FIRST WOMAN TEACHER IN ELECTRICAL ENGINEERING

Versatile Joy J. Eaton, 25, of Comanche, Texas, a music major during her undergraduate studies, is the first woman teacher in the University's Department of Electrical Engineering. She turned to engineering studies during the war in order to serve at Wright Field as a technician. On campus she divides her time by teaching an all-male junior engineering class (above) and working as research associate on an electronics project. She likes Columbus very much.
Cynthia U. Weld was the second woman to become a member of the Ohio State University faculty. On July 27, 1883, she was elected assistant professor of history and English language and literature. She followed but did not succeed Prof. John T. Short, who resigned in April 1883 because of ill health and died in November following.

The evidence appears to be that Miss Weld was brought to the campus by Dr. William H. Scott who on June 18, 1883 was elected president pro tem and professor of philosophy. He came from Ohio University where he had been president since 1872. The Ohio State University Trustees deleted the "pro tem" from his title at their July 26, 1883 meeting. This was the day before the appointment of Miss Weld to the Ohio State faculty was approved. At the time, incidentally, that faculty numbered fifteen.

The University's annual report in those days was dated November 15 each year although published in the following year. In regard to a replacement for Prof. Short, the 1883 report noted (p. 15): "No assignment of the Chair under a full Professorship has been made, but Miss Cynthia U. Weld, former Professor in Ohio University, has been called to the position of assistant Professor."

In his portion of the report, President Scott remarked: "The vacancy caused by his (Short's) resignation has been filled by the election of Miss Cynthia U. Weld, A.M., Professor of Rhetoric and History in Ohio University. Her rank is that of assistant professor. She is a teacher of superior qualifications, and is performing the work of the department with success." On June 16, 1884 she was re-elected for a second year although two of the Trustees voted—one each—for two other candidates.

By modern standards, Miss Weld taught what appears to have been a heavy schedule. In the Preparatory (upper two years of high school), she taught Modern History to 1815, according to the catalogue. In the Junior year (college) she taught a course in The Middle Ages. Similarly, she taught two courses at the Senior level: History of the English Constitution, and History of the Nineteenth Century and present condition of
the Great Powers.

The University was operated in those days on a three-term plan. In Rhetoric, Miss Williams offered these courses: Sophomore year, Art of Discussion (2), Study of Words; Junior year, Anglo-Saxon, Chaucer, and Shakespeare; Senior year, English Poems, History of English Literature, and History of English Literature, including American authors.

On June 23, 1885, the Trustees elected George W. Knight, Ph.D., of the University of Michigan, "professor of history and English language and literature." This occurred after some discussion and after an attempt to substitute the name of one A. H. Welch. Immediately after Dr. Knight's election, President Scott, according to the Board minutes, "stated that Cynthia U. Weld, the present head of said department, would not be a candidate for the place of assistant." The Board then elected Welch assistant professor of history and English language and literature.

This ended the connection of Miss Weld with the Ohio State University. The available records here give no clue as to her later career.
In the decade after its opening in 1873, three women were the first of their sex to teach at what became The Ohio State University. With their subjects, they were Alice Williams, French and German, 1875 to 1889; Cynthia U. Weld, history and English language and literature, 1883 to 1885; and Mrs. Katherine Westendorf, elocution, 1885. In time the first two lost out to men.

By a coincidence, Miss Williams was one of the 24 original students enrolled in the Ohio Agricultural and Mechanical College as the university was known initially when classes began in 1873. She was also one of the first four women students. In her two years as a student 15 of the 23 courses she took were in French, German and English. At the time of her enrollment she was 19 and was from Columbus. She did not earn a degree.

In 1875 she became assistant to Joseph Millikin, professor of modern languages, under whom she had been a student. In the annual report for 1875 and again in 1876, Millikin expressed satisfaction with her work. He was one of the original faculty of seven. But he was plagued by ill health (tuberculosis), finally resigned in May, 1881, and died in November, 1882. Miss Williams took on more and more of his work.

At first she taught for $450 for the school year, or $45 a month. In the fall of 1881, her pay was raised to $800. Two years later a motion at a board of trustees meeting increase to $1000 was defeated but this was done in the spring of 1885.

The next year the department was divided and she was put in charge of the work in French. In 1887 her title was changed to assistant professor and as of January, 1889 her salary went to $1500.

At the end of the 1888-89 school year she was given a year's leave of absence to study abroad. At the time, Benjamin L. Bowen, who had a Ph.D., was elected acting associate professor of French. In June, 1890 his name and that of Miss Williams were presented to the trustees for the position. Bowen was elected by a vote of 5 to 2. He remained on the faculty and was head of what became romance languages until his death in June, 1920. The
trustee action in June, 1890 ended Miss Williams' connection with the university.

The situation in which Cynthia Welu found herself after two years was somewhat like that in which Miss Williams was caught, but the former's department was newer and her stay was briefer. By trustee action the department of history and philosophy was created in June, 1879 under Asst. Prof. John T. Short. Before long he was promoted to full professor. But as with Millikin, he became ill, resigned in May, 1883 and died within six months.

At the July, 1883 trustees' meeting applications and testimonials were read from seven persons for the chair of what was now history and English language and literature. Miss Welu, who had been teaching at Ohio University, was the only woman among them. The next day, by a vote of 4 to 1, she was elected assistant professor at a salary of $1200. A year later she was re-elected by a vote of 5 to 2.

By June, 1885, however, the shadow of a man crossed her path. He was George Wells Knight, a B.A. from the University of Michigan. He was elected to the chair, with A.H. Welsh as assistant professor in charge of courses in English. Just before the latter action, president W.H. Scott informed the board that Miss Welu "the present head of said department, would not be a candidate for the place of assistant." This ended her connection with the university.

Scott and Albert Allen and Alexis Cope, in succession secretary of the board, had words of praise for Miss Welu. Allen, in the 1883 annual report, noted her appointment as assistant professor where Short had been a full professor. Dr. Scott, in his portion of the report, spoke of her as "a teacher of superior qualifications" who was "performing the work of the department with success."

In the 1885 annual report, Cope, who had followed Allen, remarked that Short's work had been "ably and acceptably conducted" by Miss Welu, but that "it was thought best to strengthen this important department by electing a full professor thereto." This was Knight who remained on the faculty until his retirement for age in 1928.

But Scott, in his section of the 1885 report, had a somewhat different version. "I wish, also," he commented, "to record my sense of the merits of Miss Welu who, at the late commencement, left the chair of history and English. Although she came to the
position under circumstances of peculiar embarrassment, she steadily gained upon the respect and confidence of those best qualified to judge, and at the time of her retire-
ment was regarded by them as a capable, accomplished and successful teacher."

The stay of Mrs. Westendorf as instructor in elocution was even trier. From the available records she apparently taught only one term. Yet Dr. Scott remarked in the annual report for 1885, "The instruction in elocution, given during the last term by Mrs. Katherine Westendorf, was an important and welcome addition to our work. It is desirable that the arrangement by which it was secured should be renewed for the present academic year." He did not explain how "it was secured."

Mrs. Westendorf seemingly had no degree and, in the 1885 catalogue, no Columbus address although that for 1886 shows her as being from Cincinnati. Nor do the university catalogues for the time list any such course nor indicate in which department it might have been given. Neither does the treasurer's report show payment for such teaching service.

Elocution had been taught on the campus in 1876, 1877 and 1880 by Lieutenant Lomia. He was in charge of military science and also taught some mathematics.
OSU facts
The first woman to join the faculty at Ohio State was Alice Williams, an "assistant in modern languages," in 1875.
Some areas lack female professors

By Erin Anderson

The records of 24 OSU departments in the humanities, social sciences, mathematics and biological sciences show that of the 785 persons employed as professors, associate professors and assistant professors, 82 are women.

Fourteen of those women hold professorships, 18 have associate professorships and 50 women are employed as assistant professors.

Assistant professors are the lowest paid of the three classes.

But OSU has made a special effort to hire qualified women for positions at the university according to Provost Albert J. Kuhn. Very few women apply for the jobs, and that makes hiring women difficult, Kuhn said.

OSU also employs 143 women in administrative positions. At the same time, 503 administrative positions are held by men, according to OSU's 1977 affirmative action self-evaluation.

That self-evaluation is required by Title IX and was submitted to the U.S. Department of Health, Education and Welfare.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

According to the amendment, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program."

The regulation, which took effect July 21, 1975, applies not only to students but also to employees at the nation's colleges and universities.

Much of the attention focused on compliance to Title IX has been in regards to athletic programs. However, the act covers all programs at a university which receives federal funds.

Kuhn said part of the problem the university has faced in hiring women has been that "few women have chosen to study hard science."

Women, he said, traditionally choose careers in the social sciences, the humanities and the arts.

Because of this tendency, there has been an imbalance in several fields, Kuhn said. Nursing has had difficulty attracting men because of the traditionally female-only stereotype, Kuhn said.

"The pool of academic men is a lot larger (than the pool of women)," Kuhn added.

The large number of women in assistant professorships is due to the fact that many women are just starting out in their careers, Kuhn said.

The assistant position is often a stepping-stone to a professorship.

Women are starting to move up within the university hierarchy, he said.

The university would never consider lowering its standards in order to hire more women, Kuhn said. Such special treatment would be discrimination and would be a disservice to women who already have jobs with OSU, Kuhn said.
Women faculty to discuss goals, history of movement

By Noreen Mulcahy
Lantern staff writer

Three women faculty are leading a panel discussion tonight about the women's movement and how it has helped them reach goals within the university.

The discussion, "Vulnerable or Vital: A Panel Discussion of the Women's Movement," will look at the history of the women's movement in relation to the current status of the movement, said Merrily Dunn, assistant to the coordinator of Women's Services.

"People need to understand that the kind of equity we have at this point hasn't been easily won and there is some history behind it," Dunn said. "People can't assume that where we are right now is where women have always been."

The panel members are: Sue Blanshan, executive officer for Human Relations; Ellin Carter, assistant professor of English; and Glynnis Carr, a graduate teaching associate in Women's Studies.

Blanshan, who works closely with affirmative action programs at Ohio State, said she will discuss programs available to minorities. She attributes many of these programs to the strength of the women's movement.

"A lot of new ideas are emerging from academic units, departments and colleges in terms of doing a better job with student affirmative action," Blanshan said. "More and more, offices in academic units are accepting that they have a responsibility to attend to some of the distinctive needs of women."

That can include work of major women artists in an art history course or teaching students about achievements of women scientists in a science course, Blanshan said.

Carter said she will talk about her experiences as a poet and how the women's movement has helped her. Carter is one of the originators of the Women's Poetry Workshop.

Since the group was started, three collections of the participants' works have been published with help from the Women's Studies Department, Carter said.

With the workshop, Carter said there was a sisterhood of women who could collaborate on poetry.

The discussion is from 8 to 9:30 tonight in Hagerty Hall 164.
OSU faculty lacks women, minorities

By Amy Murch
Lantern staff writer

Ohio State has shown little progress in increasing the numbers of women and some minorities on the faculty, according to a report released by the University Senate Committee on Women and Minorities.

Patricia Stuhr, an assistant professor of art education and the chairwoman of the committee said, "The number of women faculty has increased by 4 percent. But that's not exactly earth-shaking."

The report also said that the 260 newly-hired faculty in 1989-90 were minority. In 1984-89, 52 of 244 faculty hired were minorities, and in 1987-88 only 48 of 273 faculty were minorities.

Of the 131 tenure-granting units in the university, the report also shows 66 of these units have either one or no minority faculty members.

There has been a "small, but consistent increase" in black staff since 1988, who accounted for 13.4 percent of the staff in 1990, but other minority groups were down by 10 percent from 1988.

Stuhr said she has no idea why these numbers are so low, but added, "I know we are not hiring them (women and some minorities)."

She said the report offers some speculation as to why these groups are under-represented.

"We were a transitional year, with the new university president and new gubernatorial administration," Stuhr said. "There was also concern over the

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Women's status in academia still lower than men

By Tracy Turner
Lantern staff writer

Although the climate for women on campus has changed during the past 20 years, many things still haven't changed at all, said Bernice Sandler, director of the Project on the Status and Education of Women for the Association of American Colleges.

"The status of women in academia is still lower," Sandler said. "We earn 85 percent of what men earn. Most women still major in 'traditional' women's fields."

Sandler, who gave a lecture on women in Higher Education Thursday at University Hall, said the commitment to end discrimination against women is not as strong. She said civil rights enforcement has been limited.

"The percentage of women assistant professors has increased, but there has been little change in the number of women professors in the past 10 years," Sandler said. "Women are less often hired, and receive tenure less."

Sandler said attention to women's athletics have gone from "horrendous to just bad." In the past, women's sports didn't receive any money, nor were they any women's athletic scholarships, with the exception of a few traditionally black colleges, she said.

Sexual harassment is still a problem on many campuses. Sandler said.

Two percent of undergraduate women will experience extreme forms of sexual harassment.

The chilly climate for women, however, isn't limited to the classroom, and isn't done by just men.

"I used to think it was just about getting more women in non-traditional fields, but we are talking about social revolution," Sandler said. "We are talking about changing the relations between men and women."

She said there is no way to turn the clock back completely.

"A lot of people are opposed to change," she said.
Minority faculty in demand

Ohio State needs to attract women, too, report says

By Tim Doulin
Dispatch Higher Education Reporter

The academic world could use a few more Oliver McGees, Lucia Dunns, Josue Cruzes and Ted McDaniels.

All are women or minority faculty members at The Ohio State University.

A recent report by the University Senate expressed dissatisfaction with OSU's progress in attracting and retaining women and minority faculty members.

Like most universities, OSU remains a white male-dominated institution. Of the 3,351 faculty members, 788 are women, an increase of 22 over the last four years. Thirteen departments have no female faculty members. And 28 departments have all-white faculties.

The number of minority faculty members is 337, one fewer than last year. The number of black faculty members has dropped from 107 to 101. There are 42 Hispanics, about one-third of them in the Department of Spanish and Portuguese.

President Gordon Gee called the figures unacceptable.

OSU had the most, and the second-highest percentage, of black faculty members among Big Ten schools in 1989, the last year for which the figures were compiled by affirmative action offices on Big Ten campuses.

"We simply have not made the progress in the last year," said Barbara M. Newman, associate provost for faculty recruitment. "If you look over the last three years, then I would say we are definitely going in the right direction. There has been progress, but it is very, very slow."

The College of Engineering has steadily increased the number of women faculty members to 25. But the college has only two blacks in a faculty of 294.

"We don't have a prescribed goal," said Robert F. Redmond, acting dean of engineering. "We know we are so out of balance now that we have a ways to go to bring it to where it should be."

Only 18 blacks in the country, however, received Ph.D.s in engineering in 1988.

That is not true in other disciplines. Ted McDaniels, head of the jazz studies program and one of two black faculty members in the School of Music, said, "I've been here a decade and our track record is both dismal and abysmal in hiring black faculty in music. We have not made the progress I thought we would make and I believe we could make."

Some minority and women faculty members say the lack of diversity deprives them of mentors and deprives students of role models.

The university suffers for not having perspectives that minorities and women can bring to academics, and the lack of role models helps perpetuate their underrepresentation in the teaching ranks, some believe.

"I think it gets to a point where you accept that you will be the only one from an ethnic and cultural group," said Josue Cruz, the only Hispanic faculty member in the College of Education.

Cruz, an associate professor in the Department of Educational Theory and Practice, gets along well with

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his colleagues, but there are drawbacks.

"You rarely find someone with the same research interest," Cruz said. "I have an interest in the education of Hispanics, but opportunities for collaboration are not prominent. You are sort of in a field of your own."

Cruz believes the university does not distinguish between American-born Hispanics and immigrants, but "the profile is definitely different."

"An immigrant from a Hispanic country grows up having Hispanic role models in his native land. Puerto Ricans and Mexican-Americans have not had the same cultural benefits of role models."

Cruz, a Mexican-American who grew up in San Antonio, Texas, said, "During all my years in Spanish and Mexican-American schools, I had maybe three or four Hispanic teachers, one of whom was my aunt. Role models are important."

How important? Well, if it were not for a role model, OSU would have only one black on the engineering faculty.

Oliver G. McGee, an assistant professor, said becoming a professor was the last thing on his mind when he graduated with a bachelor's degree in engineering from OSU in 1981. Then he went to work at the National Aeronautics and Space Administration's Lewis Research Center in Cleveland and met Julian Earles, director of the division of health and safety. Earles, a black with five college degrees, became McGee's mentor.

"I had never met a black man that well-educated," McGee said. "When I met him, I wanted to emulate him. He said, 'I'm doing it. It's easy. You can do it.' Minorities have got to meet a person like Julian Earles."

On Earles' recommendation, McGee returned to college to pursue his Ph.D. He is now doing research and realizing the importance of being a role model for other minority students.

"You make a teacher in the sophomore year, not when they are a senior," McGee said. "That is why I'm looking and talking with students. That is where you inspire them to make a life change. Maybe someday I'll be a Julian Earles to one of my students."

Caroline A. Breitenberger, an assistant professor in biochemistry and a non-salaried researcher in molecular genetics, is pleased the university is slowly increasing the number of women faculty members in her field.

"I'm becoming more aware of how nice it is to have a support group," Breitenberger said. "One of the most common problems you face is when you have a problem, you really aren't sure what it means or how to take it."

"Having other women to talk to about it can help you know how to react. When you are the only one, you think, 'Well, maybe it is just me and I should just conform like the rest of my male colleagues.'"

Universities are supposed to be a haven for free thought. But perspective is lacking when women and minorities are absent, McDaniels said.

"When people gather in a room and they all look the same way and sound and say the same, I don't think that is healthy."

Lucia F. Dunn, the only female professor of economics, said, "Women have a unique understanding of pricing. The profession is really missing an important perspective."

Men have made economics too abstract, and that simply does not appeal to women, who are more practical and real-world oriented, Dunn said.

"We have a lot of women come in economics courses, but they aren't interested in continuing toward a degree in the field," Dunn said. "If the field did a better job of appealing to their instincts and they could more readily make a statement through research, it would be different. But men have taken the realistic aspects out of it."

Gee wants the university to reaffirm its goals to increase the number of women and minority faculty members.

"It is nice to have goals set by and leadership from the senior administration, but it has to get through to the next level," said McDaniels, chair of the Department of Black Studies. "If you have department chairs who don't make it a priority item or are unwilling to push faculty, it just does not get done. The real work that needs to be done is done in the trenches."

The university is starting to encourage deans and department heads to meet goals in hiring minorities and women, Newman said.

"Some departments are making progress and others aren't," he said. "It is going to take time."
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Deb,  
please make copies  
return to me.  
Maria
Sanfilippo Names Task Force on Academic and Leadership Progress for Women

COLUMBUS – The formation of a task force to enhance professional opportunities for women faculty in the College of Medicine and Public Health at The Ohio State University has been announced by Dr. Fred Sanfilippo, dean of the college and senior vice president for health sciences.

“The Task Force on Academic and Leadership Progress for Women is an extension of the university’s commitment to assure that all faculty have opportunities to succeed in academic and leadership positions, regardless of their gender or minority status,” Sanfilippo said. “The task force will be charged with addressing issues and making recommendations in a variety of areas, including mentoring of faculty, research opportunities, promotion opportunities, and leadership and professional development opportunities.”

Sanfilippo said the charge to the task force will be to be “forward looking” and to use existing data and reports, such as the recent report on the retention of women and minority faculty, in its work.

The task force will have between eight and twelve members, appointed by the dean for one-year terms, and the goal will be to include representatives of the clinical and basic science faculties, faculty from the School of Allied Medical Professions, and faculty administrators. Efforts will be made to make the membership representative of a cross section of the college faculty and to include some members who are self-nominated.

“The college is committed to its support of the task force in our on-going efforts to ensure that all college faculty members have the greatest opportunity for success in their chosen fields,” Sanfilippo said.

Nominations, including self-nominations, for membership to the task force should be sent to the Office of the Dean, Meiling Hall, 370 W 9th Ave.

###
Women in academia say progress is slow

By JULIE TRUCK

Despite a reputation for lofty thought and progressive attitudes, universities have a long way to go when it comes to promoting female faculty members.

So says Deborah Ballam, one of a growing group of female faculty members at Ohio State who are pressing President Gordon Gee to improve what they say is a dismal track record for retaining, tenuring and promoting women and minorities at the state's largest university.

"In the last 10 years there's been a serious effort made to increase the number of women hired," notes Ballam, an associate professor of finance. "The problem is that many think that's all they have to do. But the climate is so hostile, a lot of women leave. Ohio State is like a revolving door for women and minorities."

Ohio State isn't alone. Women faculty members at several Greater Columbus colleges and universities say they face the same hurdles as their counterparts in corporate America: subtle sex discrimination, lower pay, weak retention programs and lack of available child care and maternity leave programs.

Ballam and others say all are issues that universities and colleges should be concerned about because when women and minorities aren't represented, the institutions lose a valuable source of ideas and experiences.

"This issue of a glass ceiling absolutely exists very powerfully in the university," says Andrea Lunsford, professor of English at OSU. "The hardest thing is to change attitudes; that's not going to happen this year or next."

Not that there hasn't been progress for female faculty members, who say they carry the dual role of acting as counselors and mentors for a burgeoning number of female undergraduates.

The number of female professors employed by Ohio State increased 13 percent in 1991. Today, 102 women hold the title of full professor — compared with 1,109 male faculty members — or about 9.2 percent of the total number of professors.

Moreover, Lunsford says they've been encouraged by Gee's efforts to bring more women into top jobs at the university. Since he took office in 1990, Gee has added three women to his circle of vice presidents. As recently as last year, Ohio State had no women vice presidents.

"(Greater equality) is a long-term goal, but we can have short-term success as they (opportunities) become available," says John Elam, special assistant to the president, noting the recent vice president appointments.

But past affirmative action efforts by Ohio State to improve the status of female faculty and staff have not for the most part proven effective, female faculty say. As a result, women comprise only 25 percent of the total university faculty.

And gaining tenure, or a tenure track position, the gateway to a successful academic career, is even more difficult. At Ohio State, for example, in 14 of the 21 college level units on the Columbus campus, women account for less than a third of the tenure track faculty. And just under a fourth of all women faculty members are tenured.

CON'T ON PAGE 8
That’s because women and minorities, who make up the bulk of lower-ranked faculty positions, are often pressed into committee and service work that takes away from research and publication, they say.

Locally a sampling of other colleges and universities shows a similar trend. According to figures compiled by the American Association of University Professors:

- Capital University employs 35 full-time male professors, compared with 16 full-time female professors. Women account for 57 members, or 42 percent, of Capital’s total faculty of 137.
- Denison University counts 55 full-time male professors and five full-time female professors. Thirty-two percent of its 159 full-time faculty members are women.
- Otterbein College employs 20 male professors and five female professors. Forty-five percent of its 129 full-time faculty members are women.

“When academia is a more comfortable place for women and men to work together, one shouldn’t be lulled into thinking it’s no longer a masculine-style institution,” says Nancy Woodson, associate professor of English at Otterbein.

To be sure, part of the reason why women remain a minority among full professors can be attributed to low turnover among staff that makes upward movement slow.

It’s also a function of time. A typical career path can take 12 or more years before one reaches the level of professor.

But Ballam and a number of women also say it’s because they remain outside of a largely male-dominated profession that tends to promote and hire those who most resemble themselves.

“It gets really tricky sometimes,” says Suzanne Damarin, an associate professor in the Department of Educational Policy and Leadership at Ohio State. “You sometimes hear arguments like, ‘We don’t want to hire a woman because she’ll be perceived as a token.’

Ballam, who’s taught at the university for the past 11 years, noted that in 1976, women accounted for about 20 percent of the assistant professors at Ohio State. She questions why more women haven’t reached the full professor rank by now.

Department chairs fare little better in terms of percentages, with Ohio State women accounting for nearly 11 percent of the 121 positions.

But as in corporate America, women tend to have an easier time succeeding in fields that are traditionally female, such as music, social work, nursing and education.

In the past, colleges and universities have blamed the low total of female and minority faculty members, in part, on a shortage of qualified candidates. In fields such as physics, where only 5 percent of the doctorate degrees are awarded to women, there is a lack of qualified candidates to fill these jobs.

That’s slowly changing. Law schools, typically a male domain, have seen surges in female enrollment, which is broadening the pool of future applicants for faculty spots.

At Capital University, more than half of the law school students are female and about a third of its faculty are women, says Josiah Blackmore, president.

“Women’s broadened vision has helped; they’ve started to see themselves in leadership roles,” Blackmore says. But he adds, “Equality has not happened yet, and we need to work toward that goal.”

In the past five years, he notes, Capital has hired 30 female faculty members, compared with 25 male faculty members.

Others say women haven’t been in the pipeline long enough. At Otterbein, for example, male faculty members have served an average of 14 years, compared with an average of eight years for women, says Dan Thompson, associate dean for academic affairs at the Westerville college.

“As we have them and hold onto them, they’ll move up in rank,” he says. “But there’s a lot of competition for good faculty, and even more so for good women and minority candidates.”

However, few women say they’re willing to wait for time to solve these problems. Yet they say that litigation or relying on the federal government is rarely the answer.

The Department of Labor has yet to cancel federal funding for research or grants because of discrimination, experts say. And the nation’s courts, fearing that they may be trampling on academic freedom, have been slow to act as well.

“If just one school would lose its federal contract, you’d see a revolution,” says Mary Gray with the American Association of University Professors in Washington, D.C.

Instead, female faculty members have begun to form affiliations.

A women’s grassroots network at Ohio State has been actively pressing Gee to recruit and develop more women for high-level faculty and staff positions.

One of its first initiatives in 1991 was to present a petition, signed by more than 600 women, urging Gee to consider naming women to the university’s four unfilled vice presidential positions.

“I think in many ways Gee is serious about addressing the problems,” Ballam says.

“But people are not very optimistic unless we can keep the pressure up.”

But Ballam says the network is encouraged by initiatives that Gee has undertaken, including a commission chaired by Lunsford to study women’s issues, a commission to look at women’s salaries and a panel addressing equity in the school’s athletic departments.

Lunsford, whose report was released in October, says it urges Gee to establish an ongoing commission on women and a panel to address equity.

Moreover, little changes that the report recommends can be implemented immediately, she says, such as eliminating sexist language from university materials.

Gray and others would like to see more universities and colleges adopt those attitudes. But for these trends to change, universities must make it a priority to take the extra step.

“You have to go out of your way to search out qualified women. The numbers are so unbelievably skewed, you have to make the extra effort — you just can’t pick the best candidate,” says Judith Borus, executive director of the Ohio Conference, American Association of University Professors.

Doris Edwards, dean of Capital’s School of Nursing, says she’d like to see more schools adopt a more flexible attitude in regard to gaining tenure.

Recognizing the difficulty involved in juggling work and family, the school has lengthened the time allotted to gain tenure and gives partial credit for part-time work.

“I think the more far-reaching institutions are going to have to say that it’s OK to take more time,” says Edwards. “There’s just too much talent to waste.”
MENTORING
AND OTHER FORMS
OF CAREER SUPPORT
AMONG FACULTY

Dr. Josann Duane
Dr. Alayne Parson
Dr. Roberta Sands

The Ohio State University
Columbus, Ohio
June, 1989
EXECUTIVE SUMMARY

Despite the University's commitment to affirmative action, women are disproportionately represented in the faculty. For the most part, they are concentrated in the lower ranks; the higher the rank, the less likely the faculty member is a woman. The success of efforts to recruit, promote, and retain women may be related to the "local ecology" (Rowe, 1979), that is, the environment within the unit.

This research examined the informal, interpersonal dimension of academic life at The Ohio State University. It developed out of an interest of the Council on Academic Excellence for Women in the mentoring of women and is in keeping with two previous affirmative action projects initiated through the Council.

The purpose of this study was to determine whether there were any differences between men and women in their inclusion in and experience of mentoring and other forms of career support at The Ohio State University; and to assess the need for university initiatives to foster faculty development through a mentoring program.

A random sample of Ohio State faculty, stratified by rank (assistant, associate, and full professors) and gender, were sent questionnaires through campus mail. Faculty included had "regular" appointments, were salaried in their home departments, were on the Columbus campus, and were on the tenure track or tenured. Faculty in clinical medical departments, librarians,
and cooperative extension faculty were excluded, as were adjunct and emeritus faculty. Of the 557 faculty who were sent questionnaires, 538 were actually eligible. A return rate of 64.5% representing 347 individuals was obtained. The response rate was higher for women than men; and higher for assistant professors than faculty of the other two ranks.

Quantitative and qualitative methods of data analysis were employed. The quantitative analysis consisted of descriptive, parametric, and non-parametric statistics. The SPSS-2X package of computer programs was used. The qualitative analysis focused on the content of open-ended questions. Categories of responses were developed, refined, coded, and recorded in a data management file.

The major findings of this study were as follows:

1. **Ohio State does not seem to have a climate in which mentoring is normative.** A minority of faculty are mentored by colleagues at this university. Only 35 percent who were assistant professors at the time they completed the survey had faculty mentors here.

2. **There were no significant differences in the quantity of mentoring experiences of men and women.** Trends in mentoring in undergraduate and graduate school, other work environments, and at Ohio State did not reflect gender differences. Moreover, there was no difference between men and women in the amount of time spent with mentors. This finding does not, however, reveal
information on the quality of the relationships that were identified.

3. Mentoring between faculty at Ohio State seems to be a voluntary, mutually negotiated arrangement. Departmental assignment was rare. The primary considerations that guide the choices that are made were personal compatibility, shared goals, and a shared research interest.

4. Although neither age nor minority status appeared to be an important criterion, women preferred to mentor women and men preferred to mentor men. This was consistent with findings reported in the literature (Berg & Ferber, 1983). Nevertheless, this phenomenon can prove to be problematic, because there are fewer women than men, especially at the rank of full professor. In certain fields there is a scarcity of women at any rank.

5. Most of the faculty saw untenured assistant professors as the primary group for whom senior faculty have a responsibility to provide mentoring. The perception was that once faculty members are tenured, they are on their own.

6. Mentoring was defined and perceived as a complex, multidimensional activity. A factor analysis identified four types of mentors—the Friend, the Career Guide, the Information Source, and the Intellectual Guide. Friendship seemed to be an important component of all mentoring relationships. Women differed from men in their view of the Career Guide and Information Source as the ideal type of mentor. Differences in ideal types also
reflected differences between professional schools and arts and sciences.

7. Women faculty reported sex discrimination. Twenty-nine percent said that they had experienced sexual harassment on the job; 59 percent felt that their work was underestimated because of their sex. Only a small percentage of men reported the same experiences.

Furthermore, women reported uncomfortable experiences related to gender that entered into potential and actual mentoring experiences. These included sexual tension and power/dependency issues.

8. Faculty have multiple kinds of support. A factor analysis identified four types--Off-campus Supports, Colleagues in Academic Unit, Professional Supports outside the Unit, and a Minority Network. Full professors had support inside and outside their units; younger, married faculty who had children at home had the strongest off-campus supports.

9. Faculty also have multiple kinds of pressures. Those identified through a factor analysis were Academic Demoralization, High Demands/Low Resources, Outsider/Newcomer Factor, and Personal/External Demands. Academic Demoralization (the emotional effect of not being valued) differentiated faculty who were older and were not full professors. Being unmarried and having children at home were associated with High Demands/Low Resources. The assistant and associate ranks were linked with the Out-
sider/Newcomer Factor. Overall, pressures were associated with rank, age, marital status, and parental status.

10. There is a perceived need for a mentoring program at The Ohio State University. About 70 percent of the respondents said that there was a need and 60 percent reported that they would be in favor of such a program. Women and assistant professors were the most positive. A survey of non-respondents found that over 50 percent thought there was a need for such a program.

11. Respondents concurred that untenured assistant professors should be targeted for a mentoring program. Although targeting of special populations, such as women, Blacks, and other minority groups, were favored by some respondents, responses to open-ended questions suggested that a negative message is conveyed to special populations when they are singled out for special programing. If all untenured assistant professors are targeted, populations with a history of discrimination will automatically be included.

12. Most faculty members expressed strong reservations about assigning mentors. The faculty favored informal, mutually negotiated arrangements. A major concern was that the mentor and mentee would not be compatible. Some noted a potential for exploitation or sexual harassment.

13. There was some interest in mentoring workshops in which mentorship is explicated.
On the basis of these findings, which are presented and discussed fully in the report, the following recommendations are being made:

**Recommendation 1:** Mentoring should become part of the "local ecology" (Rowe, 1979) at The Ohio State University. Senior faculty should offer guidance; junior faculty should feel comfortable seeking guidance.

**Recommendation 2:** Opportunities for mentoring should initially be targeted to all untenured assistant professors. In this way, all populations will be included. Other groups to be considered in the future are untenured associates, tenured assistants, and tenured associates.

**Recommendation 3:** Mentor-mentee relationships should be fostered and facilitated by deans and department chairs. Mentors should not be assigned; mutual negotiation should be encouraged.

**Recommendation 4:** Mentor and mentee should determine the kind of mentoring relationship they will develop. These include Friend, Career Guide, Information Source, and Intellectual Guide.

**Recommendation 5:** Matching faculty of the same sex should not be a criterion for the selection of mentors. Criteria that may be helpful are personal compatibility, common goals, and common
research interests. Although respondents to this study indicated a preference for mentoring relationships that involve persons of the same sex, there is a shortage of senior women faculty, especially in certain fields.

**Recommendation 6:** The time involved in providing mentoring should be taken into consideration in negotiating the workloads of faculty serving as mentors to other faculty.

**Recommendation 7:** Workshops on how to be an effective mentor should be offered to all faculty who agree to become mentors. Special attention should be given in these workshops to expectations for promotion and tenure. In addition, gender-specific issues such as sexual harassment and exploitation, should be addressed.

**Recommendation 8:** Because the word "mentoring" means different things to different people, a term other than this one is recommended. Two possible alternatives are Resource Person and Academic Colleague.
Table 10

Percentages of Respondents with History of Being Mentored Who Were Mentored When They Were in Various Positions (N=250)

<table>
<thead>
<tr>
<th>Position at Time</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Student</td>
<td>(35)</td>
<td>19.3%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>(100)</td>
<td>55.2%</td>
</tr>
<tr>
<td>Post-doctoral appointment</td>
<td>(13)</td>
<td>7.2%</td>
</tr>
<tr>
<td>Faculty member at another university</td>
<td>(24)</td>
<td>13.3%</td>
</tr>
<tr>
<td>Faculty member at OSU</td>
<td>(65)</td>
<td>35.9%</td>
</tr>
<tr>
<td>Faculty member with administrative appointment elsewhere</td>
<td>(6)</td>
<td>3.3%</td>
</tr>
<tr>
<td>Faculty member with administrative appointment at OSU</td>
<td>(7)</td>
<td>3.9%</td>
</tr>
<tr>
<td>Employee (non-academic setting)</td>
<td>(11)</td>
<td>6.1%</td>
</tr>
<tr>
<td>Other</td>
<td>(7)</td>
<td>3.9%</td>
</tr>
<tr>
<td>Rank</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Spouse/significant other</td>
<td>Spouse/significant other</td>
</tr>
<tr>
<td>2</td>
<td>Professors of higher rank</td>
<td>Department chair</td>
</tr>
<tr>
<td>3</td>
<td>National network in my field</td>
<td>Professors of higher rank</td>
</tr>
<tr>
<td>4</td>
<td>Former professor at another university</td>
<td>Colleagues with shared research interests in my unit</td>
</tr>
<tr>
<td>5</td>
<td>Department chair</td>
<td>Former professor at another university</td>
</tr>
<tr>
<td>6</td>
<td>Colleagues with shared research interests in my unit</td>
<td>Peers in my academic unit</td>
</tr>
<tr>
<td>7</td>
<td>Peers in my academic unit</td>
<td>National network in my field</td>
</tr>
<tr>
<td>8</td>
<td>Friend(s) outside the university</td>
<td>Men in my unit</td>
</tr>
<tr>
<td>9</td>
<td>Parent(s)</td>
<td>Friends from graduate school</td>
</tr>
<tr>
<td>10</td>
<td>Women in my unit</td>
<td>Research colleagues across campus</td>
</tr>
</tbody>
</table>
Table 34

Ten Highest Career Pressures for Female and Male Faculty in Rank Order

<table>
<thead>
<tr>
<th>Rank</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Time pressures</td>
<td>Heavy teaching load</td>
</tr>
<tr>
<td>2</td>
<td>Heavy teaching load</td>
<td>Time pressures</td>
</tr>
<tr>
<td>3</td>
<td>Committee work</td>
<td>Committee work</td>
</tr>
<tr>
<td>4</td>
<td>Little money for travel, etc.</td>
<td>Little money for travel, etc.</td>
</tr>
<tr>
<td>5</td>
<td>Large class size</td>
<td>Large class size</td>
</tr>
<tr>
<td>6</td>
<td>Demands from students</td>
<td>Lack of collegial support</td>
</tr>
<tr>
<td>7</td>
<td>Lack of collegial support</td>
<td>Demands from students</td>
</tr>
<tr>
<td>8</td>
<td>Lack of trust within my unit</td>
<td>Lack of trust within my unit</td>
</tr>
<tr>
<td>9</td>
<td>Family responsibilities</td>
<td>Few chances to teach graduate</td>
</tr>
<tr>
<td>10</td>
<td>Treated subserviently</td>
<td>Lack of information about P&amp;T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>expectations</td>
</tr>
</tbody>
</table>
background. Both men and women mentioned tenure pressures and pressures associated with balancing home life and work.

**Discrimination**

After respondents completed rating the pressures, they were asked to answer a few questions pertaining to discrimination. The responses of women recorded in Table 37 indicate that 29 percent of the women have experienced sexual harassment on the job and 59 percent have felt that their work was underestimated.

**Table 37**

**Sex Discrimination Reported by Female Respondents**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever experienced sexual harassment on the job?</td>
<td>(51) 29.0%</td>
<td>(125) 71.0%</td>
</tr>
<tr>
<td>Have you ever felt that your work was underestimated because of your sex?</td>
<td>(104) 59.1%</td>
<td>(72) 40.9%</td>
</tr>
</tbody>
</table>

In contrast, only 4 male respondents (2.4%) reported having experienced sexual harassment and having their work underestimated because of their sex. Clearly women are especially vulnerable to these expressions of sex discrimination.
Table 38

Perceived Need for Mentoring Program by Gender and Rank

<table>
<thead>
<tr>
<th>Question and Respondents</th>
<th>Yes</th>
<th>Uncertain</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think there is a need for a program of faculty-faculty mentoring?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>(129) 76.8%</td>
<td>(12) 7.2%</td>
<td>(27) 16.1%</td>
</tr>
<tr>
<td>Male</td>
<td>(102) 65.0%</td>
<td>(14) 9.0%</td>
<td>(41) 26.1%</td>
</tr>
<tr>
<td>Assistant</td>
<td>(97) 75.2%</td>
<td>(7) 5.4%</td>
<td>(25) 19.4%</td>
</tr>
<tr>
<td>Associate</td>
<td>(78) 70.3%</td>
<td>(11) 9.9%</td>
<td>(22) 19.8%</td>
</tr>
<tr>
<td>Full</td>
<td>(56) 65.9%</td>
<td>(8) 9.5%</td>
<td>(21) 24.7%</td>
</tr>
<tr>
<td>Would you be in favor of a mentoring program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>(114) 65.5%</td>
<td>(48) 27.6%</td>
<td>(12) 6.9%</td>
</tr>
<tr>
<td>Male</td>
<td>(85) 53.5%</td>
<td>(56) 35.2%</td>
<td>(18) 11.3%</td>
</tr>
<tr>
<td>Assistant</td>
<td>(83) 63.4%</td>
<td>(41) 31.4%</td>
<td>(7) 5.3%</td>
</tr>
<tr>
<td>Associate</td>
<td>(66) 58.4%</td>
<td>(35) 31.0%</td>
<td>(12) 10.6%</td>
</tr>
<tr>
<td>Full</td>
<td>(50) 56.2%</td>
<td>(28) 31.5%</td>
<td>(11) 12.4%</td>
</tr>
</tbody>
</table>
Table 40

Comments following the question, "If a mentoring program were established, how important is it to include each of the following groups?" (women, blacks, minorities, untenured, untenured assistant professors, tenured assistant professors, untenured associate professors)

<table>
<thead>
<tr>
<th>CODE</th>
<th>RESPONSES</th>
<th>TOTAL</th>
<th>TYPICAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td>Include all</td>
<td>11</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Against assignment</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Include new and untenured faculty</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Don't single out women and minorities</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>44</td>
<td>94</td>
</tr>
</tbody>
</table>
Table 41

Responses to "If such a program were developed, how do you think mentoring relationships should be established?"

<table>
<thead>
<tr>
<th>CODE</th>
<th>RESPONSES</th>
<th>TOTAL</th>
<th>TYPICAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td>Against assignment/ for personal</td>
<td>39</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>initiation</td>
<td></td>
<td></td>
<td>&quot;Assignment is not an answer.&quot;</td>
</tr>
<tr>
<td>Methods for personal initiation</td>
<td>40</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Seems impossible to formalize this, would be more useful simply to have a master list of people's scholarly and research interests for reference.&quot;</td>
</tr>
<tr>
<td>Other methods</td>
<td>15</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>Methods for formal assignment</td>
<td>10</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Don't know</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>For assignment</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>135</td>
<td>129</td>
<td>264</td>
</tr>
</tbody>
</table>
Table 42

Responses to "If mentors were ASSIGNED, who should make the assignments?"

<table>
<thead>
<tr>
<th>CODE</th>
<th>RESPONSES</th>
<th>TOTAL</th>
<th>TYPICAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td>Chair/Dean</td>
<td>56</td>
<td>49</td>
<td>105</td>
</tr>
<tr>
<td>Against assignment/</td>
<td>31</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td>for natural selection</td>
<td></td>
<td></td>
<td>&quot;Department chair or dean.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Don't do assigning!&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Let mentors and mentees meet and find each other.&quot;</td>
</tr>
<tr>
<td>Faculty committee</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Faculty promoting and tenure committee.&quot;</td>
</tr>
<tr>
<td>Don't know</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;I don't know.&quot;</td>
</tr>
<tr>
<td>Provost's office or other</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>administrators</td>
<td></td>
<td></td>
<td>&quot;By office of faculty development in the Provost's office.&quot;</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>129</td>
<td>121</td>
<td>250</td>
</tr>
</tbody>
</table>
Table 43
Responses to "If mentors were ASSIGNED, what are the advantages of assigning mentors?"

<table>
<thead>
<tr>
<th>CODE</th>
<th>RESPONSES</th>
<th>TOTAL</th>
<th>TYPICAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td>No advantages</td>
<td>20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>All will be included</td>
<td>27</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Get the job done</td>
<td>12</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Objectivity/quality control</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Help new faculty</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Compatibility</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL</td>
<td>108</td>
<td>94</td>
<td>202</td>
</tr>
</tbody>
</table>
Table 44

Responses to "If mentors were ASSIGNED, what are the disadvantages?"

<table>
<thead>
<tr>
<th>CODE</th>
<th>RESPONSES</th>
<th>TOTAL</th>
<th>TYPICAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td>Incompatibility</td>
<td>59</td>
<td>41</td>
<td>100</td>
</tr>
<tr>
<td>Against assignment</td>
<td>16</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>Additional time</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>interpersonal problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No disadvantages</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>103</td>
<td>213</td>
</tr>
</tbody>
</table>
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3/11/91
Faculty Are People, Too!

Prepared by
The Office of Human Resources, Work Life
and The Women's Place, Office of Academic Affairs

THE OHIO STATE UNIVERSITY

May 2007
What Is Work Life?

The Ohio State University is committed to providing a work environment that is healthy, supportive, and considerate of employees' work and personal life obligations. The university's work life effort entails providing policies, programs, and services to assist faculty and staff with better integration of their professional and personal lives to help members of the Ohio State community feel more productive, engaged, and satisfied in their work environment. We recognize that faculty are people too.

The Office of Human Resources, Work Life

In pursuit of its mission to be one of the greatest public research and teaching universities. The Ohio State University has set a goal of being an employer of choice that attracts and retains a talented faculty and staff. In its pursuit of this goal, the university has recognized that addressing faculty work life issues is critical and has created the Office of Human Resources, Work Life to meet this need. This office works collaboratively with the Office of Academic Affairs.

The Women's Place

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. We support the work life initiative as an opportunity to make Ohio State a fair and equitable institution that expands opportunities for women's growth and success by supporting life both inside and outside the university.

The Working Mothers Support Network (WMSN)

WMSN is an initiative co-supported by The Women's Place and the Office of Human Resources, Work Life. Created in 2001 by a grassroots effort of university staff women, the network provides a brown-bag lunch venue and other activities for Ohio State women (students, staff, and faculty) to discuss and find support for issues related to work-life balance and work life integration. Please visit hr.osu.edu/worklife/events.htm for more information.

My early years as a part-timer provided the flexibility to do the work expected of tenure-track faculty and also to raise my children.

Joan Herbers
Dean, College of Biological Sciences
Tenure Clock Flexibility

The Ohio State University adheres to a six-year tenure clock for regular faculty and a 10-year clock for clinical faculty who are appointed as assistant professors. Individuals appointed as associate professors without tenure have individualized schedules for mandatory review. Every faculty member is eligible to be reviewed for tenure prior to the mandatory year, and such decisions are made locally in the tenure initiating unit (TIU).

At Ohio State, we recognize that life needs don't always match a rigid tenure clock. Thus, we have introduced a variety of mechanisms to meet a range of needs.

Part-Time Rule

It is possible, both for untenured and tenured faculty, to negotiate a part-time appointment. To remain on tenure track, faculty must retain at least a 50% appointment. University rules allow individual faculty members to adjust their percent effort for a negotiated length of time, and the probationary period can be extended. We have untenured faculty who have moved to a part-time position while caring for their young children. Other faculty who are close to retirement use the part-time provision to wind down their careers. Still others just want more personal time or need time to care for their elderly parents.

Regular tenure-track faculty who desire a reduced appointment should consult with their TIU head regarding negotiating a temporary or permanent reduction. The rules concerning part-time tenure-track faculty, including extensions of the tenure clock, are available at oaa.osu.edu/handbook/ii_reduce/te.html.
Tolling the Tenure Clock

University rules permit faculty, including part-time faculty, to exclude time from the tenure clock for one year for a variety of reasons. The exclusion can be taken up to three times for a total exclusion of three years. Over the last 10 years, 13% of probationary faculty have made use of those provisions.

Untenured regular tenure-track faculty, women and men, will automatically have time excluded from the probationary period in increments of one year per child to reflect the care-giving responsibilities associated with the birth of a child or adoption of a child under the age of six. The faculty member need only notify his or her department chair/school director or dean of the birth or adoption event. Probationary faculty may chose to decline the exclusion.

Tenure-track faculty may also apply to exclude time from the probationary period in increments of one year due to personal illness, care of a seriously ill or injured person, an unpaid leave of absence, or factors beyond the faculty member’s control that hinder the performance of duties. Extensions have been granted due to unforeseen delays in setting up a laboratory, a serious personal crisis such as a particularly difficult divorce, or research results lost through a disaster. Requests for these reasons must be submitted for review to the chair, dean, executive vice president, and provost.

A maximum of three years can be excluded from the probationary period for any reason or combination of reasons for an instructor, assistant professor, or associate professor. Exceptions require approval. The standard for promotion and tenure (P&T) remains the same as if the clock had not been extended. Moreover, all work completed during the year(s) excluded will be included in the P&T dossier. Additional years may be granted for extraordinary circumstances.

Tenure-track faculty will be reviewed annually during their probationary period regardless of whether time is excluded from that period unless otherwise determined to be impractical. For a full explanation of this policy and its conditions, please visit trustees.osu.edu/rules6/ru6-03.php.
Children and Families

Children are an important part of many faculty members’ lives. The university honors faculty members’ roles as parents in a variety of ways.

Parental Leave

Paid parental leave provides a birth mother, father, domestic partner, or adoptive parent with paid time off to recover from childbirth and/or to care for and bond with a newborn or newly adopted child within the guidelines of family medical leave. The Parental Care Guidebook, available online at hr.osu.edu/hrpubs/Parentalcareguidebook.pdf, provides an easy-to-follow explanation of this policy.

Adoption Assistance

The university provides reimbursement for some of the costs involved in adopting. This benefit reimburses all eligible Ohio State employees up to $4000 per child for eligible adoption-related expenses upon placement of a minor child in the home. For more information, visit hr.osu.edu/benefits/additionaladoption.htm.

Tuition Assistance for Dependents

Ohio State offers a tuition assistance benefit to eligible children of faculty that pays a portion of instruction and general fees. Visit hr.osu.edu/benefits/educationtuition.htm for more information.

Child Care

The Ohio State University Child Care Program provides quality child care for families in the university community. Licensed by the State of Ohio Department of Job and Family Services and accredited by the National Association for the Education of Young Children, Ohio
State child care is offered at two locations—Ackerman Road and the new Buckeye Village. For more information on the university’s Child Care Program, visit hr.osu.edu/childcare/home.htm.

For more parenting and child care resources, visit hr.osu.edu/worklife/parenting.htm.

**Camp Programs**

Camp Recky provides fun and innovative recreational day camp programming to bridge the child care gaps during school breaks, including winter, spring, and summer. Please visit recsports.osu.edu/camps_camps.asp for more information.

**Elder Care**

Elders cared for in the home of eligible faculty and staff may also qualify for medical, dental, and vision coverage for sponsored dependents. See hr.osu.edu/benefits/dompsd.htm. You can access information about additional elder care resources by visiting hr.osu.edu/worklife/eldercare.aspx.

I was one of the first faculty to benefit from “tolling of the tenure clock” in my college. Without a doubt, it contributed to my successfully obtaining promotion and tenure. But more importantly, it allowed me to balance being a professor and being a mom.

Antoinette Miranda
Associate Professor, College of Education and Human Ecology
Partners and Spouses

Partners and spouses are also an important part of many faculty members’ lives. The university honors these relationships with the following services and benefits.

Dual Career Services

Dual career services are available upon request through the Office of Human Resources. Talent management consultants are available to meet with partners or spouses of faculty and staff recruited in national searches to create and customize a recruitment package to meet their needs. For more information, visit hr.osu.edu/emp/dualcareer.pdf or oaa.osu.edu/handbook/ii_dualcareerhire.html to view the policy.

Dual Career Hiring

Many faculty have partners who desire faculty positions as well. The university wishes to accommodate partners when it is feasible to do so. Such accommodation requires negotiation between the unit wishing to hire the primary partner, the unit most suitable for the secondary partner, the respective deans, and the Office of Academic Affairs. Please see oaa.osu.edu/handbook/ii_dualcareerhire.html for more information.

Domestic Partner Benefits

Same-sex domestic partners and their eligible dependents may qualify for a range of health, life insurance, child care, and related benefits. Please visit hr.osu.edu/benefits/dompa-ss.htm.

Opposite-sex domestic partners and other sponsored dependents may also be eligible for medical, dental, and vision coverage. Please visit hr.osu.edu/benefits/dompa-sd.htm for more information.

Tuition Assistance for Dependents

In addition to tuition assistance for children, Ohio State offers a tuition assistance benefit to spouses of faculty to pay a portion of instruction and general fees. Visit hr.osu.edu/benefits/educationtuition.htm.
The Women’s Place, Office of Academic Affairs
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Phone: (614) 292-3960
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womensplace.osu.edu

Office of Human Resources, Work Life
1590 N. High Street, Suite 300
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hr.osu.edu/worklife
Female professors at The Ohio State University earn 11% less than male professors, according to a new study. Based on the mean salary in 2016, this gap translates into an annual loss of just under $18,000 for female faculty, relative to their male peers. 2014 research on gender pay inequity across U.S. academic institutions revealed a 15% gap (Hatch 2017).

For Ohio State professor Joyce Chen, the study lead, the understanding of and process for dealing with pay gaps are both a personal and professional issue. In 2018, Chen, who is part of the College of Food, Agricultural, and Environmental Sciences (CFAES), herself navigated a pay equity appeal through her college’s grievance committee. Chen says it was a difficult process to go through because no clear-cut path existed to show her the way forward, and the process had the potential to create animosity among fellow faculty in her department. Yet, she persevered and the college ruled in her favor, increasing her salary by 20%.

Although Chen’s case was not based specifically on gender considerations, her experience led her to wonder how widespread pay disparities still were at the University. She decided to dig deeper into the issue and set out to identify how factors like gender, race, years of experience, clinical appointments and salaries across disciplines affect the pay gap.

Using personnel data Ohio State’s human resources department previously shared with The Lantern for their December, 2017 story, “Gender pay gap at Ohio State: male employees earn nearly $8,000 more than females,” Chen and Ph.D. candidate Daniel crown, began to crunch the numbers.

Unlike The Lantern study which looked at all Ohio State employment classifications, Chen focused on tenure track faculty who she says are a fairly homogenous group as they have attained similar educational levels, training and perform the tasks of developing and teaching a specified number of courses while conducting and publishing independent research.
“The majority of tenure-track professors within a department have attained the same level of education and/or training,” says Chen. “There’s also a well-defined path to promotion. Yet, a substantial wage gap persists.”

Their research was made more complicated by the fact that they had to account for appointment splits and faculty members serving in multiple academic and clinical settings. After running a series of models, they were able to estimate the gender pay gap among faculty over the ten-year period of 2006-2016.

They identified a persistent 11% gap after accounting for fiscal year, race, clinical appointments, experience, and department.

Their research also uncovered that a little over one-quarter of the difference in pay between male and female faculty cannot be explained by these factors, which raises the possibility of systemic gender discrimination. In particular, appointment type (clinical/instructor vs. academic) and faculty rank appear to be the largest sources of pay disparities.

Large pay gaps between academic departments also came to light, especially in male-dominated fields.

“Economists make more than those working in humanities,” says Chen, “in part because economists can leave and go work at a financial firm or a think tank. But, fundamentally, do the tasks performed by professors in different departments differ enough to justify these wage gaps?”

Chen hopes her forthcoming research on gender pay inequity for a broader set of public universities in the U.S. will help shed light into these questions that she says, employers are not ready to tackle. Chen is also looking at how salaries in agricultural economics departments compare to those in economics departments.

It is Chen’s hope that her research will contribute to changing the process for pay equity review so it can be addressed more proactively.

The study has gotten notice. It was invited by the President of the Agricultural & Applied Economics Association for presentation at the 2019 annual meeting of the Allied Social Sciences Association, after which it was subjected to an expedited peer-review process. Chen also received funding from the Coca-Cola Critical Difference for Women and a preliminary versions of the analysis were previously disseminated as part of The Ohio State University's Faculty Compensation and Benefits Committee's Annual Report 2017-2018.

"Data can help refute the many justifications put forth to explain the gender pay gap,” says Chen. “And many of these justifications may themselves be the result of implicit or explicit bias.”
Chen furthers that even being able to convince people that female faculty are paid less for the same work, often even at the beginning of their careers, is a big challenge.

Source:
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Study can be found here:

The Gender Pay Gap in Academia: Evidence from the Ohio State University

Joyce J Chen, Daniel Crown
American Journal of Agricultural Economics, aaz017, https://doi.org/10.1093/ajae/aaz017
Published:
15 July 2019

Abstract

We utilize human resources data from The Ohio State University to assess the gender wage gap. We find a persistent gap of 11% among regular, tenure-track faculty after accounting for fiscal year, race, clinical appointments, experience, and department. While the presence of a statistically significant gender wage gap is robust, the magnitude of the gap varies substantially depending on how the sample of interest is defined. In assessing gender wage gaps, researchers and universities must be attentive to issues of attrition and classification. Transparency regarding how estimates are affected by sample exclusions and variable definitions will yield insight into possible sources of gender bias.