

**Subject:** President and Provost's Council on Women (PPCW) 2016 Report  
**Date:** 06/03/16  
**From:** Joanne Turner, Chair  
Lisa Borelli, Incoming Chair  
Eunice Hornsby, Past Chair  
**To:** Michael Drake, President  
Bruce McPheron, Executive Vice President and Provost

### EXECUTIVE STATEMENT OF THE CHAIRS

Some of the first data documenting the paucity of women faculty at Ohio State was reported from the Women's Task Force, formed by the Council on Academic Excellence for Women. Through 1990 to 1999 Ohio State experienced modest gains in women's leadership in academic administration; the proportion of women and ethnic minorities among professional staff remained relatively constant; and female faculty increased by only 3% (23.5% to 26.6%). It was noted that '**bold steps must be taken to recruit and retain greater numbers of women and minority faculty, staff and students and to create a supportive environment in which they can succeed and reach their fullest potential**' (2002 report; President's Council on Women's Issues).

Some gains have since been made. In 2015 almost 39% of Ohio State faculty were women (TWP report 2016), a 12% increase since 1999. Despite these improvements, the current status reflects less than 1% gain each year. Without additional steps to implement change above what is already in progress, it will take over 11 years to reach parity. Furthermore, modest improvements have been made for women in senior leadership positions (2014 PPCW Task Force report) and in the recruitment of women of color (TWP report 2016). Additional data have been reported in the 2016 PPCW report, The Women's Place, the Office of Research ADVANCE office, and the Office of Diversity and Inclusion. Despite frequent reports from multiple Ohio State entities over a period that spans 14 years, there remains a significant gap in the recruitment, development, and promotion of women into leadership roles at Ohio State. **The pace of change must accelerate.** To achieve this, the PPCW restates the words from the 2002 report from the President's Council on Women's Issues and recommends that the President and Provost **take bold steps** to recruit and retain greater numbers of women and minority faculty, staff and students and to create a supportive environment in which they can succeed and reach their fullest potential.

Through the lens of hindsight and with respect for the historical work of others, we can observe how significant issues that impact women have not yet been fully resolved (**Table 1**). Four themes are repeatedly identified across two decades: **childcare**, **implicit bias in hiring/promotion**, **mentorship/training**, and **dual hiring**. The PPCW advocates for the President and Provost to systematically and thoroughly improve outcomes for childcare, implicit bias in hiring/promotion, mentorship/training, and dual hiring and to accelerate the pace of change in reaching parity for women in the workplace at Ohio State.

As the PPCW 2016 and historical reports indicate, the most significant challenge facing Ohio State is the continued **dominant white male culture**. Until Ohio State generates a culture where women can express their own identities, and are respected and accepted in the work environment, it is likely that parity cannot be reached. It is essential that the President and Provost implement innovative change to swiftly increase the number of women at Ohio State and specifically make visible change in the number of women in leadership positions. This includes making inroads into changing the dominant male culture at the level of deans, department chairs, and center directors.

**Table 1: Documented areas that impede the development of women at Ohio State and slow the attainment of parity for women in the workplace (identified by PPCW, or its historical equivalent).**

2002	Dual career hiring
2003	Develop a plan of action for identifying and interrogating the sports related issues of women
2004	Parental leave policy
2004	Workshops for chairs/deans on often “invisible” barriers ... related to women’s promotion
2005	Policies on sexual relations in the workplace
2006	Tenure clock policies for childbirth
2006	Child Care
2006	Dual career hiring
2007	Childcare
2007	Career development
2007	Dual career hiring
2009	Non tenure track faculty policies
2012	Dual career hiring
2012	Work life balance; Flexible work; physical and mental health
2014	Career development and mentoring
2014	Professional development
2015	Reporting process for unit diversity
2015	Process to evaluate and encourage innovative change around diversity
2015	Tools and training for search committees (diversity)
2016	Retaining a diverse pool of faculty
2016	Childcare
2016	Equity in treatment (promotion opportunities, P&T bias, compensation)
2016	Dominant male culture
2016	Flexible work policy
2016	Childcare
2016	Mentorship/training
2016	Safety and security

We include a summary of overall recommendations and the final reports from four task forces:

1. Summary of overall recommendations
2. Focus Groups Task Force
2. Faculty Retention Task Force
3. Analysis of Attrition Task Force
4. Glass Breakers: Paths to Leadership

## RECOMENDATIONS FROM THE PRESIDENT AND PROVOST'S COUNCIL ON WOMEN

- Change the male dominant culture by hiring more women leaders; provide learning opportunities to male leaders and middle management, and help leaders recognize women as leaders.
- Add Office of Human Resources, Office of Diversity and Inclusion, and online courses/training (CBL, Buckeyelearn) focused on understanding and avoiding gender bias.
- Charge the Office of Human Resources to document salary data by gender to colleges. Incentivize colleges to address inequities in salary when males earn more than females in similar positions.
- Cultivate a culture of respect that embraces the contributions of women.
- Provide monetary incentives to leaders to recruit and retain women, including women of color, in positions of all levels, but especially in faculty and leadership positions.
- Improve equitable treatment of women faculty and faculty of color in the workplace through expanded faculty and administration training, expansion of the Discovery Themes Hiring Initiatives to all searches, and monitoring progress through the Ohio State Culture survey.
- Leverage the Flexible Work Policy as a benefit of working at Ohio State.
- Expand childcare offerings and provide more childcare alternatives to employees, such as Bright Horizons (<http://solutionsatwork.brighthorizons.com/>).
- Expand on recommendations from past PPCW and Ohio State task forces and committees such as PPCW's 2012 subcommittee on Dual Career Hiring and Retention. Implement recommendations of the PPCW reports (<http://ppcw.osu.edu/reports.html>).
- Continuation of the Glassbreakers task force as it is beneficial for Ohio State women looking to advance their careers to have pathways for reference and inspiration.
- Develop career progression paths for staff through the Office of Human Resources.

# Report of the President and Provost's Council on Women Focus Groups Task Force

June 2016

Submitted to  
President Michael Drake  
Provost Bruce McPheron

## Task Force members

**Lisa Borelli (Co-Chair)**, Counselor, Ohio State Employee Assistance Program, Wexner Medical Center  
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## APPENDIX

### 1. FOCUS GROUP QUESTIONS

2. There's No Formula for Gender Diversity in the Workplace Article by Vice President of Human Resources at *SurveyMonkey*, Becky Cantieri

## EXECUTIVE SUMMARY

The charge for the task force was **to determine the major issues facing women staff and faculty at The Ohio State University**. The task force conducted six focus groups during December 2015 and January 2016 that were 90 minutes in length to identify the specific issues that women staff and faculty at Ohio State face.

### Challenges:

- **Equitable treatment of women. Specifically, compensation** with women being paid the same as their male colleagues in similar positions, **promotion and tenure review bias** with lack of emphasis on service activities, and **promotion opportunities** for women.
- **A dominant male culture and a lack of visibility of women leaders.**
- **Flexible Work Policy** is not uniformly applied. Women who use it report being perceived negatively. Others report that flexible work is discouraged. Senior leadership should help create a culture where flexible work is valued and leverage it as a benefit of working at Ohio State.
- **Childcare** on campus is expensive and there is a long waiting list (2 years).
- **Formal mentorship program** and more **training opportunities** for women.
- **Campus safety and security.**

### Strengths:

- **Professional development opportunities** (e.g., The Women's Place Staff Leadership Series, classes).
- **Benefits** (e.g., health care, paid leave, employee and dependent tuition, retirement benefit).
- **Women staff hires** in senior administration, non-faculty executive level and professional staff.
- **Paid Parental Leave Policy.**
- **Childcare program** is of high quality.
- **Flexible work/life benefits.**
- **University President** who values diversity.

### Recommendations:

**Issues surrounding the following recommendations have been discussed in various reports since 2002<sup>1</sup>. Given the 14+ year history of discussion on these issues, the PPCW looks forward to working with the President and Provost to take action in the coming year to implement these recommendations.**

1. Charge the Office of Human Resources to document salary data by gender to colleges. Incentivize colleges to address inequities in salary when males earn more than females in similar positions.
2. Leverage the Flexible Work Policy as a benefit of working at Ohio State. Consider a default position that flexible work will be allowed unless there is a business reason not to and/or consider an appeal process with central oversight for flexible work requests that are denied. Seek out data from benchmark peer institutions and organizations that utilize flexible work to learn how Ohio State can increase participation and benefit to individual faculty and staff members and the organization using flexible work arrangements.
3. Change the male dominant culture by hiring more women leaders; provide learning opportunities to male leaders and middle management, and helping leaders recognize women as leaders. Specifically, add Office of Human Resources, Office of Diversity and Inclusion, and online courses/training (CBL, Buckeyelearn) focused on understanding and avoiding gender bias. Cultivate a culture of respect that embraces the contributions of women. Expand White Men as Full Diversity Partners training to include additional faculty and staff leaders.
4. Expand childcare offerings and provide more childcare alternatives to employees, such as Bright Horizons (<http://solutionsatwork.brighthorizons.com/>).
5. Provide monetary incentives to leaders to recruit and retain women, including women of color, in positions of all levels, but especially in faculty and leadership positions.
6. Develop career progression paths for staff through the Office of Human Resources.

## **INTRODUCTION**

The charge for the task force was **to determine the major issues facing women staff and faculty at Ohio State**. This was achieved by holding focus groups to identify the specific issues that women staff and faculty at Ohio State face that the President and Provost's Council on Women (PPCW) could address in FY17. The task force conducted six focus groups during December 2015 and January 2016 that were 90 minutes in length. The questions are provided in **APPENDIX I**.

The task force led six focus groups with the following groups:

- Association of Faculty and Staff Women (ASFW)
- University Staff Advisory Council (USAC)
- Human Resources Directors/Managers
- Classified Civil Service Staff in Student Life
- Women Leaders at the Wexner Medical Center
- Women Faculty

ASFW and USAC were selected as these groups are collaborative partners with the PPCW; all members from these groups were invited to participate. The invitation lists for the remaining four groups of women were generated by Planning and Analytics in the Office of Human Resources. 218 Classified Civil Service staff members from the Office of Student Life, a random sample of 200 women faculty members, 104 HR directors/managers, and 91 Wexner Medical Center women leaders were invited to participate. Groups ranged in size from 8-15 participants.

## **THEMES**

*"Things are better than they used to be for women." "People are trying, but more needs to be done."*

The mood of each group varied. In general participants suggested that Ohio State has a number of strengths. The women faculty group seemed eager to share constructive feedback, rather than point out strengths.

### **Why do Women Leave?**

- Low pay and low internal promotion rates.
- Unfairness with regard to promotion.
- Culture has more masculine culture norms.
- Feeling a lack of respect.
- Lack of career development.
- No formal leadership program or succession planning that targets women.
- Health care and parking costs increase at a higher rate than pay.

### **Major Issues Women are Facing**

- Women want **clearly defined career paths**, as well as more advancement opportunities.
- Women want **equal pay for equal work**. *In the U.S. in 2013 women earned on average \$0.78 to every \$1 earned by men (78%) for annual earnings.*<sup>2</sup>
- Women in leadership positions are not visible; the **lack of women in senior leadership positions** negatively affects promotion of females in leadership positions. - *"Women seem to reach a certain point and then they are shut out at the upper levels."*
- **Promotion and tenure process** does not take into account service activities and it was reported that many times women are heavily involved in these activities.
- **Childcare** at Ohio State is too expensive and there is a long waiting list; all staff are essential at the Medical Center and need childcare options for severe weather. Reward those who come to work during severe weather – perhaps provide emergency childcare at no cost.

- It was felt that men in administrative leadership positions need to understand concerns of women and treat women with **respect**.
- **Formal mentorship programs** for women and **training and workshops in negotiation** - *“We need a formal mentorship program, formal leadership program, succession planning that targets women at OSU.”*
- **Safety and security** of campus itself for women – should be continuously monitored.

### **Organizational Practices, Policies, Norms Impacting Women**

- Policy that promotes women from within the university.
- More consistent standards with regard to Flexible Work Policy for care givers – *“Another issue with flexible workplace has to do with the culture where you work. You could work from home, but if your chair/dean believes in face time, you are not allowed to be flexible. This old school butts in seats mentality is not working for women. Focusing on productivity is more important and critical for women.”* *“Caregiving is another issue. Not just for children, but also for those caring for an elder family member. This by and large falls on the back of the woman, and this needs to be recognized.”*
- Sexual Misconduct Policy is beneficial.
- Diversity training and mandatory manager training to teach soft skills not just policies and procedures.
- Policy that supports stopping faculty and leadership hires if diverse candidates are not included in the applicant pool.

### **Leadership Support**

- Desire to see women in leadership positions.
- Departmental support for training or educational workshops.
- Some felt that support from leadership is lacking. Participants wished they understood what women want and need succession plans. Participants felt that men and some women leaders do not think about what women need. *“There is a verbal understanding of women’s situations on the part of male administrators, but not the depth that is needed to really understand and appreciate our concerns.”* In general, participants expressed that they would like leadership to take action to make change in the culture on campus to one that values the contributions of women.
- Leadership holds women to higher accountability standards than they do for men. Women want to be treated more equally and not overlooked because of the “good old boys network” or personal biases the leader might have. *“Accountability is lower for men, especially in leadership positions.”* *“If a female manager addresses poor performance, holds staff accountable, the woman is taken down.”*

### **Strengths**

- **Professional development opportunities** (e.g., The Women’s Place Staff Leadership Series, classes)
- **Benefits** (e.g., health care, paid leave, employee and dependent tuition, retirement benefit)
- **Women staff hires** in senior administration, non-faculty executive level and professional staff
- **Paid Parental Leave Policy**
- **Childcare program** is of high quality
- **Flexible work/life benefits**
- **Ohio State President** who values diversity

## RECOMMENDATIONS

It is important to note that issues surrounding the following recommendations have been discussed in various reports from the President and Provost's Council on Women at Ohio State since 2002<sup>1</sup>. Given the 14+ year history of discussion around these issues, the Council looks forward to working with the Offices of the President and Provost to take action in the coming year to implement these recommendations.

1. Charge Office of Human Resources with pulling salary data by gender and provide this data to the colleges. Incentivize colleges to address inequities in salary when males earn more than females in similar positions.
2. Leverage the Flexible Work Policy as a benefit of working at Ohio State. Consider having an appeal process for flexible work requests that are denied with central oversight. Seek out data from Ohio State's benchmark peer institutions as well as organizations that utilize flexible work to learn about how Ohio State can increase participation and benefit to individual faculty and staff members as well as the organization using flexible work arrangements.
3. Change the male dominant culture by hiring more women leaders; provide learning opportunities to male leaders and middle management, and helping leaders recognize women as leaders. Specifically, add Office of Human Resources, Office of Diversity and Inclusion, and online courses/training (CBL, Buckeyelearn) focused on understanding and avoiding gender bias. Cultivate a culture of respect that embraces the contributions of women. Expand White Men as Full Diversity Partners training to include additional faculty and staff leaders.
4. Expand childcare offerings and provide more childcare alternatives to employees, such as Bright Horizons (<http://solutionsatwork.brighthorizons.com/>).
5. Provide monetary incentives to leaders to recruit and retain women, including women of color, in positions of all levels, but especially in faculty and leadership positions.
6. Develop career progression paths for staff through the Office of Human Resources.

## CONCLUSION

It is the hope of the PPCW that Ohio State will continue to be progressive in creating a **campus culture that values diversity and the contributions of women**. We have included in the Appendix an article by Vice President of Human Resources at *SurveyMonkey*, Becky Cantieri.<sup>3</sup> She stated, "*Gender diversity is not about hitting quotas. It's about having advocates for women throughout your organization — and fostering an ongoing, honest dialogue about the limitations of the company (and how to make them better).*" "*Company by company, CEO by CEO, leadership team by leadership team-this is where companies define their commitment to diversity, and this is where the change happen).*"

## REFERENCES

1. Ohio State President and Provost's Council on Women web site, *Reports*: Retrieved from: <http://ppcw.osu.edu/reports.html>
2. Carmen DeNavas-Walt and Bernadette D. Proctor, "[Income and Poverty in the United States: 2013](#)" (US Census Bureau: September 2014), p. 40.
3. Cantieri, Becky, "[There's No Formula for Gender Diversity in the Workplace](#)" (*recode*: January 11, 2016).

# **Report of the President and Provost's Council on Women Faculty Retention Task Force**

June 2016

Submitted to  
President Michael Drake  
Provost Bruce McPheron

## **Task Force members**

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## **APPENDIX IV: Findings from Reports and Published Literature**

## EXECUTIVE SUMMARY

The charge for the Task Force was to **provide specific and tangible recommendations on how the institution can improve the retention rate of women faculty and faculty from underrepresented groups**. To accomplish our task, we triangulated across three sources of information: a) national research literature on faculty retention; b) data in multiple reports, most of which were Ohio State reports; and c) faculty focus group data collected by the President and Provost's Council on Women (PPCW) Focus Group Task Force.

We note that "faculty from underrepresented groups" has multiple meanings in our university context. However, given the data analyzed by this Task Force, and the context of emerging data at the institutional level, it is appropriate to interpret "faculty from underrepresented groups" more specifically as "faculty of color."

### Challenges

- Underrepresentation of women and faculty of color in leadership positions.
- Inequitable treatment by administration of women and faculty of color.
- Negative collegial culture in the daily work environment resulting in marginalization and isolation of women faculty and faculty of color.
- Unequal and insufficient bandwidth to support dual career couples and family/work life balance.

### Recommendations:

- Increase the number/percentage of women and faculty of color in leadership positions through recruitment and placement of senior women and faculty of color and increase development and mentoring opportunities toward those leadership positions.
- Improve equitable treatment (by colleagues and administration) of women faculty and faculty of color in the workplace through expanded faculty and administration training, expansion of the Discovery Themes Hiring Initiatives to all searches, and monitoring progress through the Ohio State Culture survey.
- Support a holistic approach to a healthy work life balance for women and faculty of color by expanding childcare offerings and provide more childcare alternatives to employees, such as Bright Horizons (<http://solutionsatwork.brighthorizons.com/>); designating an official to better broker, monitor and support dual career arrangements; and facilitate linkages between identity groups and central Ohio community contacts.
- Expand on recommendations from past PPCW and Ohio State task forces and committees such as PPCW's 2012 subcommittee on Dual Career Hiring and Retention. Implement recommendations of the PPCW reports (<http://ppcw.osu.edu/reports.html>).

## CONCLUSION

It is clear from the research literature that the issue of retention of women faculty and faculty of color is one that cuts across disciplines and types of higher education institutions. Given the variety and longevity of reports generated at this university alone, and the ongoing development of additional reports, it is paramount that we find a way to use the data to better inform initiatives that produce results and serve to retain women faculty and faculty of color. Given the many years that the university has been gathering data, the fact that retention of women faculty and faculty of color remains a concern is telling in terms of the ways in which the institution has – or has not – acted upon the data.

## **INTRODUCTION**

The charge was to **provide specific and tangible recommendations on how the institution can improve the retention rate of women faculty and faculty from underrepresented groups**. To accomplish our task, we triangulated across three sources of information: a) national research literature on faculty retention; b) Data in multiple reports, most of which were Ohio State reports; and c) faculty focus group data from the President and Provost's Council on Women (PPCW) Focus Group Task Force.

We note that "faculty from underrepresented groups" has multiple meanings in our university context. However, given the data analyzed by this Task Force, it is appropriate to interpret "faculty from underrepresented groups" as "faculty of color."

The Task Force reviewed national research literature to establish a foundation for findings regarding faculty retention. For each reading, Task Force members documented issues and key recommendations found in the publication. Readings included:

- Faculty Recruitment, Retention, and Success in Dental Academia (Trotman et al., 2002)
- Gender in Science and Engineering Faculties: Demographic Inertia Revisited (Thomas et al., Ohio State, 2015)
- Changing the Face of Nursing Faculty: Minority Faculty Recruitment and Retention (Stanley et al., 2002)
- The Role of Diversity Climate in Recruitment, Promotion and Retention of Faculty in Academic Medicine (Price et al., 2005)
- Racial and Ethnic Disparities in Faculty Promotion in Academic Medicine (Di Fang et al., 2000)

The Task Force also reviewed reports regarding faculty recruitment and retention, some reports internal to Ohio State and other reports from national sources:

- Comprehensive Equity at Ohio State (CEOS) Report (July, 2014)
- Women STEM Faculty at Ohio State: Resource Allocation and Department Climate (CEOS, 2012)
- Tenure Track Extension Analysis (HR Planning & Analytics, Institutional Research & Planning, Ohio State, 2014)
- Status Report on Women at Ohio State (The Women's Place, 2013)
- Status Report on Women at Ohio State (The Women's Place, 2014-2015)
- 2016 Status Report on Women at Ohio State (The Women's Place, 2016)
- Effective Policies and Programs for Retention and Advancement of Women in Academia (Work Life Law at US Hastings College of Law, 2009)
- Childcare and Parent Productivity: Making the Business Case (Cornell, 2004)
- Standing Still: The Associate Professor Survey (Modern Language Association, 2009)

The Task Force also analyzed the faculty data from the PPCW Focus Group Task Force. A qualitative analysis of the data resulted in the emergence of four themes. These themes all aligned with issues found in both the reviewed reports and research readings. These four themes are the prioritized issues and recommendations in this Faculty Retention Task Force report.

## **THEMES**

Four themes regarding challenges consistently emerged in our review of the existing data sources:

- Underrepresentation of women and faculty of color in leadership positions.
- Inequitable treatment by administration of women and faculty of color.
- Negative collegial culture in the daily work environment resulting in marginalization and isolation of women faculty and faculty of color.
- Unequal and insufficient bandwidth to support dual career couples and family/work life balance.

## **OBSERVATIONS**

As data analysis progressed, the themes that emerged were consistent across the data sources. For example, regarding the theme of the **underrepresentation of women and faculty of color** in leadership positions, one Faculty Focus Group participant explained, “Women seem to reach a certain point and then they are shut out at the upper levels.” Another points to the advantages of the glass elevator for men: “In my discipline we have a predominantly female field, mostly female faculty, but all higher leadership is male. To fix this we need female leadership in the upper levels.” The Women’s Place 2016 Status Report on Women points out that “the numbers for women of color in senior administrative leadership positions have generally stagnated, in some cases stagnated at 0 for the past 16 years (The Women’s Place, 2016).” National research literature notes a lack of leadership commitment and lack of mentorship as structural barriers to recruitment and retention, and recommends increasing diversity in the institutional leadership as a way of addressing structural barriers (Price et al., 2005). Given the Women’s Place 2016 report noted above, and a Focus Group participant observation that “upper level management has not improved at all in terms of female representation,” the underrepresentation of women in leadership is reflected in the experience of the faculty and becomes an issue for retention.

The theme of **inequitable treatment by administration of women and faculty of color** includes a lack of appreciation of concerns by administrators. One Focus Group participant noted “There have been a few instances when I’ve reached out to the male administrator/dean and there has been no response.” Another explained that “the perception of my dean is that he is completely comfortable with all male leaders.” Noting the lack of acknowledgement given to work as a nationally recognized leader in the field, another participant stated, “I am asked to speak about my discipline on a national basis all the time. I’ve never been asked to do this at Ohio State. When I tell the person I report to in my annual review, no acknowledgement is given to that work.” Thompson (2008) references Gappa, Austin, and Trice (2007) as they “Identify respect as the nucleus of successful faculty work experience; adverse experiences in feeling respected may greatly harm retention efforts. Negative treatment of candidates and new faculty of color adds to potential barriers to successful future recruitment efforts” (p. 50). At Ohio State, as the CEOS 2012 reports, dissatisfaction with workload is greater for women than for men, and feelings of needing to work harder for legitimacy is much greater for women.

These experiences are closely related to the theme of a **negative collegial culture in the daily work environment resulting in marginalization and isolation of women faculty and faculty of color**, which extends the administrative cultural issues to faculty peers. Focus Group participants shared experiences that “[t]here are so many meetings I wish I had on video tape men talking over women, men ignoring women’s ideas, then taking credit for the idea 5 minutes later.” They recognize that “even high performing women aren’t valued.” One participant tells of her situation where she has no service responsibility in her position, but still has to do service. She says, “My point is that they don’t see it as a positive.” The CEOS (2012) reports that “job satisfaction differs markedly between men and women faculty, and dissatisfaction centers in the day-to-day interactions that occur within units. Overall, women are less satisfied with their relationships with colleagues, and feel they have to work harder to achieve similar levels of recognition.” These issues are found in the national literature as well and include perceptions that teaching is not valued, cold and negative environments persist, as do other impediments to retention, such as marginalization and isolation. Overall, “[r]etention is affected by a hostile climate, lack of students of color, lack of community, lack of mentorship for both scholarship and role models of success in the academy, and inequity in job description irrespective of what advocacy programs are established” (Yoshinaga-Itano, 2006, p. 351).

Climate challenges connect to the world beyond the workplace, and lead to the fourth emergent theme: **Unequal and insufficient bandwidth to support dual career couples and family/work life balance.**

Although some Focus Group participants had positive experiences around dual career arrangements, some did not. One described her experience: “When I contacted the dean about my spousal hire position the dean in my college was very uninvolved. The associate dean was not very positive, and they didn’t try to do anything. They didn’t even talk to the department chairs about the situation to see what they could work out. I would say that the dual career spousal hire is not working well here, especially if one spouse is not on the tenure track.” Another participant found herself in a situation where her spousal hire husband was not offered continued

support at Ohio State, even though he has published and done well in teaching. He was offered a tenure track position elsewhere and they now maintain a long-distance relationship. She explains “I now get no sleep - I am a single parent, and there is not enough time.” A 2009 report from the Modern Language Association notes that even without the dual career issue, women spend more time than men on childcare - more than twice as much. And Thompson cites difficulties balancing life in dual cultures as contributing to issues with retention of women and faculty of color.

## **RECOMMENDATIONS**

As with the PPCW Focus Group Task Force, it is important to note that issues surrounding the following recommendations have been discussed in various reports from the PPCW at Ohio State since 2002<sup>1</sup>. Given the 14+ year history of discussion around these issues, the Council looks forward to working with the Offices of the President and Provost to take action in the coming year to implement these recommendations.

- **Increase the number/percentage of women in leadership positions:**
  - Prioritize recruitment/placement of senior women faculty and faculty of color into leadership positions.
  - Increase developmental opportunities for less senior women faculty and faculty of color to build their capacity to take more senior roles.
  - Support more women faculty and more faculty of color toward leadership positions through university resources, including those for recruitment, training, and mentoring, such as The Women’s Place Leadership Programs. The Office of Diversity and Inclusion programming, much of which is for students at Ohio State and in local schools, should be expanded to include programs for faculty and administration.

The task force recognizes the importance of establishing and implementing mechanisms for identification, preparation, and placement of women faculty and faculty of color, especially women of color with demonstrated success, for leadership and leadership track positions; to increase the number/percentage of women, particularly women of color in leadership positions, and as role models to reach their full potentials. A project that might support this effort would include encouraging and providing administrative and budgetary support (such as seed budget) for women and faculty of color with demonstrated success to lead campus-wide initiatives or centers (big or small) in their specialty areas. We recommend targeting women and faculty of color for recruitment into leadership positions, and the use of appropriate training to ensure their success as they move into leadership positions. University resources, such as the leadership programs of The Women’s Place are available to support this need. Additionally, we recommend supporting women and faculty of color, once hired, through enhanced access to training, mentoring, start-up resources and graduate students.

- **Improve equitable treatment (by colleagues and administration) of women faculty and faculty of color in the workplace:**
  - Expand faculty and administration leadership development training and support.
  - Expand, for all faculty and administration, required diversity training and programs such as White Men as Full Diversity Partners, Implicit Bias, and Advocates and Allies for Advancement of Women Faculty.
  - Require Hiring Initiatives of the Discovery Themes for all searches.
  - Include specific questions in the annual Ohio State Culture Survey to monitor development of the cultural context for women faculty and faculty of color.

We suggest the university monitor the recommendations to improve equitable treatment of women faculty and faculty of color. We foresee the dedicated officers and leadership being accountable for their responsibility at the department, college and university levels. We also suggest periodic evaluation of salary compensation and advancement opportunities of the corresponding women faculty with peer male colleagues in the same field and across colleges. Use central resources for adjustment if necessary. In the process of evaluating faculty work, it would be important to validate that “collegial” and “teamwork” are interpreted and valued consistently, especially with sensitivity to the fact that women and faculty of color are susceptible to unfair treatment.

Once faculty are hired, the university should make certain we are successfully onboarding faculty and staff and acclimating them to the culture. And we need to make sure the culture (both university wide and in department and units) is inclusive.

- **Support a holistic approach to a healthy work life balance:**
  - Expand childcare offerings and provide more childcare alternatives to employees, such as Bright Horizons (<http://solutionsatwork.brighthorizons.com/>).
  - Designate an official within the Office of the Provost with appropriate credibility and influence to help broker dual career arrangements and monitor and provide support.
  - Demonstrate a comprehensive commitment to an inclusive and diverse cultural environment. (For families; dual career couples; members of racial, ethnic, and religious minority communities; and/or GLBTQ communities).
  - Increase visibility and effectiveness of the university's cultural engagement efforts (such as a mentoring program by volunteer senior faculty from another discipline who are in the same cultural network).
  - Facilitate linkages between identity groups and central Ohio community contacts.
- **Expand on recommendations from past PPCW and Ohio State task forces and committees:**
  - PPCW's 2012 subcommittee on Dual Career Hiring and Retention Implement recommendations of the PPCW reports (<http://ppcw.osu.edu/reports.html>)

## CONCLUSION

It is clear from the research literature that the issue of retention of women faculty and faculty of color is one that cuts across disciplines and types of higher education institutions. Given the variety and longevity of reports generated at this university alone, and the ongoing development of additional reports, it is paramount that we find a way to use the data to better inform initiatives that produce results and serve to retain women faculty and faculty of color. Given the many years that the university has been gathering data, the fact that retention of women faculty and faculty of color remains a concern is telling in terms of the ways in which the institution has – or has not – acted upon the data.

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**Report of the President and Provost's Council on Women  
Analysis of Attrition Task Force**

June 2016

Submitted to  
President Michael Drake  
Provost

**Task Force members**

**Jennifer Beard**, Director, The Women's Place

**Aditi Bhatiya**, Research Compliance Officer, College of Medicine Office of Research

**Shannon Gonzales-Miller**, Senior Director, Scholarship and Grants, Office of Diversity and Inclusion

**Stephanie Hall**, Director, Clinical Placement Office, College of Nursing

**Jacquelyn Meshelemiah**, Associate Professor, College of Social Work (2014-2017)

**Ansel Oakleaf (Chair)**, Resource Planning Analyst, Office of Institutional Research & Planning

## EXECUTIVE SUMMARY

Ohio State is uniquely positioned to become first in the world as an institution of progress and innovation to local, national, and global communities. To move forward, Ohio State must keep a pulse on the racial/gender composition of its employees to be recognized as a leader in our hiring and retention practices. The Analysis of Retention Task Force was charged in 2015 to generate data to support **recommendations to retain a diversity faculty pool**. This report documents the initial process to develop a data set to **analyze the attrition rates** of faculty and senior administrator women disaggregated by race.

## PROCESS

Ohio State maintains human resource data within the human resource module of Peoplesoft and “silo-ed” databases throughout campus. To maintain data integrity for this analysis data was retrieved through the BuckIQ system. Data are non-census to ensure that all faculty and SAP are included in the analysis for the entire year. Data was divided by the following fields: 1] **Years**, 2] **Sex**, 3] **Ethnicity** (to match IPEDS reporting), and 4] **Campus**.

1. Identify the elements (fields) needed for the analysis
2. Identify data sources – BuckIQ
3. Obtain data – Data mining BuckIQ
4. Review the data for anomalies and differences
5. Align the data across years and identify missing elements
6. Structure the data into a useable format
7. Analysis the data
8. Report

## CONCLUSION

The first slice of the data set was at a high level and provides direction for the next steps. The next phase will allow for analysis on a filtered set of data to evaluate the following independent studies of faculty and SAP:

### **Faculty Study**

- i. Create faculty hire groups with the following data fields
  1. Sex
  2. Ethnicity
  3. Faculty Type: Full, Associate, Assistant
  4. Status at new each year – retired, died/resigned, denied tenure, promoted, promoted to full/associate
  5. Hire date
  6. Leave date
  7. Academic Org/Funding Org

Is there a time difference for female faculty compared to male faculty to attain levels of promotion?  
Are the attrition rates different for females and males?

### **SAP Study**

- ii. Create hire SAP groups with the following data fields
  1. Sex
  2. Ethnicity
  3. New hire or promoted to SAP
  4. Number of years at Ohio State if promoted
  5. Hire date
  6. Leave date
  7. Academic Org/Funding Org

Is there a time difference between female and male SAP in hiring practices, i.e. new hire or promoted?  
Are the attrition rates different for female and males SAP who were new hired or promoted?

**Report of the President and Provost's Council on Women  
Glass Breakers: Paths to Leadership**

June 2016

Submitted to  
President Michael Drake  
Provost Joseph Steinmetz

**Task Force Members**

**Jacque Aberegg**, Assistant Vice President, Marketing, University Advancement

**Renee Fawcett**, Advancement Coordinator, College of Engineering

**Anne Marie La Bue**, Vice President, Associate General Counsel, Cardinal Health

**Claire Meeks** (Chair), Younkin Program Coordinator, Office of Student Life

## **EXECUTIVE SUMMARY**

Ohio State's culture survey responses and focus group feedback illustrate that women staff and faculty at Ohio State experience the impact of implicit bias on their career trajectories and that staff often lack a well-defined career path. Believing that "you can't be what you can't see," we set out to shine a spotlight on how successful women advanced into their leadership roles at Ohio State. We also set out to celebrate individuals and units that have helped others advance their careers and to create an environment where women's careers are supported.

The task force solicited nominations both internally and from PPCW partner organizations including USAC, Gender Initiatives in STEMM, University Senate, and the Focus Group task force participants. We received 23 nominations. Task Force members reviewed the candidates considering whether the nominee: (1) was a key influencer in her unit; (2) has a career that brings new perspective to her role; and (3) aligns with university initiatives including Discovery Themes and 2020 Vision. Applying these criteria, consensus was reached on 7 nominees. The task force then asked the nominators for those seven candidates to respond to the following:

1. What are three words that best describe your nominee?
2. Is your nominee a key influencer within their unit (can be formal or informal/regardless of level)?
3. Has your nominee had a career that offers a new perspective to their role or career path?
4. Has your nominee's work at her day job or involvement in organizations outside of her day job aligned with university initiatives including Discovery Themes and 2020 Vision (e.g., addressing global challenges, access/affordability, community engagement and/or diversity & inclusion)?
5. How has your nominee made a difference for women at Ohio State (to the extent not reflected above)?
6. Please describe how your nominee has inspired you/others.

The task force presented those seven nominees to the full PPCW membership for consideration and ranking and 5 candidates emerged as the strongest candidates. Finalists were notified of their selection in early March and University Marketing arranged for interviews, photos, and filming of the finalists. The nominators for all candidates were contacted, thanked, and made aware if their nominee was selected. An announcement of the 2016 Glass Breakers was shared via osu.edu in March. Five feature stories on women leaders were developed, shared through various university communications channels, and are also housed on the PPCW website (<http://ppcw.osu.edu/2016-glass-breakers.html>). The Women's Place assisted in adding the content to the Women's Place website. These unique stories from leaders across Ohio State offer valuable insights for women looking to make their own mark within their chosen field.

## **2016 Glass Breakers**

**Margaret Graham**, vice dean and associate professor, College of Nursing

**Jamie Mathews-Mead**, senior director of Graduate Career Management, Fisher College of Business

**Susan Olesik**, chair and Dow professor, Department of Chemistry and Biochemistry

**Christine O'Malley**, communications consultant, Office of Human Resources

**Yolanda Zepeda**, assistant provost, Office of Diversity and Inclusion

To maintain awareness throughout the year, beginning in June 2016 University Marketing will be releasing detailed individual interviews of each of the five Glass Breakers through similar channels that were used to announce the project in March.

## **Conclusions and Recommendations**

We recommend that this task force continue as it is beneficial for Ohio State women looking to advance their careers to have pathways for reference and inspiration. In addition to celebrating individuals who broke through the glass ceiling in their own careers, we believe it is also valuable to celebrate the efforts of individuals who "break the glass" for others through mentorship, effective policy changes or other actions within the areas they work. For future years, we recommend continuing to solicit nominations beyond PPCW membership to draw a diverse pool. We also recommend creating a more formal nomination process whereby nominators are provided at initial contact a template to collect comparable information for each candidate.

## **APPENDIX I**

### **Focus Groups Questions:**

1. What is working well for women faculty and staff at Ohio State?
2. What are the major issues facing women faculty and staff at Ohio State? (For each issue presented delve into more detail to understand it – Why is it an issue? What can be done to correct it?)
3. What organizational practices, policies, or norms impact faculty and staff women at Ohio State?
4. How do you feel about **OSU Leadership** support for women at Ohio State? What do you wish leadership/management understood about the needs of women at Ohio State?
5. What two changes or suggestions do you have related to faculty and/or staff women at the University? How can PPCW address these issues presented today? Please share concrete examples.
6. Related to retention of women as faculty and staff employees, what are some of the things that would (or do) make you want to stay at Ohio State? What kind of things would drive you away?

### **Optional topics (if there is time):**

7. How do you feel about opportunities for your **career progression** at Ohio State?
8. How do you feel about **supervisor support** at Ohio State? Please describe specific experiences (could be conversations, assignments or other forms of engagement) with your supervisor/boss/director/administrators which reinforced Ohio State as a good place to work? Please describe any specific experiences with your supervisor/boss/director/administrators which made you -question whether Ohio State was a place you wanted to stay?
9. How do you feel about **compensation/benefits for women** at Ohio State?
10. How do you feel about **opportunities for flexible work** at Ohio State?
11. How do you feel about **childcare** at Ohio State?

### **Wrap-up:**

12. What other advice do you have to improve the climate for women at Ohio State?

**[2. There's No Formula for Gender Diversity in the Workplace](#)** Article by Vice President of Human Resources at *SurveyMonkey*, Becky Cantieri

## APPENDIX II

<http://on.recode.net/1mOBB0x>

## There's No Formula for Gender Diversity in the Workplace

### VOICES

When our beloved late CEO, Dave Goldberg, asked me to join SurveyMonkey as the vice president of human resources, I reacted in a way I believe many women in my position are so inclined: I tried to talk him out of it.

“But I don’t have the right experience,” I explained.

Even though I’d spent more than 11 years in various HR leadership roles at Yahoo, I thought someone else would be better suited for the job because I’d never had full responsibility for an entire department.

“No. You’re perfect. I’m not going to take no for an answer,” he told me.

Four years later, I’m still grateful that Dave pushed me to realize my potential even when I balked at his initial offer. And his legacy here remains: Women make up 40 percent of our executive team, compared with the industry average of 24 percent.

There’s no set of numbers or benefits or actions companies can put into place to suddenly increase gender diversity across the company.

That’s not to say companies aren’t making an effort to hire more women. Many are doing a great job of taking on women who are just entering the workforce. The problem is women aren’t staying — or succeeding.

The real challenges are: 1) finding ways to retain female employees, and 2) creating an environment where they have the opportunity to advance into leadership positions.

## APPENDIX II

According to McKinsey & Company's 2015 **Women in the Workplace study**, women are underrepresented at every level of the corporate pipeline — with the biggest disparity in senior leadership positions.

Why does this shortage matter? Our president and chief technology officer, Selina Tobaccowala, knows that a diverse workforce means being equipped to truly **understand and serve a diverse customer base**.

But if you're not moved by the value of differing perspectives, think about the effects of diversity on your bottom line: It has been shown that companies that are gender-diverse are **15 percent more likely** to financially outperform their less-diverse peers.

So how do you attain gender diversity at every level in your organization? As someone who has had two children during my time at SurveyMonkey, and as someone who has been asked, time and time again, about the secret to retaining qualified women and hiring them into leadership positions, I have to confess: There's no formula (really!).

It's true. There's no set of numbers or benefits or actions companies can put into place to suddenly increase gender diversity across the company.

Surround yourself with like-minded people, and this creates a ripple effect.

What it comes down to is this: Surround yourself with like-minded people, and this creates a ripple effect. There's no one-size-fits-all solution for every organization. Company by company, CEO by CEO, leadership team by leadership team — this is where companies define their commitment to diversity, and this is where the change happens.

Gender diversity is not about hitting quotas. It's about having advocates for women throughout your organization — and fostering an ongoing, honest dialogue about the limitations of the company (and how to make them better).

What does this mean in practice? In the McKinsey and Company study, 65 percent of women with children who said they didn't want a leadership role cited their belief that they wouldn't be able to balance family and work commitments.

## APPENDIX II

So it's not too surprising that when Google listened to their employees and modified their maternity leave policy, increasing it from 12 weeks to 18 weeks, the rate at which new moms left Google **dropped by 50 percent**.

But family obligations are definitely not the only barrier to entry for women in the workplace. The McKinsey study reveals that women are almost four times more likely than men to think they have fewer opportunities to advance because of their gender. They're also twice as likely to think their gender will make it more difficult for them to advance in the future.

That's why it's a good idea to open up multiple channels of communication for your female employees not only to let them voice preferences and concerns, but also to give them a space to exchange ideas and support one another — especially in areas where women are traditionally underrepresented, like engineering and tech ops teams.

Just as there's no formula to gender diversity, there's no real sense of finality. Like many other companies, we have a long way to go to hit gender diversity across teams. So we do our best to leverage both internal and external channels to effect change.

Recently, organizational culture and diversity expert **Freeda Kapor Klein** spoke to our company about how hidden bias operates in tech culture — and how to mitigate those biases. We also make our female employees aware of **Lean In circle** opportunities, and have hosted various events aimed at empowering women in tech.

Outside of official events, our employees communicate over team chat about issues they face and ongoing diversity efforts. I also have regular check-ins with our female leadership who can be the boots on the ground, helping surface concerns or topics that may otherwise go unnoticed.

You need to hire people who are willing to make diversity, and in this case, gender diversity, a priority.

## APPENDIX II

But fostering diversity goes beyond instituting family-friendly policies and opening up channels of communication. You need to hire people who are willing to make diversity, and in this case gender diversity, a priority. It also means making tough choices and sacrifices. Some of your most talented employees who bring value to your organization in many ways may need to be let go if they're not acting in line with your company ethos.

Although my story has a happy ending, that's not the case for many women who aren't afforded the same opportunities to advance. In our case, we were so fortunate to have Dave, who understood the importance of differing perspectives. Even if that meant sometimes taking longer to work through a business question, the fact that the conversation started in the first place was a win.

Men and women in positions of power: The onus is on you to open up channels of communication with your employees and start the dialogue, even when the conversations are tough. Sometimes you'll have to take a bit longer to hire the right person for the job, rather than the easy fit.

And if you really want to know the most effective way to promote qualified women within your company into leadership positions, here's the No. 1 rule: Start that conversation today. Don't wait until tomorrow when they're on their way out.

***Becky Cantieri** has served as vice president of human resources at SurveyMonkey since 2011. Before joining **SurveyMonkey**, she served in various HR leadership roles at Yahoo for more than 11 years. Reach her **@SurveyMonkey**.*



**Findings from Reports and Published Literature  
President and Provost’s Council on Women  
Task Force on Faculty Retention - References**

Document	Issues in the Study/Report	Recommendations/Actions
<p>Comprehensive Equity at Ohio State (CEOS). (2012). Women STEM faculty at Ohio State: Resource Allocation and Department Climate. The Ohio State University. Columbus, OH.</p>	<ul style="list-style-type: none"> <li>• No serious salary gaps.</li> <li>• No systemic gaps in startup funds.</li> <li>• No serious gaps in lab space.</li> <li>• No systemic gaps in teaching assignments.</li> <li>• Little disparity in satisfaction with resources (often low for men and women).</li> <li>• Dissatisfaction with professional relationships increasing for women.</li> <li>• Dissatisfaction with workload greater for women.</li> <li>• Feelings of needing to work harder for legitimacy much greater for women.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued diligence to maintain equitable resource distribution.</li> <li>• Better tracking for service loads.</li> <li>• More mentoring and leadership development needed for female faculty.</li> <li>• Special programs should be developed to support women at the Associate Professor rank.</li> </ul>
<p>Comprehensive Equity at Ohio State (CEOS). Final Report Brochure (2014). The Ohio State University. Columbus, OH.</p>	<ul style="list-style-type: none"> <li>• Percentage of faculty promoted from Assoc. to Full Prof. in 7 yr periods (men vs. women): 98-05: 17% vs. 33%; 02-09: 11% vs. 35%; 05-12: 32% vs. 33%.</li> <li>• Large disparities in voluntary resignations persist. Steady progress in proportion of female faculty at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a progress report with brief summaries of several efforts.</li> <li>• Held workshops for chairs and deans (topics such as implicit bias) with indications of success.</li> <li>• Formed Action Learning Teams, limited success.</li> <li>• Peer Mentoring, some success.</li> <li>• Dual Career Hiring, some success...</li> </ul>
<p>Fang, D., Moy, E., Colburn, L., &amp; Hurley, J. (2000). Racial and ethnic disparities in faculty promotion in academic medicine. <i>JAMA</i>, 284(9), 1085-1092.</p>	<ul style="list-style-type: none"> <li>• URM faculty at Asst. &amp; Assoc professor are lagging in rates of promotion compared with white faculty.</li> <li>• Minority faculty are less likely to be on tenure tracks, or receive NIH awards- 2 strong predictors of promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is needed to differentiate lack of promotion from attrition</li> <li>• Review promotion criteria to discern if too much emphasis is placed on basic research and under valuation of contributions in education, administration, community service- which are often made by URM faculty.</li> <li>• Are there adequate numbers of minority faculty to mentor younger URM faculty?</li> <li>• Devise faculty development programs to help URM faculty overcome barriers to promotion</li> </ul>

## APPENDIX III

<p>Fox, M. F., &amp; Colatrella, C. (2006). Participation, performance, and advancement of women in academic science and engineering: What is at issue and why. <i>The Journal of Technology Transfer</i>, 31(3), 377-386.</p>	<ul style="list-style-type: none"> <li>• Sensing a lack of autonomy in selecting research agendas</li> <li>• Lack of participation in department/unit governance</li> <li>• Unclear criteria for promotion and tenure – clearer for associate to full professors, less so for assistance to associates</li> </ul>	<ul style="list-style-type: none"> <li>• Assure autonomy in selection of research agendas – which requires leadership and leadership revisioning</li> <li>• Clear guidelines for promotion for fairness</li> <li>• Create pathways for participation in unit governance to support advance of women and reduce the sense of exclusion</li> </ul>
<p>HR Planning &amp; Analytics, Institutional Research &amp; Planning. (2014). Tenure Track Extension Analysis. The Ohio State University. Columbus, OH.</p>	<ul style="list-style-type: none"> <li>• Detailed findings on tenure clock extensions: usage by college, retention rates, tenure rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Retention rates</li> <li>• significantly higher for users of extensions in Medicine,</li> <li>• Slightly higher elsewhere.</li> <li>• Significantly higher tenure denial for users</li> <li>• but not as significant where clock extension is automatic rather than request-driven.</li> </ul>
<p>Modern Language Association. (2009). Standing Still: The Associate Professor Survey, Modern Language Association. New York, NY.</p>	<ul style="list-style-type: none"> <li>• Average time as Associate Professor at doctorate-granting universities is 7.1 years for men and 9.6 years for women.</li> <li>• Survey intended to identify causes</li> <li>• Women spend an average of 31.6 hours/week on childcare, while men spend an average of 14.2 hours/week.</li> <li>• Satisfaction lower for women on many scales; e.g., time for class prep, authority over non-teaching duties, time available for advising.</li> </ul>	<ul style="list-style-type: none"> <li>• Most beneficial from survey:</li> <li>• release time from teaching,</li> <li>• institutional paid leaves, fellowships</li> </ul>
<p>Price, E. G., Gozu, A., Kern, D. E., Powe, N. R., Wand, G. S., Golden, S., &amp; Cooper, L. A. (2005). The role of cultural diversity climate in recruitment, promotion, and retention of faculty in academic medicine. <i>Journal of general internal medicine</i>, 20(7), 565-571.</p>	<ul style="list-style-type: none"> <li>• Poor retention Efforts</li> <li>• Lack of leadership commitment to minority recruitment</li> <li>• Lack of leadership commitment in minority faculty development</li> <li>• Lack of Mentorship</li> <li>• Feelings of isolation, being invisible</li> <li>• Overt/covert biases in recruitment</li> <li>• Disparities in the promotion process</li> </ul>	<ul style="list-style-type: none"> <li>• Increase faculty members' and leadership awareness of behaviors</li> <li>• Increase institutional leadership commitment to improving the diversity climate</li> <li>• Increase diversity in the institutional leadership</li> <li>• Increase the number of URM faculty</li> </ul>

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<p>Child Care &amp; Parent Shellenbeck, K. (2004). <i>Child Care &amp; Parent Productivity: Making the Business Case</i>. Cornell University. Ithaca, NY.</p>	<ul style="list-style-type: none"> <li>• Employee absences cost businesses about \$3 billion annually.</li> <li>• Childcare programs can reduce employee turnover by 375-60%.</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed how-to document for building the business case for providing childcare. Outlines how to gather data, estimate costs of not providing daycare and completing a cost/benefit analysis for a variety of daycare programs. Intended to translate established business processes to an academic environment.</li> </ul>
<p>Stanley, J. M., Capers, C. F., &amp; Berlin, L. E. (2007). Changing the face of nursing faculty: Minority faculty recruitment and retention. <i>Journal of Professional Nursing</i>, 23(5), 253-261.</p>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Empowerment</li> <li>• Retention</li> <li>• Authors suggest to view:             <ul style="list-style-type: none"> <li>• The Virginia Commonwealth University web site</li> <li>• (<a href="http://www.vcu.edu/eeoaa/pdfs/recruitstrat.pdf">http://www.vcu.edu/eeoaa/pdfs/recruitstrat.pdf</a> ; Virginia Commonwealth University, 2007 )</li> <li>• The University of Arizona also has a well-developed web page (<a href="http://fp.arizona.edu/affirm/Tipsrdw.htm">http://fp.arizona.edu/affirm/Tipsrdw.htm</a> .)</li> <li>• that includes useful strategies for minority</li> </ul> </li> <li>• Once hired, minority faculty must be empowered to maximize their potential while providing professional services as a faculty member with rank.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment matters to retention</li> <li>• “The most important factor in attracting minority faculty is a strong, long-term commitment to the value of diversity by the larger institution. Commitment to diversity includes clear statements on diversity in the mission statement and strategic plan, verifiable hiring practices of minority employees across all ranks, student admission, strategies that include diversity outreach, and the offering of academic and nonacademic programs that address core concepts of diversity.”</li> <li>• Retention relates to empowerment</li> <li>• Empowerment: “Achieving this goal requires determined attention to the formal and informal networks, resources, and opportunities within the school and institution as a whole.” Many more details of ideas in the article.</li> <li>• Retention: Several specific strategies can improve the probability of the retention of a minority faculty member who is hired and empowered to be a full and equal nursing faculty participant.</li> <li>• “attention [needs to be] be directed to the lived experiences of their faculty. Offered without assumption and with deference to the individual's expressed preferences, introductions to community groups, faith-based institutions, shopping areas, and a living environment reflective of cultural preference are important to establishing a welcoming campus environment.”</li> <li>• “The institution, as a whole, should extend campus wide recognition of its commitment to diversity through training for all employees, continuing education</li> </ul>

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		<p>programs for students and faculty, and meetings on relevant issues and topics for community groups. The curriculum offerings should explicitly demonstrate the institution's commitment to diversity learning through courses and formal programs available in degree and continuing education options. Guest speakers should reflect a broad diversity of personal attributes and backgrounds, topics addressed, and theoretical stances.”</p> <ul style="list-style-type: none"> <li>• “Minority faculty members are much more likely to feel an integral part of the institution when diversity is a real and valued aspect of the campus life. Focus should be placed on changing the organizational environment and not only the faculty, by creating a permeating institutional atmosphere that values and respects diversity (Dienemann, 1997).”</li> <li>• Administrators also regularly need to champion the educational rewards and benefits associated with diversity.</li> <li>• Administrators should use language that affirms the enriching aspects that emerge from environments and curricula that have a diverse and even global approach to teaching and learning.</li> </ul>
<p>The Women’s Place and the President’s and Provost’s Council on Women. (2013). Status Report on Women at Ohio State. The Ohio State University. Columbus, OH.</p>	<ul style="list-style-type: none"> <li>• Women of faculty continue to be very poorly represented at OSU</li> <li>• 22% of named professors are female, matching the proportion of women among full professors</li> <li>• The proportion of female Ohio Eminent Scholars and named chairs is low, considering the proportion of female full professors</li> <li>• The representation of women in the most senior administrative leadership positions, including the BoT, president, SVP, provost and VP’s is low relative to sr. professional staff and shows no consistent upward trend over time</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies need to be put in place to identify, recruit, hire/promote and onboard women into senior level positions. Succession planning could help faculty/staff identify potential leadership positions, prepare for those positions and successfully transition into leadership roles. We need to capitalize on the great talent we already have here.</li> </ul>
<p>The Women’s Place. (2014-</p>	<ul style="list-style-type: none"> <li>• Similar data with very little improvement in the percentages of women in top</li> </ul>	

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<p>2015). Status Report on Women at Ohio State. The Ohio State University. Columbus, OH.</p>	<p>leadership positions and women of color in any position.</p> <ul style="list-style-type: none"> <li>• 0 Asian American, Hispanic, American Indian and Hawaiian women and women of 2 or more races held any of the 25 SVP and VP positions.</li> </ul>	
<p>The Women’s Place. (2016). The Women’s Place Status Report on Women. The Ohio State University. Columbus, OH.</p>	<ul style="list-style-type: none"> <li>• Numbers of women in color in senior administrative leadership positions have generally stagnated, in some cases as 0 since 2000.</li> <li>• Representation of all women in most senior administration leadership positions shows no consistent upward trend over time.</li> <li>• Proportions of women in all other ranks do show a consistent trend upward</li> <li>• Women of color hold 6.5% of all senior administrative positions and there are little to no Hispanic, American Indian or Asian American women in these leadership positions.</li> <li>• White women hold 36.4% of all senior administrative positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Might be interesting to see strategies used to increase proportion of women in other ranks. How are they being recruited, hired, on boarded, developed and retained? Are there things we can learn at the senior level?</li> </ul>
<p>Thomas, N. R., Poole, D. J., &amp; Herbers, J. M. (2015). Gender in Science and Engineering Faculties: Demographic Inertia Revisited. <i>PLoS one</i>, 10(10), e0139767.</p>	<ul style="list-style-type: none"> <li>• Detailed statistical analysis of whether existing practices will lead to gender equity over time.</li> <li>• Data show gender gaps in recruitment, retention and career progression that preclude equity from ever being reached.</li> <li>• “Demographic inertia predicts that despite vigorous hiring, , many years will be needed to allow for retiring men to be replaced by women [4, 9, 28]. The assumption of inertia has placed a spotlight on recruitment of women into junior positions [16].</li> <li>• Demographic inertia may partially explain women’s under-representation in the short term, but over the long term achieving the</li> </ul>	<ul style="list-style-type: none"> <li>• Retention and post-tenure promotion to Professor – “structural and/or cultural change to provide environments that allow everyone to succeed.”</li> <li>• Improve climate</li> <li>• Increase numbers of students of color</li> <li>• Build community</li> <li>• Provide mentorship for both scholarship and role models of success in the academy Provide equity in job description irrespective of what advocacy programs are established</li> <li>• Support by colleagues and deans</li> <li>• Build atmosphere of respect</li> <li>• Parity in STEM: “equalizing career progression for men and women across their entire careers, depends on addressing all the environmental factors that impede career progression.”</li> </ul>

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	<p>goal of gender parity will require substantial changes also to existing patterns of retention and career progression.”</p> <ul style="list-style-type: none"> <li>• Other impediments include marginalization of work, feelings of isolation, and the difficulties of balancing life in dual cultures.</li> <li>• Support by colleagues and deans is also critical for successful retention.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recruitment in particular</b></li> <li>• Search and selection processes not a problem;</li> <li>• Enrich the applicant pool - “key strategy to achieving a faculty with equal representation of women.” Need to increase the pool of female candidates.</li> <li>• Large disparity in voluntary resignations at all levels.</li> <li>• Decreasing disparity in promotion rates.</li> <li>• Rates of recruitment, retention and promotion all have to be equal</li> </ul>
<p>Thompson, C. Q. (2008). Recruitment, retention, and mentoring faculty of color: The chronicle continues. <i>New directions for higher education</i>, 2008(143), 47-54.</p>	<ul style="list-style-type: none"> <li>• Feelings of frustration, discrimination, and invisibility lead to a high attrition rate</li> <li>• Cites Gappa, Austin, and Trice (2007) as identifying</li> <li>• “respect as the nucleus of successful faculty work experience; adverse experiences in feeling respected may greatly harm retention efforts. Negative treatment of candidates and new faculty of color adds to potential barriers to successful future recruitment efforts.”</li> <li>• Lack of diversity in recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring is essential – and since there are as few faculty of color as there are, involving nonminority faculty in the mentoring process is also essential</li> <li>• Mentors should be rewarded for their efforts</li> <li>• Incorporate policies and providing quantifiable measures to evaluate the implementation of such plans.</li> <li>• Collective support from upper-level administrators and influential faculty will bolster the impact of faculty colleagues in adopting the initiatives implemented.</li> <li>• Utilize strategies to diversify applicant pools</li> </ul>
<p>Trotman, C. A., Bennett, E., Scheffler, N., &amp; Tulloch, J. C. (2002). Faculty recruitment, retention, and success in dental academia. <i>American journal of orthodontics and dentofacial orthopedics</i>, 122(1), 2-8.</p>	<ul style="list-style-type: none"> <li>• Salary/Financial concerns is a major issue in retention – but this was dependent on the nature of positions (grad student, junior faculty...)</li> <li>• Perception that teaching is not valued by the university or the profession</li> <li>• Cold and negative environment</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully move qualified and capable junior faculty who want to be teachers and academics up through the university ranks,</li> <li>• A possible avenue to explore for faculty development is to consider the focus of individual schools. Perhaps dental schools that are adequately supported with clinical and research resources should place a priority on the development of future faculty. Because strengths in resources might vary within a school, clinical, educational, and research resources all must be considered. For example, 1 or 2 departments in a dental school might have the necessary clinical resources to develop clinicians and clinical research faculty, whereas, in another school, there might be a central core of basic scientists who can serve as</li> </ul>

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		<p>mentors for developing a basic science research faculty. Is it possible to structure a training path for future academics by using different resources at different institutions?</p> <ul style="list-style-type: none"> <li>• (That is, structure a training path for future academics by using different resources at different institutions (dependent on the resources and structure of the respective institutions).)</li> </ul>
<p>Work Life Law at UC Hastings College of Law. (2009). Effective Policies and Programs for Retention &amp; Advancement of Women in Academia, UC Hastings College of Law. San Francisco, CA.</p>	<ul style="list-style-type: none"> <li>• Women constitute about 50% of Ph.D.s awarded but only 31% of tenured faculty (40% vs 28% in sciences).</li> <li>• This is a comprehensive document on a complete range of strategies, with embedded links to a wide range of policy statements, recommendations, data... collected at major universities around the country. Every set of recommendations is broken down and detailed with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• A partial list of topics for which there are detailed recommendations:</li> <li>• Parental Leave &amp; Stop-the-Clock Policies,</li> <li>• "Opt-out" instead of "Opt-In",</li> <li>• Provide Dual Career Support,</li> <li>• Designate someone in [OAA] to help broker dual career arrangements,</li> <li>• Establish mentoring and networking programs,</li> <li>• Address child care needs,</li> <li>• Offer a part-time tenure track alternative,</li> <li>• Offer gender bias training to faculty search committees,</li> <li>• Monitor the faculty search process,</li> <li>• Train dept chairs to manage flexibility,</li> <li>• Offer gender bias training to faculty,</li> <li>• Design flexible benefits programs,</li> <li>• Monitor policy usage...</li> </ul>
<p>Yoshinaga-Itano, C. (2006). Institutional barriers and myths to recruitment and retention of faculty of color: An administrator's perspective. <i>Faculty of color: Teaching in predominantly white colleges and universities</i>. Bolton, MA: Anker Publishing Company.</p>	<ul style="list-style-type: none"> <li>• "Retention is affected by a hostile climate, lack of students of color, lack of community, lack of mentorship for both scholarship and role models of success in the academy, and inequity in job description irrespective of what advocacy programs are established" (Yoshinaga-Itano, 2006, p. 351).</li> </ul>	<ul style="list-style-type: none"> <li>• Improve climate for women faculty and faculty of color</li> <li>• Improve connections to community</li> <li>• Provide mentorship</li> <li>• Provide equitable workloads and job descriptions across women faculty and faculty of color</li> </ul>