Service to Whom?
A Review of Faculty Committee Membership

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Outline

- Literature
- Background
- Methods
- Findings
- Recommendations
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
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

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

<table>
<thead>
<tr>
<th></th>
<th>CEOS Colleges</th>
<th>Non-CEOS Colleges</th>
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<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Full Professor</td>
<td>138</td>
<td>16</td>
</tr>
<tr>
<td>Associate</td>
<td>51</td>
<td>22</td>
</tr>
<tr>
<td>Assistant</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>64</td>
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</tbody>
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OSU Culture Survey: Gender Gaps in Satisfaction
OSU Culture Survey: Gender Gaps in Perceived Legitimacy
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)

- Department
- University
- External

Red bars represent Men, and gray bars represent Women.
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
FINDINGS
Average Total Committee-Years Served by Promotion to Full Professor

Average 20 committee-years additional service

- Other Service
- University Service
- Unit Service

STEM Women

STEM Men
Average Service Loads by Time of Promotion in CEOS Colleges

- Vet Med Women
- Vet Med Men
- Engineering Women
- Engineering Men
- NMS Women
- NMS Men
- Adjusted NMS Women
- Adjusted NMS Men

Legend:
- Other Service
- University Service
- Unit Service
Average Service Loads by Time of Promotion in CEOS Colleges

- National/International
- Student/Local
- Ad Hoc
Gender gap in total committe-years by female population in the college

Average university service gender gap by female population in the college

\[ y = -2.3643x + 84.833 \]
\[ R^2 = 0.6022 \]

\[ y = -0.8321x + 33.633 \]
\[ R^2 = 0.6365 \]
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


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.
