taylor and Dr. Dana L. Wrensch, Departments of Botany and Entomology.
Women’s fair will share ideas, info

The fifth annual Women’s Fair, "WomeNetworks '89," will bring together representatives from dozens of campus and community organizations serving the political, cultural, social, health, and work-related needs of women.

The fair provides staff and students an opportunity to learn about resources available to women on campus and in the Columbus community.

The fair also helps facilitate the exchange of information among women from those organizations that are supportive of women.

The fair is free. It will be held from 11:30 a.m.-6:30 p.m. Oct. 10 in the West Ballroom of the Ohio Union.

The event is sponsored by the Office of Affirmative Action, University Hospital’s Women’s Health Services and the Office of Women’s Services.

For more information, call 292-8473.
Women stay in traditional ‘male’ majors

By Jeff Grabmeier

They may feel outnumbered, but most women undergraduates in male-dominated majors say they aren’t likely to quit. A study of 141 sophomore women here showed that those majoring in traditionally male fields such as engineering were less likely to consider changing their majors than women in more gender-balanced majors.

The findings, presented this week to the American Sociological Association, suggest that sexist treatment isn’t forcing women students out of traditionally male majors, says Stacy Rogers, co-author of the study and a doctoral student in sociology at Ohio State.

In fact, relations between men and women may be better when women are a small minority, Rogers says. When there’s a larger proportion of women in the major, men are more likely to act negatively.

“There are so few women in these majors that men may not feel threatened,” she says. “But when the number of women increases, men may see them as more of a threat to the status quo.”

That may be why women in more gender-balanced majors like accounting, marketing and international business seem less certain they will stay in their fields of study until they graduate, she says. These fields have seen a marked rise in the proportion of women during the past few years.

Researchers looking at discrimination in the workplace have come to conclusions similar to those of this study, Rogers says. Working women feel more hostility from men when their numbers grow large enough to pose a threat to the traditional power of men.

Rogers conducted the study with Elizabeth Menaghan, an associate professor of sociology. They presented their results in Washington Aug. 14 at the sociological association’s annual meeting.

Participants in the study were asked to rate, on a scale of one to 10, how certain they were that they would keep the same major until they graduated.

In order to measure the pressure women feel in their majors, the researchers asked participants questions such as how often they spoke in class and contacted the professor, and what they did when they were confused by a lecture.

Results showed that those who felt more pressure in the classroom were also less certain they would stay in their majors. But women in the male-dominated fields were no more likely than other women to feel performance pressure, according to Rogers.

The study was done when the women were sophomores, so some those who started out in traditionally male majors might already have changed fields or dropped out, she adds.

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“It is possible that our findings also reflect the remaining women’s determina-
tion to succeed in these non-traditional fields,” Rogers says.

Researchers will continue to follow these women through college to see if those in male-dominated fields continue to stick with their choices.

Male dominated majors in the study were those that had enrollments of 60 percent to 99 percent men, Rogers says. These included civil and mechanical engineering, economics and the sciences.

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Their stories tell of women’s lives

By Sarah Williams

Women of any age in academia can tell war stories of discrimination — if not their own, then of people they know. But those who began their careers 20 and 30 years ago tell stories of obstacles that are very different from those blocking today’s junior faculty and younger staff members.

Reflecting conditions on campuses nationwide, some of the 2,197 women faculty and 9,273 women staff at Ohio State complain of subtle forms of discrimination and a lack of collegiality in male-dominated departments. Some are encouraging changes in the rigid process of winning tenure, and many have hope that more women will soon hold more positions of authority in faculty and staff ranks.

In the past, however, overt discrimination was common, says Erika Bourguignon, professor emerita of anthropology.

"Staying aloft has always been the name of the game for women in academia," Bourguignon says. But the definition of survival was different in the 1960s, she adds. Others agree.

"Just getting accepted into graduate school and then getting a job in my field were my goals," says Andrea Lunsford, professor of English. Lunsford, now 48, says that many institutions relied on "old boy networks" for references when making admission decisions and when hiring. Women, often excluded from the networks, simply were never considered.

In contrast, today’s admission and hiring procedures are formal and encourage equal representation of the sexes, says Joan Huber, dean of the College of Social and Behavioral Sciences. When the Civil Rights Act of 1964 was passed, discrimination in employment was outlawed. Gone were the written rules that systematically disadvantaged women, Huber says.

"Don’t forget that until about 20 years ago there was the nepotism rule, which said that universities could not hire the relative of a current faculty member," she says. "Many women married to faculty were out of luck."

Also, women interviewing for positions were often subjected to inquisitions that got personal. "Are you married or do you plan to marry soon? Will you be having kids? How would you take on a career and family?" were often asked, she says.

"There was an attitude that unless you pledged celibacy for your career, you just wouldn’t be hired," Huber adds.

In the early 1970s, as a result of guidelines written by the Equal Employment Opportunity Commission, institutions were required to advertise publicly for open positions. The resulting nationwide searches for faculty positions helped to circumvent the exclusive networks.

"This was enormously important," Huber says. But tough obstacles still remain.

Sometimes, at the most critical junctures of their professional lives, women were harassed by men sexually. While such treatment still exists today, more open and clear forms of harassment were considered acceptable in the 1960s and 1970s, Huber says.

"Many abuses were swept under the carpet. Young graduate students were particularly vulnerable because, unlike their undergraduate counterparts, they had more time invested in their academic careers."

Also, especially in male-dominated departments, many women faculty were isolated professionally, according to Bourguignon. She is the founding chair of the Council on Academic Excellence for Women (CAEW), which promotes the career development of women scholars at Ohio State. The organization was founded in 1980.

"One of the advantages of the CAEW is that women faculty who felt all alone in their departments began to come together and realize there were others out there," says Bourguignon.

Forming such professional groups is one strategy for change adopted in the late ‘70s, she says. "The goals of women of academia then ranged from pushing for equal pay and equal rates of promotion to supporting each other and building professional networks."

Professional isolation also existed for the staff. Maggie Snyder, senior research associate with Biomedical Engineering Center, says some faculty networks historically may not have included women staff members who needed support, too.

Snyder was the first woman to earn a Ph.D. from the Department of Dairy Science back in 1973.

She says, "At times I felt left out — like I fell through the cracks. I felt as if faculty women’s organizations didn’t include staff who could benefit from that collegial group. Also, staff women’s organizations didn’t respond to my needs as a professional with an interest in science."

For her, joining AWISCO (the Association for Women in Science in Central Ohio) has been a source of support that includes academics and professionals from many fields.

An elitism on the part of some faculty towards staff has resulted in a lack of understanding and cohesion, says Gay Hadley, associate executive officer for career development in the Office of Human Relations.

"And unfortunately these rifts still exist today," she says.

However, some groups have emerged of late, such as the Association for Faculty and Professional Women and an Ohio State chapter of 9 to 5, for women in support staff positions.

Regardless of support groups, pure gumption and resolve on the part of individual women have been the most important catalysts for change, many believe. Lunsford is only one example of someone who "made it" on her own.

Lunsford, who received her bachelor’s and master’s degrees in English from the University of Florida in 1963 and 1965, never had a women teacher during her years at college. "And we never read any books but those of white men," she adds.

Even with no role models in her field, Lunsford went on to earn a Ph.D. "It was unusual," she admits.

For all of us, she explains, "people we’ve known have, by just living, written stories — stories of possibilities. These stories show us who we can be and help us to imagine how we’d like to live. For many women, the only stories available were those describing motherhood or, maybe, how to be a nurse or a teacher."

Lunsford hopes that the stories her generation has written from scratch can help today’s young women imagine a wider range of possibilities for themselves. Yet junior faculty are confronting new challenges, and the demands of modern life require that new stories be written.

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Younger women, too, blaze paths  

By Sarah Williams

In a 1987 report on the lives of junior faculty at Ohio State, a woman on the tenure track was quoted, saying, “One thing bothers me — I have never seen another woman go through what I am going through,” be a faculty member, get tenure and raise a family.

That statement reflects a concern of women on campuses nationwide who are proving that a successful career and a fulfilling home life don’t have to be mutually exclusive. But too often, some say, a women’s work isn’t judged by intellectual standards and promotions aren’t based on academic merit. Male colleagues may act clueless, and some women may perceive a double standard at work in departmental policies. At the root of the problem may be a shibboleth in society’s perceptions of women’s roles.

“The reality of inequitable treatment forces you into being more assertive.” — Susan Fisher

Aside from forces within departments, the policies of the whole University can have a large impact on the environment for women.

Women on the tenure track often have unshared workloads and demands that can lead to burnout, according to Daniel S. Glaser, chair of the Department of English. He says that, for example, many women have left the University because they were unable to balance the demands of work and family.

In the past, most professional women held jobs as nurses, secretaries or as clerical support. They were rarely in positions of authority or leadership. Now, the nurturing, accommodating roles fitted by women traditionally are still expected of women in the office and lab, says Sharon Burns, assistant professor of family resource management.

“T here’s a lot of crazy stuff over from the roles we take on at home and those we’re expected to take on at work,” she says. “Until things change, women may continue to feel alienated by the contemporary academia. In the meantime, Ohio State’s decision on policies that affect women’s environment may take a central role in the life stories women will write — for themselves and for future generations.

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Mentors mean success

By Jeff Grabmeier

Ambitious men have almost always had experienced mentors available to help give them a step up the career ladder.

But what about women? As they look for new opportunities and challenges in business and in academia, women are finding they also need the advice and support of people who know the ropes in their organizations.

"One of the ways women are going to move up through the system is the same way men have — and that's through some sort of mentoring system," says Gay Hadley, associate executive officer for career development in the Office of Human Relations.

Many men could always depend on the organization can benefit from the support, encouragement and knowledge that they receive from a mentor," says Lucy R. Sibley, co-author of the study and chairperson of the Department of Textiles and Clothing.

Sibley directed the study, which was conducted by LuAnn Ricketta Gaskill, a former doctoral student at Ohio State and now an assistant professor in the Department of Textiles and Clothing at Iowa State University. The results were published recently in the "Cloting and Textiles Research Journal."

Participants in the study were considered to have been mentored if they agreed that they had been "guided by a more experienced, higher ranking individual who aided with (their) professional development and career advancement beyond normal supervisory guidance."

The researchers found that 78 percent of upper-level executives had been mentored, compared to 61 percent of mid-level executives. "Mentored women had moved higher in the organization," Gaskill says.

Mentored upper-level executives also reported higher levels of job motivation than those who had not received such help. Although one can't generalize the results of this study to the university setting, Sibley says she believes strongly that mentoring can help women in academia.

"I think mentoring is very important. It's easy for untutored faculty members to get bogged down in activities that won't help their careers," Sibley says.

"A mentor can help guide a faculty member and help her stay focused on what's important."

The College of Human Ecology has a program to match untutored faculty members with tenured faculty mentors within the college. This program is somewhat unusual because the protege chooses his or her own mentor, according to Sibley. In most cases, mentors are the ones who choose their proteges.

Although there have been no formal studies of the program's effectiveness, she says "just intuitively, I think it helps."

"It helps an untutored faculty member learn what's expected." Hadley agrees. One of the biggest values of mentors is that they know hidden values, norms and expectations.

"There's a lot of things about an organization that you can't normally learn because it isn't written down," Hadley says.

That's one reason why mentoring is a key component of the Critical Difference for Women project, Hadley notes. Without such a program, women and members of minorities will never be as able to break through the old boy's network.

"We can't talk seriously about moving women and minorities into positions of power and responsibility at the University without addressing the mentoring issue."
College women hesitate to support feminism because of bad stereotype

By Julie Low and Lori Lowe
Lantern staff writer

College women in the 1990s are reluctant to identify themselves as feminists even if they support feminist issues, said Leile Rupp, an OSU professor of the history of women.

"The media has created an image of the feminist that is very frightening to some younger women," Rupp said.

Rupp said the media stereotypes feminists as women who are radical, threatening and lesbian.

Rupp defined feminism as "a perspective that sees gender as a major factor that influences the ways power and resources are distributed in society."

Heterosexual college-age women do not want to identify with feminism because they think it will diminish their opportunities for relationships with men, said Susan Hartmann, director of OSU's Center for Women's Studies and professor of history.

Women are less active in feminist organizations now than they have been in the past because so many changes have occurred since the first wave of the modern women's movement in the 1960s, said Rebecca Woods, director of women's affairs for Undergraduate Student Government.

"Many women don't realize that we're still oppressed," Woods said. "I think a big problem is there aren't as many big, tangible issues such as a woman's right to vote. It's more subtle things."

The Association of Women Students is the only student feminist organization on campus and their goal is to improve the status of women at Ohio State, Woods said.

Rupp said most feminists of today are in their 30s and 40s and were feminists in college in the 1960s and 1970s.

Rupp added that some women may become feminists after college when they enter the work force and earn 40 percent of men's salaries, deal with a very sex segregated work force and combine a career and family.

Rupp said the term "feminism" was coined in the 1900s. In the 1960s feminism was a term that few women claimed because it was associated with older women who had an outdated view of the world, Rupp said.

In the 1960s, the term "feminism" was used by young women who had a much more radical perspective on society, Rupp said. Hartmann said feminists in the 1960s and 1970s were concerned with very overt forms of discrimination such as employers who favored men over women, the gap between men and women's salaries and the difficulties women experienced in getting credit.

"Those things were very easy to see," Hartmann said. "And therefore very easy to attack. The goal was for equality and equal opportunity."

Today, the focus of feminism is on less obvious aspects of female oppression, Hartmann said.

"For example, we didn't even have a name for sexual harassment in the early days of the women's movement," she said. "It's a less obvious form of discrimination."

A national Redbook magazine survey of 9,000 women found that more than 90 percent faced sexual harassment in the workplace.

Rupp added that the women's movement today is still in a similar phase to that of the 1960s and 1970s but there are different types of feminists who take very different approaches to issues.

Rupp gave three examples of modern feminism. Liberal feminism is the view that women need to be integrated into positions of power and acquire the opportunities that are available to men. Socialist feminism is the idea that the entire system should be changed because women should not be integrated into a system where women are not treated equally.

One of the current issues in feminism is reproductive rights, which includes the right to have an abortion, ending forced sterilization, adequate prenatal care and improving birth control methods, Woods said.

Woods, a sophomore majoring in women's studies, said 400 to 500 women are currently members of the OSU Association of Women Students and added that most of the members identify feminism with a pro-choice stance on abortion.

Another issue addressed by feminists is the women's "double day," Hartmann said. The "double day" refers to the problems faced by women who work outside the home and also must deal with their traditional roles at home, Hartmann said.

According to the 1990-91 edition of The American Almanac of Jobs and Salaries, more than 45 percent of the total work force is female. In 1950 the total work force consisted of 30 percent women.

"The tremendous movement of women into the labor force has not been accompanied by any significant change in traditional roles," she said. "Women bear the majority of responsibility for childcare and housework. This inhibits their ability to perform in the work force, yet it is not legally recognized as a form of discrimination."

She added that adequate child care and parental leave for men and women are two things women must deal with as part of their "double day."

Violence against women is also a feminist issue, Hartmann said.

A woman is beaten every 18 seconds and three to four million are battered each year, according to a 1990 report by the U.S. Senate Committee on the Judiciary. It also reported that three out of four women will be victims of at least one violent crime during their lifetimes and that each year more than one million women seek assistance for injuries caused by battering.

Rupp said because of the women's movement, "there is a greater public awareness of the issue of violence against women."

She added that the feminist analysis of rape has become a common interpretation in that "rape is not about sex, but about violence."

According to a study distributed by the OSU Rape Education and Prevention Program, one out of every eight college women is raped and 80 percent of college women say they have been the victim of some form of sexual violence.

The Judiciary committee's 1990 report of violence against women states that a woman is raped every six minutes and every hour 16 women confront rapists. It also said that only 50 percent of rapes are reported and of those reported, less than 40 percent result in arrests.

There has been no significant progress in the reduction of incidents of rape or wife battering, Hartmann said.

"Those are issues that deserve a lot of attention," she said.

Hartmann said feminists are also making greater efforts to get women elected to public office.

"One of the reasons public policies are not satisfying women's needs is that there are so few women in elected office," she said.

Today, women hold two of 100 seats in the U.S. Senate and 28 of 435 seats in the House of Representatives.

There are currently four women governors in the United States and of the 100 largest cities in the United States today, 19 have female mayors.

Despite the statistics, Mary Margaret Fonow, assistant director of women's studies, said the future for feminism looks good.

Fonow said that each quarter more students sign up for women's studies classes than can be admitted. She added that probably 25 percent of those interested in women's studies classes are male.

"Students are interested in women's issues," she said. "They're reading and they're aware."
Women’s groups plan campus rally

West lawn of Union will feature speakers and entertainment

By Jennifer L. Peterson and Craig Chadwell
Lantern staff writer

Awareness of all aspects of violence against women is the focus of the "Reclaiming our Campus 1992" rally at 6 p.m. Thursday on the west lawn of the Ohio Union.

The rally is being held in conjunction with National Women's Day, which was held March 8 and National Victims' Rights Week, a special educational campaign, which begins April 28, said Joyce Chandler, president of the OSU chapter of the National Organization for Women.

"We want to feel safe walking to classes, meetings, and campus activities at night. We want more campus escorts, more emergency phones on campus, and we need more money to implicate programs that educate awareness," Chandler said.

"The committee represents all different types of women: lesbians, blacks, Hispanics, Jews, Asians, and the differently-abled, because all women are affected by violence every day of our lives," said Steffi Goldberg, of the Association of Women Students. "However, each of us experiences that violence differently, so significantly, different according to our diversity."

"We will combat this violence in a positive, pro-active manner through the performance, speech and general participation of the OSU and Columbus communities," Goldberg said.

The rally will feature the following speakers: Steven Jones from Men Can Stop Rape; Cindy Anderson from Choices for Victims of Domestic Violence; Willa Young, coordinator of the Rape Education and Prevention Program; and Tei Street, a graduate administrative associate at Women Student Services.

Lyceum 23, a local performance art group, and Donna Mogavero, a feminist rhythm-and-blues guitarist, will provide performances at the rally.

It is important for women on campus to attend the rally because these issues affect their futures, said Cynthia Harris, director of the Office of Women Student Services.

"Support the whole now so the whole will support you later," Harris said.

Supporters of the rally included: OSU NOW, the Association of Women Students, Take Back the Night, Men Can Stop Rape, the Rape Education and Prevention Program, Amnesty International, Undergraduate Student Government and Women's Panhellenic Association.

Statistics for Crimes Against Women

- A woman is battered every 15 seconds.
- Battering is the single major cause of injury to women, exceeding rapes, muggings and auto accidents.
- 25 percent of young men in college have committed or attempted a sexually violent act against a female companion.
- 30 percent of female homicide victims are killed by their husbands or boyfriends.
- 35 percent of sexual assaults are committed by the survivor's date, boyfriend or fiance.
- 50 percent of women who use hospital emergency rooms are there as a result of battering.
Awareness of crime
goal of campus rally

Event coincides with victims rights week

By Craig Chadwell
Lantern staff writer

In an effort to increase campus awareness about violence against women, a rally was held recently on the west lawn of the Ohio Union.

The first "Reclaiming our Campus 1992" rally was held in conjunction with National Victims' Rights Week. An estimated 200 people gathered Thursday night to participate in the rally.

One of four women will be a victim of sexual assault during their college years, said Willa Young, Rape Education and Prevention Program coordinator.

Approximately one in 20 rapes are reported, she said. The 44 rapes reported in the campus-encompassing Precinct 4 last year is likely a very low estimate, Young said.

Beginning with a moment of silence "for the survivors among us," Steven Jones from a group called Men Can Stop Rape gave an emotional presentation from his "African-American, Cherokee, heterosexual male perspective."

Jones called for men to reclaim control of their minds, so that control of their bodies will follow.

"We started it (rape)," Jones said, "We can stop it."

Jones addressed the myth of the need for women to be "sexy" within our society. "Women are supposed to be beautiful — then when you are beautiful, you're gonna get blamed for it," he said.

Closing the rally was Tei Street, a graduate administrative associate at Women Student Services.

Street said it was a disgrace that there were no African-American student organizations actively involved in "Reclaiming our Campus 1992."

The rally was not a fund-raiser, but supporting groups were called cosponsors.

Cosponsors of "Reclaiming our Campus 1992" were: the Women's Panhellenic Association; Asian-American Graduate and Professional Student Association; Association of Women Students; OSU NOW; Take Back The Night; Ohio Coalition Against Assault; Stonewall Union; Women Student Services; Rape Education Prevention Program; Bisexual, Gay and Lesbian Alliance; Gay, Lesbian and Bisexual Student Services; and Undergraduate Student Government.
Women’s issues addressed

By Colette Chandler
Lantern staff writer

Accepting the challenges facing women in today’s society was addressed by representatives from women-advocacy groups in a panel discussion Tuesday night at the Ohio Union.

Patricia Varieur, coordinator for Columbus National Organization for Women, opened the discussion to sexual harassment issues.

Varieur defined sexual harassment as “any form of conduct in the workplace that is unwarranted and unwanted.”

According to a poll by the New York Times and CBS, in October 1991, 40 percent of women are harassed and 50 percent of men harass women, Varieur said. This number is continually increasing.

If an incident occurs, Varieur suggests keeping a journal of the harassing incidents and contacting the Ohio Civil Rights Commission if the incidents persist.

The “glass ceiling” idea — that women can only rise so far in ranks — was addressed by Jane Fraser, a professor of engineering.

“Many people are hired at an assistant level and never make it to become a full professor,” she said. “Once you have tenure, it gives you some protection.”

Fraser coined the term “leaky pipeline,” to describe women who might start out in a profession, but for various reasons are funnelled out of the system.

“Everyone faces these issues, not only women. This explains why the pipeline is leaky for everyone,” she said.

She used the College of Engineering as an example of the “leaky pipeline,” only slightly more than 9 percent of the full professors are women, she said.

Willa Young, the director of the Rape Education and Prevention Program, agreed that sexual harassment at Ohio State is too prevalent and emphasized the importance of rape education on campus.

She suggested that the university educate men and women about rape to better understand what it really is and who it affects.

Also at the meeting, Joyce Vaughan, director of African-American Student Services, addressed race relations at Ohio State.

“You may write us down in history, but like dust, the people of color will rise,” Vaughan said.

People have to recognize and respect the differences among others, Vaughan said. Specialized programs for African-Americans on campus, such as the Living Learning Center, do not segregate people, but forces people to learn and respect cultures other than their own, she said.

Many times African Americans are called upon to represent their community as a whole, Vaughan said. It is a question of maintaining culture within the community.
SEPARATION AND INTEGRATION:
WOMEN AT THE OHIO STATE UNIVERSITY - 1960-1975

By

Merrily S. Dunn, Ph.D.

The Ohio State University, 1993

Professor Robert F. Rodgers, Advisor

This is a study of one period in the lives of undergraduate women at The Ohio State University. The years from 1960 to 1975 were volatile, transitional ones in the lives of this institution and the United States. Because of those characteristics and the fact that many women of this age were available and willing to tell their stories to this researcher, this was the period chosen. The wider changes relevant to the lives of undergraduate women at The Ohio State University were analyzed through the study of the offices of the Dean of Women and Women's Services (now Women Student Services) and a number of student organizations, including the Women's Self Government Association, the Association of Women Students and OSU Women's Liberation.

This historical research utilized feminist methodology (Bannet's logic of "both/and") to analyze archival materials, interview transcripts, campus newspapers and yearbooks. The issues of the impact of the women's movement and the demise of the practice of in loco parentis were given particular attention.

Interviews and archival material revealed a time of enormous transition in many aspects of the lives of undergraduate women during this period. These were especially seen in their relationship to The Ohio State University
as an institution, as well as within the context in which they lived, worked and studied. Careful study revealed that it is impossible to draw clear-cut conclusions about the events of this complex period in the lives of women at The Ohio State University. What is clear is that Bannet's theory of the logic of "both/and" is effectively supported by the events studied. Events prior to the emergence of the women's movement and the demise of in loco parentis can be seen as both positive and negative. The same assertion can be made of the events during and after the transition caused by these movements.
Reception to welcome women faculty, staff

A reception from 4-5:30 p.m. Oct. 13 in the Faculty Club Grand Lounge will welcome women faculty and administrative and professional staff to the 1993-94 school year.

President Gee will make opening comments. The Center for Women's Studies and the Council on Academic Excellence for Women will recognize newly promoted faculty.

The gathering is co-sponsored by the Office of Women's Services, the Women of Color Consortium and the Critical Difference for Women Program. Funding was provided by the Office of the President.
You are cordially invited to attend:

**The Annual Reception**

**Recognizing the Contributions of Women to the University**

This year for the first time, seven campus organizations representing students, staff and faculty will jointly sponsor an autumn reception to celebrate our past achievements and welcome new members to our community. This informal gathering will replace similar events that some of these groups held in the past.

Monday, October 17, 1994
4:00-6:00 pm
Faculty Club, Main Lounge

This reception is co-sponsored by:

**Center for Women's Studies**
**Council on Academic Excellence for Women**
Association of Faculty and Professional Women
Women in Development
Women of Color Consortium
**women's grassroots network**
Womyn's Affairs of USG

RSVP 292-1021 by October 10th
Women’s groups band together to host reception

A reception for women will bring together faculty, staff and students from 4-6 p.m. Oct. 17 in the Faculty Club.

Several campus groups have banded together to host the reception. Among them are:

- The Association of Faculty and Professional Women, the Center for Women’s Studies, Women in Development, the Council on Academic Excellence for Women, Women of Color Consortium, Undergraduate Student Government and the Women’s Grassroots Network.

The meeting will give women a chance to meet their colleagues from all over campus, and to find out about the sponsoring groups.

The Association of Faculty and Professional Women has announced its programs for the 1994-95 Year of Rejuvenation: Women and Creativity.

At luncheons throughout the year, speakers will address creativity in women’s daily lives, even in some areas not usually considered “creative.”

All meetings are held in the Faculty Grand Lounge, with lunch service beginning at 11:15 a.m. and programs at 12:10 p.m. Luncheon reservations are required. Lunch is $6.50 for Faculty Club members and $7.50 for nonmembers.

Oct. 25, architect Ruth Gless of Perkins & Will Architects of Chicago will discuss “Architecture as a Collaborative Effort.”

Nov. 15, Cynthia Evans of the Menopause Clinic will speak about “Menopause and HRT.”

Membership dues for AFPW are $15 for new and renewing members.

To be included in the directory, applications must be received by Oct. 21.

For information on joining AFPW, contact Marcia Gibson, 235 Campbell Hall, or 292-6761.
Women have played a major role in the history of The Ohio State University from the first class in 1873, when five women enrolled, to the record high 29,125 women enrolled fall quarter 1991. From academics to sports to the arts, women have achieved many goals and will continue to strive at Ohio State.

WOMEN’S OHIO was one of the most active co-ed groups on campus in 1921.

Ohio State firsts for women:
1877 — Alice Williams is appointed as a romance language tutor.
1879 — Mary Frank Morrison receives a B.S. degree.
1886 — Annie Ware Sabine receives an M.A. degree.
1893 — Olive Branch Jones is the first full-time librarian, paid $800.
1895 — University Women’s Club forms.
1897 — Edith D. Cockins is appointed as the first University registrar.
1905 — African-American Jessie Stephens (Glover) receives an undergraduate degree.
1913 — Caroline Breifogle is the first dean of women.
1924 — Alma W. Paterson becomes a University trustee.
1939 — Viva B. Boothe gives the commencement address.
1978 — Kathryn T. Schoen becomes vice president.
1993 — For the first time, one in four faculty members is female.

Sources: University Archives, History of The Ohio State University 1873-1948, CAEW Status Report of Women at The Ohio State University 1993-94
Why a Women's Council?

In 1996-1997, the Council on Academic Excellence for Women assessed the impact of the council’s work in light of existing data on women faculty and staff and explored ways that the university might derive more positive benefit from 30 years' worth of knowledge gained through systematic data collection. The result of the assessment was the formation of the Women’s Task Force. From 1997 to 1999, rather than gathering more of the same information about women’s progress, this group focused on developing a new, more effective paradigm for positive action. This effort yielded a new idea, The Women’s Place (TWP). TWP was envisioned as an action unit, a place for finding information, coordinating concerns, and networking with others. What was unique about the idea, however, was that there would be both an advisory group and a specific link to central policy makers (the president and the provost). This triangular collaboration, linking oversight with action and the two with policy-making processes, set in place a model unique among educational institutions for enabling change.

In spring 2001, the President’s Council on Women's Issues (PWC) was charged to:

- help the president and provost to see women's issues and concerns more clearly;
- use the resources of the university to gather the information necessary to carry out the charge;
- recommend policies that positively influence the environment for all women at Ohio State; and
- identify various intervention strategies that are designed to make a significant and positive difference in the quality of life and work for women.

Working closely with the University Diversity Council, the PWC operates as a gender lens for diversity issues. We started with the question, “How can we unpack women’s issues, problems, and challenges to determine where interventions can make a difference?”

With this question as anchor, the PWC has:

- situated its work culturally within the university as an institution that is part of a larger cultural context.
- identified five constituent groups of women—faculty, staff, women from under-represented groups, women on regional campuses, and students (undergraduate, graduate, and professional)—to establish a non-generic view of women's experiences.
- highlighted distinctions among colleges, professional schools, regional campuses, and other academic and non-academic units to establish a non-generic view of campus environments.
- based on the data summarized by the Data Analysis Group, clustered women's work-related concerns in three basic areas: the diversity of the work force, management practices, and the curriculum.
- identified concerns and issues documented by the data to be persistent.
Festival hums with learning, celebrating

A Case in Progress: The African American Heritage Festival

How do we determine the nature of the impact of women’s issues at Ohio State on students?

Questions that surround the quality of life and work for women students across levels at Ohio State are complex. Members of the Student Cohort Work Group decided, therefore, to start their inquiries with an impact-centered perspective, rather than to focus on particular groups of students or issues. They asked, “What impact do women leaders in staff positions have on undergraduate students, particularly undergraduate women?”

While this project is just getting underway, coordinator of the Student Cohort Work Group Kaneita Russell, a senior marketing major, has begun this exploration as a two-part process. One part is to interview women staff in Student Affairs to begin an assessment of the status of women in this area with specific attention to leadership roles and to the intersections of race and gender in leadership roles. The second part is to look at these women at work with students in a particular program. In order to see the relationships and impacts more clearly, the Student Cohort Work Group is looking at a traditional event—the African American Heritage Festival.

The festival is a week-long celebration that draws over 30,000 people annually from the United States. In recent years, it has grown into a social and cultural event with a wide range of educational and leadership opportunities for students and increasing opportunities for Ohio State to collaborate with the local business community and local community organizations.

As a very high-profile event, what was interesting to the Student Cohort Work Group is that the central responsibility for the success of the festival has been and continues to be in the hands of women staff. The idea of the student cohort project, therefore, is to look closely at the roles of staff women in organizing and sustaining this event and at the effects of their leadership and mentorship on undergraduate leaders—women and men. Initial findings suggest that these staff women have been instrumental in creating a very positive and productive learning experience for students and that they have enhanced opportunities for student leadership, especially among undergraduate women. For the 2002 festival planning, of the 14 student leaders, 11 were women and three were men.

By all indications, over the years students have been encouraged through this work to develop collaborative leadership skills and organizational skills, and they have been inspired to participate actively, not only in the festival but also in other campus activities. The Student Cohort Work Group posits that, as we gather and analyze more data, this project will be instrumental in two ways: helping to make women’s leadership and achievements at Ohio State more visible and helping to see connections between women’s leadership and student development.
Ohio State names professor as College of Law dean

A Case in Point: The Moritz College of Law

What does women’s progress look like over time for a unit that is applauded as a “success story”?

Twenty-five years ago, The Ohio State University’s College of Law had only a few women among its faculty members. Much to their credit, they thought it wise to change this pattern. Today, 12 faculty in the Moritz College of Law, nearly one-third of a total of 40 faculty, are women; three of the 12 are African American and only one is an untenured assistant professor. What made the difference? To answer this question, the PWC Work Group on Effective Practices for Success interviewed three of the last four deans of the law school and five senior faculty who joined the college between 1975 and 1991 (four men and three women of European descent; one African American woman) and came away with a story of growth and success.

Leadership was the key. Four successive deans had unwavering support for diversity and demonstrated this support by insisting on a diverse faculty and by appointing colleagues to the Appointments Committee (responsible for making hiring recommendations) who took seriously the charge to build a diverse faculty and began carrying it out. The Appointments Committee recommended to the faculty as a whole excellent candidates who demonstrated that the decisions to hire were good ones.

Two additional factors boosted momentum. One was the external and internal pressure exerted, not only from accrediting agencies who were looking at diversity, but from the president’s office and the provost’s office who endorsed the college’s plan. A second factor was the financial incentives put in place by the Office of Academic Affairs to provide one half of the salary to units who hired faculty from underrepresented groups. This combination of factors constituted the value added to professional commitment that often helps make change possible.

Hiring alone, however, does not tell this story. The Moritz College of Law was successful in retaining and promoting the faculty it hired, using specific strategies to do so. The college hired senior-level women and junior-level women; was willing to be accommodating to family needs (e.g., flexible teaching schedules for childbirths and reduced appointments during early child rearing years); placed women in leadership positions; made a specific effort to be encouraging and supportive; created an award for faculty who used language and behavior that was respectful of diversity; and worked to create a culture in which faculty could strongly disagree over critical issues and still maintain respect for each other.

Twenty-five years of commitment to diversity shows in the current leadership of women faculty—with Nancy Rogers now serving as dean of the college—and also in the commanding presence that the Moritz College of Law enjoys nationally and internationally among peer institutions.
Highlights for 2001-2002

The President's Council on Women's Issues:

- has articulated, based on 30 years of systematic data collection, what the historical issues have been related to the climate for women at Ohio State and where problems are systematically located.
- has designed an intervention strategy with a focus on cohort groups: the faculty cohort project got underway in 2001–2003; the staff cohort project will get underway in 2002–2003; the student cohort project will also get underway in 2002–2003.
- has generated in the first year of the four-year Faculty Cohort Project two findings to be shared with deans and department chairs in addressing retention issues related to new women faculty in the form of two handouts: "Welcoming New Hires" and "Preparing for the Annual Review."
- is developing a model for communication and participation in institutional decision-making that supports the goals of the university's Academic Plan and the Diversity Plan.

Be on the lookout for council-related activities in two areas: women in sports and spousal/partner issues.

Work Groups of the Council

Listed below are the coordinators of the council work groups. For a full list of council members, visit http://womensplace.osu.edu.

| Communications Group       | Jacqueline J. Royster, Co-coordinator |
| Data Identification and Analysis Group | Deb Ballam, Coordinator |
| Effective Practices for Success Group | Beck Andre, Co-coordinator |
| Executive Planning Team    | Jacqueline J. Royster, Coordinator |
| Faculty Cohort Project     | Cynthia Dillard, Co-coordinator |
| Fiscal Impact Group        | Kate Haller, Coordinator |
| Staff Cohort Project       | Carol Bowman, Coordinator |
| Student Cohort Project     | Kaneita Russell, Coordinator |
| Women's Place Evaluation Team | Mo Yee Lee, Coordinator |

For additional information, contact: Jacqueline J. Royster
Chair
President's Council on Women's Issues
royster.3@osu.edu

http://womensplace.osu.edu
Data Snapshots

The 2002 Report from the Data Identification and Analysis Work Group draws four central conclusions:

With women in leadership positions, the contrast between 1993 (when the university changed the system used to collect quantitative data) and 2001 indicates: both numerical and percentage increases in white women who became vice provosts (from 2 to 5); an increase of one in white women who became deans; an increase of three in African American women who became deans (one dean; two associate deans); an increase of one in African American women who became tenure initiating unit (TIU) heads; and an increase of one in Asian American women who became deans.

Simultaneously, the data indicate a general decrease in women vice presidents and TIU heads, as well as no change among the eminent scholars group and modest increases among endowed chairs and named professorships.

The percentages of women faculty across all three ranks (full, associate, and assistant) increased by 3% from 24.8% to 27.8%, and most colleges showed some increase in the numbers of women in tenure-track positions at the assistant professor level and above.

During the nine-year period, the overall numbers of faculty women of color (with the exception of Native American women) increased slightly, but the numbers remain small. To be noted, however, even though the percentage of African American women stayed the same during this period, the actual number of women declined. Women in executive/administrative staff positions increased from 42.1% to 50.8%, with women of color experiencing small gains. Women in the paraprofessional/technical category increased from 57.4% to 64.6%, with women of color experiencing gains in this area as well.

The data show that, university-wide, women have made some progress. The data also show that improvement has not been evenly distributed across the university. The bottom line is that much work is left to do.
Status Report on Women 2003 at The Ohio State University

Prepared by
The President's Council on Women's Issues
The Ohio State University
October 1, 2003
Leadership Continues

On October 1, 2002, The Ohio State University welcomed Karen A. Holbrook as the 13th president of the university. President Holbrook is the first woman to occupy this position. The President’s Advisory Council on Women’s Issues congratulates her for the remarkable professional achievements that have placed her at the helm of one of the largest research universities in the world. Further, we praise the OSU Board of Trustees for recognizing at this point in Ohio State's history that women’s leadership is not only possible but, in President Holbrook’s case, a clear and present endorsement of excellence. The council has already begun to work with the new Ohio State leadership team, and we are pleased to continue in an advisory capacity to the president and provost as we anticipate yet another exciting year.

Mission Statement

The mandate for the council is: to identify and clarify issues; use the resources of the university to address needs and problems; recommend policies and identify intervention strategies that make a difference. This mandate supports the Academic Plan and the Diversity Plan by:

1. facilitating the ability of campus leaders to develop a more inclusive vision of women’s participation in a variable work place environment;

2. developing a language of leadership that encourages high achievement, professional growth, and personal and interpersonal development;

3. making visible women’s work, contributions, and achievements in ways that extend dynamically the boundaries of what constitutes valuable performance, service, and leadership;

4. helping the university to create an environment in which all constituencies, including women, can survive and thrive.
Keeping Our Eyes on Progress

In 2005–2006, Ohio State will open a newly renovated Larkins Hall, underscoring the university’s commitment to health, recreation, and fitness for all constituents of our community. With the highly public attention to men’s sports, however, particularly to football and basketball, we must not forget that health, recreation, and fitness cover more than competitive teams. We must also remember that all—competitive sports, health, recreation, and fitness—are also important to women.

To pay closer attention to the importance of women’s use of recreational facilities, women’s health and fitness, as well as women in sports, the council has established a work group on women, sports, and recreation. This group will examine how women (faculty, staff, and students) are faring across these points of focus. We begin this initiative, however, by paying tribute to a pioneer, Phyllis Bailey, who in 1975 became the very first director of Women’s Athletics.

After graduating from Miami University of Ohio in 1956, Phyllis Bailey joined the Ohio State faculty in the Department of Physical Education, where she served for nearly 40 years. When she began, the departmental programs included men’s intercollegiate athletics and women’s club sports. She was appointed to coach women’s basketball, but with her enthusiastic leadership and commitment, this role changed dramatically over the years. By 1975, Ohio State women’s athletics was granted intercollegiate status and Bailey was named an assistant director of athletics in charge of women’s sports. By 1977 she was an associate director. During her tenure, Bailey continued to add sports to the program, including swimming, track and field, and fencing. By the time campuses across the country were implementing women’s intercollegiate programs because of the Title IX of the Higher Education Act of 1972, Ohio State’s program was already vibrant and growing under Bailey’s guidance. Today, Ohio State is the home for 18 women’s sports, including synchronized swimming, pistol, rifle, and volleyball.

Bailey retired in 1994 and was honored with numerous prestigious awards, including receiving a YWCA Women of Achievement Award and being inducted in 1993 into the Ohio State Athletics Hall of Fame in the inaugural class of women and in 1997 into the National Association of Collegiate Directors of Athletics Hall of Fame. In addition, the Phyllis J. Bailey Endowment Fund was established at Ohio State in recognition of her tireless devotion to nurturing and promoting women’s athletics.

Phyllis J. Bailey was a woman with a vision and the ability and support to convert her dream into reality. She established unprecedented opportunities for women both at Ohio State and around the nation. Her legacy lives on every time a woman on this campus is able to tip a basketball, score a goal in field hockey, jump a hurdle, or score an ace across a net. For all women, Phyllis Bailey was a champion and because of her, we claim many victories in women’s sports.

“I thought the time had come to call our program what it truly was...an intercollegiate program.”

— Phyllis Bailey
The Work Goes Forward

Founded as a land-grant institution, Ohio State’s work in support of equity, access, fairness, and excellence has been the business of the university from the beginning of its history. When the focus turns to these assurances for women, clearly challenges remain. During the 20th century, women’s roles in academe became more diverse, the numbers of women increased exponentially, the desire for full and equitable participation also increased dramatically. A constant struggle has been to find enabling frameworks for seeing and addressing problems and issues, ones through which the university can identify and implement strategies capable of making a difference. The council emerged as an innovative initiative to provide such a framework. While challenges remain, the work is moving forward. In reflecting on 2002–2003 actions, we highlight below four actions that demonstrate progress:

In addressing the language of leadership and a climate of high performance for staff, the council acknowledges the efforts of the Office of Human Resources on two ongoing projects:

- Incorporating advice from current research on work-life issues, relational practices in the workplace, and inclusive performance measures in reviewing evaluation instruments.

- Incorporating this same advice into management training workshops.

We applaud colleges, schools, departments, and the Office of Academic Affairs for the support provided at each of these levels to assistant professors in dossier preparation for tenure and promotion processes.

We applaud the College of Humanities for celebrating high levels of performance among staff. The winners of their annual Outstanding Staff Awards were: Gail Summerhill, Department of History (A&P staff), and Suzanne Childs, Center for Medieval and Renaissance Studies (CCS staff). In addition to the annual awards, they presented quarterly ABC Awards (Above and Beyond the Call Award) in recognition of staff who during the quarter go above and beyond the call of duty in making sure that the unit is successful and running smoothly. The 2003–2004 winners were: Wendy Watkins, Center for Epigraphical and Paleographical Studies; Kimberly Summers, Department of English; and James Harmon, Department of Linguistics.
2003–2004 Plans

The President’s Council on Women’s Issues had another strong year in 2002–2003. Ongoing initiatives include the following:

• Moving ahead with the third year of activities with the Faculty Cohort Project;
• Developing a research project related to the role of the Faculty Cohort Project in the retention of faculty women;
• Establishing a new work group on women, sports, and recreation;
• Expanding work group participation to include non-council members;
• Developing a project related to professional development issues for staff women;
• Developing more effective mechanisms for examining student concerns and recommending initiatives that are inclusive of ongoing student leadership.

Work Groups of the Council

Listed below are the current council work groups. Other work groups will be added as issues are identified.

Communications Group
Data Identification and Analysis Group
Executive Planning Team
Faculty Cohort Project
Faculty Cohort Research Project
Staff Group
Strategic Planning

For the full list of council members and a complete copy of the 2003 Status Report on Women, visit http://womensplace.osu.edu.

New Leadership for the Council

With the autumn council meeting, we will have new leadership. The term as chair for Jacqueline Jones Royster is ending. The momentum will continue with Kathryn Haller, associate general counsel for Health Sciences.

Additional Information

Judith B. Fountain
Director of the Women’s Place
5046 Smith Lab
174 West 18th Avenue
Columbus, OH 43210-1106
Phone: (614) 292-3960
Fax: (614) 292-1979

http://womensplace.osu.edu
Data Snapshots

The 2003 report from the Data Identification and Analysis Work Group draws four basic conclusions:

- Percentages for women in leadership positions were generally stable with three positive exceptions: the president (from 0 to 1); women holding endowed chairs (from 7 to 10, including 1 Asian American—1.4%); women holding named professorships (from 7 to 13, including 1 Asian American—6%).

- By race and ethnicity, there continue to be fluctuations in both numbers and percentages across African American, Asian American, and Hispanic American women faculty. Across all ranks, African Americans decreased (from 47 to 42); Asian Americans increased (from 53 to 57); Hispanic Americans remained the same.

- There continue to be very modest percentage increases for women full and associate professors (.74% and .35% respectively).

- The overall percentage of staff women in executive/administrative, professional non-faculty, and paraprofessional/technical positions increased slightly (.81%), with a more significant increase at the executive administrative level (2.9%). By racial and ethnic group participation, percentages remained stable.

This year, the Data Work Group adds a historical view of women students. Across all categories, the participation of women students is strong.

Profiles of Women Students

In 1873, Ohio State's first year, there were 50 students and 10% were women.

In 1950, there were 25,948 students and 6,568 (25%) were women.

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<th>Academic Year 2002/03</th>
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<td>Veterinary Medicine</td>
<td>347</td>
<td>69%</td>
</tr>
</tbody>
</table>

See the Annual Report of the Council (2003) on the Women's Place web site for a fuller view of data on women.
Status Report
on Women
2004
at The Ohio State University

Prepared by
The President’s Council on Women’s Issues
The Ohio State University
October 1, 2004
Message from the Chair

Women’s roles at Ohio State have become more diverse and the numbers of women in all ranks are increasing. However, the full participation of women in all aspects of Ohio State has yet to be achieved. One measurement for this is our annual 10-year period data snapshot. This year, the data from 1993 to 2003 shows progress in the following areas:

- women deans increased from five (20%) to eight (32%), two of whom are of African American descent
- women of African American descent became heads of two tenure-initiating units, up from zero
- a steady increase occurred for women holding endowed chairs: three (7.5%) to 11 (13.4%), two of whom are of Asian American descent
- a steady increase of women occurred for named professors: from two (5%) to eight (14.5%)
- women faculty increased by 3.4% overall, as well as by several percentage points at both the full (11.3% to 17.6%) and associate (23.8% to 29.29%) ranks
- among women faculty of color the largest gain came for women of Asian American descent at the associate professor rank, from five (.5%) to 22 (2.19%)
- the numbers of women students in most graduate and professional programs increased and remained stable in the remaining programs

During this same period, there are other data which raise concerns. Fewer women have moved into leadership roles within tenure-initiating units. We also have seen a significant reduction in the number of assistant professors in general as well as those who are of African American descent:

- women leading tenure-initiating units decreased from 16.5% to 14.3%
- at the assistant professor rank, women of African American descent declined sharply over the 10-year period, from 2.8% (26) to 1.84% (14).
- overall, the percentage of women at the assistant rank decreased, from 39.2% (358) to 36.88% (326)
- a large discrepancy exists in most colleges between the number of women graduate/professional students and the number of women faculty in those colleges

With women representing half of the Ohio State student population, the role models we provide must include more women and racially and ethnically diverse faculty and leaders. The numbers tell us both that we have achieved much and that we need to continue and renew our efforts. This annual report describes some of those efforts and some recent successes. Many of those successes benefit men as well as women, staff as well as faculty. For example, the Parental Leave policy recognizes and affirms each parent’s involvement in the family. The university is committed to the professional development of staff as well as faculty. Parallel programs in leadership are being developed for each. As you can see in this report, the President’s Council on Women’s Issues has many partners in these efforts. We are all dedicated to identifying and recommending policies and strategies that make a difference for women and for 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
## Gender Profiles

### Gender Distribution of Students and Faculty as Role Models by Gender

<table>
<thead>
<tr>
<th></th>
<th>Female Students</th>
<th>Female Faculty</th>
<th>Male Students</th>
<th>Male Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Total</strong></td>
<td>49%</td>
<td>27.48%</td>
<td>51%</td>
<td>72.52%</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>48%</td>
<td>27.48%</td>
<td>52%</td>
<td>72.52%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>65%</td>
<td>40.74%</td>
<td>35%</td>
<td>59.26%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>49%</td>
<td>17.36%</td>
<td>51%</td>
<td>82.64%</td>
</tr>
<tr>
<td>Business</td>
<td>36%</td>
<td>19.32%</td>
<td>64%</td>
<td>86.08%</td>
</tr>
<tr>
<td>Education</td>
<td>74%</td>
<td>52.60%</td>
<td>26%</td>
<td>47.40%</td>
</tr>
<tr>
<td>Engineering</td>
<td>22%</td>
<td>11%</td>
<td>78%</td>
<td>89%</td>
</tr>
<tr>
<td>Food, Ag, &amp; Env. Sciences</td>
<td>53%</td>
<td>25.60%</td>
<td>47%</td>
<td>74.40%</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>84%</td>
<td>57.45%</td>
<td>16%</td>
<td>42.55%</td>
</tr>
<tr>
<td>Humanities</td>
<td>56%</td>
<td>40%</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Math &amp; Physical Sciences</td>
<td>30%</td>
<td>9.45%</td>
<td>70%</td>
<td>90.55%</td>
</tr>
<tr>
<td>Nursing</td>
<td>92%</td>
<td>100%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>57%</td>
<td>26.34%</td>
<td>43%</td>
<td>73.66%</td>
</tr>
<tr>
<td>Social Work</td>
<td>85%</td>
<td>64.29%</td>
<td>15%</td>
<td>35.71%</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>37%</td>
<td>22.60%</td>
<td>63%</td>
<td>77.40%</td>
</tr>
<tr>
<td>Law</td>
<td>48%</td>
<td>30.60%</td>
<td>52%</td>
<td>69.40%</td>
</tr>
<tr>
<td>Medicine</td>
<td>43%</td>
<td>20%</td>
<td>57%</td>
<td>80%</td>
</tr>
<tr>
<td>Optometry</td>
<td>58%</td>
<td>33%</td>
<td>42%</td>
<td>67%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>65%</td>
<td>12.80%</td>
<td>35%</td>
<td>87.20%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>76%</td>
<td>23.70%</td>
<td>24%</td>
<td>76.30%</td>
</tr>
</tbody>
</table>

### Women Faculty: Full, Associate, and Assistant Professors

<table>
<thead>
<tr>
<th></th>
<th>1993/4</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>11.3%</td>
<td>(121)</td>
</tr>
<tr>
<td>Associate</td>
<td>23.8%</td>
<td>(252)</td>
</tr>
<tr>
<td>Assistant</td>
<td>39.6%</td>
<td>(373)</td>
</tr>
<tr>
<td>Total</td>
<td>24.24%</td>
<td>(746 of 3077)</td>
</tr>
</tbody>
</table>
Collaborative Strategies for Action

NSF ADVANCE GRANT
The NSF provides Institutional Transformation Awards to support academic institutional transformation. The goal of the awards is to promote the increased participation and advancement of women scientists and engineers in academia. Results from other ADVANCE grant institutions are now being applied at Ohio State with the anticipation that Ohio State will apply for a grant in 2005.

As part of an effort to deepen the understanding of the impact of gender on both women and men, Deans Joan Herbers, James C. Williams, Richard Freeman, and Jan Kronmiller sponsored a campus visit by Virginia Valian, author of Why So Slow? Deans and chairs examined gender impact as reflected in such daily tasks as the wording used in letters of recommendation. In addition, these deans developed a policy to pool resources to support spousal/partner hiring, an issue that is frequently cited as a barrier to hiring women in the sciences.

For the 2004–2005 academic year, Dean Herbers along with Deans Freeman and Baeslack have committed to applying lessons learned from ADVANCE grant outcomes from other institutions. The Women’s Place will partner with the ADVANCE grant team in this effort. Dean Herbers said, “The NSF Advance program provides Ohio State with approaches to address issues of gender equity here on campus. Even if we do not receive funding, the process of writing the proposal collaboratively will be valuable. Problems of gender equity are not unique to the sciences and engineering, but if we can make progress in our disciplines the rest of the university surely will benefit.”

Retention for Success
The Women’s Place and Critical Difference for Women are carrying out an 18-month pilot project supported by Lumina Foundation for

2003–2004 President’s Council on Women’s Issues Work Groups
The President Council is composed of members from the campus, local, state, and national communities appointed by the president following a nomination process. The council’s purpose is to provide a critical gender analysis of policies and practices that impact the progress of women at Ohio State. The council carries out its work via work groups that comprise council members and non-council members. The work is done in partnership with the administrative unit in which policies are being analyzed. The work groups focus their efforts to closely examine current policy issues and advise the president, provost or administrative leader about gender implications. The scope of the work for 2003–2004 included the parental leave policy, university performance review system, faculty retention, and the progress of women in engineering.
Education to study “retention for success” in non-traditional women students. Lumina Foundation is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school. The project will follow non-traditional women students through the university systems they must navigate and collect data to detect gaps and barriers in service that prevent success. From the data, specific intervention strategies will be formulated, implemented, and evaluated for impact on students and institutional change. The goal of the project is to fully develop a “Retention for Success” model that positively retains and graduates non-traditional students at a cost for the individual and the institution that is less than the current “Band-Aid” model of services.

The Women’s Place Leadership Programs
The President’s Council identified leadership development as one of the key goals that The Women’s Place should pursue. While women have made considerable progress in some leadership roles at the university, the number of women holding the critically important position of department chair actually has declined in the decade since 1993. The Women’s Place will offer, under the auspices of Office of Academic Affairs (OAA), a leadership training program that will focus on long-term leadership development. Participants will be identified by deans as those faculty who have leadership potential that the The Women’s Place will develop over a several year period. The Women’s Place also is partnering with the Association of Faculty & Professional Women (AFPW) to develop a leadership series for staff women. The goal of these programs will be to develop leaders who not only have the skills to manage departments and units, but also the skills to lead in creating a climate consistent with the goals as stated in our Academic Plan: one that values “the differences in one another 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.” We expect the first groups will enter these programs during 2005.

2003–2004 Council Recommendations

The council recommends implementation of the following intervention strategies identified to make a significant difference in the quality of life and work for women and all staff, faculty, and students at The Ohio State University. Implementation of these strategies will be coordinated by The Women’s Place.

- recommend OAA track and analyze the use of OSU’s new parental leave policy over time to determine if women practice bias avoidance behavior in the use of this policy
- recommend OAA continue the Faculty Cohort Project for two additional years to follow the cohort member through tenure decision
- recommend OAA develop and implement workshops for chairs and deans on often “invisible” barriers and issues related to women’s promotion and well-being on campus and other lessons learned from the Faculty Cohort Project
- recommend OHR implement proposed changes in performance review document as an effective practice for measuring relational practice until entire performance management system is changed
- recommend OHR incorporate training of relational practice to existing workshops
- recommend OAA create professional and leadership development opportunities
- recommend OAA and OHR support the replication of the retention analysis model based on shared interest in other departments in engineering, as well as in the Colleges of Mathematical and Physical Sciences and Biological Sciences
### Gender Profiles

#### Women Faculty: Racial and Ethnic Diversity

<table>
<thead>
<tr>
<th></th>
<th>Academic Year</th>
<th>1993/4</th>
<th>1994</th>
<th>2003/04</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY</td>
<td>1993</td>
<td>1994</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>African American</td>
<td>Full</td>
<td>1 (.1%)</td>
<td></td>
<td>9</td>
<td>0.81%</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
<td>14 (1.4%)</td>
<td>17</td>
<td>16 (1.69%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>26 (2.8%)</td>
<td>14</td>
<td>15 (1.84%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>41</td>
<td>40</td>
<td>40</td>
<td>1.39%</td>
</tr>
<tr>
<td>Asian American</td>
<td>Full</td>
<td>6 (.7%)</td>
<td></td>
<td>10</td>
<td>0.90%</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
<td>5 (.5%)</td>
<td></td>
<td>22</td>
<td>2.19%</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>22 (2.4%)</td>
<td>25</td>
<td>25 (3.29%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33</td>
<td>57</td>
<td>57</td>
<td>1.98%</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>Full</td>
<td>0 (0%)</td>
<td></td>
<td>3</td>
<td>0.29%</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
<td>3 (.3%)</td>
<td></td>
<td>3</td>
<td>0.29%</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>6 (.7%)</td>
<td></td>
<td>13</td>
<td>1.21%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>19</td>
<td>19</td>
<td>0.66%</td>
</tr>
<tr>
<td>Native American</td>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>(associate)</td>
</tr>
</tbody>
</table>

Note: Ethnicity is self-reported and the number of persons who choose not to disclose their ethnicity continues to grow each year. For autumn 2003, eight women faculty chose not to disclose their ethnicity.

### Tenure-Initiating Units* Heads: Gender Comparison

<table>
<thead>
<tr>
<th>Academic Year 2003/04</th>
<th>Women Faculty</th>
<th>TIU Heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>40.74%</td>
<td>71% (5 of 7)</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>17.36%</td>
<td>0 (0 of 6)</td>
</tr>
<tr>
<td>Business</td>
<td>19.32%</td>
<td>0 (0 of 5)</td>
</tr>
<tr>
<td>Education</td>
<td>52.6%</td>
<td>0 (0 of 3)</td>
</tr>
<tr>
<td>Engineering</td>
<td>11%</td>
<td>0 (0 of 9)</td>
</tr>
<tr>
<td>Food, Ag, &amp; Env. Sciences (includes Extension)</td>
<td>25.6%</td>
<td>11% (1 of 9)</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>57.45%</td>
<td>33% (1 of 3)</td>
</tr>
<tr>
<td>Humanities</td>
<td>40%</td>
<td>21.4% (3 of 14)</td>
</tr>
<tr>
<td>Math &amp; Physical Sciences</td>
<td>9.45%</td>
<td>0 (0 of 6)</td>
</tr>
<tr>
<td>Medicine</td>
<td>20%</td>
<td>8.3% (2 of 24)</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>26.34%</td>
<td>22% (2 of 9)</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>23.7%</td>
<td>0 (0 of 3)</td>
</tr>
</tbody>
</table>

Note: *Six colleges have no women as heads of tenure-initiating units*

*The percentage of women faculty in the six colleges with no women TIU heads ranges from 9.45% to 52.6%*

*Eight of the 14 women who are tenure-initiating unit heads are located in two colleges: arts and humanities*

*Tenure-initiating units (TIUs) are academic departments and schools that have tenure-track faculty. Six colleges do not have departments or schools and are not included in this chart (dentistry, law, nursing, optometry, pharmacy, and social work); the deans of two of these colleges are women.*
The Women’s Place Strategic Goals

The President’s Council in partnership with The Women’s Place is responsible for developing the strategic goals for The Women’s Place. The following are the goals that the council approved and will guide the work of The Women’s Place over the next three years:

- continue to act as a voice and a champion for the advancement of women at Ohio State
- enhance understanding of the way in which male and female stereotypes diminish the ability of the university to provide an equitable environment for all people
- continue systematic and ongoing data collection to inform efforts related to the progress of women
- become more proactive in identifying barriers to the recruitment, retention, and advancement of women, and instigate and lead efforts to make change
- enhance The Women’s Place’s capacity to provide high-quality consultation and innovative strategies for individuals and units on campus that are seeking to create constructive change
- identify and invite experts on gender issues to campus and facilitate application of their expertise to issues women face at Ohio State
- secure permanent facilities for The Women’s Place that are reflective of its mission and goals
- develop and implement approaches to expand women’s leadership development
- enhance The Women’s Place’s visibility and purpose to the Ohio State community

Additional Information

Deborah Ballam
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Interim Director of The Women’s Place
5046 Smith Lab
174 West 18th Avenue
Columbus, OH 43210-1106
Phone: (614) 292-3960
Fax: (614) 292-1979

The Women’s Place http://womensplace.osu.edu
The President’s Council on Women’s Issues http://pcw.osu.edu
The Work Goes Forward

Progress in Engineering

Engineering departments across the country are concerned about the lack of women in the faculty and within its student body. At Ohio State, women currently represent 7.7% of the faculty in engineering, virtually unchanged from 7.8% in 1994.* The first step to improving the retention, recruitment, and advancement of women faculty in a college is to understand the current status of the gender issues in the college. Dean Jim Williams offered leadership as the first Ohio State dean to partner with the President’s Council, The Women’s Place, and the Office of Human Resources to systematically examine and address women’s progress and lack of progress in his college. Rather than determine factors to examine, the NSF ADVANCE Institutional Transformation Indicators were used as a guide for the work. These indicators are recognized nationally as ways to measure progress for women in the fields of science and engineering. They focus on traditional measures such as number and percent of women in rank, but, also, time in rank and factors such as space allocation and start-up packages. A retention analysis model was developed using these measures.

From the initial data collected on one discipline in engineering, historical gender patterns emerged and were shared with the dean. For example, the data showed that while no females have ever been hired above the rank of assistant professor in that unit, 23% of the males have been hired above that rank. Further, no females have ever been promoted to full professor while 40% of all males have been. These indicators, along with other data and supporting information, raised the issue of the career progress of women within the college. This enabled Dean Williams to make some short-term decisions that would promote the progress of women within the college.

The President’s Council and The Women’s Place will continue its partnership with the new dean, William A. “Bud” Baeslack III, as he continues to provide leadership to assure the progress of women in engineering. In considering the next phase of the work in his college, Dean Baeslack said, “I appreciate and applaud this systematic approach that will provide me with relevant information that will be used to develop and optimize programs and activities that assure career opportunities and success of women faculty in our college.”

* This number excludes the 10 women faculty in architecture. Ohio State is among only five of the 120 accredited schools of architecture in the U.S. that reside within a College of Engineering. In addition, the Knowlton School of Architecture has a larger percentage of women than do the remaining nine departments in the college, thus inflating the College of Engineering numbers.

Research Progress: The Faculty Cohort Project

Jill Ellingson and Arnon Reichers, professors in the Department of Management and Human Resources at the Fisher College of Business, are conducting research sponsored by OAA on the retention of female assistant professors at The Ohio State University. Three years ago, The Women’s Place invited 50 newly hired women to participate in a series of events designed to support their socialization and development. The effort associated with this Faculty Cohort Project served as an incubator for investigating the extent to which Ohio State can be proactive in facilitating assistant professors through the tenure and promotion process. This research has gathered data on how this effort impacted the work-life experiences of these women. The information gained will be used to conduct a more comprehensive study, to be sponsored by OAA, on retention and the success of women in academics.
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
October 1, 2006
Message from the Chair

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, and 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
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**

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

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**

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
<th>% of Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>2,735</td>
<td>81.8%</td>
</tr>
<tr>
<td>Black</td>
<td>122</td>
<td>3.6%</td>
</tr>
<tr>
<td>Asian American</td>
<td>339</td>
<td>10.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>77</td>
<td>2.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>.08%</td>
</tr>
</tbody>
</table>

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.
Profile of Women in Academic Leadership Positions

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

Profile of Women Faculty University Award Winners

<table>
<thead>
<tr>
<th>Award</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist. Scholar</td>
<td>33% (2)</td>
<td>33% (2)</td>
<td>16% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Dist. Professor</td>
<td>50% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>50% (1)</td>
</tr>
<tr>
<td>Dist. Lecturer</td>
<td>50% (1)</td>
<td>0% (0)</td>
<td>100% (2)</td>
<td>50% (1)</td>
<td>100% (2)</td>
</tr>
<tr>
<td>Dist. Teacher</td>
<td>30% (3)</td>
<td>22% (2)</td>
<td>20% (2)</td>
<td>30% (3)</td>
<td>40% (4)</td>
</tr>
</tbody>
</table>

Women Faculty: Full, Associate, and Assistant

<table>
<thead>
<tr>
<th></th>
<th>1993-4</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>11.3% (121)</td>
<td>17.4% (215)</td>
</tr>
<tr>
<td>Associate</td>
<td>23.8% (252)</td>
<td>33.6% (383)</td>
</tr>
<tr>
<td>Assistant</td>
<td>39.6% (373)</td>
<td>41.3% (400)</td>
</tr>
<tr>
<td>Total</td>
<td>24.24% (746 of 3,077)</td>
<td>29.9% (998 of 3,343)</td>
</tr>
</tbody>
</table>
Assistant Professor Retention Data

<table>
<thead>
<tr>
<th></th>
<th>Hired</th>
<th>Voluntarily Resigned</th>
<th>Negative or Declined Review</th>
<th>Retained Through Sixth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>464</td>
<td>(49%) *</td>
<td>113 (24%) **</td>
<td>320 (69%) **</td>
</tr>
<tr>
<td>Asian</td>
<td>73</td>
<td>(7.7%)</td>
<td>17 (23%)</td>
<td>49 (67%)</td>
</tr>
<tr>
<td>Black</td>
<td>23</td>
<td>(2.4%)</td>
<td>10 (43%)</td>
<td>10 (43%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>(2.2%)</td>
<td>6 (28%)</td>
<td>15 (71%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>(0.1%)</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>582</td>
<td>(61%)</td>
<td>147 (25%)</td>
<td>394 (68%)</td>
</tr>
</tbody>
</table>

| **Women** |       |                      |                             |                            |
| White     | 300   | (31%)                | 101 (33.6%)                 | 177 (59%)                  |
| Asian     | 37    | (3.9%)               | 12 (32%)                    | 22 (59%)                   |
| Black     | 24    | (2.5%)               | 11 (45%)                    | 9 (37%)                    |
| Hispanic  | 9     | (0.9%)               | 5 (55%)                     | 4 (45%)                    |
| American Indian | 2 | (0.2%)            | 1 (50%)                     | 1 (50%)                    |
| TOTAL     | 372   | (39%)                | 129 (35%)                   | 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

<table>
<thead>
<tr>
<th></th>
<th>Senior Administrators*</th>
<th>Executive Administrative and Managerial Staff**</th>
<th>Other Professional Staff</th>
<th>Clerical and Secretarial</th>
<th>Technical and Para-professionals</th>
<th>Skilled Crafts</th>
<th>Service/Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>956</td>
<td>8,924</td>
<td>2,866</td>
<td>3,232</td>
<td>658</td>
<td>1,484</td>
</tr>
<tr>
<td>Average Salary for Each Group</td>
<td>$177,080</td>
<td>$99,104</td>
<td>$53,597</td>
<td>$31,855</td>
<td>$34,940</td>
<td>$37,202</td>
<td>$25,186</td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td>36 (60%)</td>
<td>387</td>
<td>3,056 (34.2)</td>
<td>336 (12.4%)</td>
<td>1,064 (32.9%)</td>
<td>635 (95.5%)</td>
<td>871 (58.7%)</td>
</tr>
<tr>
<td>Total Women</td>
<td>24 (40%)</td>
<td>569</td>
<td>5,868 (65.8%)</td>
<td>2,510 (87.6%)</td>
<td>2,168 (67.1%)</td>
<td>23 (3.5%)</td>
<td>613 (41.3%)</td>
</tr>
<tr>
<td><strong>White Men</strong></td>
<td>34 (56.7%)</td>
<td>349</td>
<td>2,407 (27.0%)</td>
<td>277 (9.7%)</td>
<td>849 (26.3%)</td>
<td>536 (81.5%)</td>
<td>383 (25.8%)</td>
</tr>
<tr>
<td>White Women</td>
<td>22 (36.7%)</td>
<td>511</td>
<td>4,884 (54.7%)</td>
<td>1,979 (69.1%)</td>
<td>1,650 (51.1%)</td>
<td>18 (2.7%)</td>
<td>164 (11.1%)</td>
</tr>
<tr>
<td><strong>Black Men</strong></td>
<td>1 (1.7%)</td>
<td>19</td>
<td>174 (1.9%)</td>
<td>58 (2.0%)</td>
<td>145 (4.5%)</td>
<td>91 (13.8%)</td>
<td>465 (31.3%)</td>
</tr>
<tr>
<td>Black Women</td>
<td>2 (3.3%)</td>
<td>43</td>
<td>491 (5.5%)</td>
<td>463 (16.2%)</td>
<td>415 (12.8%)</td>
<td>5 (0.8%)</td>
<td>432 (29.1%)</td>
</tr>
<tr>
<td><strong>Hispanic Men</strong></td>
<td>1 (1.7%)</td>
<td>6</td>
<td>59 (0.7%)</td>
<td>4 (0.1%)</td>
<td>25 (0.8%)</td>
<td>3 (0.5%)</td>
<td>10 (0.7%)</td>
</tr>
<tr>
<td>Hispanic Women</td>
<td>0 (0.0%)</td>
<td>3</td>
<td>80 (0.9%)</td>
<td>31 (1.1%)</td>
<td>20 (0.6%)</td>
<td>0 (0.0%)</td>
<td>6 (0.4%)</td>
</tr>
<tr>
<td><strong>Asian Men</strong></td>
<td>0 (0.0%)</td>
<td>11</td>
<td>410 (4.6%)</td>
<td>15 (0.5%)</td>
<td>40 (1.2%)</td>
<td>3 (0.5%)</td>
<td>10 (0.7%)</td>
</tr>
<tr>
<td>Asian Women</td>
<td>0 (0.0%)</td>
<td>11</td>
<td>398 (4.5%)</td>
<td>31 (1.1%)</td>
<td>76 (2.4%)</td>
<td>0 (0.0%)</td>
<td>8 (0.5%)</td>
</tr>
<tr>
<td><strong>American Indian Men</strong></td>
<td>0 (0.0%)</td>
<td>2</td>
<td>6 (0.7%)</td>
<td>2 (0.2%)</td>
<td>5 (0.2%)</td>
<td>2 (0.3%)</td>
<td>3 (0.2%)</td>
</tr>
<tr>
<td>American Indian Women</td>
<td>0 (0.0%)</td>
<td>1</td>
<td>15 (0.2%)</td>
<td>6 (0.2%)</td>
<td>7 (0.2%)</td>
<td>0 (0.0%)</td>
<td>3 (0.2%)</td>
</tr>
</tbody>
</table>

* 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.
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.

Additional Information
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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.

<table>
<thead>
<tr>
<th></th>
<th>Female Students</th>
<th>Female Faculty</th>
<th>Male Students</th>
<th>Male Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Total</td>
<td>50.1%</td>
<td>29.9%</td>
<td>49.9%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>48.7%</td>
<td>29.9%</td>
<td>51.3%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>65.7%</td>
<td>40.0%</td>
<td>34.3%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>54.4%</td>
<td>20.5%</td>
<td>45.6%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Business</td>
<td>34.2%</td>
<td>21.5%</td>
<td>65.8%</td>
<td>78.5%</td>
</tr>
<tr>
<td>Education</td>
<td>72.9%</td>
<td>53.3%</td>
<td>27.1%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>19.5%</td>
<td>12.4%</td>
<td>80.5%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Food, Ag., &amp; Env. Sciences</td>
<td>53.7%</td>
<td>26.0%</td>
<td>46.3%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>84.4%</td>
<td>52.2%</td>
<td>15.6%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Humanities</td>
<td>58.6%</td>
<td>39.0%</td>
<td>41.4%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Math &amp; Physical Sciences</td>
<td>30.6%</td>
<td>11.4%</td>
<td>69.4%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Nursing</td>
<td>91.9%</td>
<td>92.9%</td>
<td>8.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>56.6%</td>
<td>30.5%</td>
<td>43.4%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Social Work</td>
<td>85.1%</td>
<td>67.9%</td>
<td>14.9%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>35.6%</td>
<td>31.8%</td>
<td>64.4%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Law</td>
<td>41.0%</td>
<td>38.5%</td>
<td>59.0%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Medicine</td>
<td>37.0%</td>
<td>26.2%</td>
<td>63.0%</td>
<td>73.7%</td>
</tr>
<tr>
<td>Optometry</td>
<td>61.8%</td>
<td>38.5%</td>
<td>38.2%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Pharmacy, Doctor Of</td>
<td>60.7%</td>
<td>28.3%</td>
<td>30.3%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>79.1%</td>
<td>27.3%</td>
<td>20.9%</td>
<td>72.7%</td>
</tr>
</tbody>
</table>

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

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
Associate Provost for Women's Policy Initiatives
Director, The Women’s Place

Tuesday Ryan Hart
Assistant Director
The Women’s Place
Status Report on Women 2007 at The Ohio State University

Prepared by
The President's Council on Women
and The Women's Place
The Ohio State University
October 2007
Message from the Chair

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

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

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

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

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

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

Susan E. Metev
Chair, President’s Council on Women
Status of Women at The Ohio State University
Autumn 1993 to Autumn 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>1993</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>2/9 (22%)</td>
<td>4/17 (23.5%)</td>
</tr>
<tr>
<td>Vice presidents</td>
<td>2/8 (23%)</td>
<td>1/10 (10%)</td>
</tr>
<tr>
<td>Senior administrators (assistant VP's and above)</td>
<td>no info</td>
<td>21/54 (39%)</td>
</tr>
<tr>
<td>Non-faculty executive staff</td>
<td>289/769 (38%)</td>
<td>659/1098 (60%)</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>56%</td>
<td>66%</td>
</tr>
<tr>
<td>Deans</td>
<td>5/20 (20%)</td>
<td>7/24 (29%)</td>
</tr>
<tr>
<td>TIU heads</td>
<td>19/116 (16.5%)</td>
<td>22/101 (22%)</td>
</tr>
<tr>
<td>Eminent scholars</td>
<td>1 (6%)</td>
<td>1/19 (5%)</td>
</tr>
<tr>
<td>Endowed chairs</td>
<td>3 (7.5%)</td>
<td>13/86 (15%)</td>
</tr>
<tr>
<td>Named professors</td>
<td>2 (5%)</td>
<td>13/67 (19%)</td>
</tr>
<tr>
<td>Faculty†</td>
<td>826 (26%)</td>
<td>1064 (30.6%)</td>
</tr>
<tr>
<td>Full professors</td>
<td>121 (11%)</td>
<td>227 (18.2%)</td>
</tr>
<tr>
<td>Assoc. professors</td>
<td>253 (24%)</td>
<td>392 (34.6%)</td>
</tr>
<tr>
<td>Assist. professors</td>
<td>373 (49%)</td>
<td>445 (40.8%)</td>
</tr>
</tbody>
</table>

Students
- Undergrad: 48% (49%)
- Grad and professional: 52% (66%)

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

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

However, we have made no progress in the numbers of eminent scholars, the percent of women at the assistant rank held steady throughout the time period, and we actually have a decline among women at the vice presidential level.
Women Faculty Profile (Assistant through Full): Race & Ethnicity

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

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

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

2006-2007

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>2799</td>
<td>80.5%</td>
</tr>
<tr>
<td>Black</td>
<td>133</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>376</td>
<td>10.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>87</td>
<td>2.5%</td>
</tr>
<tr>
<td>Native Am.</td>
<td>3</td>
<td>.09%</td>
</tr>
<tr>
<td>Other</td>
<td>82</td>
<td>2.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3480</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

Deb Ballam  
Associate Provost for Women’s Policy Initiatives  
Director, The Women’s Place  
ballam.1@osu.edu

Tuesday Ryan Hart  
Assistant Director  
The Women’s Place  
ryan-hart.1@osu.edu
## Gender and Ethnicity Distribution of Staff Positions and Average Salary for Each Group

October 2006

<table>
<thead>
<tr>
<th></th>
<th>Executive, Administrative, &amp; Managerial Staff</th>
<th>Other Professional Staff</th>
<th>Clerical and Secretarial</th>
<th>Technical and Para-professionals</th>
<th>Skilled Crafts</th>
<th>Service/Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>1098</strong></td>
<td><strong>9763</strong></td>
<td><strong>2961</strong></td>
<td><strong>3575</strong></td>
<td><strong>680</strong></td>
<td><strong>1515</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$102,250</strong></td>
<td><strong>$55,935</strong></td>
<td><strong>$32,762</strong></td>
<td><strong>$36,079</strong></td>
<td><strong>$38,485</strong></td>
<td><strong>$26,096</strong></td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td><strong>439</strong></td>
<td><strong>3753</strong></td>
<td><strong>369</strong></td>
<td><strong>1193</strong></td>
<td><strong>655</strong></td>
<td><strong>869</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$117,389</strong></td>
<td><strong>$58,620</strong></td>
<td><strong>$29,942</strong></td>
<td><strong>$37,759</strong></td>
<td><strong>$38,577</strong></td>
<td><strong>$27,202</strong></td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td><strong>659</strong></td>
<td><strong>6510</strong></td>
<td><strong>2592</strong></td>
<td><strong>2382</strong></td>
<td><strong>25</strong></td>
<td><strong>646</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$89,876</strong></td>
<td><strong>$54,527</strong></td>
<td><strong>$33,171</strong></td>
<td><strong>$35,146</strong></td>
<td><strong>$35,811</strong></td>
<td><strong>$24,911</strong></td>
</tr>
<tr>
<td><strong>White Men</strong></td>
<td><strong>381</strong></td>
<td><strong>2437</strong></td>
<td><strong>256</strong></td>
<td><strong>862</strong></td>
<td><strong>530</strong></td>
<td><strong>399</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$118,070</strong></td>
<td><strong>$61,139</strong></td>
<td><strong>$30,189</strong></td>
<td><strong>$39,413</strong></td>
<td><strong>$39,152</strong></td>
<td><strong>$28,098</strong></td>
</tr>
<tr>
<td><strong>White Women</strong></td>
<td><strong>551</strong></td>
<td><strong>4973</strong></td>
<td><strong>1907</strong></td>
<td><strong>1533</strong></td>
<td><strong>20</strong></td>
<td><strong>152</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$89,868</strong></td>
<td><strong>$55,401</strong></td>
<td><strong>$33,922</strong></td>
<td><strong>$36,883</strong></td>
<td><strong>$35,901</strong></td>
<td><strong>$26,038</strong></td>
</tr>
<tr>
<td><strong>Black Men</strong></td>
<td><strong>20</strong></td>
<td><strong>166</strong></td>
<td><strong>58</strong></td>
<td><strong>139</strong></td>
<td><strong>92</strong></td>
<td><strong>427</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$122,027</strong></td>
<td><strong>$51,313</strong></td>
<td><strong>$30,380</strong></td>
<td><strong>$32,376</strong></td>
<td><strong>$37,402</strong></td>
<td><strong>$26,593</strong></td>
</tr>
<tr>
<td><strong>Black Women</strong></td>
<td><strong>38</strong></td>
<td><strong>489</strong></td>
<td><strong>443</strong></td>
<td><strong>384</strong></td>
<td><strong>5</strong></td>
<td><strong>405</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$94,494</strong></td>
<td><strong>$51,921</strong></td>
<td><strong>$31,650</strong></td>
<td><strong>$31,409</strong></td>
<td><strong>$35,450</strong></td>
<td><strong>$25,150</strong></td>
</tr>
<tr>
<td><strong>Hispanic Men</strong></td>
<td><strong>6</strong></td>
<td><strong>49</strong></td>
<td><strong>4</strong></td>
<td><strong>20</strong></td>
<td><strong>3</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$78,904</strong></td>
<td><strong>$60,133</strong></td>
<td><strong>$27,290</strong></td>
<td><strong>$34,171</strong></td>
<td><strong>$32,725</strong></td>
<td><strong>$27,287</strong></td>
</tr>
<tr>
<td><strong>Hispanic Women</strong></td>
<td><strong>4</strong></td>
<td><strong>71</strong></td>
<td><strong>30</strong></td>
<td><strong>23</strong></td>
<td><strong>0</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$70,719</strong></td>
<td><strong>$45,195</strong></td>
<td><strong>$32,533</strong></td>
<td><strong>$28,587</strong></td>
<td><strong>0</strong></td>
<td><strong>23,298</strong></td>
</tr>
<tr>
<td><strong>Asian Men</strong></td>
<td><strong>12</strong></td>
<td><strong>405</strong></td>
<td><strong>15</strong></td>
<td><strong>38</strong></td>
<td><strong>4</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$113,824</strong></td>
<td><strong>$46,677</strong></td>
<td><strong>$27,875</strong></td>
<td><strong>$35,385</strong></td>
<td><strong>$38,121</strong></td>
<td><strong>$28,445</strong></td>
</tr>
<tr>
<td><strong>Asian Women</strong></td>
<td><strong>10</strong></td>
<td><strong>399</strong></td>
<td><strong>31</strong></td>
<td><strong>73</strong></td>
<td><strong>0</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$89,897</strong></td>
<td><strong>$48,906</strong></td>
<td><strong>$32,639</strong></td>
<td><strong>$34,432</strong></td>
<td><strong>0</strong></td>
<td><strong>21,722</strong></td>
</tr>
<tr>
<td><strong>American Indian Men</strong></td>
<td><strong>0</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$49,462</strong></td>
<td><strong>$30,498</strong></td>
<td><strong>$40,383</strong></td>
<td><strong>$35,818</strong></td>
<td><strong>(not given to protect privacy)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>American Indian Women</strong></td>
<td><strong>4</strong></td>
<td><strong>15</strong></td>
<td><strong>5</strong></td>
<td><strong>7</strong></td>
<td><strong>0</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$97,737</strong></td>
<td><strong>$59,060</strong></td>
<td><strong>$35,406</strong></td>
<td><strong>$32,476</strong></td>
<td><strong>0</strong></td>
<td><strong>$24,586</strong></td>
</tr>
<tr>
<td><strong>Other/Undisclosed Men</strong></td>
<td><strong>20</strong></td>
<td><strong>190</strong></td>
<td><strong>33</strong></td>
<td><strong>130</strong></td>
<td><strong>24</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$113,459</strong></td>
<td><strong>$58,052</strong></td>
<td><strong>$28,472</strong></td>
<td><strong>$32,716</strong></td>
<td><strong>$31,411</strong></td>
<td><strong>$22,932</strong></td>
</tr>
<tr>
<td><strong>Other/Undisclosed Women</strong></td>
<td><strong>52</strong></td>
<td><strong>563</strong></td>
<td><strong>176</strong></td>
<td><strong>362</strong></td>
<td><strong>0</strong></td>
<td><strong>71</strong></td>
</tr>
<tr>
<td><strong>Average Salary</strong></td>
<td><strong>$87,449</strong></td>
<td><strong>$54,112</strong></td>
<td><strong>$28,998</strong></td>
<td><strong>$32,369</strong></td>
<td><strong>0</strong></td>
<td><strong>$21,692</strong></td>
</tr>
</tbody>
</table>

* Excluding academic leadership and senior staff positions
Stereotypes

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

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

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

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

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

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

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

"I would not have guessed you were from Appalachia because you speak so well."
—A statement commonly heard by Ohio State students after they identify themselves as being from the Appalachian region.
"Well, talk to her. She's retarded and she got an A."
— Said by an Ohio State professor to a group of students who were complaining about how hard their test was as he was pointing to a student with a learning disability who had accommodations for the test.

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

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

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

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

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

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

[Image -3x0 to 795x612]
Message from The Women’s Place

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

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

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

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

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

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

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Director, The Women’s Place
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Tuesday Ryan Hart
Assistant Director
The Women’s Place
ryan-hart.1@osu.edu
Status Report on Women 2008 at The Ohio State University

Prepared by
The President’s Council on Women
and The Women’s Place
The Ohio State University
October 2008
Message from the Chair, President’s Council on Women

Last fall, President E. Gordon Gee met with the President’s Council on Women and requested that we provide him with recommendations for action to address critical issues facing women at Ohio State. In response, over the course of the year, we developed the following package of interrelated proposals that are consistent with President Gee’s goal of forging One University. The president took these under advisement and we will be following up throughout this academic year.

One University Forums
Numerous studies have shown that the culture in which we work is a major determinant of women’s success in academia. However, we still lack a solid understanding of exactly how our culture at Ohio State supports or impedes women’s success. We recommended convening a series of forums to engage in a university-wide discussion that will facilitate our understanding of the culture in which we operate. The goal is to enhance and support the positive aspects and to address and change the negative ones.

Child Care First Study
Studies consistently show that child care is critical to women’s full participation in the academic work force, yet the central Ohio community has a critical shortage of infant care capacity. One of the most important steps the university can take to support the full participation of women is to increase its capacity to provide quality child care. We cannot have a meaningful dialogue about how to do this without cost estimates for both building new capacity and continuing operating costs. We recommended that the president appoint a small work group to determine the cost ramifications of various options to inform the dialogue on how to address the child care crisis.

Single Parent Student Success
Students who are single parents, the majority of whom are women, face unique challenges. We recommended that the president reconvene a task force that examined this issue a few years ago to develop recommendations for future actions in support of this group of students.

Career Development Commitment
A critical factor in promoting and retaining women is the existence of career development opportunities. Currently, comprehensive, centralized career and professional development support for staff does not exist at the university.

The President’s Council on Women has recommended to President Gee that the university dedicate human capital and additional resources to develop a comprehensive career and professional development program to include: career coaching, assessment, exploration, career decision making, mentoring/shadowing/on-boarding, networking, job search skill development, and dual career employment services.

Success in Dual Career Hiring
The dual career hiring policy for faculty couples has been in place for several years. We recommended that the president appoint a task force to review the current policy to make improvements to both the process and funding mechanisms.

We look forward to working with President Gee and his leadership team to accomplish these goals, as each is imperative to creating an environment where all are able to make their full contributions to the university.

Jill Bystydzienski
Chair, President’s Council on Women
Professor and Chair, Department of Women’s Studies
Faculty of Color Profile

Current Faculty Profile (Men and Women): Race & Ethnicity (Assistant through Full Professor) 2007–08

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
<th>% of Total Faculty</th>
<th>Total Female</th>
<th>% of Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>2,823</td>
<td>79%</td>
<td>909</td>
<td>25.45%</td>
</tr>
<tr>
<td>Black</td>
<td>138</td>
<td>3.9%</td>
<td>58</td>
<td>1.62%</td>
</tr>
<tr>
<td>Asian</td>
<td>403</td>
<td>11.3%</td>
<td>102</td>
<td>2.85%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>93</td>
<td>2.6%</td>
<td>31</td>
<td>.86%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>.08%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Other &amp; Undisclosed</td>
<td>111</td>
<td>3.1%</td>
<td>24</td>
<td>.67%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,571</td>
<td>100%</td>
<td>1,125</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

Faculty of color pool > 5% Hiring inconsistent with pool

* Pool data provided by the Office of Academic Affairs, Office of Institutional Research and Planning, hiring data provided by the Office of Human Resources.

<table>
<thead>
<tr>
<th>Department</th>
<th>Pool '02–'06</th>
<th>Hires '02–'06</th>
<th>Hires 1997–2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>People of Color</td>
<td>Total</td>
<td>People of Color</td>
<td>White</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>Art History</td>
<td>60</td>
<td>684</td>
<td>0</td>
</tr>
<tr>
<td>Dance</td>
<td>4</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Linguistics</td>
<td>68</td>
<td>710</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>691</td>
<td>6,713</td>
<td>0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>265</td>
<td>1,668</td>
<td>0</td>
</tr>
<tr>
<td>Public Policy</td>
<td>96</td>
<td>753</td>
<td>0</td>
</tr>
<tr>
<td>Accounting</td>
<td>14</td>
<td>91</td>
<td>0</td>
</tr>
<tr>
<td>Human Development and Family Sciences</td>
<td>45</td>
<td>342</td>
<td>0</td>
</tr>
<tr>
<td>Educational Policy and Leadership</td>
<td>704</td>
<td>3,536</td>
<td>2</td>
</tr>
<tr>
<td>Social Work</td>
<td>158</td>
<td>845</td>
<td>0</td>
</tr>
<tr>
<td>Allied Medicine</td>
<td>738</td>
<td>4,767</td>
<td>1</td>
</tr>
</tbody>
</table>

* Faculty of color are defined using the Equal Employment Opportunity Commission (EEOC) categories: Asian, Black, Hispanic, and American Indian.

Faculty pool data for the Ph.D. completions for institutions with the Carnegie Classification “Very High Research Activity” is available for 72 of our 107 Tenure Initiating Units (TIU). A majority of our TIUs for which we have pool data were able to hire consistently with the pool. However, over the last decade, 25 of those TIUs over-hired male faculty by at least 10 percent of their portion of the pool; some over-hired men by as much as 75 percent. Twelve of those 72 units had pools of at least five percent faculty of color, but eight of those 12 hired zero faculty of color and the other four under-hired faculty of color. Five TIUs under-hired both women and people of color.
### Departmental Hiring by Gender

1997–2006

(listed by degree of differential)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>25.6% (175 of 684)</td>
<td>100% (3)</td>
<td>100% (4)</td>
</tr>
<tr>
<td>Marketing</td>
<td>47.7% (41 of 86)</td>
<td>100% (4)</td>
<td>75% (6)</td>
</tr>
<tr>
<td>Art</td>
<td>21.6% (16 of 74)</td>
<td>60% (5)</td>
<td>50% (6)</td>
</tr>
<tr>
<td>African and African American Studies</td>
<td>31.3% (10 of 32)</td>
<td>66.7% (4)</td>
<td>63.6% (7)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>68.4% (1,001 of 1,463)</td>
<td>90% (5)</td>
<td>70.6% (12)</td>
</tr>
<tr>
<td>Physiology and Cell Biology</td>
<td>51.3% (903 of 1,759)</td>
<td>80% (4)</td>
<td>62.5% (5)</td>
</tr>
<tr>
<td>Psychology</td>
<td>32% (1,986 of 6,198)</td>
<td>60.6% (20)</td>
<td>59.6% (28)</td>
</tr>
<tr>
<td>Communication</td>
<td>43.8% (559 of 1,277)</td>
<td>70.6% (12)</td>
<td>65.4% (17)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>52.1% (418 of 803)</td>
<td>78.3% (18)</td>
<td>83.3% (10)</td>
</tr>
<tr>
<td>Geography</td>
<td>59.8% (453 of 757)</td>
<td>75% (9)</td>
<td>72.7% (16)</td>
</tr>
<tr>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>49% (1,094 of 2,231)</td>
<td>63.6% (7)</td>
<td>76.5% (13)</td>
</tr>
<tr>
<td>Public Health</td>
<td>33.4% (487 of 1,458)</td>
<td>59.1% (13)</td>
<td>58.1% (18)</td>
</tr>
<tr>
<td>Food Science &amp; Technology</td>
<td>43.8% (254 of 580)</td>
<td>66.7% (4)</td>
<td>54.5% (6)</td>
</tr>
<tr>
<td>Human Nutrition</td>
<td>20.4% (77 of 378)</td>
<td>40% (2)</td>
<td>57.1% (4)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>43.5% (725 of 1,668)</td>
<td>62.5% (5)</td>
<td>60.7% (14)</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>39.8% (279 of 701)</td>
<td>57.1% (4)</td>
<td>61.5% (8)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>66% (4,428 of 6,713)</td>
<td>83.3% (10)</td>
<td>80% (16)</td>
</tr>
<tr>
<td>Environment and Natural Resources</td>
<td>61.1% (934 of 1,528)</td>
<td>77.8% (7)</td>
<td>73.7% (14)</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>53.4% (221 of 414)</td>
<td>66.7% (16)</td>
<td>64.6% (31)</td>
</tr>
<tr>
<td>Management and Human Resources</td>
<td>46.7% (63 of 135)</td>
<td>60% (3)</td>
<td>60% (9)</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>53.7% (518 of 965)</td>
<td>66.7% (4)</td>
<td>75% (9)</td>
</tr>
<tr>
<td>Consumer Sciences</td>
<td>30.5% (129 of 423)</td>
<td>42.9% (5)</td>
<td>44.4% (4)</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>87.8% (645 of 745)</td>
<td>100% (4)</td>
<td>NA</td>
</tr>
<tr>
<td>Public Policy and Management</td>
<td>56.7% (427 of 753)</td>
<td>66.7% (2)</td>
<td>83.3% (5)</td>
</tr>
<tr>
<td>English</td>
<td>41.1% (1,360 of 3,309)</td>
<td>51.1% (23)</td>
<td>48.6% (35)</td>
</tr>
</tbody>
</table>

* Pool data provided by the Office of Academic Affairs, Office of Institutional Research and Planning; hiring data provided by the Office of Human Resources.

While a variety of factors enter into specific hiring decisions, a pattern of hiring that extends over a period of years should at least raise questions about hiring practices. Was the pool of candidates representative of the overall pool? Were the women and people of color selected for consideration consistent with the pool? Were they offered positions? If they were offered positions, but declined in a disproportionate number, what factors account for this?

Forty of our 72 TUUs were able to hire faculty in a pattern consistent with the national pool data. If the other 32 had done so over the last decade, clearly the university would have a different faculty profile—one that would place us among the top universities in the nation, a status we must attain if we are to become the eminent university to which we aspire.
Gender and Ethnicity Distribution of Senior Staff Positions
October 2007

<table>
<thead>
<tr>
<th>Position</th>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Executive Vice President</td>
<td>White</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Senior Vice President</td>
<td>White</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Vice President</td>
<td>White</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Associate Vice President</td>
<td>White</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Assistant Vice President</td>
<td>White</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>34 (62%)</strong></td>
<td><strong>21 (38%)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive, Administrative, and Managerial (All Positions)</th>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>438 (35%)</td>
<td>593 (47.5%)</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>21 (1.68%)</td>
<td>44 (3.5%)</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>7 (.56%)</td>
<td>5 (.4%)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>8 (.64%)</td>
<td>13 (1.04%)</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>6 (.48%)</td>
<td></td>
</tr>
<tr>
<td>Other Undisclosed</td>
<td>34 (2.72%)</td>
<td>79 (6.33%)</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>508 (41%)</strong></td>
<td><strong>740 (59%)</strong></td>
<td></td>
</tr>
</tbody>
</table>

For the first time in many years, women were not represented among the highest executive positions of president, executive vice president, senior vice president or, vice president. While these appointments constitute only ten positions, they are the most significant at the university in terms of influence, decision making, and resource allocation.

Conversely, the majority of associate and assistant vice presidents were women (22 of 43). This reflects an increase from past years, yet also emphasizes the discrepancies in the vice president positions. In September 2008, the university announced the appointments of two women, one White and one Black, to vice presidential positions. While we applaud these appointments, two is still low when compared to the total percent of senior staff women at the university.

A review of the executive, administrative, and managerial positions reflects a continuing positive trend of relative gender balance. Unfortunately, however, the demographic data continues to show low numbers of people of color in these positions, which detracts from the optimal experience for our primary constituents, the students. Contributions made by staff to the university’s mission of teaching, research, and public service are vast, and a commitment to improving diversity is critical if Ohio State is to remain competitive and serve as an employer of choice for the most talented executives from diverse backgrounds.
Child Care: A Necessity, Not a Luxury

If The Ohio State University indeed is to move from excellence to eminence, we must create a culture that permits each student, faculty, and staff member to develop and use all of their talents. Part of this culture change must recognize that our personal lives impact our professional lives. The 2005 final report of the Faculty Career Enhancement Committee concluded that “the professional and personal lives of faculty intertwine, and . . . they evolve over the course of a career. Thus, when discussing career enhancement one cannot ignore the effects that personal and professional lives have on each other.”

We long have recognized that because individuals have differing needs, the support we provide to ensure success differs among individuals. A new faculty member in the sciences, for example, will need a $1 million start-up package to equip a lab, while most faculty members will not. A student who experiences difficulties with math can seek help from university-provided tutors, while some students may not need additional help. A staff member who must travel extensively to perform his or her work will need a university car, while most staff members do not. The university provides the lab, the tutor, and the car because these are necessities for these individuals to perform up to their full potential as students, faculty, and staff members. And, it must be stressed that, far from being a burden to the institution, recognizing and responding to these different needs has allowed Ohio State to compete for—and retain—the most talented faculty, staff, and students.

Despite our greater sensitivity to the different needs of individual members of our community, one critical need is not adequately addressed. That need is access to affordable, high-quality child care. The group most affected by this lack of child care is women. At Ohio State, women comprise two-thirds of our staff, one-half of our students, and one-third of our faculty. It is time we recognize that quality child care is just as much a necessity for women students, faculty, and staff to perform up to their full potential as it is for the scientist to have the laboratory, the student to have the tutor, and the staff member to have the car.

Both national and local studies provide evidence that family responsibilities have a differential impact on male and female faculty. The same studies do not exist with respect to students and staff, but logic would suggest the same effect.

In a 2004 study using the 160,000 recipients in the Survey of Earned Doctorates data base, Mason & Goulden from the University of California concluded that having children during the pre-tenure years helps male faculty in their careers but hurts female faculty. Male faculty are more likely to obtain full-time tenure track positions at four-year colleges or research institutions, and male faculty are 38 percent more likely to achieve tenure than their female counterparts. Partnered women with children who leave academia are far more likely than others to cite children as one of the reasons they changed their careers.

What accounts for this difference?

“I supervise a staff member who is expecting a baby soon. She placed herself on the waiting list for Ohio State’s child care center as soon as she became pregnant, yet she was told the earliest she could hope for a spot would be a year after the birth. . . . We are faced with losing this staff member as an employee, as there is next to no infant care in the Columbus area.”

—Supervisor, The Ohio State University

The average age for obtaining a Ph.D. is 33, and the average age for obtaining tenure is 40. For women, the prime childbearing years are devoted to college, graduate school, and obtaining tenure. Male faculty do not have the same age limitations for becoming fathers. Moreover, male faculty are more likely to have a spouse/partner available full-time or part-time to help with family and household-related responsibilities. Faculty women who want to have children generally must do so prior to obtaining tenure.

Lack of quality child care is one of the primary stressors for women who are both mothers and in the workforce. Data from the 2008 faculty and staff surveys show the following for Ohio State.

For female assistant professors (regular faculty) responding to the survey (a 54 percent response rate):

- 54 percent have at least one child under the age of two
- 67 percent report that child care is a significant or some source of stress
- 66 percent said that on-site or near-site child care would be of great or some value in improving the quality of work life at Ohio State
• 10.5 percent report they currently need child care or expect in the near future to need child care

For faculty as a whole, male and female (38 percent response rate):
• 48 percent report they have children under age 12
• Nearly all faculty currently using or anticipating needing child care would find on-site or near-site child care valuable

For staff, male and female (52 percent response rate):
• 31 percent of staff respondents reported they have children age 12 or under. Of these, 12 percent report they currently need child care or expect in the near future to need child care
• Staff report low levels of satisfaction with child care availability

Considering all regular faculty and staff, male and female, 304 report that they currently need child care or expect in the near future to need child care. The response rate for the 2008 surveys was sufficient to expect that the results are reasonably representative of the entire population. Thus, we can expect that close to 600 of our faculty and staff currently need or will need child care in the near future. We do not have current data for students, and thus cannot estimate their need. However, we do know that students’ children currently fill 30 percent of the spots at our centers, and thus it is safe to assume that students also have unmet need.

Ohio State child care facilities simply cannot address this need. For many years, our child care center typically has had 1,000 families on the wait list. As the Faculty and Compensation Benefits Committee noted in its 2004 annual report, “Generations of Ohio State faculty and staff leaders have spoken of the inadequacy of university child care opportunities. . . . This need is felt most keenly by female faculty and staff who continue to have the primary responsibility for making the arrangements for child care in their families.”

And we cannot simply refer people to private child care centers. The Central Ohio community cannot meet the demand for university families. Our community has a critical shortage of child care slots for infants 24 months and younger—wait lists for this age group in our community range from 12 to 18 months.

We recognize that increasing our child care capacity is not an inexpensive proposition. However, Ohio State provides many benefits that are expensive and utilized by only a small percentage of our community. One example is the tuition waiver for dependents. Only the faculty and staff whose dependents can be admitted to Ohio State can use this benefit. Moreover, the annual benefit amount per dependent—50 percent of tuition—exceeds the subsidy per dependent that the university provides per child for the child care center. For fall quarter 2007 alone, the university waived $1.68 million for 1,294 dependent fee authorizations. This translates into an academic year average of $3,900 per person—$900 per year more than the subsidy the university provides per child at the child care center.

Despite its cost, increasing the availability of child care at Ohio State, like the other efforts to help faculty, staff, and students, will provide practical advantages to the university that go beyond providing support for the women who work and study here. A system of high-quality, readily available child care will provide a powerful recruiting tool for both male and female candidates for positions at the university. Given the inadequacy of child care systems at the institutions with which we compete for the best talent, a significant expansion of the child care program at Ohio State could well prove the deciding factor for many prospective hires.

We must recognize that quality child care is a necessity for our women students, faculty, and staff. We must address the child care crisis.

“I have been on the wait list at the Ohio State child care center for a year. . . . Other facilities in Columbus have similar wait lists. Given these circumstances, it is very difficult for women faculty to balance work and family life. . . . This year, I received an offer from another college and one of the reasons I considered the job was the guaranteed placement at an excellent child care and preschool facility on campus.”

—Assistant Professor, The Ohio State University

“I have been concerned on behalf of our women faculty for years now about the real problems they face in finding child care, particularly for the 0–2 age range. It is a problem for our assistant professors who need to remain productive scholars in the tenure process.”

—Associate Dean, The Ohio State University
Status of Women at The Ohio State University
Autumn 1993 to Autumn 2007

<table>
<thead>
<tr>
<th>Category</th>
<th>1993</th>
<th>2003</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>2 (22%)</td>
<td>3 (27%)</td>
<td>3 (17.6%)</td>
</tr>
<tr>
<td>Vice Presidents</td>
<td>2 (25%)</td>
<td>2 (29%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Senior Administrators*</td>
<td>no info</td>
<td>no info</td>
<td>21 (38%)</td>
</tr>
<tr>
<td>Non-faculty Executive Staff</td>
<td>252 (42.1%)</td>
<td>566 (50.8%)</td>
<td>740 (59.3%)</td>
</tr>
<tr>
<td>Other Professional staff</td>
<td>3,389 (68.1%)</td>
<td>5,449 (65.2%)</td>
<td>6,826 (66.7%)</td>
</tr>
<tr>
<td>Deans</td>
<td>5 (20%)</td>
<td>8 (32%)</td>
<td>7 (29%)</td>
</tr>
<tr>
<td>TIU Heads</td>
<td>19 (16.5%)</td>
<td>15 (14.39%)</td>
<td>24 (23.3%)</td>
</tr>
<tr>
<td>Eminent Scholars</td>
<td>1 (6%)</td>
<td>1 (6%)</td>
<td>2 (9.5%)</td>
</tr>
<tr>
<td>Endowed Chairs</td>
<td>3 (7.5%)</td>
<td>11 (13.4%)</td>
<td>13 (15.3%)</td>
</tr>
<tr>
<td>Named Professors</td>
<td>2 (5%)</td>
<td>13 (20%)</td>
<td>12 (18%)</td>
</tr>
<tr>
<td>Faculty**</td>
<td>746 (26%)</td>
<td>820 (27.67%)</td>
<td>1,125 (31.50%)</td>
</tr>
<tr>
<td>Full Professors</td>
<td>121 (11%)</td>
<td>184 (17.6%)</td>
<td>234 (18.66%)</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>252 (24%)</td>
<td>310 (29.29%)</td>
<td>403 (34.65%)</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>373 (40%)</td>
<td>326 (36.88%)</td>
<td>488 (42.29%)</td>
</tr>
</tbody>
</table>

Students

- Undergraduates: 48% 48% 49%
- Graduate & Professional: 52% 54% 66%

* Associate and Assistant Vice Presidents.
** The 1993 and 2003 data contain only regular tenure track faculty. The 2007 data include the following faculty categories: regular tenure track, regular research track, and regular clinical track.

Slow but steady progress has occurred in the number of women in most of the categories listed above. Most significantly, the number of women in the non-faculty executive staff, deans, Tenure Initiating Units (TIU) heads, endowed chairs, and named professors—all important leadership-level positions—have moved in a strong, positive direction. The number of women faculty are up in all categories, and the percent of women students in the graduate and professional ranks has increased significantly.

The main area of concern is that the percentage of women at the very highest ranks—vice presidents and members of the Board of Trustees—has declined and, in fact, in October 2007 women were not represented at all at the vice presidential level. However, two women were appointed to vice presidencies in September 2008.
Faculty of Color Profile

Current Faculty Profile (Men and Women): Race & Ethnicity (Assistant through Full Professor) 2007–08

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
<th>% of Total Faculty</th>
<th>Total Female</th>
<th>% of Total Faculty</th>
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</thead>
<tbody>
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<td>2,823</td>
<td>79%</td>
<td>909</td>
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<td>Black</td>
<td>138</td>
<td>3.9%</td>
<td>58</td>
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</tr>
<tr>
<td>Asian</td>
<td>403</td>
<td>11.3%</td>
<td>102</td>
<td>2.85%</td>
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<tr>
<td>Hispanic</td>
<td>93</td>
<td>2.6%</td>
<td>31</td>
<td>.86%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>.08%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Other &amp; Undisclosed</td>
<td>111</td>
<td>3.1%</td>
<td>24</td>
<td>.67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,571</td>
<td>100%</td>
<td>1,125</td>
<td>31.5%</td>
</tr>
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</table>

Faculty of color pool >5%  Hiring inconsistent with pool

* Pool data provided by the Office of Academic Affairs, Office of Institutional Research and Planning; hiring data provided by the Office of Human Resources.

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<th>Hires 1997–2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People of Color</td>
<td>Total</td>
<td>People of Color</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>Art History</td>
<td>60</td>
<td>684</td>
<td>0</td>
</tr>
<tr>
<td>Dance</td>
<td>4</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Linguistics</td>
<td>68</td>
<td>710</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>691</td>
<td>6,713</td>
<td>0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>265</td>
<td>1,668</td>
<td>0</td>
</tr>
<tr>
<td>Public Policy</td>
<td>96</td>
<td>753</td>
<td>0</td>
</tr>
<tr>
<td>Accounting</td>
<td>14</td>
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<td>0</td>
</tr>
<tr>
<td>Human Development and Family Sciences</td>
<td>45</td>
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</tr>
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<td>1</td>
</tr>
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* Faculty of color are defined using the Equal Employment Opportunity Commission (EEOC) categories: Asian, Black, Hispanic, and American Indian

Faculty pool data for the Ph.D. completions for institutions with the Carnegie Classification “Very High Research Activity” is available for 72 of our 107 Tenure Initiating Units (TIU). A majority of our TIUs for which we have pool data were able to hire consistently with the pool. However, over the last decade, 25 of those TIUs over-hired male faculty by at least 10 percent of their portion of the pool; some over-hired men by as much as 75 percent. Twelve of those 72 units had pools of at least five percent faculty of color, but eight of those 12 hired zero faculty of color and the other four under-hired faculty of color. Five TIUs under-hired both women and people of color.
# Departmental Hiring by Gender

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>25.6% (175 of 684)</td>
<td>100% (3)</td>
<td>100% (4)</td>
</tr>
<tr>
<td>Marketing</td>
<td>47.7% (41 of 86)</td>
<td>100% (4)</td>
<td>75% (6)</td>
</tr>
<tr>
<td>Art</td>
<td>21.6% (16 of 74)</td>
<td>60% (3)</td>
<td>50% (6)</td>
</tr>
<tr>
<td>African and African American Studies</td>
<td>31.3% (10 of 32)</td>
<td>66.7% (4)</td>
<td>63.6% (7)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>68.4% (1,001 of 1,463)</td>
<td>90% (9)</td>
<td>70.6% (12)</td>
</tr>
<tr>
<td>Physiology and Cell Biology</td>
<td>51.3% (902 of 1,759)</td>
<td>80% (4)</td>
<td>62.5% (5)</td>
</tr>
<tr>
<td>Psychology</td>
<td>32% (1,986 of 6,198)</td>
<td>60.6% (20)</td>
<td>59.6% (28)</td>
</tr>
<tr>
<td>Communication</td>
<td>43.8% (559 of 1,277)</td>
<td>70.6% (12)</td>
<td>65.4% (17)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>52.1% (418 of 803)</td>
<td>78.3% (18)</td>
<td>83.3% (10)</td>
</tr>
<tr>
<td>Geography</td>
<td>59.8% (453 of 757)</td>
<td>75% (9)</td>
<td>72.7% (16)</td>
</tr>
<tr>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>49% (1,093 of 2,231)</td>
<td>63.6% (7)</td>
<td>76.5% (13)</td>
</tr>
<tr>
<td>Public Health</td>
<td>33.4% (487 of 1,458)</td>
<td>59.1% (13)</td>
<td>58.1% (18)</td>
</tr>
<tr>
<td>Food Science &amp; Technology</td>
<td>43.8% (254 of 580)</td>
<td>66.7% (4)</td>
<td>54.5% (6)</td>
</tr>
<tr>
<td>Human Nutrition</td>
<td>20.4% (77 of 378)</td>
<td>40% (2)</td>
<td>57.1% (4)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>43.5% (725 of 1,668)</td>
<td>62.5% (5)</td>
<td>60.7% (14)</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>39.8% (279 of 701)</td>
<td>57.1% (4)</td>
<td>61.5% (8)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>66% (4,428 of 6,713)</td>
<td>83.3% (10)</td>
<td>80% (16)</td>
</tr>
<tr>
<td>Environment and Natural Resources</td>
<td>61.1% (936 of 1,528)</td>
<td>77.8% (7)</td>
<td>73.7% (14)</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>53.4% (221 of 414)</td>
<td>66.7% (16)</td>
<td>64.6% (31)</td>
</tr>
<tr>
<td>Management and Human Resources</td>
<td>46.7% (63 of 135)</td>
<td>60% (3)</td>
<td>60% (9)</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>53.7% (518 of 965)</td>
<td>66.7% (4)</td>
<td>75% (9)</td>
</tr>
<tr>
<td>Consumer Sciences</td>
<td>30.5% (129 of 423)</td>
<td>42.9% (3)</td>
<td>44.4% (4)</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>87.8% (645 of 745)</td>
<td>100% (4)</td>
<td>NA</td>
</tr>
<tr>
<td>Public Policy and Management</td>
<td>56.7% (427 of 753)</td>
<td>66.7% (2)</td>
<td>83.3% (5)</td>
</tr>
<tr>
<td>English</td>
<td>41.1% (1,360 of 3,309)</td>
<td>51.1% (23)</td>
<td>48.6% (35)</td>
</tr>
</tbody>
</table>

* Pool data provided by the Office of Academic Affairs, Office of Institutional Research and Planning; hiring data provided by the Office of Human Resources.

While a variety of factors enter into specific hiring decisions, a pattern of hiring that extends over a period of years should at least raise questions about hiring practices. Was the pool of candidates representative of the overall pool? Were the women and people of color selected for consideration consistent with the pool? Were they offered positions? If they were offered positions, but declined in a disproportionate number, what factors account for this?

Forty of our 72 T1Us were able to hire faculty in a pattern consistent with the national pool data. If the other 32 had done so over the last decade, clearly the university would have a different faculty profile—one that would place us among the top universities in the nation, a status we must attain if we are to become the eminent university to which we aspire.
Faculty of Color Profile

Current Faculty Profile (Men and Women): Race & Ethnicity (Assistant through Full Professor)
2007–08

<table>
<thead>
<tr>
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<td>3,571</td>
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<td>1,125</td>
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Faculty of color pool >5% Hiring inconsistent with pool

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People of Color</td>
<td>Total</td>
<td>People of Color White</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>Art History</td>
<td>60</td>
<td>684</td>
<td>0</td>
</tr>
<tr>
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The Women's Place

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

Mission
The Women's Place serves as a catalyst for institutional change to expand opportunities for women’s growth, leadership, and power in an inclusive, supportive, and safe university environment.

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.

Additional Information
Deborah A. Ballam, Ph.D., J.D. Assistant Provost for Women's Policy Initiatives Director, The Women’s Place ballam1@osu.edu
Jennifer Beard Assistant Director The Women's Place beard.140@osu.edu
Phone: (614) 262-3961 Fax: (614) 262-1679 womensplace.osu.edu
Status Report on Women 2009 at The Ohio State University

Prepared by
The President's Council on Women and The Women's Place
The Ohio State University
October 2009
Message from the Chair

I first want to acknowledge that, as promised, President Gee and Provost Alutto have built a more diverse Ohio State leadership. We have experienced progress and we now have extraordinary women leaders as vice presidents, deans, and in other high-level offices at the university.

After a nearly yearlong vetting process, The Women’s Place (TWP) was created in 2000 by then Provost Ed Ray as a unit within the Office of Academic Affairs to focus on women faculty and staff. Provost Ray recognized that, “In a decentralized organization that intended to make diversity everyone’s issue, the reality is it became no one’s issue. To move forward effectively on women’s issues, Ohio State needs a new mechanism.” The Women’s Place was to be that new mechanism. TWP was charged with “ensuring that both existing and emerging issues are identified, discussed, and systematically addressed.” The President’s Council on Women (PCW) was created to serve as the advisory body to The Women’s Place.

TWP and PCW are nearing the end of their first decade of existence. During this decade the two have worked closely on numerous projects and initiatives. In this report, we provide a data update that indeed shows progress for women faculty and staff at The Ohio State University. In addition, we outline the initiatives that have taken place that likely would not have without the mechanism provided by TWP and PCW. Indeed, TWP and PCW have served in the role originally envisioned by Provost Ray—a catalyst for change.

The year 2009 was for the PCW and TWP a year of building, planning, and preparation for the future. President Gee has challenged each of us to reinvigorate our campus culture and to embrace a rate of change that is beyond incremental. The PCW and TWP have responded to this thrilling challenge by being positive forces of change. An exciting course has been charted for The Women’s Place through the adoption of a new strategic plan. This plan resulted in a focused path for the next three years, a path that aligns with the strategic vision of The Ohio State University. The plan is included on the back cover of this report.

I have been privileged to serve as chair of the President’s Council on Women this past year and to work alongside Deb Ballam, associate provost and director of The Women’s Place. Deb announced earlier this year that, after five years of leading The Women’s Place, she is ready to return to her students and the classroom. The Ohio State community owes a great amount of gratitude to Deb for her leadership and hard work to transform our culture to one that values diversity and recognizes that the advancement of women leads us to the goal of becoming one of the world’s great universities. Thank you, Deb—you have made an enduring contribution to women’s progress at Ohio State.

In closing, at the request of President Gee, to provide continuity at the time of leadership transition at the Women’s Place, I will serve a second term as chair of the President’s Council on Women. I look forward to working with President Gee, my fellow council members, and the new director of The Women’s Place to achieve the goals of the Strategic Plan and to work towards the realization of Ohio State’s exciting vision.
Working to Change the Institutional Culture

The focus of TWP/PCW is on changing the institutional culture at the university to make it more compatible for women’s success. This report provides a glimpse into some of the important culture change initiatives undertaken by PCW and TWP during the first decade of their existence. Space limitations do not permit an exhaustive listing. Additional activities can be found in past annual reports available at womensplace.osu.edu.

Faculty Cohort Project

This project followed women faculty hired in the year 2001 over the first four years of their faculty life at Ohio State. This was a major project for The Women’s Place during its first years. TWP sponsored numerous events, both workshops and social events, for the women in the cohort group. TWP also sponsored a research report during the cohort’s fourth year, which provided an invaluable framework for determining the future agenda of TWP.

Leadership Training/Professional Development

The research from the Faculty Cohort Project highlighted the important role played by leadership at all levels in creating the climate in which women faculty and staff operate. PCW and TWP have focused much effort on developing leadership training programs both to encourage more women to undertake leadership roles and to provide leaders with the training they need to create a hospitable and supportive culture for all. These programs involve a significant investment of time from the participants and provide extensive training. Hundreds of faculty and staff have participated in these programs. Their future impact on the culture of this university will be one of the lasting legacies of TWP/PCW.

President and Provost’s Leadership Institute (PPLI)

TWP in partnership with the Office of Human Resources created the President & Provost’s Leadership Institute (PPLI) with two goals: (1) to encourage more women to become department chairs and (2) to prepare chairs better so that they could create supportive environments for faculty. Approximately 24 faculty participate in each cohort. The fourth cohort will complete the program in June 2010. Each year several faculty of color and several men participate. The two-year program consists of 12 workshops and multiple informal discussions with university leaders.

Of the faculty from the first two cohorts, one has become a vice provost, three have become department chairs, five have become associate deans, and one has become a director. Thus, 10 of the 48 already have moved into significant leadership positions. We expect that a number of additional participants will move into leadership positions within the next few years.

The PPLI will be under review in 2009-10 to determine its next steps and relationship to other leadership initiatives on campus. We review the growing interest in leadership development across campus as a sign of the success of the program.

Staff Leadership Series

The Staff Leadership Series (SLS) has enrolled four cohorts totaling approximately 80 staff women. This yearlong program focuses on providing both skill building and leadership development activities for university staff members. Members participate in workshops, meet regularly for discussions and self-reflection, and learn from guest facilitators. The SLS also provides its members with the opportunity for informal group gatherings with senior staff women and for peer mentoring. Participants come from throughout the university and each cohort has included several women of color.

A number of those who have completed the program have been promoted into higher-level positions. Others have assumed significant leadership roles on university committees or in university organizations.
Bryn Mawr Summer Leadership Institute

Until TWP was created, no one from Ohio State had attended the Bryn Mawr HERS four-week academic leadership development program for years. Since TWP has been in existence, women have attended each year. TWP has sent 14 women to Bryn Mawr—six faculty women and eight staff women, including five who attended in 2009. Six (three faculty and three staff) have been women of color. Of the nine participants from the first three years (2004-2007), three have become associate deans, one an associate provost, and one the provost at a small college. Three have remained in their positions but have taken on additional responsibilities.

Skills for Managing Laboratories

This workshop series for women faculty, researchers, and graduate students in the sciences focused on leadership skills for managing laboratories. Approximately 40 women participated in this program.

Other Leadership Development Activities

Several development funds, including the Kathryn Schoen Fund, permit The Women’s Place to support additional leadership development opportunities for women faculty and staff. TWP provides financial support for the professional and leadership development activities provided by the Association of Staff and Faculty Women. Finally, TWP also provides support, both financial and through participation, for women student leadership training classes that are offered by other units.

The Art of Hosting Meaningful Conversations

TWP has sought to be innovative in terms of the institutional/culture change mission. For years, university task forces and individuals have referred to the “chilly climate” and unfriendly culture. Other than ending blatant overt discrimination and hostile environments, no one really talked about what culture and climate mean.

Faculty and staff surveys provide some valuable guidance. A 2002 faculty survey indicated that women faculty listed faculty meetings as one of the most significant sources of stress in their work lives. No other survey questions developed this topic and thus we were left to speculate why this might be. However, anecdotal evidence and our own experiences suggested that it is simply how we as human beings interact and treat each other in our everyday work lives.

In 2008, the university conducted another faculty survey as well as a staff survey. The results of those surveys confirmed our suspicion that human interaction patterns in general are a source of stress and hence part of the culture/climate that needs to be changed.

The Art of Hosting Meaningful Conversations (AoH) offers a number of social technologies, including the World Café, that provide new ways of interacting, of having dialogue, and of being together as human beings that TWP viewed as promising for addressing the human interaction patterns at the university.

AoH has been described as “an emerging group of methodologies for facilitating conversations in groups of all sizes, supported by principles that help maximize collective intelligence, integrate and utilize diversity, and minimize/transform conflict. Processes facilitated in this way tend to result in collective clarity and wise action—sustainable, workable solutions to the most complex problems. The approach ensures that stakeholders buy into the process (because they participate in the design, the process is by definition transparent).” AoH methodologies and principles can be transformative for participants and consequently for the culture in which they exist.

TWP continues to be invested in the AoH at Ohio State with the following goals in mind:

“...You gave us a forum...
• To create a community of practitioners at Ohio State to build the capacity of the institution to practice new ways of interacting and accomplishing goals
• To diminish the core divisions that exist across the university and promote One University
• To create the conditions to support sustained efforts by staff, faculty, and students, to call conversations that will move us forward and together
• To root Ohio State as a part of the growing community of practice in Columbus and become a part of this city's community that learns together.

TWP has sponsored multiple trainings for the campus community in the AoH technologies, and more are planned for the near future. A core group of Ohio State staff and faculty are now trained and available to assist colleges and units across the university who wish to more effectively think together and create innovative ideas and solutions.

In addition to our leadership programs, we view bringing the Art of Hosting technologies to the university as one of our most significant accomplishments that potentially has long-lasting impact on the culture.

Stereotypes

Stereotypes are a critical factor in creating the climate in which we all work and study. One goal of TWP is to enhance understanding of the way in which male and female stereotypes diminish the ability of the university to provide an equitable environment for all people. TWP undertook the following in support of this goal:

• Development of stereotype component of Invisible Barriers for Women and Minority Faculty workshop offered annually as part of the Academic Leader Series. This series provides training for deans, associate deans, and department chairs.

• Featured a discussion of stereotypes in the 2007 Annual Status Report

• External speakers on stereotypes:
  - Susan Faludi on women stereotypes in general. Faludi is an American Pulitzer Prize-winning journalist and award winning author.
  - Joan Williams on workplace stereotypes. Williams is the University of California, Hastings Law School Distinguished Professor of Law and a prize-winning author and expert on work/family issues.
  - Cecilia Conrad on women of color. Conrad is a professor of economics at Pomona College.
  - Debra Rolison on women in sciences. Rolison, a chemist, is head of the Advanced Electrochemicals Section at the Naval Research Laboratory in Washington, D.C., and a leading figure in nanotechnology.
  - Buck Buchanan on men. Buchanan is a workshop leader and speaker on men's issues—the impact of male stereotypes on men's lives, men's impact on the world around them, and the challenge to redefine and live out a new masculinity.
  - Virginia Valian on women stereotypes in academia. Valian is a professor at Hunter College and the author of Why So Slow—which examines the disparity in advancement for women compared to men in academia.
  - Nancy Hopkins on women in the sciences. Hopkins, a professor at MIT, is a leader in advancing women in the sciences in academia.
  - Joyce Fletcher, a professor at the Simmons Graduate School of Management. Fletcher examines relational practices as valuable contributions that women often make to the workplace but that go unrecognized.

All of these speakers met after their lectures with various groups while on campus—department chairs and deans, faculty, staff, and students.
Child Care
Substantial research exists to show that lack of quality and affordable child care is one of the major impediments to women's full participation in society. While the university has an excellent child care center, for over a decade the waiting list has contained approximately 1,000 names. PCW and TWP created several task forces and work groups to evaluate enhancing the university's child care services. In July 2009, President Gee presented to the Board of Trustees his Staff Talent Plan, one component of which focuses on enhancing dependent care and child care. This is the first serious look the university has taken on child care since the establishment of the child care center in the early 1970s. This plan will be implemented during the 2010-2015 time frame.

Policy Changes
TWP and PCW are committed to identifying the institutional policies and practices that most impact women and then to developing mechanisms to improve these. During this decade, TWP and PCW spearheaded two significant policy changes.

Consensual Sexual Relations Policy
This change clarifying and strengthening the university policy governing consensual sexual relations between faculty and students illustrates the wisdom of creating The Women's Place as a focal point that can advance issues that otherwise almost certainly would not have been advanced.

A graduate student sought counseling from TWP because her department was in chaos as a result of another graduate student having an affair with a faculty member in the department. In contacting other offices to find assistance for the graduate student, the TWP director discovered from all of these offices that such relationships between graduate students and faculty are not uncommon and frequently create extremely negative cultures in the department for both the student involved in the relationship and for the rest of the department. It also was clear that none of these offices felt empowered to address this issue institutionally.

The Women's Place called together representatives from each of these offices plus the Office of Human Resources to analyze whether a change was needed in the policy governing such relationships. The work group then recommended to the President's Council on Women that it recommend to the president and provost the creation of a university-wide task force to examine whether a change was needed in the policy. This task force recommended a change and that change was vetted throughout the university for almost one entire academic year. The result was a change in the policy as well as significant university education about the negative consequences for students of such relationships. Without The Women's Place, this issue would not have been addressed.

Policy Changes on Flexible Tenure Rules
A similar process to that described for the Consensual Sexual Relations policy change was used to advance the policy changes that led to adding a third year for the extension of the tenure clock as well as clarifying the extension to the tenure clock for part-time faculty service. The Women's Place provided a report to the President's Council on Women that recommended the council establish a work group to analyze possible policy changes in this area. The council established the work group, chaired by then council member and then dean of the College of Biological Sciences, Joan Herbers. The Women's Place supported the work of the task force and participated in the vetting process that led to the policy change. The task force worked closely with the Council of Deans and the provost's office throughout this process.
Connecting Women Across the University

One of PCW/TWP’s missions is to connect women across the university. We help create connections through our annual reception and through various speakers we sponsor. We also accomplish this, in part, by providing administrative and/or support for affinity groups that address specific needs of women:

- The Association of Staff and Faculty Women, a volunteer organization at the university, supports the professional development of all staff and faculty. TWP provides financial support for its workshops and serves in an advisory capacity.

- The Working Mothers Support group developed shortly after TWP was created. The goal of the group is to provide support activities, workshops, and discussions for working mothers. TWP provides financial support for the group’s activities. The group now is located in the Office of Human Resources.

- The Black Women Faculty and Professional Staff Association, an informal network, is supported jointly by TWP and the Office of Minority Affairs. The group meets once or twice per quarter and provides a support network for Black women.

In addition to supporting affinity groups, TWP also assists individuals who want to volunteer to develop projects that support women at the university. TWP has assisted individuals with the development of women’s wisdom circles in which over 200 women participated, a mentoring network for women staff, and a workshop series for women interested in moving from classified civil service positions into administrative and professional positions.

The Future: The Women’s Place Strategic Plan, 2009-2014

One of the PCW’s charges has been to create the strategic direction for The Women’s Place. The original strategic plan for 2001-2003 focused on establishing The Women’s Place as a source of information and connection for women as well as identifying and improving institutional policies and practices that most impact women. The second plan for 2003-2008 continued these activities and added leadership development, education about stereotypes, identification of barriers to women’s advancement and development of strategies to overcome these barriers, and enhancing TWP’s capacity to provide consultation and strategies to units on campus that seek to create constructive change.

During the 2008-09 academic year, a subcommittee of the PCW developed TWP’s third strategic plan. The subcommittee engaged in data analysis and survey analysis and held a series of World Café discussions.

The data analysis involved interviewing nationally recognized leaders in the field of gender equity at universities and conducting research on the activities and strategies pursued by both private employers and other university women’s centers with missions similar to The Women’s Place. The subcommittee reviewed the responses to Ohio State’s 2008 faculty and staff surveys for statistically significant differences based on gender and held a series of World Café discussions, including one at the Newark campus, to provide a venue for the university community to provide their wisdom on the future direction of The Women’s Place.

The subcommittee’s recommendation was presented to and approved by the President’s Council on Women on May 7, 2009. The Vision, Mission, Strategic Goals, and Guiding Principles for The Women’s Place can be found on the last page of this document.

The current strategic plan continues to recognize, as Provost Ray did when he created TWP, that TWP working with PCW has a critical role to play in ensuring that The Ohio State University continues to move forward effectively on issues of concern to women.
While we have much to celebrate when looking at progress for women as a whole, the progress for women of color faculty and staff has not been as steady.

**Women of Color Faculty Profile (Assistant through Full)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>October 1999 (% of Total Faculty)</th>
<th>October 2008 (% of Total Faculty)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>46 (1.5%)</td>
<td>62 (1.7%)</td>
<td>+.2%</td>
</tr>
<tr>
<td>Asian American</td>
<td>44 (1.4%)</td>
<td>108 (2.9%)</td>
<td>+1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9 (.3%)</td>
<td>31 (.9%)</td>
<td>+.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3 (.1%)</td>
<td>2 (.05%)</td>
<td>-.5%</td>
</tr>
<tr>
<td>Total</td>
<td>102 (3.3%)</td>
<td>232 (5.55%)</td>
<td>+2.25%</td>
</tr>
</tbody>
</table>

Although the percentage of women as a whole among the faculty increased by 5.5% during the years 1999–2008, the percent of women of color increased at a lesser rate by 2.25%. The actual numbers of women of color increased in each group with the exception of American Indian faculty, which declined from three to two. We still have substantial work to do regarding recruiting and retaining women faculty of color.

**Women of Color Senior Staff Positions Profile**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>October 1999 Women of Color (% of Total)</th>
<th>October 2008 Women of Color (% of Total)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice presidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asst. vice presidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>1 (4%)</td>
<td>+4%</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>0</td>
<td>1 (4%)</td>
<td>+4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assist. vice presidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>87 (4.8%)</td>
<td>-.5%</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>0</td>
<td>158 (8.7%)</td>
<td>+4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>46 (2.5%)</td>
<td>+.6%</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>4 (2.2%)</td>
<td>0</td>
</tr>
<tr>
<td>Exec., admin., and managerial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The actual numbers of women of color in each of the staff categories have increased at all levels. However, the percentage increases have been negligible except for Asian American women, and the percent of Black women in the executive, administrative, and managerial levels actually decreased. The university continues to have very few American Indian women on the staff. With the exception of two assistant vice presidents, women of color are absent from the top leadership positions. We do note, however, that two Black women were appointed to vice president positions subsequent to October 2008.
### Status of Women at The Ohio State University

**Autumn 1999 to Autumn 2008**

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2008</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>4/11 (36%)</td>
<td>3/17 (18%)</td>
<td>-18%</td>
</tr>
<tr>
<td>Vice presidents</td>
<td>2/10 (20%)</td>
<td>2/13 (15%)</td>
<td>-5%</td>
</tr>
<tr>
<td>Senior administrators</td>
<td>10/40 (25%)</td>
<td>26/58 (49%)</td>
<td>+24%</td>
</tr>
<tr>
<td>(Assistant VP's and above)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-faculty executive staff</td>
<td>342/687 (50%)</td>
<td>809/1330 (61%)</td>
<td>+11%</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>4304/6662 (65%)</td>
<td>7115/10644 (67%)</td>
<td>+2%</td>
</tr>
<tr>
<td>Deans</td>
<td>5/24 (21%)</td>
<td>6/22 (27%)</td>
<td>+6%</td>
</tr>
<tr>
<td>TIU heads</td>
<td>16/96 (17%)</td>
<td>22/99 (22%)</td>
<td>+5%</td>
</tr>
<tr>
<td>Eminent scholars**</td>
<td>1/12 (8%)</td>
<td>2/21 (10%)</td>
<td>+2%</td>
</tr>
<tr>
<td>Endowed chairs**</td>
<td>7/68 (10%)</td>
<td>13/99 (13%)</td>
<td>+3%</td>
</tr>
<tr>
<td>Named professors**</td>
<td>8/55 (15%)</td>
<td>14/75 (19%)</td>
<td>+4%</td>
</tr>
<tr>
<td>Faculty*</td>
<td>848/3132 (27%)</td>
<td>1182/3644 (32.5%)</td>
<td>+5.5%</td>
</tr>
<tr>
<td>Full professors</td>
<td>149/1139 (13%)</td>
<td>254/1268 (20%)</td>
<td>+7%</td>
</tr>
<tr>
<td>Assoc. professors</td>
<td>328/1087 (30%)</td>
<td>411/1147 (36%)</td>
<td>+6%</td>
</tr>
<tr>
<td>Assist. professors</td>
<td>370/905 (41%)</td>
<td>517/1228 (42%)</td>
<td>+1%</td>
</tr>
</tbody>
</table>

* Data compares total number of women to total number in category.
** Data is from 2001, not available for 1999.

In most categories, women have made steady progress with the most dramatic improvements coming at the senior administrator level (24% increase in numbers of women) and the non-faculty executive staff level (11% increase). Among academic leaders, there are now more women deans, TIU heads, eminent scholars, endowed chairs, and named professors. The numbers of full professors increased by two-thirds, up from 13% of all full professors to 20%. Associate professors increased by one-fourth, up from 30% of all associate professors to 36%. The actual numbers of assistant professors increased substantially from 370 to 517, although the percent of all professors at that rank held steady.

However, at the most senior leadership level, the Board of Trustees, women’s representation has declined by 18%. Although the data as of autumn 2008 reflects a 5% decline at the vice presidential level, since that time an additional woman vice president has been named.

Women have progressed during this decade. It is our hope that with the passage of another decade the percent of women on the board will reach parity with men and that the percentage of women at the highest leadership levels—vice presidents and deans—will reflect the percentage of women faculty and staff at the university.
The Women’s Place

Strategic Goals
- Provide high-quality consultation and innovative strategies for individuals and university units seeking to make constructive change.
- Expand development opportunities for women in, and aspiring to be in, leadership roles.
- Create and strengthen connections for, and between, women.
- Implement systematic and ongoing data collection to inform efforts related to the progress of women.
- Identify barriers to recruitment, retention, and advancement of women and actively lead change efforts.
- Support and encourage university efforts to provide meaningful career and professional development opportunities for women.
- 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.

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.

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

Mission
The Women’s Place serves as a catalyst for institutional change to expand opportunities for women’s growth, leadership, and power in an inclusive, supportive, and safe university environment.

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