

majority report

OWA

Office for Women's Affairs
Indiana University Bloomington

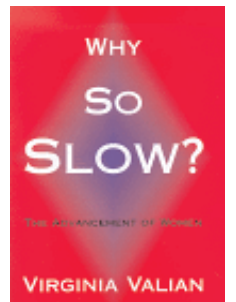
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Why So Slow? Takes a Look Into the Lack of Advancement of Women

by Virginia Luehrsen

Several national reports concerning the status of women in academia have recently been released, illuminating the fact that despite the best efforts of administrators, hiring committees, and tenure and promotion boards, female faculty have made only minimal gains towards parity with their male counterparts in academia over the last several decades. These reports have also sparked debate as to why the problem exists, especially since nearly half of all PhDs have been awarded to women in the past 30 years. Yet only 38% of the faculty positions at universities in America are filled by females; less than 20% of the full time professors are female. In math and sciences, the situation is much worse.

There are several explanations for the phenomenon - some old and debunked concerning women's inabilities or lack of determination, and some new, including unintentional bias. Unintentional bias involves "unacknowledged beliefs" based on gender schemas, involving traits, behavior, and preferences of the different sexes. Virginia Valian explains this in her book, *Why So Slow? The Advancement of Women*, which looks into the lack of advancement of women, not just in academia, but on a professional level as a whole.



Understanding our unintentional biases based on gender is a key step in solving problems of parity and acceptance of professional women. Valian stresses that neither biology nor society work alone in assigning gender schemas; differences do exist, but the sexes are more alike than they are different, and it is important to note that biology does not equal destiny. The message is not that unintentional is inevitable, but that with the knowledge before us, we have the power to make a change.

Schemas cause us to pay more attention to traits and attributes that justify our beliefs, and generalize a group of people as having similar traits and attributes. A key example of this is to perceive males as inherently capable of success the norm against which females are held. This ultimately makes women's behavior "deviant" from the norm, implying a negative connotation to their actions, whether good or bad.

The gender schema can affect women in many ways. Small setbacks or disadvantages over time will eventually lead to larger disparity in the future - the woman who is ignored in a meeting of seemingly little importance has lost a small amount of respect from the attendees of that meeting. Those attendees may deem it more acceptable to ignore her in the future, and with each successive setback, the disadvantages may compound into a severe barrier for the woman's long-term career.

continued on page 2

Inside this Issue

From the Editor / 2

Gender Inequity Among Faculty / 3

Women Science Faculty / 4

Just BE program/5

Proof/ 5

OWA Career Initiative Program/5



New Faculty Highlights / 6

Emergency Babysitting Program/7

Women in the Workplace
Conference / 7

Majority Index / 8

continued from page 1

Majority Report

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INDIANA UNIVERSITY

The majority of students enrolled at IU Bloomington are women, who constitute 52.3 percent of the student body.

According to Valian, the roles of gender are assigned to our sex on the day of birth. Blue for boys, pink for girls, and if you are truly egalitarian, you might pick yellow for both. Gender roles are defined early for the child, both through watching the adults around them who may be acting out their own unknown biases, and through the acceptance of certain behaviors for girls versus boys.

Words are also very powerful, and the definition of terms or traits as masculine or feminine can lead to larger disparity over time - the male infant who is crying is perceived as "angry" while the female infant who is crying is perceived as "upset." These socially constructed differences between the sexes carry into the adolescent and adult lives of every man and woman, and the accumulation of advantage or disadvantage over time exaggerates the disparity between men and women.

People justify their claim that they are not biased by highlighting a woman of exceptional success and repute that they either know or promoted. However, it remains, as Valian says, that for every successful professional woman, there are many unsuccessful women of equal merit. It begs the question of why only "exceptional" women can be successful.

In the work place, gender schemas and unintentional bias are perhaps some of the biggest culprits of the disparity between men and women. While jobs held by men are defined as more masculine, they are actually assigned gender based on the needs of the employer and society's perceptions of whether masculine or feminine traits are necessary for success in a given position. During World War II, 90% of the so-called "masculine" jobs in the U.S. were filled by women who were not only successful, but gave rise to a new era of Rosie the Riveter and the belief that women could indeed succeed despite their femininity.

The recent studies have also shown that professional women spend just as much time at their jobs as men, but significantly more time with their families as well. According to Valian, a woman who spends more time as a professional rather than with her children is often perceived as cold and selfish, though men in a similar situation are often rewarded with praise for their dedication and ambition. However, if the same woman were to devote more time to family, and still maintain the level of work of her male peers, she is often viewed as working less, and being undedicated.

Comparison of Instruction Faculty in Select Indiana University-Bloomington Departments

Department	Employment Status		Tenure Status				Full Professor		Total
	Full Time		Non-Track		Tenure Track		Women	Men	
	Women	Men	Women	Men	Women	Men			
Astronomy	3	4	0	0	3	4	2	3	7
Biology	24	47	8	5	16	42	7	21	71
Chemistry	5	27	3	0	2	27	0	16	32
Informatics/CS	11	56	1	7	10	49	0	23	67
Math	7	54	3	12	4	42	0	31	61
Physics	3	37	0	0	3	37	1	26	40

IUB Dean of Faculties Office 2006

American Association of University Professors Discuss Gender Inequity Among Faculty by Virginia Luehrsen

The twenty-first century may only be in its infancy, but already, the world is making great strides in many areas including mapping the human genome and developing renewable alternative fuel sources. Some of the greatest scientists and mathematicians of recent times have come out of America's institutes of higher education, but two recent reports illustrate some disturbing realities about the lack of equality of opportunity and education for women and minorities.

A report by the American Association of University Professors, released on October 26, considers how widespread gender inequity is among faculty, and is greatly affecting the opportunity and education of students. The report ranks colleges by status and wage disparity. Another report released by the National Academies Press, *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*, points out the large, and growing, discrepancy between men and women in the fields of science, math, and technology.

Both reports deliver the same key message: gender equity is not only about fairness, but opportunity for educational institutions to continue growing and expanding by incorporating the ideas from a larger pool of individuals including more women and minorities. This in turn will help increase the nation's competitiveness, especially in areas of science, math, and technology, and stop the needless waste of talent.

“The reports provide evidence that disparity between females receiving Ph.D.s and females being hired into tenure or tenure track positions has not greatly improved since the passage of Title IX.”

At every educational milestone, from high school to post doctorate education, the number of women is decreasing. *The Beyond Bias and Barriers* report indicates that the three main reasons women leave academia are:

- 1) A desire for more interesting work,
- 2) A lack of mentoring or guidance, and
- 3) Difficulty shouldering family and career responsibilities.

The last directly ties into the fact that 50% of the wives of male faculty work at home, but only 10% of husbands of female faculty work at home, making it that much more difficult for female faculty to take on the additional responsibilities of motherhood.

Additionally, the reports provide evidence that disparity between females receiving Ph.D.'s and females being hired into tenure or tenure track positions has not greatly improved since the passage of Title IX. Nationwide, in 1972, 16% of Ph.D.s were awarded to females, and 9% of full professors were female. During the last 30 years, nearly half of all Ph.D.s were awarded to females, yet, today, only 24% of full professors are female. In medicine since 1974, nearly equal numbers of men and women have graduated from medical school, yet men continue to comprise 72% of all medical school faculty.

The relatively low number of female faculty in tenure or tenure track positions is not due to lag-time or even a "pipeline" problem - the idea that there is only one track to success in academia, and once a woman leaves the track, it is difficult or impossible to return. Rather, both reports indicate that it is a lack of high-ranking female role models, differences in workplace expectations for men and women, and exclusion from career development opportunities that drive women out of academia.

One may argue that there has at least been an increase in the number of women faculty, and that many exceptionally intelligent women occupy roles of high prestige. Yet, why is it that only the exceptional women are identified - the exceptions to the stereotype that women are not as successful as men. A study by CJ Weinberger, (2005) cited in the *Beyond Bias and Barriers* report, showed that men of average intelligence and capability compose the majority of faculty profiles. This leads one to wonder what happens to the female who is not necessarily "exceptional" but is at least sufficiently skilled and educated for the job.

With regard to the Big Ten, IUB is slightly better than its peers according to the AAUP report, though it is still on a par or just below, the national average, which shows considerable disparity between male and female faculty on campus. Women comprise only 34% of full time faculty on campus, while 52.8% of non-tenure track faculty positions are filled by women. IUB awarded 46.25% of doctorates and professional degrees to females.

By not adequately supporting and encouraging women, universities nationwide are not taking full advantage of the talent pool available, especially in the sciences, technology, engineering, and mathematical fields. Men do not hold a monopoly on knowledge or ability. In the long run, it will only hurt our country if we don't use our talent. It is important not to focus on whether the person is male or female, black or white, but what his or her abilities and potential are to advance education and innovations.

Note: The Indiana University-Bloomington *Report on the Status for Women* was printed in September, 2002. The Office for Women's Affairs is beginning a new survey this year.

Women Science Faculty Seek to Bring Greater Gender Equity to IU

By Brooke Treadwell

Like nearly all institutions of higher education, Indiana University struggles to recruit and retain female students and faculty in science, technology, [engineering] and math (STEM) fields. At the head of this struggle on the Bloomington campus is OWA's Women in Science Program (WISP) Advisory Board. This board consists of eleven committed women faculty members who propose and implement initiatives to increase the number of women students and faculty in STEM fields and retain those already at IUB. The WISP Advisory Board has four subgroups, made up of women from related disciplines, which run important events throughout the school year benefiting women in their departments and across the university. This year the WISP Advisory Board is off to an impressive start.



Dr. Tammy Smecker-Hane, Equity Advisor for the School of Physical Sciences at UC Irvine

Dr. Caty Pilachowski, the director of the WISP Astronomy, Math and Physics Subgroup invited Dr. Tammy Smecker-Hane, an Equity Advisor and prominent Astronomer from the University of California at Irvine, to come to campus the week of November 13th. While here, Dr. Smecker-Hane met with the WISP Advisory Board and held a seminar for IUB science faculty and graduate students entitled "The UC Irvine ADVANCE Program: Best Practices for the Recruitment and Retention of Women in the Sciences." During the presentation she outlined both UC Irvine's hurdles and exciting achievements in bringing greater gender equity to their campus. According to Dr. Smecker-Hane, UC Irvine has seen the percentage of newly-hired female faculty in the Faculty of Physical Sciences increase from 0% in 2001 to 50% in 2006.

The seminar was followed by a panel discussion in which science faculty members discussed how to achieve similar changes at IUB.

Thanks to Dr. Caroline Jarrold, the director of the WISP Chemistry Subgroup, Dr. Virginia Valian will visit Bloomington in February 2007 to address issues of gender equity on campus. The visit is being jointly sponsored by OWA and the Office of the Provost. Dr. Valian is a well-known cognitive scientist, professor of psychology and linguistics at Hunter College and the author of *Why So Slow? The Advancement of Women*.

Dr. Valian has had great success working with numerous universities to increase gender equity. According to Dr. Jarrold, one reason for this success is Dr. Valian's

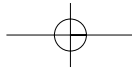
"recognition that to reduce the huge gender disparity, every level of the university needs to be involved." While on campus Dr. Valian will meet with the Provost, the Deans, Chairs and the WISP Advisory Board to discuss specific actions the University can take to more effectively recruit and retain female students and faculty. She will also give a talk open to the public entitled *Why So Slow? The Advancement of Women*.

The WISP Life Sciences Subgroup, created just this semester, has exciting plans to create a social support network to promote discussion and interaction between women in life sciences. Dr. Rowan Candy, director of the Life Sciences Subgroup hopes this network will create "a voice for women's issues such as the need for more childcare availability on campus." Dr. Candy also hopes the group will examine possible improvements in the promotion procedures for clinical faculty in order to "better allow women to succeed."

The WISP Computing and Technology Subgroup, teamed up with the Informatics Department and Women in Computing Group to run the Bring IT On program, Co-Chaired by Computer Science Graduate Student Samantha Foley and Dr. Kay Connelly, Computer Science Professor and Co-Director of the WISP Computing and Technology Subgroup. On October 12-13, with considerable help from Suzanne Menzel, a Computer Science Senior Lecturer, Bring IT On brought undergraduate students from historically black colleges and universities to IUB to learn to become Just Be presenters. Just Be is an interactive presentation for K-12 students, which seeks to break common stereotypes about computer scientists and emphasize women's important role in this field. The second goal of Bring IT On was to expose minority students to the possibility of graduate school. Bring IT On was a huge success. According to Dr. Connelly, out of a total of 20 participants, "Initial results suggest that at least 8 participants who were not previously considering a Ph.D. are now considering it."



The WISP Computing and Technology Subgroup, teamed up with the Informatics Department and Women in Computing Group to run the Bring IT On program



IU Computer Science Students Tell Girls to "Just Be"

by Brooke Treadwell

In response to falling numbers of women seeking Computer Science degrees at IU, former graduate students Katie Siek and Amanda Stephano developed Just Be, a 1-hour presentation for elementary to high school students in Indiana designed to correct misconceptions about computer scientists. Since the program began in 2004, it has emphasized the important role of women and minorities in the future of computing. Just Be presenters are IU students who lead the interactive presentation in which participants vote in fun polls using remote-controls. They learn about IU's current computer science research and find out about exciting projects computer scientists work on such as creating animated figures and virtual reality spaces. "Teachers and students are enthusiastic about the presentation and we have had increasing numbers of schools inviting us to present." reported Samantha Foley, the Just Be Chair for 2006-7. While currently only 11% of IU Computer Science and Informatics students are women, far below the national average, those involved in Just Be hope this percentage will grow as a result of their presentations.



Dr. Kay Connelly and Graduate Student Presenters of the Just Be Program

Proof

Proof, starring Gwyneth Paltrow, Anthony Hopkins and Jake Gyllenhaal, is one of the best recent portrayals of the struggles women encounter in the math and science fields. In this film Gwyneth Paltrow plays Catherine, the daughter of a mentally unstable, yet brilliant, mathematician. Just after the death of Catherine's father, a ground-breaking mathematical proof is found in her father's desk by a former student of his, named Hal. Catherine claims that the proof is her work, but she is met by absolute disbelief by both Hal and her sister, Claire, the two people in whom she confides.

Often, women who work in math and science disciplines are, like Catherine, confronted by unintentional bias from those around them. According to Dr. Virginia Valian, the author of *Why So Slow? The Advancement of Women*, "Gender schemas-non-conscious hypotheses about sex differences- guide people's perceptions and behaviors, leading men and women alike to overvalue men and undervalue women." (Valian, *Creating Equity*. February 19, 2004) Like much of today's society, perhaps Claire and Hal have internalized gender schemas causing them to underestimate Catherine's abilities.

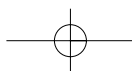
Admittedly, however, gender is not the only factor that makes it difficult to believe Catherine wrote the proof. This portrayal is realistic. Today bias is often ambiguous and not obvious. *Proof* is often hard to come by.

OWA Career Initiative Program

The Office for Women's Affairs will provide funds to attend training conferences that make it possible for women staff to expand their skills and knowledge in furthering current positions or in providing the necessary training for advancement.

The only requirement is that you are full-time staff to qualify for the Women's Affairs Career Initiative Program. The program is open to both support staff and professional appointees. An application consists of a one page abstract describing the training, and outline how your participation in the training will elevate the chance for career growth. Include your name, campus address, phone and email address. Also attach the names and contact information for three (3) professional references. Send your application and accompanying materials to: Linda McCammon, Office for Women's Affairs, Memorial Hall East 122, 1021 East Third Street, Bloomington, IN 47405.

For further information contact Linda at 855-3840 or lcmmccamm@indiana.edu.



NEW WOMEN FACULTY Bring Diverse Talents to IU

Every year Majority Report highlights new women faculty at IU. We're pleased to report that 48 new tenure-track women academics have joined the IU Bloomington faculty this year. We will highlight profiles of them over several issues.



Buck



Jacquard



Johnston



Lofton

Gayle Buck, Associate Professor of Curriculum & Instruction at the School of Education, received her Ph.D. in Curriculum and Instruction from Kent State University.

Nicole Jacquard, Associate Professor of Fine Arts in Jewelry Design and Metalsmithing received her Ph.D. in 2004 from RMIT University in Melbourne, Australia. Her current research is incorporating Computer-Aided Design, Computer Aided Machining and Rapid Prototyping into her metalsmithing practice.

Jeanne D. Johnston, Assistant Professor of Kinesiology, received her Ph.D. from Indiana University, and her M.S. in Clinical Exercise Physiology in 1998 from Indiana University.

Kathryn Lofton, Assistant Professor in the Department of Religious Studies and the Program in American Studies, received her Ph.D. from the University of North Carolina at Chapel Hill in 2005. She specializes in nineteenth- and twentieth-century American religious history.

Veronika Krepely Pool, Assistant Professor of Finance at the Kelley School of Business, received her Ph.D. in Finance from Vanderbilt University in 2006. Prior to pursuing her Ph.D., she studied economics at Murray State University and mathematics and linguistics at Kossuth Lajos University in Hungary.

Carol Theresa Vaness, Professor of Music, Jacobs School of Music, received an Honorary Doctorate from Cal Poly in 1999, and an M.S. from CSUNY in 1973. She launched her professional singing career at the New York City Opera, where she appeared regularly from 1979 to 1983.



Pool



Vaness



Vallance

Elizabeth (Beau) Vallance, Associate Professor of Curriculum and Instruction in the School of Education, received her M.A. and Ph.D. in Education from Stanford University.

Beth Anne Buggenhagen, Assistant Professor of Anthropology, received her Ph.D. in socio-cultural anthropology from the University of Chicago in 2003. (photo not available)

Melanie Marketon, Assistant Professor of Biology, received her Ph.D. in Molecular and Cell Biology from the University of Texas at Dallas in 2002. Her research is focused on pathogenic microbe-host interactions. (photo not available)

Meredith Anne Park Rogers, Assistant Professor of Curriculum & Instruction at the School of Education, received her Ph.D. in Curriculum and Instruction from the University of Missouri - Columbia, her M.S. in Elementary Education from D'Youville College, and her Bachelors in Kinesiology from McMaster University. (photo not available)

Shu Tian Cole, Associate Professor in Recreation, Parks & Tourism, School of Health, Physical Education & Recreation, received her Ph.D in Recreation, Parks and Tourism from Texas A&M University in 1998. (photo not available)

Emergency Babysitting Program

OWA's Emergency babysitting list was distributed in late October to all IUB women faculty and graduate students. The immediate and very positive responses with which it was met indicate the level of need for this type of service. While it does not address the larger issue of the lack of sufficient high-quality affordable childcare it does fill the void of the specific issue of children who are too sick to go to their regular day care and when regular providers of in home care are sick.

OWA has worked for two years to implement a workable process to make Emergency Babysitting available on our campus. The program was developed initially to support women in sciences, who can have significant amounts of time scheduled in laboratory work. As more people learned about the list, it became clear that there was a broader need for this service. We are pleased that the Graduate and Professional Student Organization (GPSO) offered to participate in this effort when they became aware of it. Developing the list took some time and will be an ongoing process.

Parents are encouraged to contact prospective sitters for conversations before the need for actual childcare arises. Prospective sitters as well as parents are encouraged to ask questions during these "getting-to-know-you" meetings.

The applicants clearly enjoy working with children. Some identified that their interest to participate was to add something they enjoyed doing to their unscheduled time. Others are looking for temporary supplemental income. Nearly all are experienced and most are trained in adolescent CPR and first aid. Several of the applicants are or have been life guards, some are available for school pickups; a few noted that they preferred kindergarten aged and above but most are willing to work with all age groups. All were asked their experience with special needs children and to discuss feelings about undertaking that responsibility. Another interesting note is that a large number of applicants have family (nanny), childhood camp and/or preschool experience. This type of information is included in the list along with contact information for the prospective sitters.



Annual Staff Conference a Success

The eighth annual OWA Women in the Workplace Conference was held Friday, November 10, 2006 at Chapman's Restaurant and Banquet Center. A record breaking attendance of over two hundred filled the banquet center. Karen Adams, Vice President of University Information Technology Systems and CEO to Provost Michael McRobbie extended greetings and congratulations to the large staff turnout.

In conjunction with University Human Resources Management Services, OWA worked to provide a day of learning, networking, and rejuvenation. Our appreciation and thanks to the departments and units who supported their staff in attending by making this available as a staff training day, and providing registration fee funds. This year over 65 departments and schools were represented and a group of seventeen came from the School of Education; several units sent five to eleven staff members each.

Donna Burkhardt, a UHRMS Training Specialist, presented the keynote address on "Humor in the Workplace." Donna's presentation suggested ways of bringing humor into our daily lives and work routine with easy and non intrusive methods. Her presentation clearly set the positive mood for the day.

Sergeant Leslie Slone from IUPD and several colleagues discussed pressure point self defense, and other "at hand" techniques for self protection. Yoga in the Workplace, Investing, and the Professional Staff Advancement Panel all drew a large audience. The Panel began their presentation by asking all those attending to stand, and then to sit according to their years of service to IU. In the end only two very proud, 40-year professionals remained standing. The smaller sessions on Travel Management and Ergonomics allowed for better conversations with questions and answers. At the conclusion of the conference everyone felt informed, and as energized as the little penguin depicted in Donna Burkhardt's presentation of humor.

The Women in the Workplace Conference has become a popular and anticipated offering provided to women staff by the Office for Women's Affairs. Evaluations from this year's attendees have good ideas for future programs. With its increased attendance and request for more discussion groups to be added to the agenda a larger venue may be needed. A survey will be sent to all women staff to gather more feedback including suggestions for possible changes and/or additions to the afternoon agenda.

Our thanks to those who attended this year for your patience and understanding with the management of the space and time constraints. Your suggestions are appreciated and will be used in planning next year's conference.

The Majority Report, and all the staff at OWA wishes everyone holiday cheer and health, happiness and success in the new year.



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The Majority Index

The average student is \$19,000 in debt upon graduation from college.

The average salary for an assistant professor is \$53,308 on a 9-month contract.

The average salary for a male full professor is \$91,290.

The average salary for a female full professor is \$79,160.

10 of the 11 Big Ten schools have on-site daycare.

There are 11 female CEO's of Fortune 500 companies.

From conception to delivery, the average "cost" of being pregnant is anywhere from \$6,800 to \$10,600.

In 2005, 32.8 million real Christmas trees were purchased in the US, averaging \$41.90 a piece, while 9.3 million fake trees were purchased for an average of \$72.20.

"When I was your age, I never dreamed of becoming Secretary of State, but that may have been because I had never seen a Secretary of State wearing a skirt."-
Madeleine Albright, the United State's first female Secretary of State

"Well behaved women rarely make history."- *Laurel Thatcher Ulrich*

Sources: National Center for Education Statistics, National Agriculture Statistics Service, National Christmas Tree Association, Lexis-Nexis, Bankrate.com