

Regional and State Association News

The Status of Women in Ph.D. Departments

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INTRODUCTION

At the 1987 Annual Meeting, the Executive Council of the Southern Political Science Association authorized the Committee on the Status of Women (CSW) to conduct a survey of chairs of Ph.D. departments of political science in the Southern region and make recommendations to assist them in complying with SPSA resolutions regarding the status of women in the profession, particularly in recruitment, promotion, and graduate programs. A questionnaire was developed by the CSW and sent to 37 Ph.D. departments listed in the *APSA Guide to Graduate Study in Political Science*. Twenty-five completed questionnaires, representing many of the Ph.D. departments active in the SPSA, were returned. The CSW has studied the results in light of the ongoing debate in the CSW of the American Political Science Association and in other regional associations over strategies for achieving equity in the political science profession.

The CSW strives to assist chairs of Ph.D. departments by: sharing experiences reported in various departments in the South and nationally; providing information about various perceptions of problems and their solutions; recommending remedies and strategies for use by those departments which are not satisfied with results of efforts to achieve equity and improve the status of women in their departments.

The following report includes information about the representation of women in political science departments, as well as suggestions for developing strategies to achieve SPSA goals. Most department chairs express commitment to equity for women and men in all aspects of the

profession. Still, the survey reveals little change in the past 10 years in attracting women to political science graduate programs and serious under-representation of women at the top of the profession.

Of special assistance to the CSW in interpreting the survey results and making its recommendations is a recent study of the American Council of Education's Commission on Women in Higher Education entitled, *The New Agenda for Women in Higher Education*. The report recognizes that the simple removal of legal discriminatory barriers to women has not been enough to integrate women fully into higher education. More subtle barriers to achievement must be examined—factors which they describe as *climate*.

"Campus climate in this context refers to those aspects of the institutional atmosphere and environment which foster or impede one's personal, academic, and professional development" (p. 7). Aspects of the climate can be as specific as university policies on maternity leave, child care, and sexual harassment or as informal as institutional commitment, values environment, and "mentoring." Throughout the report we will refer to issues of climate that may pertain to strategies for achieving equity.

While the immediate goal of the CSW and the SPSA is to improve the status of women in the profession, steps toward that goal will improve professional life as a whole. In our egalitarian culture, helping women means putting into place policies and programs that will help men as well. Maternity and parental leave, assisting spouses find employment, and workshops on publishing and finding a job will improve the professional lives of many men as

well as women.

In addition, teaching and research about women in politics will contribute to keeping political science "alive" as a discipline. The discovery of new knowledge and critical analysis of women and politics is a crucial component of interdisciplinary work in women's studies. "Recognizing, supporting, and encouraging this new knowledge is of critical importance to the advancement of knowledge and culture" (ACE, 1988, p. 8). Promoting teaching and research on women in politics will not only attract women to political science and enhance their careers, it will enliven and advance the study of political science as a whole.

Recommendations/General

A. The Southern Political Science Association should include the subject of the status of women in Ph.D. departments on its agenda for the next decade and charge the Committee on the Status of Women to collect data periodically to monitor progress made in areas of faculty, graduate students, and women's studies.

B. The chairs of Ph.D. departments should include various issues relating to the status of women in their departments as a regular item on the agenda of their annual meeting at the SPSA convention.

FACULTY

The most impressive aspect of Table 1 showing the representation of women in full-time professorial positions is the low percentage of women at the upper ranks, especially the full professors. Four percent of full professors, or 11 of 249 total, in Ph.D. departments surveyed were women as of November 1988. This

figure is comparable to the findings of the American Political Science Association studies of Ph.D. departments nationwide (also 4%).

The percentages of female associates (10%) is lower, however, than the national average (14%) while that for assistants is the same (25%).

Clearly the major problem revealed by these data is that there are very few women full professors at Ph.D. institutions. This has an important impact on the status of women as a whole. For women entering graduate school, the opportunity to work with senior women is nearly non-existent. Junior women, who seem to be hired in growing numbers, have few role models. Half of the male faculty are full professors whereas only 18 percent of women faculty are at the top rank. Few women are likely to be in positions of influence as departmental chairs, in making promotion and tenure decisions, or in providing leadership in research and scholarship. There is a scant pool to draw from for leadership in the Southern Association.

Full professors come from two sources: hired from outside and promoted from within. Of the 11 women full professors in Ph.D. departments as of fall 1988, 7 were promoted from associate and 4 were hired at the rank. Of the associates, 9 were promoted from within and 8 were hired at that rank. These sources suggest different avenues for discussion and remedy.

Hiring is limited by the availability of positions at upper ranks and the pool of qualified applicants. During the last 10 years, chairs report that they had a total of 98 vacancies at upper ranks (an average of 4 per department) and a total of 287 vacancies in tenure earning lines (an average of 11 per department). Chairs reported hiring and promotion information on 55 women faculty currently employed. Of them, 47 were hired at lecturer, instructor or assistant, four at associate and four at full professor. Forty-two or 76% have been hired in the past 10 years; 34 (62%) in the past five years and 16 of the 55 (29%) in the past two years. Some of those recently hired are not in tenure earning lines. In the past five years only two full and

TABLE 1.
Full Time Faculty

	Male		Female	
	Number	Percent	Number	Percent
Professor	238	95.4	11	4.6
Associate	142	90	17	10
Assistant	95	75	31	25
Total	475	88	59	12

three associate professors were hired who are still on the faculty.

The chairs report varying degrees of commitment and success in recruiting women. Nineteen (76%) of the departments have a policy to try to increase the number of women on the faculty. Only a few have specific goals; one indicated that recruitment committees are asked to include women on all short lists. More typical are policies in the form of stated intentions, rather than specific procedures. Some of the more active efforts to attract women include inviting qualified women for interviews even if not at the top of the list and sending notices to female political scientists in appropriate fields. All departments use the APSA personnel newsletter to advertise positions and all but one make personal phone calls in the recruitment effort. A majority use the Placement Service at the APSA Annual Convention. Few (4), however, indicated that they advertise in the Women's Caucus for Political Science *Quarterly*. Only one university offered departments any special resources to aid in recruitment of women.

Are department chairs satisfied with the success of their efforts to hire women? There was a wide variety of perceptions of what constituted success. For some, success meant hiring women faculty. Others were content if the applicant pool reflected affirmative action percentages. About half rated their departments as generally successful, but only half of those (1/4 of the total) noted they were pleased with their records of actually hiring women.

The questionnaire sought reasons from the chairs for the success or failure to hire women. In looking at these responses, we noted any suggestions that would relate to perceptions of climate. A few mentioned

these matters, such as the chair who described his department's efforts to make women who were interviewed welcome by introducing them to women on the faculty and to female administrators. Others mentioned the importance of compatibility of colleagues and the problem of locating jobs for spouses. These sorts of comments were in the minority, however. More typical responses looked at factors relating to the qualifications of applicants and competitiveness of candidates and departments. Some saw success if women candidates proved to be qualified for the job; they seek "top students from top departments" and "look for 'truly promising' scholars" and there is therefore no problem in hiring women. One chair pointed out that their efforts were successful because the woman they hired was the best qualified of the applicants. Another mentioned his department competed with other departments for good candidates and when unsuccessful it is because they lose those candidates to other good schools. One said an offer to a woman was turned down for "reasons unrelated to gender" but did not elaborate.

Women faculty at the top ranks arrive there primarily through promotion from within. The survey sought to uncover any barriers to women's promotion that might explain the low representation of women in top professorial ranks. Tenure recommendations are made by the vote of tenured faculty at most institutions. In 74% of the departments research is more important than teaching in promotion and tenure decisions. Average time from date of hiring to promotion to associate for the women currently on faculty is six years. Nearly all associates have been in rank less than 10 years, so there are not a lot of women stuck at a dead end.

From these data there seems to be little indication that women are waiting excessively long for promotion. If there is a problem of retention of assistant and associate professors, this survey does not show it. In fact, chairs report that roughly the same percent of women (32%) as men (34%) left the departments before a tenure decision was made. There are a number of associate professors who should be ready for promotion to full professor within the next 10 years. The recent increase in hiring women means that many new assistant professors are starting out in Ph.D. departments which by and large have not had much experience with women faculty as permanent colleagues. If there are barriers to promotion in terms of research support and the academic climate, they are likely to show up in the next few years.

It is unlikely that any Ph.D. department erects formal barriers to research. Most are likely to give adequate time for scholarly work. But fair teaching loads may not be enough. What may be missing for women faculty in a new place is the active assistance of department colleagues in getting their research programs underway. Junior women faculty are often in great demand for committee assignments and to participate in special activities relating to women students. Some of these, such as participation in an interdisciplinary program of women's studies, may support their development as teachers and scholars. Others may drain time and energy at a very critical point in career development. A chair can protect new female faculty from being overburdened with service assignments.

More and more two-career couples will be the norm with new faculty hires. There is added pressure if the couple must commute. The choice to commute usually signifies a greater than ordinary commitment to an academic career rather than the reverse. For a woman in a commuting two-career marriage, the ordinary climate and practice that arose to fit with traditional family and employment patterns may be especially prohibitive. Chairs have a variety of choices to help make the climate more compatible, such as bunching of teaching

and class scheduling to accommodate reasonable commuting demands.

Recommendations/Faculty

I. Hiring New Women Faculty at Upper Ranks:

A. Seek resources from the university to help attract women faculty as a part of the university's commitment to affirmative action.

B. Locate women in specific fields to apply for positions through careful research. Advertise all positions in the *WCPS Quarterly*.

C. Take inventory of university policies to inform women applicants of assistance for finding jobs for spouses, maternity leave, parental leave, child care, and flexibility in scheduling.

D. Give women being interviewed a chance to meet with the Committee on the Status of Women at the university or other advocacy groups for women, women's studies faculty, and women in the department and college. This gives the impression the department does not disapprove of participation in women's networks on the campus.

E. Follow up with women who declined job offers by asking them to evaluate the recruitment process especially as it affects recruiting women to upper level ranks.

II. Retention and Promotion of Women Faculty:

A. Underscore department's belief in the importance of establishing research program as first priority of new faculty. Encourage more senior faculty to collaborate with junior faculty on research projects leading to publication.

B. Protect untenured women from being burdened with service assignments.

C. Conduct an annual review of each faculty member's progress toward tenure. If made in a supportive rather than a harrasing style, such a review can be helpful for both junior faculty members and the tenured faculty who must evaluate them for tenure. Senior faculty can suggest ways of helping junior colleagues make progress.

D. Review promotion and tenure procedures and policies to improve their effectiveness and fairness. In

general, procedures and policies for review and evaluation of teaching and research that are standardized and clearly written are more equitable and fair for all.

E. Value research on women's studies as a legitimate and important part of the discipline of political science.

GRADUATE STUDENTS

Women make up an average of 28% of the graduate students in the region, although the range is high, from less than 5% in 2 departments to nearly 50% in one. The mode is 30-35%. There is no special attrition of women students: chairs report that more than 30% of those receiving Ph.D.s are women. Chairs were asked to suggest reasons why female and male graduate students fail to finish their degrees. Many indicated they saw no difference between male and female graduate students in this regard. Reasons mentioned for both include: need to take a job; poor performance; and lack of commitment. Family concerns were mentioned four times about women and once about men. Childbirth and health concerns were also reasons given by a few for women dropping out but these were not mentioned as affecting men.

In assessing the success of graduate students, few chairs indicated any knowledge of the effects of climate, with the exception of one who remarked that a maternity leave policy had solved one of the problems facing women graduate students. How many Ph.D. departments in the south have a policy allowing graduate assistants to take maternity or parental leave and return to their status as students and continue financial assistance?

Often successful political scientists attest to the importance a mentor made to their career not only through the teaching of subject matter, but also in collaborating and assisting in furthering careers at various stages. Women are often critical because they believe that senior faculty (who are predominantly male) are unable or unwilling to give them the personal assistance that some of their male colleagues receive. Mentoring is extremely helpful to gradu-

ate students in developing their research skills and in socialization to the profession. A mentor can help a graduate student review her papers and dissertation for publication.

Most chairs report a variety of efforts departments make to place graduate students, including sending job candidates to conventions, assigning a faculty member as placement director and preparing and distributing placement files. One department sponsors "dry runs" of presentations to help prepare for interviews. By far the most typical placement technique is personal contact, through letters, phone calls and contacts at conventions. If women are at any disadvantage in finding mentors, they will be at a disadvantage in the job market. Departments can take steps to help graduate students in research and job placement to make up for any handicaps due to variation in personal assistance by senior faculty.

Recommendations/Graduate Students

A. Review and revise policies and procedures that might affect the climate for women students, including maternity leave and child care.

B. Provide special programs for graduate students on how to write for publication and grantsmanship to overcome whatever bias develops in the pattern of informal mentoring. Workshops on job searching and preparing for job interviews would be of assistance to all graduate students.

C. Review policies and practices with respect to advisement of graduate students. Women students should be encouraged to develop contacts with women's professional networks on campus and through the regional and national organizations of the Women's Caucus for Political Science.

WOMEN'S STUDIES

The exact relation of the status of women in the profession and the status of women's studies has not been determined, but that a relation exists is clear. Fifty percent of the women members of the WCPS listed in the 1988 directory indicate one of their three research areas as women and politics. On a panel at the 1988

APSA meeting on recruitment of women, a prominent woman in political science, a former chair at a Ph.D. institution, stated she would not recommend anyone select women's studies research as a topic for a dissertation or for research before receiving tenure. Comments by graduate students attending the panel on the Chilly Climate for Women at the 1989 APSA convention affirmed these perceptions. By selecting research topics in women's studies a woman risks not being taken seriously by tenured faculty in political science. There may be some truth to her fears in many schools. Job advertisements in the APSA personnel newsletter almost never list Women and Politics as a preferred or even accepted area for teaching or research unless in connection with a position of Director of Women's Studies.

Ph.D. departments in the South give little comfort to the student interested in women in politics or policy. There are 12 departments without any courses at all in women's studies and 14 do not participate in any interdisciplinary women's studies programs. Most of those who have women's studies in the curriculum offer only one course. The chairs indicate that the course is treated as part of a regular assignment and attest that the subject is given the same merit as more traditional areas of political science. All of the departments offering courses in women's studies have women faculty members. There were two departments with no women and no courses.

Women's studies teaching and research is less developed in political science than in other disciplines such as history, literature, sociology, or psychology, and less integrated into the canon of the discipline. The attention to women's studies research is rapidly growing. It is regularly a section on programs of regional political science associations such as the SPSA. The APSA Organized Section on Women and Politics Research sponsored 12 panels at the 1988 meeting and more than 15 in 1989. In addition, several panels and papers scheduled by the program committee dealt with topics of women and gender. It is clear that

any comprehensive research-oriented political science department should include this area in the curriculum and offer opportunities for research for graduate students. These are important steps toward integrating the area into the discipline as a whole.

Recommendations/Women's Studies

A. Examine departmental curriculum in women's studies with the goal of developing courses appropriate to the needs and resources of the department.

B. Take care not to undervalue research and teaching on topics relating to women and gender questions. Evaluation of research and teaching in women's studies should reflect integration into the regular political science discipline.

LIST OF RECOMMENDATIONS

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Note

Final report with recommendations prepared for the Executive Council of the Southern Political Science Association Annual Meeting, Memphis, Tennessee, November 2, 1989.

On the Fiftieth Anniversary of the Pennsylvania Political Science Association

Donald Buzinkai, King's College

During Governor Gifford Pinchot's second term (1931-35), while Professor Clyde L. King of the University of Pennsylvania was in Harrisburg as a member of the Administration, invitations were sent out to a group of political scientists to meet at the state capital with representatives of the Administration. Two conferences were held, the first in 1931 and the second in 1932. These gatherings were interesting and profitable but no formal organization resulted; with Professor King's departure from Harrisburg and his untimely death in 1937, the state meetings were suspended.

In 1938-39, a committee of political scientists under the chairmanship of W. Brooke Graves undertook to revive the annual state meetings and to plan for a permanent state organization which would further the interests of the political science profession in Pennsylvania. This committee acted in cooperation with the Secretary-Treasurer of the American Political Science Association whose policy at that time was to promote the organization of state and regional groups. The committee believed it desirable to emphasize state problems at the annual meetings which would provide opportunities for discussion and contact with Commonwealth officials.

According to the constitution, the Association's purposes were to stimu-

late research in government, politics and administration, with special reference to Pennsylvania; hold meetings for the discussion of state problems; and encourage political scientists to become better acquainted with the affairs of the Commonwealth. In addition to the annual spring meeting at Harrisburg, the Association's early activities included breakfasts at the annual meeting of the American Political Science Association; publication of a newsletter and an annual state directory of members and others interested in the field.

The first meeting of the Pennsylvania Political Science Association was held on Friday evening April 21, 1939 at the Penn-Harris Hotel, Harrisburg, Pennsylvania. The formal meeting was preceded by a dinner at \$1.50 per plate attended by "27 members, one speaker, two wives, and two guests." Dues were set at two dollars.

The following were elected as officers: President—W. Brooke Graves, Temple University; Vice-President—Jacob Tanger, Pennsylvania State College; Secretary-Treasurer—Frances L. Reinhold, Swarthmore College; Executive Council—Ralph Page, Bucknell University, and Charles Rolfing, University of Pennsylvania.

Dr. W. Brooke Graves summoned the third annual meeting of the