Georgia State University Senate

POLICY FOR THE ADVANCEMENT OF WOMEN INTO ACADEMIC ADMINISTRATION

Endorsed by the Senate
Budget Committee 10/18/02, Faculty Affairs Committee 11/14/02, and Research Committee 11/18/02

Georgia State University is committed to “continue to increase faculty and administrator diversity.” (2000-2005 University Strategic Plan). This document is the culmination of initiatives designed to support this commitment in the advancement of women into academic administration.

Over the last ten years, two reports have been commissioned by the President and the Provost in support of this commitment. In 1992-1993, the Task Force on Faculty Women’s Concerns produced “The 1992-93 Report on the Status of Faculty Women: Measurements and Recognition of Performance”. In January 1999 the Office of the Provost appointed the Ad Hoc Task Force on the Advancement of Women. The Task Force produced a report that included a set of recommendations. In December 2000, the Senate Executive Committee charged a joint ad hoc subcommittee with the creation of an action plan and policy recommendations for the advancement of women into academic administration based on the 1999 report. This Subcommittee represented the Senate Budget, Research, and Faculty Affairs Committees with the following membership: MaryAnn Romski (Chair), Dan Benardot, Roberta Byrum, Pauline Rose Clance (ex offico), Marsha Clarkson, Leslie Williams, Dick Miller, and Hazel Scott.

GSU has made a number of strides in advancing women into administration. Some notable examples are:

- The Policy on Limitations of Tenure-Eligible Service was expanded to cover all aspects of the Family and Medical Leave Act (Adopted 4/8/99, GSU Senate).
- In central administration, the University has hired two women as vice-presidents (Student Services and Finance and Administration ), two women as Deans (Law, Health and Human Sciences) and additional women into other administrative positions (e.g., Dean of Students, Director of Freshman Studies, Registrar, Director of Admissions, Director of the Counseling Center, University Librarian).
- The Provost has also appointed three women Senior Faculty Associates including one for the Advancement of Women (Professor Pauline Rose Clance).
- The University is participating in various national endeavors (e.g., American Council of Education /Office of Women in Higher Education), AAUW LAF (American Association of University Women/Legal Advocacy Fund), and Harvard Summer Administration Institute). These activities will provide substantive skills for prospective leaders and also introduce our talented members to new networks and other organizations.

Nonetheless, as shown in Table 1, women are still underrepresented within the academic
areas of the university within academic administrative positions and positions that lead to academic administration.

Table 1. Percentage of Deans, department chairs and full professors who are women by college (Fall 2001 data provided by the GSU Office of Institutional Research, Ellen Posey).

<table>
<thead>
<tr>
<th>WOMEN</th>
<th>A&amp;S</th>
<th>Business</th>
<th>Education</th>
<th>Health &amp; Human Sciences</th>
<th>Law</th>
<th>Policy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Associate, Assistant Deans</td>
<td>2* (29%)</td>
<td>1 (33%)</td>
<td>2 (66%)</td>
<td>3 (100%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>9 (43%)</td>
</tr>
<tr>
<td>Dept Chairs</td>
<td>5 (25%)</td>
<td>3 (37%)</td>
<td>2 (50%)</td>
<td>3 (50%)</td>
<td>NA</td>
<td>0 (0%)</td>
<td>13 (30%)</td>
</tr>
<tr>
<td>Full Professors</td>
<td>24 (32%)</td>
<td>6 (12.5%)</td>
<td>7 (26%)</td>
<td>4 (50%)</td>
<td>9 (53%)</td>
<td>1 (3.3%)</td>
<td>51 (22%)</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>47 (32%)</td>
<td>15 (26%)</td>
<td>29 (63%)</td>
<td>22 (79%)</td>
<td>3 (37.5%)</td>
<td>1 (53%)</td>
<td>127 (42%)</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>76 (50%)</td>
<td>21 (36%)</td>
<td>39 (78%)</td>
<td>27 (73%)</td>
<td>1 (50%)</td>
<td>4 (25%)</td>
<td>168 (53%)</td>
</tr>
</tbody>
</table>

*1 interim

Policy Recommendations

Georgia State is in a position to provide national leadership in its support and advancement of women within the academic community and to address areas of inequality that still are present today. The purpose of this document is to formalize support for continued success in enabling women to undertake senior administrative roles, both by recruitment and by deepening the pool of eligible women in all areas, especially those that traditionally are underrepresented, by addressing two areas: 1) university policy and procedures and 2) training and mentoring.

University Policies and Procedures

The first area is university policy and procedures—providing an ongoing framework for incorporating and implementing policies that lay the groundwork for advancement of women into academic administration.

A larger supply of faculty women who hold senior rank as Professors is a prerequisite to recruiting women into academic administration. Increasing the number of women Professors at GSU can occur by recruiting from the outside as well as by promoting from within the university. With respect to promoting within the university, this requires attention by the colleges to the
various number of women at the ranks of Assistant Professor and Associate Professor and a commitment to ensure women have the resources and supports they require so that they can advance through the ranks to Professor. During recruitment of women for administrative positions, hiring authorities may come to their task with goodwill but be unaware of the different networks and strategies required to assure an adequate pool containing women candidates. Position announcements may inadvertently list requirements that have a disparate impact on women. An example of this is the requirement for the successful candidate to have experience on certain committees that have traditionally lacked female representation, not because women are uninterested in the work of the committees but rather because for historical or other reasons they were not considered for membership. Informal networks to which women candidates may be more responsive should be explored as well as more widespread advertising. The hiring authority should also make clear that the search will not be closed until he or she is assured that the process leading to the preparation of the list of candidates for final selection was as inclusive as possible. To ensure that this happens some corporate chief executive officers and university presidents have gone to the extent of returning any list that contains only single race/gender applicants for further search work.

Women faculty and administrators bear a special burden of heavy committee and advising assignments, sometimes called “the cultural tax.” These assignments involve such women in activities that do not enhance their careers as such, but rather engage them in much heavier committee work and student advising than their male counterparts.

Training and Mentoring

The second area is training and mentoring—providing opportunities for potential women administrators to be exposed to the training for administrators that is available nationwide, as well as developing our own campus-based training program. We are not mentoring a sufficient number of our middle-level faculty women to make them viable candidates for the senior Professor ranks from which administrators are selected. It is important for department chairs supervising middle level faculty women who could be candidates for senior faculty rank or administrative office to understand the important role of mentoring. The more experienced faculty or administrators should consciously guide junior women in their career paths. Possible candidates for administrative positions should be exposed to various administrative career options and more importantly, significant skills, like handling budgets, filling positions, and policy-making.

Georgia State University should reward and encourage senior faculty and administrators who mentor faculty in different, but related, disciplines that may have very few senior members. This is of particular consequence for faculty in disciplines and administrative areas that are predominantly female, (>75%) or those in fields in which women are chronically under-represented. For example, in general female-dominated faculty areas tend to have fewer senior faculty at the rank of Professor or Research Professor; they have a greater percentage of part-time and non-tenure track faculty; and the disciplines tend to be struggling nationally with
establishing scholarship that is accepted through traditional methods of academic scrutiny. Interdisciplinary mentoring is critical to overcoming barriers in these fields.

When there are senior faculty women or administrators, their colleagues must be made aware of the special burdens they bear, especially when they perform their vital roles as mentors and role models. Again, this should be done with caution and care, with workload adjustments to ensure that the individuals thus mentored are encouraged and enabled to meet the other duties and expectations placed on them. Never should it be done as a way to transfer administrative burdens from an administrator to the one who is allegedly being mentored.

**Action Plan**

This action plan is divided into two categories for implementation: 1) University Policies and Procedures and 2) Training and Mentoring. The Senior Faculty Associate for the Advancement of Women in the Provost’s Office will be responsible for coordinating the implementation of all programs, activities, and resources available for women on campus. Annually, she will develop and specify goals in support of implementing the action plan with an accompanying budget for resources to be submitted to the Senate Budget Committee.

1. **University Policies and Procedures**

   a) Voluntary entrance and exit interviews with female professors, department chairs, directors, associate deans, deans, assistant vice presidents and vice presidents shall be held by the appropriate dean or vice president and reported to the Senior Faculty Associate for the Advancement of Women. The Office of Affirmative Action should also be alerted to such departures and should then offer an exit interview with the exiting women. Similarly, a woman who is offered a position, but declines such an offer, should be given the opportunity to discuss her decision with the hiring official. Data from all exit interviews should be regularly reviewed by the Senior Faculty Associate for the Advancement of Women and the Provost for long-range planning and short-term intervention to address any serious issues which are raised.

   b) A study on workload policies to determine whether current workload policies have a disparate impact on women should be provided by the Senior Faculty Associate for the Advancement of Women to the Senate Faculty Affairs Committee. We recommend that workload policies be examined both to assure that valuable professional experiences for women are included and to determine whether those workload policies have a disparate impact on women. Department heads, directors, and deans shall address immediately any inequities in the distribution of support for research or other professional activities and report their action to the Provost.

   c) The Periodic (e.g., tri-annual) evaluations by the President and Provost of the performance of vice presidents, deans, department chairs, and directors shall include assessments of his or her success in recruiting, retaining and promoting faculty and administrative women. Their performance in this area shall be included in the Provost’s summary of the evaluation
d) Current Human Resource (HR) recruitment forms such as the Interview Checklist should be expanded to include an assessment of an individual’s participation in professional development programs and “non traditional” but similar experiences that research shows are often a normal, important and beneficial part of many successful females’ professional development. Such non-traditional avenues should be included as part of the evaluation of those position candidates. Evaluation forms should also be reviewed and revised to include non-traditional opportunities for professional development.

e) The Office of Institutional Research in conjunction with the Affirmative Action Office should track in each college and administrative division (1) the percentages of women at the chair, director, dean, and vice presidential levels, (2) the percentages of faculty women at each rank hired into the University, along with the percentages not interviewed and/or not hired for each position, (3) the percentages of faculty women promoted, (4) the percentages of faculty women receiving internal research awards, (5) the percentages of women in the Senate and in Senate leadership positions and (6) data on salary equity With respect to item (2), the use of an adverse impact analysis should be explored. All of the data should indicate ethnic minority status as well. The results should be appended annually to the Action Plan of the University Strategic Plan, similar to the current reporting of internal grants by unit. The Senior Faculty Associate for the Advancement of Women should review this information annually and make recommendations to the Provost regarding needed changes.

f) The Provost shall report annually, providing data from Institutional Research, on the progress made by departments, schools, colleges, and the academic administration in the implementation of the initiatives of this Plan to the University Senate Executive Committee and the Committees on Budget, Cultural Diversity, Faculty Affairs, Planning and Development, and Research, as appropriate for assessment and further action.

2. Training and Mentoring:

a) Training of University Leaders, Hiring Officials, Search Committees, and Mentors

1) The Senior Faculty Associate for the Advancement of Women shall develop and implement an effective training plan to guide university leaders, hiring officials, search committees, faculty and staff. Such training should include information about recruitment techniques, position description development, and alternative networks, all of which would help to assure that the pool of candidates is as diverse as possible. It should also include effective ways to recruit executive level women and techniques of evaluation that help to ensure inclusiveness in the search process. University leaders should broaden their understanding of the skills and experience developed in the non-traditional career ladders that women frequently utilize; many times women have found it necessary to use these paths when there is a lack of opportunity to utilize the more traditional paths. This
training should include a summary of the how demands of professional advancement affect family life. The rigors of achieving senior faculty or administrative status combined with the stress of acquiring additional skills to ensure upward mobility can deter potential administrators with families.

2) This training plan should also include a component to provide training for university women that would assist them to effectively present themselves as candidates for promotion and advancement.

b) Training and Mentoring of Women re: Academic Administration

1) The Senior Faculty Associate for the Advancement of Women shall also develop a mentoring plan with a broad range of internal and external (national) mentoring opportunities and present such plan to the Senate Faculty Affairs Committee by the end of FY 2004. This plan should include resources for mentors that would include training in effective mentoring. In addition to the mentoring of junior people, both faculty and administrative, there should be one-to-one mentoring for two senior faculty and administrative women each year, with released time and resources to learn key administrative functions in the University System of Georgia. Male and female mentors should be identified for this initiative.

2) The Senior Faculty Associate for the Advancement of Women should provide the Senate Faculty Affairs Committee with an annual schedule of internal seminars organized around administrative themes for junior to mid-level faculty and administrative persons. This seminar could be led by a different person each month and include such topics as budgets, academic freedom, and tenure. In addition it would be helpful to provide programs for potential senior administrators on a variety of relevant topics.

Finally, the Senate Faculty Affairs Committee shall review the university’s achievements toward the Advancement of Women yearly and suggest changes and additions to this plan over time.