

Report on the Status of UC Women: 2009-10 Academic Year



Status of Women at the University of Cincinnati

The Women's Initiative Network (WIN), in collaboration with Institutional Research, has produced its second report on the status of women at UC. Our goal is to evaluate women's progress at the university by synthesizing comparative data on the faculty, staff, and student woman at UC.

Quick Facts about UC Women

As of 2009-10

- ✓ 374 (56.2%) executive/administrative staff positions are held by women; 386 (54.1%) positions were held by women in 2005-06
- ✓ 931(40.7%) of full-time faculty are women; 880 (36.5%) were women in 2005-06
- ✓ 16,254 (53.4%) of undergraduate students are women; 14,632 (54.5%) were women in 2005-06
- ✓ 5,317 (57.5%) of graduate students are women; 4,473 (53.1%) were women in 2005-06
- ✓ 3,245 (44%) of undergraduate students in STEMM disciplines are women; 4,596 (46%) were women in 2007-08
- ✓ 2,610 (56%) of graduate students in STEMM disciplines are women; 2,181 (52%) were women in 2007-08
- ✓ The ratio of graduate women students in STEMM is higher than national trend in 2008

Since 2005-06,

- ✓ The percent of women in senior administrative positions at UC has decreased from 48 % to 46%
- ✓ The percent of females holding executive and administrative positions has increased from 54.1% to 56.2% with Black females increasing by 7.8%
- ✓ Women Professors increased by 22.5%, women Associate Professors by 12.8%
- ✓ Women Assistant Professors decreased by 1.2% and women Librarians decreased by 12.5%
- ✓ Female students increased by 12.9% on the whole; 11.1% at the undergraduate level, 18.9 % at the graduate level

Overview

This report is the UC Women's Initiative Network (WIN) second effort to document women's progress at UC. It compares data from the 2005-06 academic year to the 2009-10 academic year. Data was obtained from the UC Office of Equal Employment and the Office of Institutional Research as well as through interviews of select persons and/or departments. The 2006 Report on the Status of UC Women compared data from 1998 to 2005 showing changes in women's representation as faculty, students, managerial staff and senior administrators in addition to highlighting select policies and programs that support women's advancement.

It is our intention to assist decision-makers and advocates to address and improve gender equity by publicly and regularly documenting women's status at UC. We believe that a healthy, vibrant academic institution utilizes all of its human talent. We want to assure that women and other historically underrepresented groups have opportunities to realize their potential at UC.

As additional data becomes available for the 2009-10 year it will be added. Specifically, in the previous report we showed Faculty Tenure Status by Gender and Faculty Tenure Status by Race/Ethnicity for Women. This information is maintained by the individual colleges, not through a central reporting system. There are questions about the reliability of this tenure data so the Provost's Office of Institutional Research is developing a new system which should ensure reliable, annual data on tenure for the future.

Summary of Key Findings

In comparing data from 1998, 2005 and 2009 we continue to document a dearth of women of color at the senior administrative and academic levels and within the faculty. National data indicated that though women faculty made great positional progress at lower rank, they still continue to hold small numbers of higher positions. Across all institutional types, women shared 45 percent of senior administrative positions. The same data shows that women are only 23 percent of university presidents overall and only 9% of presidents of private college (King and Gomez, 2008; National Center for Education Statistics 2008). Progress of women's leadership in academia has been slow.

The segregation of certain colleges by gender – women in Nursing and Allied Health, men in Engineering, Business and Applied Science continues at UC. Nationally, women's representation in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields has risen; since 2000, women's share of bachelor's degrees in all STEMM fields are half. But there are still significant differences in the disciplinary distributions. In terms of graduate degree attainment, women are well represented among life science PhDs, approaching equity in agriculture, chemistry and geoscience, and more strongly underrepresented in physics, computer science, and engineering with the exception of chemical engineering (NSF 2007a). According to the 2009 Profiles of Engineering and Engineering Technology Colleges data, 17.8 % of engineering bachelor's degrees were awarded to women in 2009 which is the lowest since 1995. In the US workforce, a stark imbalance of the sexes is seen in the high-tech industry. Nationally, women earned 23 percent of all bachelor's degrees in computer science in 2007, 35 percent of master's

and 26 percent of doctorates, according to According to the National Science Foundation's WebCASPAR database. Faculty data by college and gender in a subsequent UC report will show whether this student gender disparity in certain disciplines is also reflected in faculty in the STEM fields.

In the four-year period from 2005 to 2009, the ratio of female to male undergraduate students is down overall even though the total number of women students has increased. UC is in line with national trends on undergraduate program enrollment where the percentage of female enrollment has remained higher than males since 2000.

The ratio of female to male graduate students is up and the total number of female students has increased as well. US national data shows that more female students were enrolled in the graduate program than males in 2008 and women's share of graduate enrollment continues to increase.

WIN was launched in 2001 to advance gender equity at UC. WIN has two current focus areas: supporting the professional development and advancement of UC women and improving work/life balance for all at UC.

WIN maintains a list serve and communicates regularly via the list serve, presenting opportunities for professional development and highlighting issues at UC or in higher education generally that are of importance to women. WIN also sponsors UC women to attend the [Women's Institute for Leadership Development \(WILD\)](#), a collaboration founded by UC between six area institutions to develop women faculty and staff for leadership in higher education.

This report and the 2006 report are posted as a PDF on the WIN website and the UC Diversity website. More information on WIN and its steering committee can be found at www.uc.edu/win.

Women in Academic Leadership

Position	2009-10	2005-06	1998-99
President	0	1	0
Provosts	0	1	0
Vice Provosts	2	2	2
Deans	5/15	6/16	2/16

The number of women in academic leaderships has declined since the last report. In 2005-06 we had a female president, one of two provosts was female and 6 of the 16 deans were female. Interim President, Monica Rimai was replaced by President Gregory Williams, our first African-American president. The provost position for the Medical Center was eliminated and the duties were included into a single position. None of the women currently in academic leadership are women of color.*

* Women of color is a term to describe all women who are not White such as women of African, Alaska Native, American Indian, Asian, Hispanic, Latina and Pacific Island heritages.

Women in Senior Administrative Positions

Position	2009-10			2005-06			# Change
	Race	Sex	Headcount	Race	Sex	Headcount	
Sr. Vice President	W	M	2	W	M	1	1
	W	F	0	W	F	2	(2)
Vice President	W	M	5*	W	M	1	4
	W	F	1	W	F	4	(3)
	B	M	1	B	M	1	0
Associate Sr. VP	W	M	0	W	M	1	(1)
	W	F	2	W	F	4	(2)
Sr. Associate VP	W	M	1	W	M	3	(2)
	W	F	5	W	F	1	4
	B	M	0	B	M	1	(1)
Associate VP	W	M	9	W	M	9	0
	W	F	5	W	F	6	(1)
	B	M	1	B	M	1	0
	B	F	1*	B	F	0	1
Assistant Sr. VP	W	M	3	W	M	2	1
	W	F	0	W	F	1	(1)
Assistant VP	W	M	4	W	M	4	0
	W	F	5	W	F	4	1
	B	F	2	B	F	0	2
	A	F	1	A	F	0	1
TOTAL			48				46

* Indicates a position with an interim person as of June 2010. **White (W), Black (B), A (Asian), Female (F), Male (M)

Of the 46 senior administrative positions in 2006, 22 (48%) were filled by women, all white. In 2010, there were 48 senior administrative positions; 22 (44%) were filled by women with 4 of those positions held by women of color. White men increased by 4 in the top three senior positions while white women decreased by 7 in the top three positions. Men of color held 3 positions in 2006 and were down to 2 in 2010.

In 1998 women held 40% (18 of 45) of all senior administrative positions at UC compared to 48% in 2006 and 44% in 2010. There has been a slight increase in the number of women of color in the last ten plus years from zero in 1998 to four in 2010.

Women in Academic Leadership

Department Heads

Female Department Heads	2009-10	2005-06
West Campus and Branches	31 for 42.5%	41 for 41.4%
	1 African-American	2 African-American
	1 Asian	
East Campus	9 for 27.3%	5 for 16.13%
	1 Asian	1 Asian
Total	40 for 37.7%	46 for 35.4%

During the last four years, female Department heads on the West Campus and Branches have increased by 1.1% while the overall number of department heads has decreased from 41 to 31. There has been a marked increase in female departmental heads on the East Campus from 16% to 27% (5 to 9) since 2005-06. The total number of women of color in department head positions is unchanged.

The Ohio Eminent Scholar program, created by the Ohio General Assembly and administered by the Ohio Board of Regents, recognizes outstanding academic and research achievements by university faculty across the state. Ten faculty members at UC have been named Ohio Eminent Scholars in 2007. None of the ten Ohio Eminent Scholars at UC are women.

Executive and Administrative Staff by Gender and Race/Ethnicity

2009-10 versus 2005-06

Ethnicity	2009-10		2005-06		No.	Increase/Decrease		No.	%
	Male	Female	Male	Female		Male	Female		
						%			%
American Indian	1	0	3	2	-2	-66.7%	-2	-100.0%	
Asian	5	5	3	6	2	66.7%	-1	-16.7%	
Black	28	55	22	51	6	27.3%	4	7.8%	
Hispanic	2	2	1	0	1	100.0%	2		
White	245	295	290	314	-45	-15.5%	-19	-6.1%	
Unknown	11	17	9	13	2	22.2%	4	30.8%	
Total	292	374	328	386	-36	-11.0%	-12	-3.1%	

*Unknown: No Race Specified or Refused to answer

Overall the total number of executive and administrative positions at UC has decreased by 6.7% from 714 in 2005-06 to 666 in 2009-10. The percent of females holding executive and administrative positions has increased from 54.1% to 56.2% with Black females increasing by 7.8% and Unknown females increasing by 30.8%. Black females currently represent 15% of the total pool and White women represent 79%.

*The definition of executive and administrative positions is found in the U.S. Dept. of Education integrated postsecondary Education Data system (<http://nces.ed.gov/ipeds/glossary/?charindex=E>). It includes all persons whose assignments require management of the institution or a customarily recognized department or subdivision thereof. Titles include vice presidents, deans and directors including assistant and associate level, and all managers.

Full-Time Faculty by Rank and Gender 2009-10 versus 2005-06

	2009-10				2005-06				Increase/Decrease			
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>%Female</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>%Female</u>	<u>Male</u>		<u>Female</u>	
									No.	%	No.	%
Professor	547	196	743	26.4%	599	160	759	21.1%	-52	-8.7%	36	22.5%
Associate	397	291	688	42.3%	405	258	663	38.9%	-8	-2.0%	33	12.8%
Assistant	344	330	674	49.0%	418	334	752	44.4%	-74	-17.7%	-4	-1.2%
Instructor	42	81	123	65.9%	45	78	123	63.4%	-3	-6.7%	3	3.8%
Lecturer	NA	NA	NA	NA	16	18	34	52.9%	-16	-100.0%	-18	-100%
Librarians	17	28	45	62.2%	45	32	77	41.6%	-28	-62.2%	-4	-12.5%
Unknown	10	5	15	33.3%					10		5	
Total	1,357	931	2,288	40.7%	1,528	880	2,408	36.5%	-171	-11.2%	51	5.8%
	59.3%	40.7%			63.5%	36.5%						

* Does not include Affiliates, Unknown: No Race Specified or Refused to answer

In 2005-06, women represented 36.5% of all faculty positions while men represented 63.5%. During the last four years, women increased their share of faculty positions to 40.7% with a decrease in faculty numbers from 2,408 to 2,288. Specifically, women Professors increased by 22.5%, women Associate Professors by 12.8% while women Assistant Professors decreased by 1.2% and women Librarians decreased by 12.5%.

According to national data on doctorates by gender, women received 51% of all research doctorates awarded in 2007-2008, the 13th consecutive year in which women received more than 40 % of doctorates awarded. (Source: U.S. Department of Education, National center for Education Statistics. (2010)).

*Faculties consist of employees whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity. They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Graduate, instruction, and research assistants are not included in this category.
(Source: <http://nces.ed.gov/ipeds/glossary/?charindex=F>)

Undergraduate Female Students by college 2009-10 versus 2005-06

College	No.	2009-10 % Female	No.	2005-06 %Female	% Change in total ratio of Female to Male from 05-09
Undergraduate					
Allied Health	1,248	79.3%	815	79.0%	0.3%
Applied Science	281	15.4%	331	18.2%	-2.8%
Arts & Sciences	3,169	53.6%	3,141	56.5%	-2.9%
Business	870	33.7%	683	35.4%	-1.7%
CCM	302	40.8%	328	43.2%	-2.4%
DAAP	1,266	64.2%	1,192	61.3%	2.9%
CECH	2,017	73.5%	1,511	70.1%	3.4%
Engineering	370	15.5%	292	15.3%	0.2%
Nursing	849	88.0%	674	90.7%	-2.7%
Social Work	175	86.6%	111	89.5%	-2.9%
ACE/CECE	188	46.7%	188	49.3%	-2.6%
CAT/Univ.Coll	301	51.6%	557	48.5%	3.1%
Clermont College	2,187	58.9%	1,763	62.6%	-3.7%
Raymond Walters	3,031	62.9%	3,046	67.7%	-4.8%
Total	16,254	53.4%	14,632	54.5%	-1.1%

The ratio of female students to male students declined by 1.1% in the four-year period from 2005 to 2009 even though the total number of female undergraduate increased by 1,622(11.1%) students. The ratios of female students to male students have decreased in the Colleges of Applied Science, Arts and Sciences, Business, CCM, Nursing, Social Work, and the two regional campuses Raymond Walters and Clermont. The ratio of female to males has increased in the four year period in the Colleges of DAAP and Education. Certain colleges have been historically female or male dominated. In Allied Health, Education, Nursing and Social Work women students continue to dominate. In Applied Science, Business, and Engineering, male students continue to dominate.

The proportion of women students at UC reflects national trends in college student enrollment. According to the U.S. Census Bureau, since 1987 women have been a majority of 18- to 24-year-olds attending college. Almost 11.5 million 18- to 24-year-olds were enrolled in college in 2008, the highest figure ever, and women comprised 53% of all young college students in 2008.

According to the statistics released by the National Center for Education Statistics, 57.3 percent of Bachelor's degrees were conferred to females in 2007-08 academic years.

*As part of the Collegiate Structure Initiatives during 2009-2010, the Center for Access and Transition was closed, the College of Engineering and Applied Science was created, and Social Work is now part of the College of Allied Health Sciences.

Graduate and Professional Female Students by college

2009-10 versus 2005-06

College	2009-10		2005-06		% Change in total ratio of Female to Male from 05-09
	No.	% Female	No.	% Female	
Graduate &Professional					
Allied Health	382	90.5%	206	87.7%	2.8%
Arts & Sciences	469	51.9%	527	54.1%	-2.2%
Business	162	37.6%	207	40.0%	-2.4%
CCM	361	54.0%	346	50.9%	3.1%
DAAP	201	49.5%	211	51.7%	-2.2%
CECH	1,228	63.5%	1,148	63.1%	0.4%
Engineering	197	21.0%	203	19.7%	1.3%
Law	165	42.0%	193	49.0%	-7.0%
Medicine	537	48.6%	475	46.1%	2.5%
Nursing	787	91.8%	221	86.0%	5.8%
Pharmacy	267	59.7%	269	70.6%	-10.9%
Social Work	282	88.4%	186	89.9%	-1.5%
ACE/CECE	279	65.3%	281	58.2%	7.1%
Total	5,317	57.5%	4,473	53.1%	4.4%

Graduate and professional female students increased by 18.9% since 2005. Among the colleges, the college of Allied Health Science, Nursing, and Social Work have increased the number of women students for the 4-year period. Nursing has seen a double digit increase in the number of female students enrolled since 2005-06 from 221 to 787. The number of women students in the college of Arts & Sciences, College of Business, and College of Law has decreased by a double digit percent (11.0%, 21.7%, and 14.5% respectively) during the same period.

Nationally since 1984, the number of females in U.S. graduate schools has exceeded the number of males. Between 1997 and 2007, the number of male full-time graduate students increased by 32 percent, compared to a 63 percent increase for female graduate students. (Source: <http://nces.ed.gov/fastfacts/display.asp?id=98>)

Other data shows the same trend on both doctoral and master's degrees. New data being released by the Council of Graduate Schools show that in 2008-9, for the first time ever, women earned a majority (50.4 percent) of the doctoral degrees awarded in the United States. In master's degrees, women's share reached at 60 percent. (Source: <http://www.cgsnet.org/Default.aspx?tabid=57&newsid440=116>)

*As part of the Collegiate Structure Initiatives during 2009-2010, the Center for Access and Transition was closed, the College of Engineering and Applied Science was created, and Social Work is now part of the College of Allied Health Sciences.

Undergraduate Female Students in All STEM Disciplines in 2009 versus 2007

College	2009-10		2007-08		Increase/Decrease	
	No.	% Female	No.	% Female	No.	Percentage point changes
Allied Health	1,248	79.3%	1,081	79.6%	167	-0.3%
Applied Science	187	13.4%	130	11.3%	57	2.1%
Arts & Sciences	745	49.0%	634	51.9%	111	-2.9%
Business	7	9.2%	14	12.7%	-7	-3.5%
DAAP	153	38.1%	178	37.6%	-25	0.5%
CECH*	39	62.9%	2	100.0%	37	-37.1%
Engineering	365	15.6%	323	15.5%	42	0.1%
Nursing	849	88.0%	826	88.2%	23	-0.2%
Total	3,593	43.1%	3,188	43.5%	405	-0.4%

Overall more men (57%) than women (43%) have enrolled in undergraduate STEM disciplines in 2009. Female student's ratios have remained about the same from 43.5% in 2007 to 43.1% in 2009. While female students continue to make up the majority of the college of Allied Health Science, Education, Nursing; women's shares of the student population remain small in the college of Applied Science (13.4%), Business (9.2%) and Engineering (15.6%) in 2009.

According to the data from the Council of Graduate Schools in 2008-9, the percentage of women among new doctoral recipients varies to field. The majority of women in doctoral degrees is seen in Social and behavioral science (60%), public administration and services (61%), Health sciences (70%), Education (67%), Biological and agricultural sciences, and Arts & humanities (53%); whereas female share of doctoral degree remains still small in the field of Physical and earth sciences (33%), Math and computer science (27%), Engineering (22%), and Business (39%). (Source: <http://www.cgsnet.org/Default.aspx?tabid=57&newsid440=116>)

In 2008 women constituted 41% of Science and Engineering (S&E) doctorate recipients and 58% of those earning doctorates in non-S&E fields in nationwide. The largest growth in the share of female doctorate recipients from 1998 to 2008 was observed in other engineering (80%), electrical and related engineering (72%), industrial engineering (63%), and aerospace/aeronautical engineering (63%). (Source: National Science Foundation, Division of Science Resources Statistics)

*The acronym STEM stands for Science, Technology, Engineering, Medicine and Mathematics. The list of STEM disciplines is based on the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics. *The Ohio Board of Regents uses the definition of STEM from the National Center for Educational Statistics which excludes social/behavioral science from the definition of STEM fields. For this reason, teaching science and math program in CECH is not reflected in this data. This results in a low number in CECH in spite of critical and extensive efforts at CECH to produce science and math teachers through the Choose Ohio First program and the Woodrow Wilson Scholars program. *On September 22, 2009, the UC Board of Trustees approved the creation of the College of Engineering and Applied Science (CEAS).

Graduate and Professional Female Students in ALL STEMM Disciplines in 2009 versus 2007

College	2009-10		2007-08		Increase/Decrease	
	No.	% Female	No.	% Female	No.	Percentage point changes
Allied Health Science	382	90.5%	280	90.3%	102	0.2%
Arts & Sciences	217	46.3%	228	46.1%	-11	0.2%
Business	19	24.1%	23	27.7%	-4	-3.6%
DAAP	125	44.2%	146	45.8%	-21	-1.6%
CECH*	97	82.2%	86	89.6%	11	-7.4%
Engineering	197	21.0%	200	21.7%	-3	-0.7%
Medicine	536	48.7%	491	47.3%	45	1.4%
Nursing	787	91.8%	445	90.4%	342	1.4%
Pharmacy	267	59.7%	282	64.4%	-15	-4.7%
Total	2,627	55.8%	2,181	52.0%	446	3.8%

In 2009 more women (56%) than men (44%) have enrolled in graduate STEMM disciplines. The overall ratio of female graduate students in STEMM has increased from 52% in 2007 to 56% in 2009 (2,627/4,711 in 2009 vs. 2,181/4,194 in 2007). The number of women students has increased in Allied Health Science and the College of Nursing, in particular. However, in the college of Business and Engineering, women's share of the student population is less than a quarter of the student population (24% and 21%, respectively).

In STEMM disciplines, UC has a higher ratio of female graduate students enrolled when compared to national data. Nationally, graduate enrollment in Science & Engineering fields increased slightly more among men (2.9%) than among women (2.1%) from 2007 to 2008. This reverses the long-term trend toward relatively greater enrollment gains by women. Women's share of graduate enrollment in S&E fields fell to 43.8% in 2008 after increasing each year from 41.0% in 1999 to 44.0% in 2007.

(Source: <http://www.nsf.gov/statistics/infbrief/nsf10320/>)

*The acronym STEMM stands for Science, Technology, Engineering, Medicine and Mathematics. The list of STEMM disciplines is based on the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics. . *The Ohio Board of Regents uses the definition of STEM from the National Center for Educational Statistics which excludes social/behavioral science from the definition of STEM fields. For this reason, teaching science and math program in CECH is not reflected in this data. . This results in a low number in CECH in spite of critical and extensive efforts at CECH to produce science and math teachers through the Choose Ohio First program and the Woodrow Wilson Scholars program. *On September 22, 2009, the UC Board of Trustees approved the creation of the College of Engineering and Applied Science (CEAS).

Report on the Status of UC Women 2009

Sponsored by the UC Women's Initiative Network (WIN)

The Women's Initiative Network was formed in 2001 and serves as an umbrella group for faculty, staff, student and alumni organizations and units on campus that are dedicated to serving women. WIN works collaboratively across the university and community to expand opportunities for women's growth, leadership and power within a safe and supportive university environment consistent with the goals of UC|21.

For more information on WIN, please visit the website at <http://www.uc.edu/win.html>

Prepared by:

Barbara Rinto, Director, UC Women's Center

Lee Mortimer, Academic Director, Institutional Research

Misook Gwon, Graduate Assistant for Women's Initiative Network (WIN)

Assistance was received from:

Brandy J. Turnbow, Program Coordinator for Marketing and Communications, UC Women's Center

George Wharton, Director, Office of Equal Opportunity

Hongmei Zhu, Assistant Director, Office of Institutional Research

John Bryan, Vice Provost for Academic Personnel

Karen Faaborg, Sr. Associate Vice President, Chief Human Resources Officer

Kristi A. Nelson, Senior Vice Provost for Academic Planning, Professor of Art History

Up-to-date information will be posted on the website. If you have suggestions or comments on this report or ideas for future reports, please contact Barbara Rinto at 513-556-3279 or Barbara.Rinto@uc.edu.