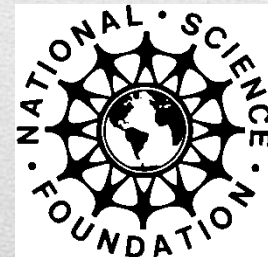


Service to Whom?

A Review of Faculty Committee Membership



Samantha Howe, PhD
Program Director, Project CEOS
howe.148@osu.edu



This project is funded by the National Science Foundation under cooperative agreement EHR0811123. The opinions expressed here are solely those of the authors and do not represent the official position of NSF.

Outline

- Literature
 - Background
 - Methods
 - Findings
 - Recommendations
-



CEOS/ADVANCE
COMPREHENSIVE
EQUITY AT OHIO STATE

science technology engineering mathematics

"Leading to Excellence"



LITERATURE

Academic Service: A gendered pattern

- Female faculty complete a disproportionate share of service work (Misra et al 2011; Carrigan et al 2011; Park 1996; Porter 2007)
 - This is especially true at large, research oriented institutions (Misra et al 2011; O’Connor et al 2012; Porter 2007)
 - The gender gap in service is especially pronounced in traditionally male-dominated fields, like science, technology, engineering and mathematics (STEM) (Carrigan et al 2011; Blackwell et al 2009)
-

Explaining the Academic Service Gap

- Women serve more often than men because they may enjoy student interaction and organizational service more (Park 1996; Porter 2007)
 - Women may be better at service work because of their superior interpersonal skills (Park 1996)
-

Explaining the Academic Service Gap

- Women and minorities are asked to serve more often (Park 1996; Porter 2007; Carrigan et al 2011)
 - Many women and minorities feel an obligation to contribute to service work, even if they don't enjoy it (Park 1996; Porter 2007; Misra et al 2011)
-

Academic Service and Bias

- Additionally, implicit biases may mean that female faculty are more often assigned to traditional “women’s work” (Park 1996; Porter 2007; Misra et al 2011; Bagilhole 1993)
 - This is supported when looking at the prominence of committees to which women are often assigned (Porter 2007; O’Connor et al 2012; Carrigan et al 2011)
-

Impact of Current Literature

- Several recommendations have been adopted by many institutions of higher education:
 - Unit heads are encouraged to be cautious about assigning women and minorities to committees
 - Promotion and Tenure processes can be altered to recognize extraordinary service commitment
 - Women faculty are trained to say no to some service requests
-



CEOS/ADVANCE
COMPREHENSIVE
EQUITY AT OHIO STATE

science technology engineering mathematics

"Leading to Excellence"



BACKGROUND

The Ohio State Context

- 2008, Project CEOS initiated:
 - NSF ADVANCE Institutional Transformation grant
 - Provided 4 core programs to 3 STEM colleges
 - Workshops for deans and chairs
 - Peer mentoring for women in STEM
 - Entrepreneurship workshops for women faculty
 - Action Learning Teams in STEM colleges
-

Project CEOS Deans & Chairs Training

- Administrators are supportive of the idea of diversity, but often fail to understand that biases and barriers to diversity success are present in their own units
 - The OSU faculty culture survey highlights potential problem practices
-

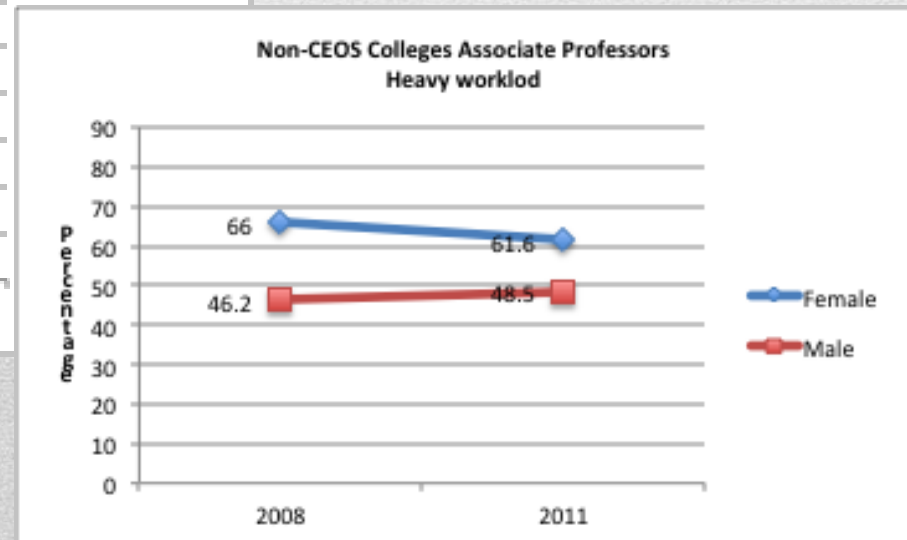
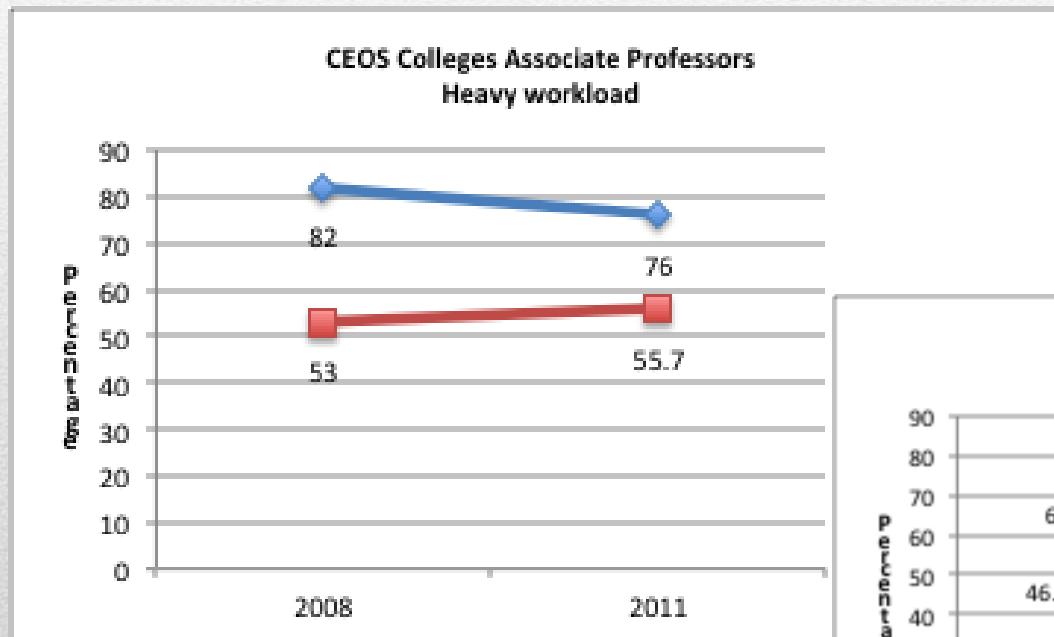
OSU Culture Survey

- First conducted in 2008 and every 3 years since
- Approximately a 47% response rate

	CEOS Colleges				Non-CEOS Colleges			
	2008		2011		2008		2011	
	Male	Female	Male	Female	Male	Female	Male	Female
Full Professor	138	16	151	26	268	97	277	107
Associate	51	22	61	25	228	158	210	179
Assistant	36	26	40	21	143	174	124	162
Total	225	64	252	72	639	429	611	448

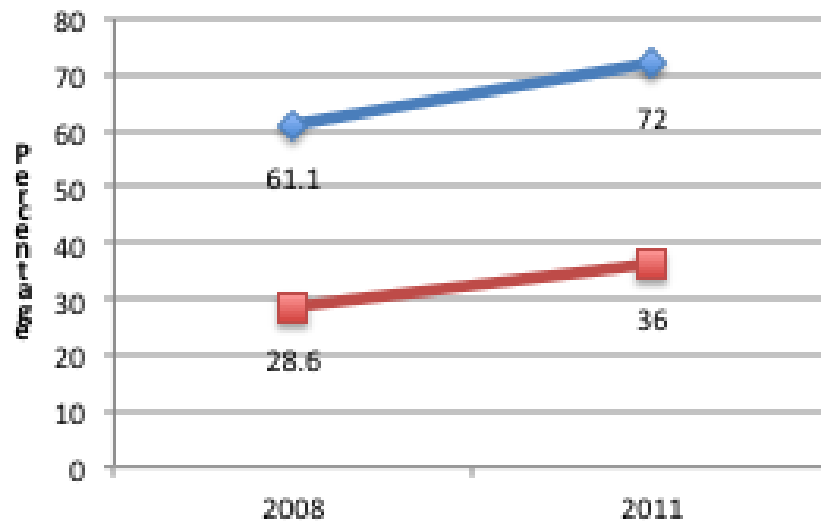
- Demonstrated wide spread dissatisfaction, particularly among female STEM faculty.
-

OSU Culture Survey: Gender Gaps in Satisfaction

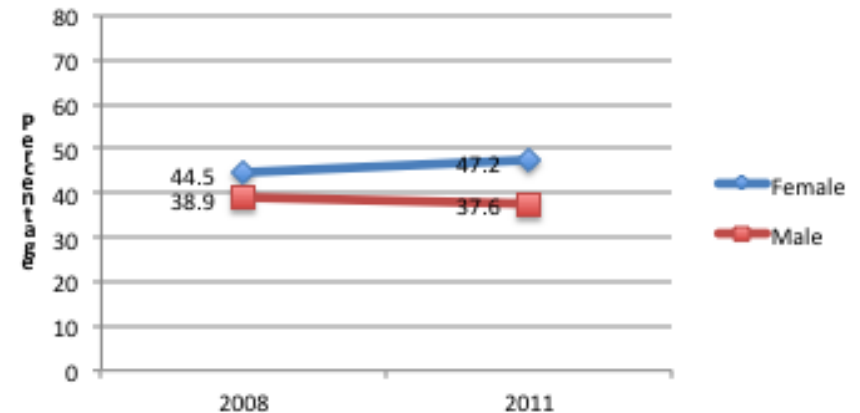


OSU Culture Survey: Gender Gaps in Perceived Legitimacy

CEOS Colleges Associate Professors
Work harder for legitimacy



Non-CEOS Colleges Associate Professors
Work harder for legitimacy





CEOS/ADVANCE
COMPREHENSIVE
EQUITY AT OHIO STATE

science technology engineering mathematics

"Leading to Excellence"

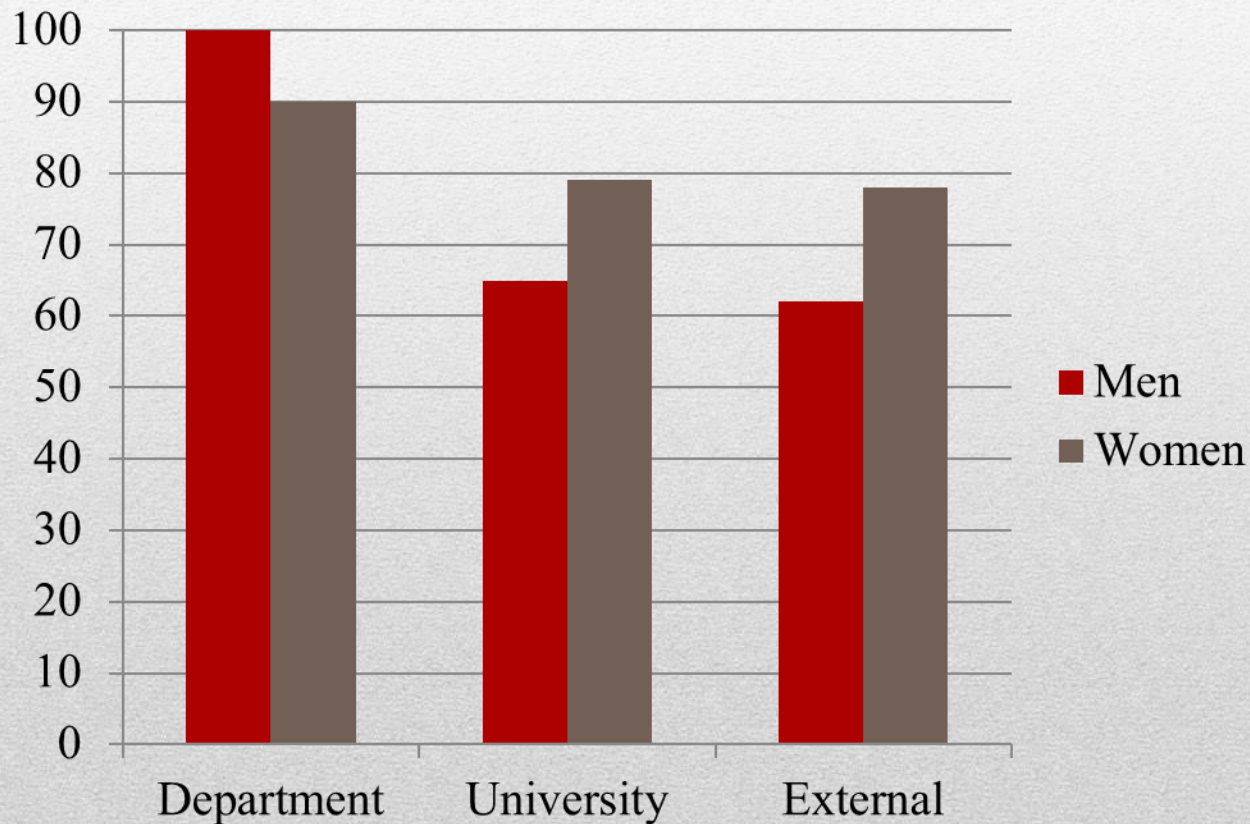
RESEARCH QUESTIONS & METHODS

If women in STEM feel more burdened by work that they struggle to have recognized as legitimate, what type of work is particularly problematic?

OSU Culture Survey: Gendered Service

- In 2008, 90.5% of female faculty and 80.9% of male faculty reported serving on committees in the past year
 - The self reported number of hours spent on committee work was higher for women than men in the STEM fields
-

Percentage of STEM faculty serving on committees (2008)



Questions arose from the survey:

- How accurate and reliable is it?
 - Does the pattern hold true over the course of a faculty member's career?
 - Are women that get promoted to full professor somehow avoiding this service trap better than others?
 - Note: U.S. academic advancement is traditionally assistant professor → associate professor → full professor
-

Methods

- Dossiers of all STEM faculty promoted to full from 2005 through 2010 (N=75)
 - Coded each listed committee as one of the following:
 - Department or College (i.e. unit)
 - University
 - Student Group
 - Local External
 - National External
 - International External
 - Ad Hoc
-

Methods

- Variability in how faculty recorded service on their dossiers
 - In order to be conservative, each year or portion thereof that was reported for a committee was recorded as one committee-year
 - Then reviewed the basic descriptive statistics, conducted t-tests on the observed gaps and ran simple correlations
-



CEOS/ADVANCE
COMPREHENSIVE
EQUITY AT OHIO STATE

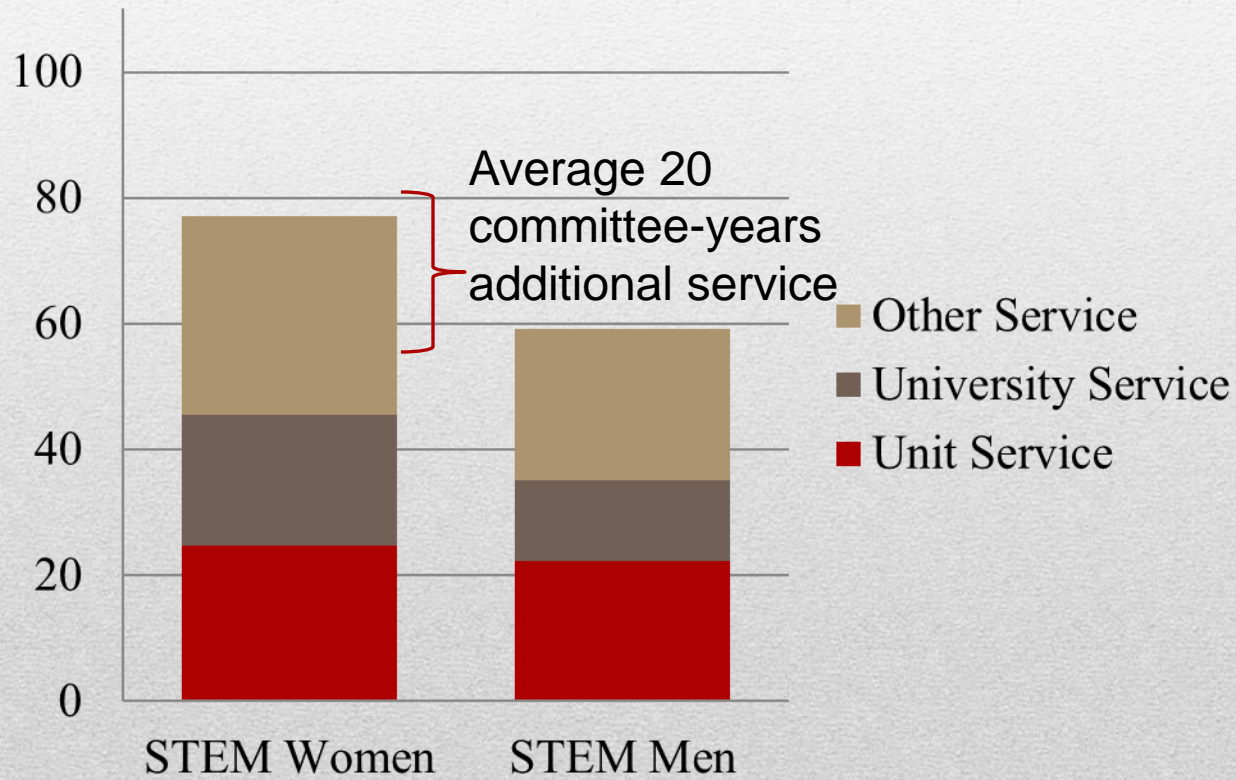
science technology engineering mathematics

"Leading to Excellence"

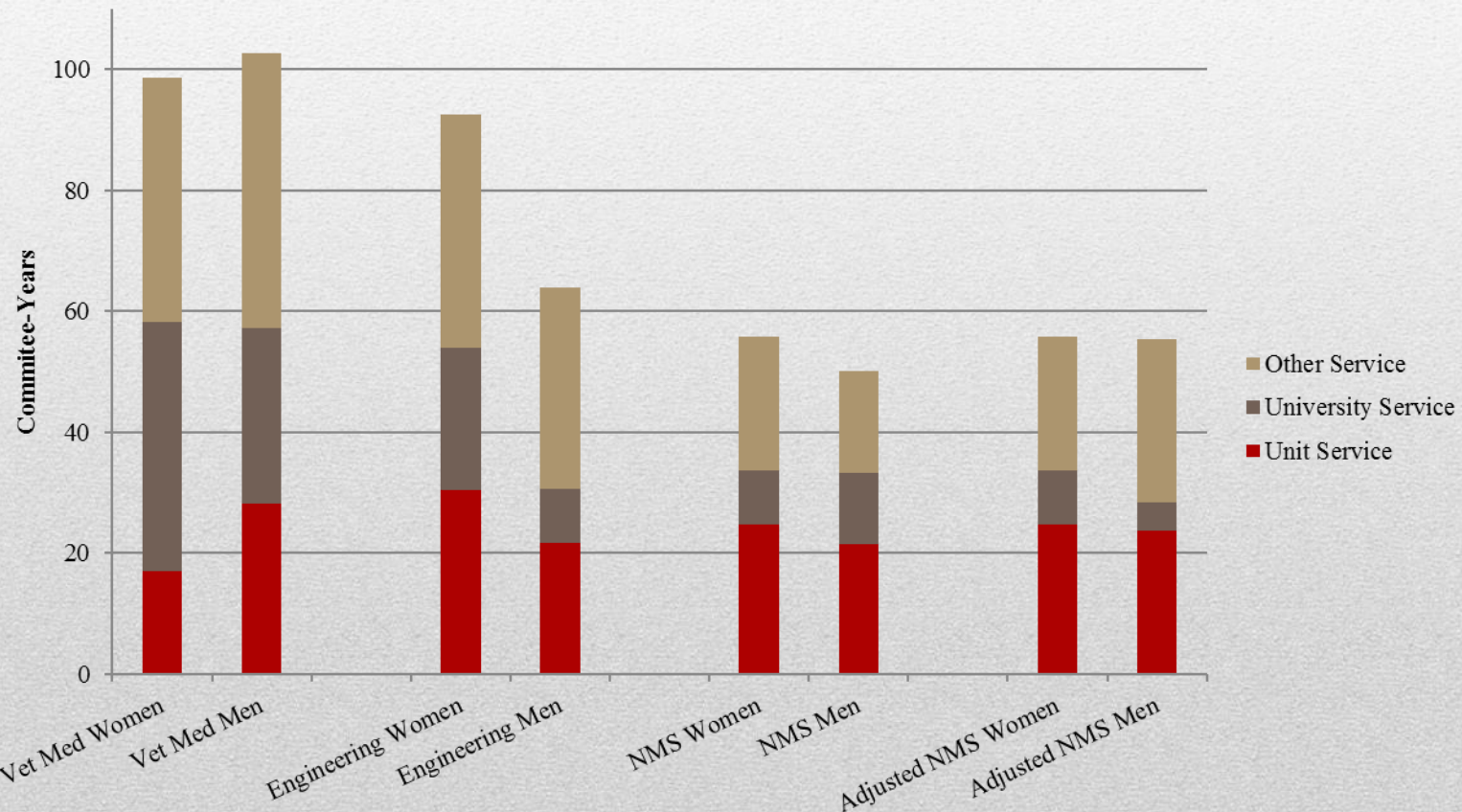


FINDINGS

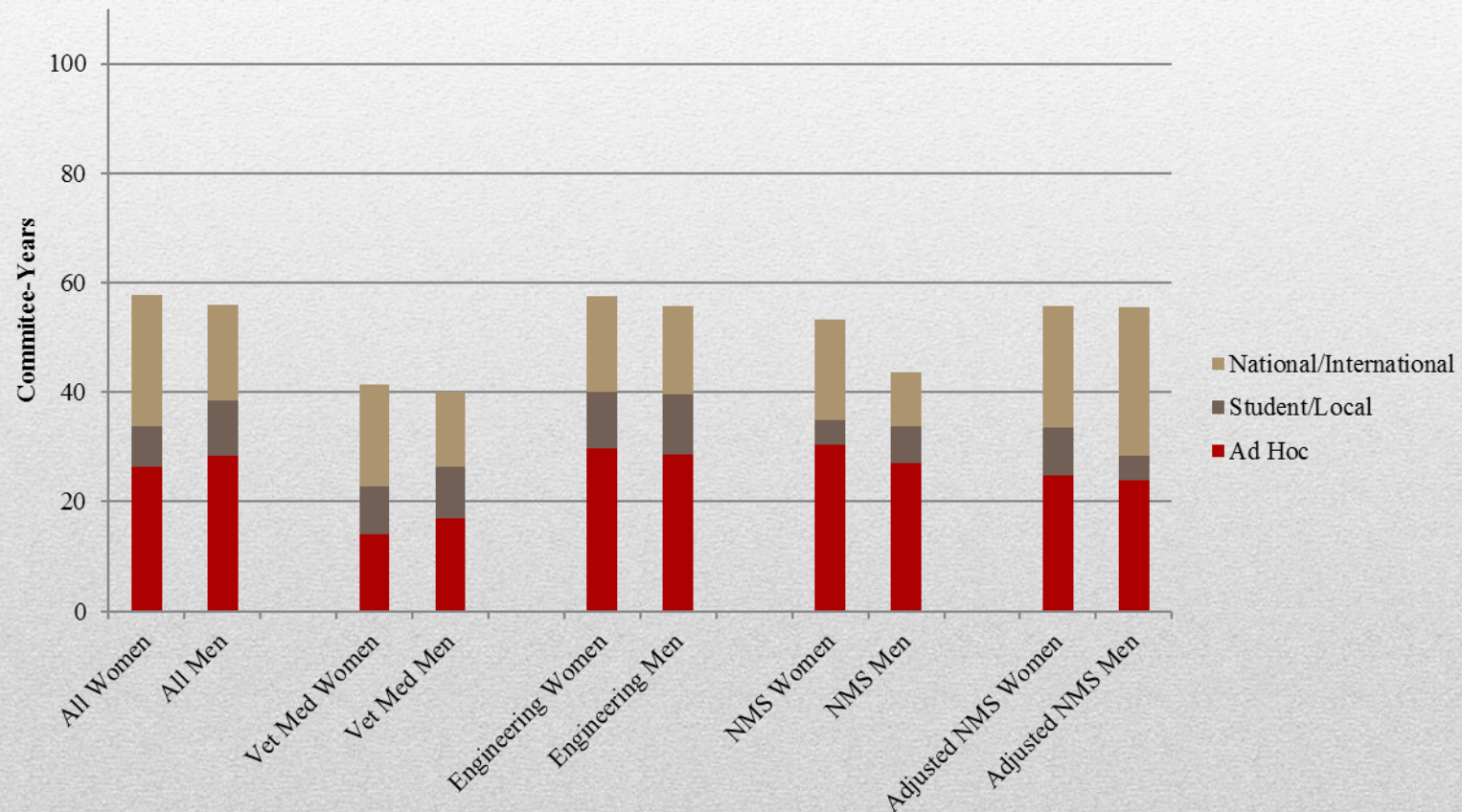
Average Total Committee-Years Served by Promotion to Full Professor



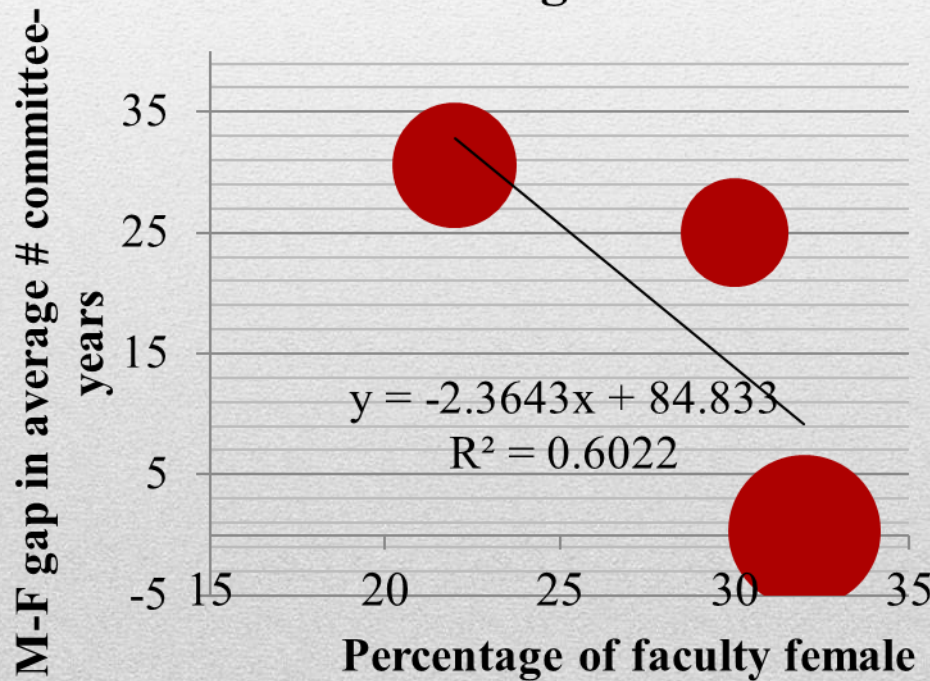
Average Service Loads by Time of Promotion in CEOS Colleges



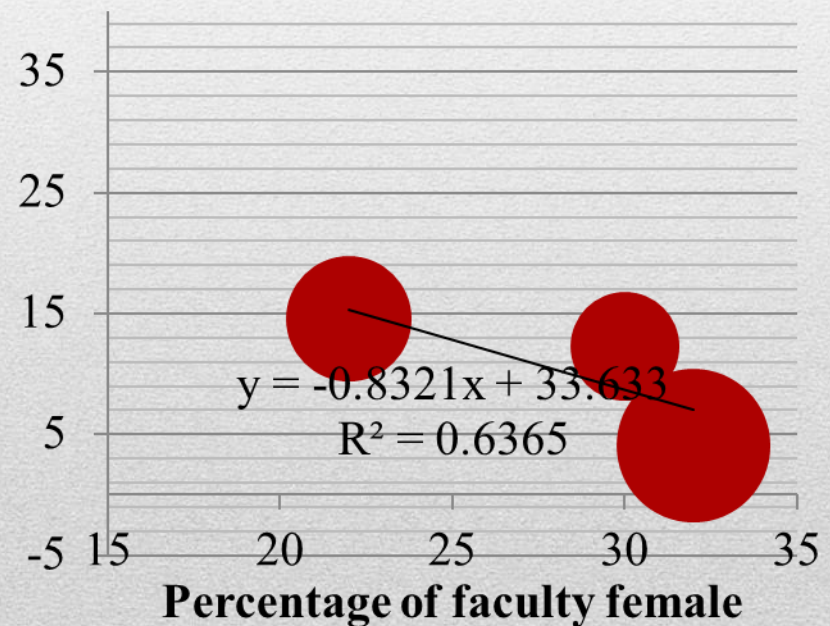
Average Service Loads by Time of Promotion in CEOS Colleges



Gender gap in total committee-years by female population in the college



Average university service gender gap by female population in the college



Implications & Recommendations

1. The faculty survey methodology is sound
 2. This study further supports arguments regarding a critical mass theory of diversity (Carrigan et al 2011)
 3. This study suggests that we rethink the type of advice given to administrators about how to ensure equitable distribution of committee assignments
-

References

- Bagilhole, B. "How to Keep a Good Woman Down: An Investigation of the Roles of Institutional Factors in the Process of Discrimination against Women Academics". *British Journal of Sociology of Education*. 14(3); 261-274. 1993.
- Blackwell, LV, Anderson Snyder, L, and Mavriplis, C. "Diverse Faculty in STEM fields: Attitudes, Performance, and Fair Treatment". *Journal of Diversity in Higher Education*. 2(4); 195-205. 2009.
- Carrigan, C, Quinn, K and Riskin, E. "The Gendered Division of Labor Among STEM Faculty and the Effects of Critical Mass". *Journal of Diversity in Higher Education*. 4(3); 131-146. 2011
- Misra, J, Hickes Lundquist, J, Holmes, E and Agiomavritis, S. "The Ivory Ceiling of Service Work". *Academe*. January-February 2011.
- O'Connor, AM, Wiley Gahn, S, and Bowen, BS. "Becoming a Professor: an Analysis of Gender on the Promotion of Faculty from Associate to Full Professor". *International Journal of Gender, Science and Technology*. 4(1); 78-101. 2012.
- Park, S. "Research, Teaching, and Service: Why Shouldn't Women's Work Count?". *The Journal of Higher Education*. 67(1); 46-84. 1996
- Porter, S. "A Closer Look at Faculty Service: What Affects Participation on Committees?". *The Journal of Higher Education*. 78(5); 523-541. 2007.
-