

## **RETAINING FEMALE TENURE-TRACK ASSISTANT PROFESSORS**

A Descriptive Evaluation of the  
Faculty Cohort Project Conducted  
at The Ohio State University

Conducted by:

Dr. Jill E. Ellingson  
Dr. Arnon Reichers  
Janice Molloy  
Kyra Sutton

Department of Management and Human Resources  
Fisher College of Business  
The Ohio State University

© January 2005

*This evaluation was funded by The Ohio State University Office of Academic Affairs and The Women's Place in conjunction with support provided by the President's Council on Women's Issues. The investigators would like to acknowledge the role of Judith B. Fountain, former Director of The Women's Place and Dr. Deborah Ballam, Director of The Women's Place in supporting this project.*

## TABLE OF CONTENTS

<b>Executive Summary.....</b>	<b>4</b>
<b>Fundamental Concepts in Academic Retention.....</b>	<b>8</b>
<b>The Importance of Job Satisfaction and Job Embeddedness.....</b>	<b>10</b>
<b>The Cohort Project.....</b>	<b>11</b>
<b>Background.....</b>	<b>11</b>
<b>Project Initiation.....</b>	<b>12</b>
<b>Cohort Project Members.....</b>	<b>12</b>
<b>Cohort Project Events.....</b>	<b>13</b>
<b>Current Status of the Project.....</b>	<b>15</b>
<b>A Descriptive Evaluation of the Cohort Project.....</b>	<b>15</b>
<b>Data Collection.....</b>	<b>15</b>
<b>How the Data Collected Shed Light on a Series of Focal Questions.....</b>	<b>18</b>
<b>What Proportion of the Cohort Attended the Events?.....</b>	<b>18</b>
<b>Did the Cohort Project Fulfill Its General Goals and Objectives?.....</b>	<b>20</b>
<b>What Feedback Can the Members Offer About the Various     Cohort Events?.....</b>	<b>22</b>
<b>How Successful Have the Members Been in Their First Three     Years at OSU?.....</b>	<b>24</b>
<b>Did Involvement in the Cohort Project Impact the Members' Self-     Evaluation of Success and Their Beliefs Concerning Their Future     at OSU?.....</b>	<b>25</b>
<b>What Factors Were Identified by the Members as Integral in Their     Decision to Remain at OSU?.....</b>	<b>27</b>
<b>What Issues Did the Members Identify as Sources That Made It Difficult     for Them to Adjust to Their New Role as an Assistant Professor at OSU?.....</b>	<b>28</b>
<b>For Those Members Who Have Left OSU, What Prompted Their Decision     to Leave?.....</b>	<b>29</b>
<b>Given the Problems Identified by Current and Former Cohort Members,     How Might OSU Create a More Supportive Work-Life Environment to     Enhance Retention?.....</b>	<b>30</b>
<b>How Do the Issues and Recommendations Raised by the Members     Compare to Those Raised by Female Tenure-Track Assistant Professors     at Another Peer Institution?.....</b>	<b>32</b>

<b>How Do the Themes Raised in This Descriptive Evaluation Compare to Those Identified in the Faculty Work-Life Survey Conducted in 2003 at OSU? .....</b>	<b>32</b>
<b>Did the Cohort Project Have Any Unintended Effects on Its Members? .....</b>	<b>33</b>
<b>How Might the Cohort Project Be Improved? .....</b>	<b>33</b>
<b>What Are the Strengths and Limitations of This Descriptive Evaluation? .....</b>	<b>35</b>
<b>References.....</b>	<b>36</b>
<b>Appendix A: Email Invitation to Participate in Structured Interviews .....</b>	<b>39</b>
<b>Appendix B: Structured Interview Guide.....</b>	<b>40</b>
<b>Appendix C: Email Invitation to Participate in Survey.....</b>	<b>42</b>
<b>Appendix D: Text of On-line Survey.....</b>	<b>43</b>
<b>Appendix E: Structured Phone Interview Guide.....</b>	<b>52</b>

## EXECUTIVE SUMMARY

### **Abstract**

Previous research on retention and women in academe demonstrates that a myriad of factors can impact the retention of female faculty. Many of these factors reflect organizational cultural and climate factors that produce an environment that either supports women in their pursuit of success, or detracts from that pursuit.

In 2001, University administrators developed an initiative, called the Cohort Project, for the purpose of facilitating a group of female assistant professors as they sought to achieve professional success throughout their first few years at The Ohio State University (OSU). The Cohort Project was a pilot incubator for exploring the extent to which the University can be proactive in facilitating the journey of assistant professors through the tenure and promotion (T&P) process. This research presents a retrospective evaluation of the Cohort Project and in doing so, serves as an evaluation of those factors that relate to retention and turnover within the female assistant professor population here at OSU.

To conduct the evaluation, multiple data collection approaches were used to gather exploratory data on cohort members' experiences during their first three years at OSU. Structured interviews and a survey gathered feedback from those members still with OSU. A telephone interview was used to connect with cohort members who have left OSU. The information gathered provided insight not only into the work-life environment that these women experienced, but also the role of the cohort program in *shaping* that environment. The outcome of this information is the identification of a series of important themes regarding methods for enhancing the retention and success of women in academe. Those themes, and the general feedback received, are documented in this report. To help highlight key outcomes, the information gathered has been framed within a series of Focal Questions designed to target those areas of interest to University administrators. Each focal question is briefly outlined below.

### **What proportion of the Cohort attended the events?**

Attendance at Project events peaked at 30%, with most events registering lower percentages. Most survey respondents reported attending between three and six events. The most common reason reported for not attending an event was the presence of other job commitments. The data suggest that members were more likely to attend those events that were more structured, administrative, and dealt directly with T&P issues as compared to events that were designed to serve as informal opportunities for socializing.

### **Did the Cohort Project fulfill its general goals and objectives?**

Ratings of the extent to which the Project met its goals and objectives suggested that in general, members were satisfied that the Project was fulfilling their expectations. Specifically, members believed that the Project facilitators created a supportive, non-threatening environment; that the experiences helped them to prepare for the fourth-year review; and that their interactions with other faculty, both junior and senior, served to inform and develop them in a valuable manner. Though the Cohort Project was intended to supplement current sources of socialization support,

member responses suggested that often, the Project served as a *substitute* source of support when such resources were not readily available. Essentially, those members who were actively engaged in the Cohort and responded positively about the Cohort were often those who found little support within their own department or college.

### **What feedback can the members offer about the various Cohort events?**

In general, all of the events were well-received by those in attendance. Participants identified a preference for the events that represented more targeted, professional development workshops rather than those that emphasized networking. Many of the members singled out the *Getting Tenure—A Second Conversation* and *Fourth-Year Review* workshops as especially helpful. In many cases, those finding the events to be valuable also reported being in departments or colleges where little, if any, guidance was provided on how to prepare for the T&P process. Other members found the reiteration of this critical information useful as departmental and university expectations were clarified and reinforced.

### **How successful have the members been in their first three years at OSU?**

In general, members have a positive view of their performance at OSU to date. Most members expect to receive a favorable fourth-year review; intend to continue their appointment at OSU; understand tenure requirements; and feel confident in their ability to gain tenure at OSU. Moreover, the vast majority of members have some publications in peer-reviewed journals and have participated in various academic conferences. Consistent with the trajectory that often characterizes scholarly activities over the course of one's academic career, most members have yet to write a book, receive a teaching award, or serve on an editorial board.

### **Did involvement in the Cohort Project impact the members' self-evaluation of success and their beliefs concerning their future at OSU?**

Involvement in the Cohort Project appeared to have a slight positive impact on members' self-evaluation of their performance at OSU. Those who attended more events were more optimistic that they would receive a favorable fourth-year review; more confident in their ability to gain tenure at OSU; more likely to anticipate remaining at OSU; and more knowledgeable about the expectations for gaining tenure. However, all members, regardless of their involvement, provided a positive self-evaluation of performance. In other words, it does not appear that attendance at the Cohort events meant the difference between having a negative evaluation of one's potential for success versus a positive evaluation of one's potential for success.

### **What factors were identified by the members as integral in their decision to remain at OSU?**

Members provided both personal and career-related reasons for their decision to remain at OSU. The majority of motivations were personal and centered on the presence of family, significant others, and friends in the Columbus area or general ties to the Columbus community. Other motivations included the prestige associated with working at a tier-one, research school and

positive relationships with colleagues. Finally, a few members noted that it would be difficult for them to find a job in their field at another institution due to their specialty areas.

**What issues did the members identify as sources that made it difficult for them to adjust to their new role as an assistant professor at OSU?**

With regard to the initial settling in period, members identified a lack of assistance in facilitating their settlement into the Columbus community; a lack of spousal relocation support; and frustration with their department chairs or their departments as a whole as issues that made it difficult for them to adjust to the University. Further, some of the participants reported perceptions that they were treated inequitably relative to their male peers in their department.

When asked what might cause them to leave OSU, some members indicated that workloads were currently so high that leaving seemed more and more like a plausible option. A few indicated that inadequate lab space and a lack of technicians were causing them to consider leaving. Some participants said that any diminution of resources would be a reason to leave.

**For those members who have left OSU, what prompted their decision to leave?**

For the three members who could be located for interviews, their respective decision to leave OSU evolved in various ways. Two participants identified excessive workloads, difficulty with finding time to complete their own research, lack of support from senior faculty or the department chair, and a lack of technological resources as problematic factors influential in their decision. Interestingly, the sources of frustration evident in these responses mirror those highlighted by the members who are still with OSU.

**Given the problems identified by current and former Cohort members, how might OSU create a more supportive work-life environment to enhance retention?**

Interview data revealed a number of recommendations as to the ways in which OSU administrators can improve the work-life environment experienced by assistant professors, including the establishment of a formal spousal accommodation policy; the enhancement of University childcare services; an evaluation of the current process for selecting and managing department chairs; and the establishment of explicit workload limits. Department chairs appear to play a particularly important role in creating either a supportive culture for junior faculty or a culture that is viewed as isolating and uncooperative.

**How do the issues and recommendations raised by the members compare to those raised by female tenure-track assistant professors at another peer institution?**

The issues raised by Cohort Project members are strikingly similar to those raised by female tenure-track assistant professors at the University of Michigan (UM) (Waltman, 2001). Female faculty at both institutions appeared to be divided into two groups: those who felt connected to their department, sufficiently mentored, and well-informed with regard to tenure and promotion procedures and standards, and those who felt isolated in their department, detached from senior faculty, and disenfranchised by performance expectations. Both groups raised issues related to

spousal accommodation, childcare, and high workloads; and both groups noted the central role played by department chairs and college administrators.

### **How do the themes raised in this descriptive evaluation compare to those identified in the Faculty Work-Life Survey conducted in 2003 at OSU?**

The issues highlighted by Cohort Project members reflect those raised by the Faculty Work-Life Survey (FWLS). In the FWLS, female assistant professors had particularly high scores on stress and burnout measures. Symptoms of stress and burnout echoed throughout the responses gathered during this evaluation. Further, the FWLS highlighted the pivotal role that department chairs play in enhancing the work-experience. Specifically, female assistant professors were appreciative of (a) guidance from department chairs regarding which accomplishments are valued in the T&P process (and therefore, where to invest time), and (b) support for balancing work-life demands, both topics that were clearly evident in this feedback as well.

### **Did the Cohort Project have any unintended effects on its members?**

Participation in the Project appeared to produce at least one unintended effect on some members, namely, increased anxiety about the tenure process. For members for whom the Cohort Project substituted for (rather than supplemented) departmental information, the Cohort Project provided a lifeline regarding how to navigate the T&P process. However, these individuals reported feeling stressed and dismayed after attending those Cohort events where they learned critical information for the first time.

### **How might the Cohort Project be improved?**

Interview data revealed a number of suggestions for improvement of the Cohort Project. Specifically, members stated that the Project could be improved by (a) scheduling each event more than once; (b) providing events targeted toward specific areas such as the arts or social sciences; (c) recognizing that the issues addressed by the Project are relevant for all assistant professors, not just female assistant professors; (d) reducing (but not eliminating) the emphasis on social connections; and (e) offering an event that teaches assistant professors when and how to say “no.” Participants from the regional campuses also suggested that the Project include a separate program for regional campus faculty, stating that they faced specific issues that the current Project did not address.

### **What are the strengths and limitations of this descriptive evaluation?**

This approach to evaluating the retention of female tenure-track assistant professors at OSU provides a rich, detailed description of the issues and challenges faced by certain faculty and facilitates the communication of such issues to University administrators in a timely and relevant manner. On the other hand, the lack of participation in the Cohort events and the resulting small sample sizes limited the conduct of more sophisticated data analyses. Care should be taken to refrain from generalizing these results to all female assistant professors across the University.

## FUNDAMENTAL CONCEPTS IN ACADEMIC RETENTION

The retention and success of female faculty has become a key focus at many academic institutions. In fact, the topic of women representation in university faculty positions was recently highlighted in a *Chronicle of Higher Education: Special Report* (Wilson, 2004). Academic discourse on women in academe is prevalent and diverse. A body of research has evolved that documents the status and experiences of female faculty as they enter into and progress through the ranks of professorship in universities and colleges across the nation. Much of this research finds that women have made notable inroads in the world of academics. In the past 20 years, women representation on university and college faculties has increased dramatically (Wilson, 2004). This increase has been supported by proportionate gains relative to males in the number of female doctorate students in Ph.D. programs. According to the National Science Foundation's Survey of Earned Doctorates, across disciplines, the proportion of doctorate degrees awarded to women has grown from paltry numbers in the 1960s and 1970s to a rate that is now at parity with men (NSF, 1996a).

However, while the overall numbers appear positive and are clearly worth acknowledging, research evaluating female faculty representation by discipline and by institution raises clear concerns. For example, the majority of women earning doctorate degrees are doing so predominately in the fields of social sciences, education, and humanities. Thus, their representation in the fields of life sciences, physical sciences, and engineering is still relatively low (NSF, 1996b; Trower & Bleak, 2004). Further, women tend to be overrepresented in lower-tier institutions (e.g., two-year colleges, baccalaureate institutions), while men make up the majority of faculty at research institutions holding 70% to 80% of the tenured or tenure-track positions (Perna, 2001a; Valian, 1999). The potential for women to realize equal representation in male-dominated fields is further reduced by demographic inertia (Hargens & Long, 2002). Given that tenure-track positions are generally limited such that the size of departments and colleges remains constant or grows only slowly over time, increasing numbers of women among newly-graduated doctorate students can only slightly affect the gender composition of current faculty. Essentially, any change in the number of women represented in departments, colleges, and universities is restricted by the retirement rates of senior male faculty.

These data are informative and shed light on the demographic changes taking place in the academic labor market. However, this information tells very little about the experiences that women have as faculty members. Thus, to understand the issues associated with retaining women in the academic ranks, we must understand how women experience academe.

In the many disciplines of academia, researchers have found that women experience academe differently than men. Female faculty are slower to advance in a field relative to their male counterparts. In many universities and colleges, women are overrepresented in the lower rank of assistant professor and low status or nontenure-track positions and underrepresented in the highest rank of full professor (e.g., Perna, 2001a; Valian, 1999; Winkler, 2000). Further, women earn tenure at a lower and slower rate than men (Bain & Cummings, 2000; Bentley & Blackburn, 1992; Mason & Goulden, 2004). Whether gender differences in tenure rates are reflective of subtle gender bias or substantive differences in productivity is under debate. Though Perna (2001a) presents results suggesting that such differences disappear when one takes into account

differences in the characteristics related to tenure success such as number of publications and one's academic field, other research suggests that gender differences remain even after women and men are matched by discipline, quality of doctoral institution, and number of years since obtaining their doctorate degrees (NSF, 1996b).

Regardless, one must consider the extent to which gender-based factors may limit the degree to which women are facilitated or hindered in their journey to meet tenure and fulfill performance expectations in the first place. Winkler (2000) found that the sluggish rates of promotion for women generally reflect the greater number of hurdles that women encounter in their careers. Women are often given more intense teaching loads and service commitments, while facing the same stringent research requirements. For teaching specifically, the detrimental impact of significant proportions of time spent engaged in instruction on the receipt of tenure and promotion has been well-documented (e.g., Perna, 2001a). Women also commonly face gender-based stereotypes that can alter how their research and teaching performance is perceived (Valian, 1999; Winkler, 2000). Many women lack good information about the tenure and promotion process leading to little clarity with regard to procedures, performance requirements, and timeframe (Tierney & Bensimon, 1996; Trower, 2002).

This situation worsens when one considers that women often do not have senior faculty or administration mentors to facilitate their socialization and development (Johnsrud, 1993; Trower & Bleak, 2004; Winkler, 2000). When women lack personal sponsorship, their ability to seek and receive a number of career rewards may be inhibited. Research on the predictors of academic career success has explored two models in an attempt to tease out how productivity versus connectivity relate to subsequent success. The universalistic model theorizes that success is a function of professional accomplishments. Those with higher levels of productivity will be recognized as better contributors by those who make important decisions about career rewards. Thus, demonstrating quality work is a key factor in receiving better resources that can ultimately enhance productivity further. In contrast, the particularistic model posits that decision makers who allocate resources will favor individuals with influential sponsors, deducing an implied competence from these associations. In other words, having strong network connections becomes the tool by which individuals achieve high-status in the academic community. Research conducted to determine which model characterizes accomplishment in academe generally finds that, not surprisingly, elements of both models are relevant in determining a faculty member's career success (e.g., Judge, Kammeyer-Mueller, & Bretz, 2004; Williamson & Cable, 2003). This suggests that when women become disconnected and isolated from those individuals in their department or college who allocate resources and rewards, such as chairs and senior faculty, their research productivity is likely to be lower regardless of how hard they work relative to others who are more connected. Considering these issues in total provides perspective for the fact that a larger number of women as compared to men drop out of academe throughout each career stage (e.g., Trower & Bleak, 2004).

For those with child care responsibilities, female faculty are more likely than men to report being overwhelmed in their attempt to balance care responsibilities with employment demands. In an environment where research productivity is generally measured by the number of referred publications, the difficulty of balancing a successful research career and a family is commonly acknowledged (e.g., Perna, 2001b; Wilson, 2004). Research evidence suggests that women are

more likely to experience conflicts between work activities, household responsibilities, and child care, and that women view these conflicts as a greater source of stress than men (Dey, 1994; Trower, 2002; Trower & Bleak, 2004). Another disappointment to female faculty is the issue of salary earnings. On average and in every category of US academic institutions, females earn less than their male colleagues (Trower & Bleak, 2004; Winkler, 2000). Salary discrepancies are found at every rank, but the greatest differences are found at the rank of full professor. Valian (1999) has suggested that both men and women begin their careers on an equal salary footing, but as time progresses, inequalities develop as early as three years post Ph.D. and then persist from that point forward. Given these challenges, it is clear that there are many ways in which the work-life experience of female faculty could be improved.

### **The Importance of Job Satisfaction and Job Embeddedness**

As August and Waltman (2004, p. 178) stated, “It is not enough merely to recruit and hire more women; once hired, female faculty must be retained by fostering a satisfying work environment in which they can perform well and prosper.” Satisfaction is a significant factor in the retention of both men and women regardless of who they are or what job they hold. People who are satisfied in their careers are more likely to stay in those careers. Correspondingly, a low level of career satisfaction is a key determinant of a faculty members’ intent to leave an academic organization (e.g., Smart, 1990). Many turnover scholars point to the relationship between job dissatisfaction, employee turnover and decreased organizational commitment (e.g., Griffeth, Hom, & Gaertner, 2000). The stronger the feeling of discontent in one’s job, the more likely one is to search for an alternative job. A detailed study on the predictors of career satisfaction for female faculty identified the following elements as influential in determining their attitudes about work: (a) the extent of their research, teaching, service commitments, (b) the extent to which they perceived that they were compensated in an equitable manner, (c) the extent to which they perceived that they were supported by their peers, (d) the quality of their relationship with their department chair, (e) whether or not they had a mentor, (f) the extent to which they developed quality student relationships, (g) the extent to which they felt they had influence in departmental decisions, and (h) the extent to which they felt well-informed about departmental norms (August & Waltman, 2004).

In addition to satisfaction, *job embeddedness* has proven to be a determining variable that is also negatively related to turnover. Job embeddedness reflects the degree to which individuals have established connections to their job and community (Mitchell, Holtom, Lee, Sablinski, & Erez, 2001). Such connections are theorized to result from three different sources: links, fit, and sacrifice. Links represents those formal and informal connections that emerge between people and with institutions. People become linked with the individuals and organizations that surround them both on and off the job. Such links may originate in groups, organizations, or teams and may be established for social, psychological or financial purposes. For example, if an individual has developed a network of close friends while holding a job for an organization in a given location, that network should make it more difficult for that individual to choose to pursue employment in another community since doing so could have a detrimental impact on the established friendships. Fit represents an individual’s perceived compatibility or comfort with his or her organization and surrounding community. To fit with an organization, one’s personal values, goals, and future plans must match the organization’s goals and plans for the individual. To fit with a community, one’s preferences, values, and lifestyle must match the community’s

activities, structure, and culture. For example, individuals who find the political or religious climate of a given community to be incompatible with their own views are more likely to pursue employment elsewhere. Sacrifice recognizes that most decisions to leave are costly in that resignation often involves forfeiting material and/or psychological benefits associated with continued employment. A decision to leave an organization may mean that the individual must give up the opportunity to work on an interesting project, for example. Links, fit, and sacrifice all strengthen the connections that an individual has to a given job, organization, and community, embedding individuals into their jobs. Individuals who are more embedded in their jobs are less likely to leave.

In summary, previous research on retention and women in academe demonstrates that a myriad of factors can impact the retention of female faculty. Many of these factors reflect organizational cultural and climate factors that produce an environment that either supports women in their pursuit of success, or detracts from that pursuit. To capture the complexity and subtlety of these forces, it is clear that any consideration of retention must recognize the presence of an intricate web of environmental, personal, and organizational aspects.

## **THE COHORT PROJECT**

### **Background**

The Women's Place (TWP) is a support network designed to provide services for the purpose of facilitating the retention and advancement of women within and beyond OSU. Within that charge, TWP serves as a clearinghouse for information and opinions, provides counseling services, facilitates developmental opportunities, and regularly collects data regarding the progress of women on campus. In 2001, TWP sought support from the President's Council on Women's Issues (PCWI) to pursue a new initiative, called the Cohort Project, which would follow the progress of a group of female assistant professors throughout the first few years of their career. Institutional data collected across previous years suggested that while women were increasingly represented within the ranks of OSU faculty, those increases were less among tenured faculty and generally far less than desired (President's Commission on Women, 1992). Conversations and discussions among the members of various advocacy groups suggested that the probationary years (i.e., years 1 – 4) leading up to and including the first mandatory performance review were likely the most critical. Correspondingly, institutional data suggested that women were leaving OSU during those first four years at a faster rate than men (Council on Academic Excellence for Women, 1998). The guiding purpose of the Cohort Project was as follows:

- ❖ Provide an opportunity for female tenure-track assistant professors to experience a supportive intervention geared toward facilitating their development and connecting them to other women professors in the OSU community.
- ❖ Gather data about why female tenure-track assistant professors stay at OSU and why they leave OSU.

The PCWI approved the initiative and TWP was charged with executing the project.

## **Project Initiation**

In November of 2001, all female tenure-track assistant professors hired by OSU to assume positions at either the main campus or any of the branch campuses from November 1, 2000 through October 31, 2001 were invited to take part in the Cohort Project. There were 50 women who received a letter of invitation from Jacqueline Royer, Chair of the PCWI, Cynthia Dillard, Associate Professor in the School of Teaching and Learning, and Judith Fountain, former Director of TWP, to participate in the initiative. The substantive text of the letter was as follows:

*“We hope that Fall Quarter has been off to a good start and that you have been able to establish a good pace for yourself and your work. As a new assistant professor, your professional success and personal satisfaction are important to The Ohio State University (OSU).*

*The letter serves as your invitation to become an active participant in an important new effort at OSU. A new faculty women cohort project has been developed to focus on the retention of incoming female faculty who are on the tenure track. You are part of this group...*

*OSU is very committed to the retention of female faculty. This cohort project is focused on identifying and understanding retention related issues as they emerge. The cohort group is designed to provide you with a personal network outside of your department, opportunities to meet with other new faculty women, and opportunities to help the University identify issues that could affect your progress at the University, as well as develop appropriate strategies to respond to those issues.*

*The President’s Council on Women’s Issues and staff from The Women’s Place will be collaborators in the effort to design this project based on your advice and council, as you share with us your experiences, needs, and interests. The formats for interactions among cohort members will include face-to-face meetings, email exchanges, and on-line bulletin board discussions.”*

The women were then invited to attend the first group meeting to learn more about the effort and to provide input that would shape the form and face of the effort. From that point on, the Cohort Project evolved as a series of events which took place over the course of the next three years.

## **Cohort Project Members**

The 50 Cohort members represent a diversity of backgrounds, interests, and goals. The Cohort is racial and ethnically diverse, cuts across multiple age groups, and includes female faculty from 16 colleges across the University and the four branch campuses. Table 1 below presents the demographic breakdown of the Cohort.

TABLE 1: MEMBER DEMOGRAPHICS<sup>1</sup>

<i>Members by race/ethnicity</i>		<i>Members by years of age group</i>	
White	76%	25 – 29	15%
Black	8%	30 – 34	33%
Hispanic	6%	35 – 40	27%
Asian	8%	41 – 44	15%
Undisclosed	2%	45 – 50	4%
		51 – 54	4%
		55 – 60	2%

<i>Members by college</i>		<i>Members by campus</i>	
Social and Behavioral Sciences	16%	Main	86%
Humanities	14%	Mansfield	6%
Medicine and Public Health	14%	Wooster	2%
Food, Agriculture and Environmental Sciences	10%	Lima	4%
Education	8%	Marion	2%
Nursing	6%		
Biological Sciences	4%		
Mathematical and Physical Sciences	4%		
Human Ecology	4%		
Arts	4%		
Social Work	4%		
Libraries	4%		
Business	2%		
Engineering	2%		
Veterinary Medicine	2%		
Pharmacy	2%		

### **Cohort Project Events**

Events were developed to facilitate the goals of the Project and in keeping with member thoughts and opinions. Thus, the Cohort members themselves often had a “hand” in determining the types of events that took place. The events took many forms ranging from social gatherings to intensive development seminars. In most cases, events were led by a TWP representative, a member of the PCWI, or a female full professor interested in serving as a mentor for the Cohort members. Participation in the events was voluntary. All Cohort members were informed of the events, and those who wished could choose to attend.

#### *January 2002: Reception with President Kirwan and His Wife*

- Members joined President Kirwan at the University estate for dinner and conversation. Participants received welcome comments, discussed their backgrounds, and heard discussions about the future of the University.

<sup>1</sup> As reported by TWP in August 2002 and documented in notes provided by Judy Fountain, former Director of TWP.

*Spring 2002: Informal Brown Bag Lunches*

- Members gathered for casual lunches to discuss both work and life topics. Participants would often share notes and experiences, exchanging information and support.

*June 2002: Getting Tenure - A First Conversation*

- Members participated in small and large group activities where they received both university-level and unit-level information about the T&P process. Participants had the opportunity to ask questions about the process, to review Office of Academic Affairs T&P documentation, to gain information about critical factors for success in the process, and to plan a path through the process based on guidance from full women professors and other knowledgeable individuals.

*September 2002: Welcome Reception*

- Members were invited to a reception hosted by TWP to welcome them back to the University. The reception focused on communicating the important role that high-potential junior faculty play in the achievement of OSU's mission and providing an opportunity for members to socialize with each other.

*December 2002: Resources in the Office of Research*

- Members took part in a presentation and discussion of University resources available for research including both internal and external funding opportunities and contact information for identifying additional research resources. Representatives from the Office of Funding and Research Development led the program.

*February 2003: Resources to Improve Your Teaching*

- Members received information about how to craft a teaching philosophy and how to build a teaching portfolio. Representatives from University Faculty and Staff Development provided discussion on techniques and skill building.

*April 2003: Getting Tenure - A Second Conversation*

- Members continued the discussion of the T&P process with more guidance provided by other female full professors and Provost Barbara Snyder. Topics included identifying specific elements of the annual review process and steps for preparing for the mandatory fourth-year and sixth-year reviews.

*Throughout 2002 – 2003: Informal Brown Bag Lunches*

- Members continued to gather for casual lunches to discuss both work and life topics. Participants would often share notes and experiences, exchanging information and support.

*Spring 2004: Fourth-Year Review Workshop*

- Members were provided with a forum for working through the specific steps of the fourth-year review process. Efforts were made to help participants gather and prepare their documents in accordance with University policies and expectations.

*Spring 2004: Meeting with President Holbrook*

- With a new OSU president, it was important for the Cohort to have the opportunity to connect with her. The course of the discussion was on their experiences thus far and on brainstorming those aspects on which the University could improve the work-life environment for female faculty.

**Current Status of the Project**

The Cohort Project is in its fourth year. As of Autumn 2004, 42 of the original 50 members continue to be employed as tenure-track assistant professors at OSU. The remaining members were invited to attend a “Welcome Back” gathering held in October 2004. The event offered the opportunity for informal socializing and was designed to help the members reconnect after the summer months. Each remaining member is also currently completing the mandatory fourth-year review. It is anticipated that the reviews will be completed for all of the members by Spring of 2005. In Spring of 2004, TWP received approval from the Provost and OAA to continue the Cohort Project through year six. Thus, following the fourth-year review, TWP will be constructing additional events for the purpose of supporting these women through the full tenure process. Future events on the calendar include panel discussions on responding to the fourth-year review, planning for the sixth-year review, and highlighting accomplishments in a way that others may have an enhanced appreciation of one’s contributions.

**A DESCRIPTIVE EVALUATION OF THE COHORT PROJECT**

**Data Collection**

A number of different data collection methods were used to gather information from 41 of the 42 remaining Cohort members<sup>2</sup> about the Cohort experience, about their thoughts and experiences with regard to the work-life environment at OSU, and about the success that they have had in their first few years at OSU. One method involved the conduct of structured small-group interviews. Members were invited to participate in the interviews and share their feedback. The interview was designed to serve as a forum for gaining qualitative information about retention issues at OSU and to gather general feedback about the experience of being in the Cohort Project. Questions were quite varied in content ranging from queries regarding those aspects of work that members felt were the most satisfying to questions assessing the accessibility of information. A second method involved the conduct of a survey. Members were invited to complete a series of questions designed to obtain specific feedback about the Project events. This information was gathered to provide guidance with regard to future Cohort Projects and events. Further, respondents were asked to provide a self-evaluation of their tenure prospects. This information helped us better understand whether involvement in the Cohort likely impacted

---

<sup>2</sup> One of the cohort members was an assistant professor in the same TIU as the investigators. Because, as an associate professor, one of the investigators would ultimately serve on the departmental committee that would conduct the T&P evaluation of this member, we felt that it would be a conflict of interest to include her in the data collection process. Thus, this member was excluded from the evaluation.

individual performance. A third method involved the collection of current vitae from the Cohort members. As a supplement to the self-evaluation information, member vitae were used to construct a more independent measure of individual performance.

In addition, it was our understanding that the University currently does not conduct exit interviews with faculty who have resigned. In the absence of this information, we attempted to contact the eight Cohort members who have left the University during the past three years. Phone interviews were conducted with those individuals who could be located to ascertain information about their overall experience at OSU and the circumstances surrounding their choice to leave. Each of these four methodologies is described in more detail below.

### Structured Interviews

In June of 2004, the members received an email inviting them to take part in a structured small-group interview. A copy of this email is available as Appendix A. In the email, we introduced ourselves to the members, explained our connection to the Cohort Project, and described the purpose of our research and the broader interests of the University. We also highlighted the role that we hoped they would play in supporting future decision-making with respect to the Cohort and future inquiries into the issue of retention. The members were assured that their involvement and discussion would be completely confidential.

The structured interviews took place during Summer of 2004. We provided the members with a variety of dates and times, allowing them to choose when it would be most convenient for them to meet with us. Of the 41 members invited to take part, 15 volunteered to share their thoughts and experiences. The members were interviewed in small groups, ranging from three to five members. Interviews were conducted in a Fisher Hall conference room, occurred during the regular workday, and lasted for 1 ½ hours. Members were provided with light refreshments during the interview.

The structured interview questions were derived from the original goals of the Cohort Project as well as previous research findings on the issues associated with the retention of female faculty. A copy of the complete interview guide is available as Appendix B. Dr. Arnon Reichers facilitated the interviews by asking the questions and probing the participants to gain additional information or clarification of their responses. Great care was taken to create an accepting atmosphere that would encourage free expression. Norms of confidentiality were explained so that participants could speak openly. After securing permission from the participants, each interview session was audio taped, and those tapes were transcribed to produce an accessible record of the interviews for data evaluation and archival purposes.

### Survey

In September of 2004, the members received an email inviting them to take part in a survey. A copy of this email is available as Appendix C. In the email, the members were informed that the survey would assist in gathering specific feedback about the various Cohort events. The members were also told that the new Director for TWP (set to assume the position in January 2005) would be charged with determining whether a second Cohort Project involving a new group of women should be started. They were asked to provide feedback on

their experiences so that this information could be considered in discussions regarding a potential future cohort project

Further, the members were informed that the survey would ask them to report on their attendance at the various events. This section was included because we were interested in not only gathering information about general participation rates, but also in learning why the members chose NOT to attend any given event. Since active participation in the events is instrumental to the health of the Cohort Project, we felt that information about the choice to not attend an event would be equally illustrative. Participants were assured that their responses would remain confidential and that the attendance questions were not meant to serve as a method for tracking their behavior.

Over the course of a two week period, 22 members completed the survey. The survey was delivered in three parts. A full copy of the survey is available as Appendix D.

- ❖ Part 1 asked the members to consider the extent to which the Cohort Project met a series of general goals and objectives. At the beginning of the Project, the members were asked to identify what they thought the focal point of the Project should be. As a group, they identified a number of desired outcomes. Survey participants were asked to evaluate the extent to which they believe that the Project has accomplished these stated objectives. Responses were provided on a 1 = *strongly disagree* to 7 = *strongly agree* scale. If a member did not feel that she had participated enough to render an opinion, she was given the option to move on to the second part of the survey.
- ❖ Part 2 asked the members to answer a series of specific questions about each event. First, they were asked to indicate whether or not they attended each event. If they did attend, they were asked to indicate their satisfaction with a variety of aspects of the event. Responses were provided on a 1 = *very dissatisfied* to 7 = *very satisfied* scale. If they did not attend, they were asked to indicate why they chose not to attend and were then forwarded onto the next event. This enhanced the efficiency of the survey allowing members to target only those events that they attended. Throughout this section, if a respondent chose an answer option indicating any degree of dissatisfaction, they were asked to discuss how that aspect of that event could have been improved.
- ❖ Part 3 asked the members to provide a self-evaluation of their performance at OSU to date. This part allowed us to gather general information about the relative success that the members have had in their first three years as assistant professors at OSU. Members were asked to indicate their agreement with four statements designed to measure their progress. Responses were provided on a 1 = *strongly disagree* to 7 = *strongly agree* scale.

#### Vita Collection

Members who attended a structured interview were asked to bring a current copy of their vita for use as a measure of their success to date. For those members who did not attend, resources on the Internet including University or departmental websites and personal pages,

were searched to locate member vitae posted on-line. Vitae were located for 27 of the 41 members.

Professional accomplishments as listed on the vitae were content coded to form a rough measure of scholarly productivity.<sup>3</sup> For each member, we recorded the following information:

- Number of journal publications (both in print and in press)
- Number of book chapters (both in print and in press)
- Number of books (both edited and authored, and both in print and in press)
- Number of presentations at scholarly conferences
- Number of invited presentations
- Number of grants received
- Number of teaching awards received
- Number of committee memberships (college, university, and national levels)
- Number of memberships on editorial boards

#### Structured Phone Interviews

Using information gathered from OSU Human Resources, Columbus-area telephone directories, and national internet directories, we located six of the eight members who have left the University. In Autumn of 2004, these individuals were contacted by phone and email and invited to complete a 15–20 minute interview about their experiences at OSU, the factors that surrounded their choice to leave OSU, and their perceptions about the Cohort Project. Three of the six members responded to our inquiries and agreed to participate. Because we felt it was important to potentially draw comparisons between the perceptions of those individuals who have left the University and those who have stayed, we amended the interview guide used in the face-to-face interviews for use in these interviews. Changes included the addition of specific questions focused on their decision to leave, the rephrasing of certain questions so they would be appropriately tailored to individuals who have departed the University, and the elimination of less essential questions to shorten the duration of the interview. A copy of the complete interview guide is available as Appendix E. Doctoral student Kyra Sutton conducted the phone interviews and captured individuals' responses.

### **HOW THE DATA COLLECTED SHED LIGHT ON A SERIES OF FOCAL QUESTIONS**

#### **➤ What proportion of the Cohort attended the events?**

Table 2 below presents attendance numbers for each of the events. Table 2 also presents the number of members indicating that they did NOT attend an event for a given reason. Cohort

---

<sup>3</sup> The tradeoff between quality of performance and quantity of performance and the issues associated with measuring faculty achievements are well-documented (e.g., Erez , 1990; Spector, 2000; Viswesvaran, 2002; Winkler, 2000). Thus, it is important to recognize that any quantitative count will be a rudimentary measure of performance. Further, member comments provided during the interviews suggested that the extent to which “quantity” was valued within a given TIU varied. Nonetheless, the count does serve to characterize the activity level of these members and their involvement with scholarly endeavors.

member attendance across the events was quite varied.<sup>4</sup> Most respondents reported attending between three and six events. The *Getting Tenure – A First Conversation* was the most highly attended event; other events that garnered good attendance included the *Reception with President Kirwan*, the *Fourth Year Review Workshop*, and the *Meeting with President Holbrook*. These figures suggest that the members were more likely to attend those events that were more structured, administrative, and dealt directly with T&P issues as compared to the events that were designed to serve as informal opportunities for socializing.

It is also interesting to note that attendance rates peaked at 30%, with most events registering lower percentages. Given that a notable percentage of members did not attend certain events, it is important to consider what often led to that choice. The most common reason reported for NOT attending an event was the presence of other job commitments. In fact, if those members who chose not to attend because of a job commitment had instead decided to attend, attendance numbers for any given event would have more than doubled. Thus, a notable portion of the members appear to be giving lower priority to Cohort Project events relative to other work-related activities, even though such events may offer information integral to their future success.

We also evaluated whether members who repeatedly chose not to attend events, did so for the same reason each time. A mapping of the pattern of explanations given for not attending by respondent indicated that the explanations for nonattendance generally varied for each member. At times, they may not have attended because of a job commitment, at other times they may not have attended due to the location or because they were unclear as to how the event would benefit them.

TABLE 2: EVENT ATTENDANCE AND NUMBER OF MEMBERS WHO DID NOT ATTEND FOR THE IDENTIFIED REASONS PRESENTED BY ACADEMIC YEAR

<i>Attendance Responses</i>	<i>Academic Year 2001 – 2002 Events</i>		
	<i>President's Reception</i>	<i>Brown Bag Lunches</i>	<i>Getting Tenure I</i>
Number attended	11	5	15
Number who did not attend ...			
...because I wasn't clear how it would benefit me	0	2	1
...due to the meeting location or other travel issues	1	4	1
...due to a lack of advanced notice	0	0	0
...due to other job commitments	8	9	3
...due to family or other outside commitments	1	0	0

*Table 2 continues on the next page.*

<sup>4</sup> It is important to note that the attendance data reported here is a conservative measure that may underestimate actual attendance figures for any given event. This is due to the fact that a member may have attended an event, but chose not to complete the survey. Those individuals would not be counted in these numbers.

<i>Attendance Responses</i>	<i>Academic Year 2002 – 2003</i>				
	<i>Events</i>				
	<i>Welcome Reception</i>	<i>Resources for Research</i>	<i>Improving Teaching</i>	<i>Getting Tenure II</i>	<i>Brown Bag Lunches</i>
Number attended	8	7	3	8	6
Number who did not attend ...					
...because I wasn't clear how it would benefit me	0	4	4	2	0
...due to the meeting location or other travel issues	1	2	0	1	4
...due to a lack of advanced notice	0	0	0	0	0
...due to other job commitments	7	6	8	5	8
...due to family or other outside commitments	1	0	0	2	0

<i>Attendance Responses</i>	<i>Academic Year 2003 – 2004</i>		
	<i>Events</i>		
	<i>Review Workshop</i>	<i>President's Meeting</i>	<i>Brown Bag Lunches</i>
Number attended	13	11	3
Number who did not attend ...			
...because I wasn't clear how it would benefit me	2	0	2
...due to the meeting location or other travel issues	0	2	3
...due to a lack of advanced notice	0	0	0
...due to other job commitments	3	8	9
...due to family or other outside commitments	1	1	1

Though it can certainly be argued that it is important to develop and support faculty regardless of the number in attendance, responses gathered during the structured interviews suggest that the sporadic attendance rates may have decreased the extent to which the Cohort was successful in building meaningful professional and social relationships among the members. The lack of consistency in attendance meant that the members did not have the opportunity to get to know each other and develop the natural familiarity that comes from meeting with the same individuals repeatedly.

➤ **Did the Cohort Project fulfill its general goals and objectives?**

Table 3 below presents ratings from Part 1 of the survey. Out of the 22 survey respondents, 20 members answered the questions which addressed the extent to which the Cohort Project met the objectives and goals laid out at its beginning. The goals listed in the table are presented in descending order based on the score received. All of the goals evaluated received an aggregate rating that was above the midpoint of the scale suggesting that in general, the members were satisfied that the Cohort Project was fulfilling their expectations.

More specifically, it appears that the members believe that the Project facilitators created an environment that was supportive, comfortable, and non-threatening, that the experiences helped them to plan and prepare for the fourth-year review and that their interactions with other faculty, both junior and senior, served to inform and develop them in a valuable manner.

TABLE 3: MEANS (AND STANDARD DEVIATIONS) FOR MEMBER RATINGS OF THE DEGREE TO WHICH THE COHORT PROJECT MET OBJECTIVES (N=22)

<i>Cohort Project Goals</i>	<i>Mean (SD)</i>
The Cohort Project events ...	
...provided a safe outlet for sharing my work-life concerns with other female faculty.	5.85 (1.3)
...helped me negotiate the fourth-year review process.	5.68 (1.2)
...provided career guidance and valuable job knowledge.	5.60 (1.5)
...made me feel proactive toward addressing the needs of female faculty.	5.58 (1.4)
...provided information about campus resources.	5.50 (1.4)
...helped me socialize with other faculty.	5.45 (1.2)
...gave me a voice for sharing my work-life concerns with administration.	5.42 (1.1)
...helped me network with other female faculty members.	5.15 (1.5)
...gave me a feeling of empowerment.	4.90 (1.3)
...helped me make meaningful connections with senior female faculty.	4.15 (1.5)

*Note.* Responses were provided on a 1 = *strongly disagree* to 7 = *strongly agree* scale.

During the structured interviews, some participants singled out the networking aspects of the program as being beneficial. This included networking with each other across disciplines, within disciplines, with more senior female faculty across disciplines and with senior university administrators. Many of the participants indicated that they appreciated the University's interest in them as evidenced by the existence of the Cohort Project, even if they hadn't attended many or any of the events. Further, many of the participants reported that they benefited from gaining information about the processes, expectations, and resources available in other colleges or departments. This provided a much-needed perspective about how good (or bad) things could be relative to their own department, information that gave these participants an enhanced perspective of their own situation and ultimately made them feel more informed.

Interestingly, responses gathered during the structured interviews and through the open-ended questions on the survey suggested that the Cohort Project served as a *substitute* source of support for the members as opposed to a *supplemental* source of support. Participants who were actively engaged in the Cohort and responded positively about the Cohort were often those that found little support within their own department or college. In that context, they saw the Cohort Project as a much-needed lifeline between them and the University. These individuals often lacked information about University policies and resources, felt isolated in their TIU, and readily sought opportunities to connect with other faculty in a meaningful and developmental manner. In contrast, most individuals who felt well-informed about the

resources available within their college or department were privy to a structured mechanism for educating them and preparing them for the T&P process. Those individuals felt mentored and guided by their fellow faculty and often did not see any benefit to being involved in the Cohort Project.

➤ **What feedback can the members offer about the various Cohort events?**

Table 4 below presents ratings from Part 2 of the survey indicating how each of the events was received by those members in attendance. For each event, the members were asked to evaluate their satisfaction with a series of aspects that characterize that event.<sup>5</sup> These ratings were then aggregated across the characteristics to also form an overall rating for each event. In addition, those members who participated in the structured interviews were asked to provide feedback with regard to the events.

In general, all of the events were well-received by those in attendance. In fact, at no point—for any event and across all of the characteristics—did the respondents’ evaluation fall below the midpoint of the scale.

The *Getting Tenure—A Second Conversation* event received the highest overall evaluation and responses gathered during the interviews identified the *Fourth-Year Review Workshop* as especially helpful. Often, those members who valued these two events also reported being in a department or college where little, if any, guidance was provided on how to prepare for the T&P process. Other members noted that the reiteration of critical information related to the T&P process was useful as departmental and university expectations were clarified and reinforced. In terms of the more informal events, the *Brown Bag Lunches* were also evaluated highly; however those ratings reflect the opinions of only the few members that were in attendance. The event that received the lowest overall rating (a rating which was still well above the scale midpoint) was the *President’s Reception*. This was the first event following the initiation of the Project. Consequently, while attending this event it is likely that many of the members were still orientating themselves to the purpose of the Project and their role within the Project. Any lack of clarity regarding member expectations for the event during this transitional period would explain the lower ratings.

TABLE 4: MEANS (AND STANDARD DEVIATIONS) FOR MEMBER RATINGS OF EACH EVENT PRESENTED BY ACADEMIC YEAR

<i>Event Characteristics</i>	<i>Academic Year 2001 – 2002</i>		
	<i>Events</i>		
	<i>President’s Reception</i>	<i>Brown Bag Lunches</i>	<i>Getting Tenure I</i>
Location of this event.	5.27 (1.6)	5.60 (2.1)	4.57 (2.0)
Time of day when this event was held.	5.55 (1.4)	5.80 (2.2)	4.71 (1.8)

<sup>5</sup> The bottom row indicates the number of members who provided data for each event. In some cases, this number is lower than the number of members who reported attending an event. This is due to some respondents indicating that they attended an event but choosing not to respond to the specific questions posed with respect to that event.

Content of the discussion during this event.	5.00 (1.1)	6.40 (0.9)	5.43 (1.7)
Usefulness of the information provided during this event.	4.64 (0.9)	6.20 (1.1)	5.57 (1.7)
Extent to which you have been able to apply the knowledge gained during this event.	4.00 (0.8)	6.00 (1.2)	5.43 (1.6)
Information provided about the event before it was held.	5.09 (1.5)	5.80 (1.6)	5.14 (1.6)
Facilitator skills of the individual(s) leading the event.	4.82 (1.2)	6.60 (0.9)	5.71 (1.4)
Overall rating	4.90 (0.9)	6.06 (1.3)	4.97 (1.6)
Number of members responding	11	5	7

Note. Responses were provided on a 1 = very dissatisfied to 7 = very satisfied scale.

<i>Event Characteristics</i>	<i>Academic Year 2002 – 2003 Events</i>				
	<i>Welcome Reception</i>	<i>Resources for Research</i>	<i>Improving Teaching</i>	<i>Getting Tenure II</i>	<i>Brown Bag Lunches</i>
Location of this event.	5.25 (2.1)	4.14 (0.4)	5.00 (1.7)	5.25 (2.1)	6.17 (1.0)
Time of day when this event was held.	5.25 (1.8)	5.28 (1.0)	5.00 (1.7)	6.50 (0.8)	6.33 (1.0)
Content of the discussion during this event.	5.12 (1.6)	5.00 (1.0)	5.33 (1.5)	6.88 (0.4)	6.00 (1.6)
Usefulness of the information provided during this event.	5.25 (1.4)	5.57 (1.0)	5.33 (1.5)	6.75 (0.5)	5.83 (1.6)
Extent to which you have been able to apply the knowledge gained during this event.	5.25 (1.4)	5.57 (0.8)	5.00 (1.0)	6.75 (0.5)	6.00 (1.6)
Information provided about the event before it was held.	5.75 (1.3)	5.42 (0.8)	5.33 (1.5)	5.88 (1.6)	5.83 (1.5)
Facilitator skills of the individual(s) leading the event.	5.50 (1.4)	5.14 (0.9)	5.33 (1.5)	6.50 (0.8)	6.17 (1.2)
Overall rating	5.31 (1.5)	5.16 (0.7)	5.19 (1.5)	6.38 (0.7)	6.04 (1.2)
Number of members responding	8	7	3	8	6

Note. Responses were provided on a 1 = very dissatisfied to 7 = very satisfied scale.

<i>Event Characteristics</i>	<i>Academic Year 2003 – 2004 Events</i>		
	<i>Review Workshop</i>	<i>President's Meeting</i>	<i>Brown Bag Lunches</i>
Location of this event.	4.92 (1.9)	6.18 (1.4)	6.33 (1.2)
Time of day when this event was held.	5.77 (1.2)	6.00 (1.3)	6.33 (1.2)
Content of the discussion during this event.	6.00 (1.5)	5.73 (1.6)	7.00 (0.0)
Usefulness of the information provided during	6.31 (0.9)	5.27 (0.9)	7.00 (0.0)

this event.			
Extent to which you have been able to apply the knowledge gained during this event.	6.23 (0.9)	5.00 (1.0)	6.67 (0.6)
Information provided about the event before it was held.	5.77 (1.1)	5.00 (1.3)	5.67 (1.5)
Facilitator skills of the individual(s) leading the event.	6.15 (1.0)	5.64 (1.0)	6.67 (0.6)
Overall rating	5.89 (.9)	5.56 (1.0)	6.52 (0.5)
Number of members responding	13	11	3

Note. Responses were provided on a 1 = *very dissatisfied* to 7 = *very satisfied* scale.

➤ **How successful have the members been in their first three years at OSU?**

An important method for evaluating the impact of the Cohort Project is to consider the extent to which members have experienced professional success at OSU. Table 5 below presents ratings from Part 3 of the survey wherein the respondents offered a self-evaluation of their performance by indicating their agreement with each of four statements. For each positive statement evaluated, the largest proportion of the respondents was in strong agreement suggesting that in general, the members have a positive view of their performance to date and their future at OSU.

TABLE 5: PERCENTAGE OF MEMBERS IN AGREEMENT WITH THE SELF-EVALUATION OF PERFORMANCE STATEMENTS (N=22)

	<i>Self-Evaluation of Performance</i>			
	<i>...am optimistic that I will receive a favorable fourth-year review.</i>	<i>...intend to continue my appointment at OSU for the foreseeable future.</i>	<i>...understand what is expected of me to gain tenure at OSU.</i>	<i>...feel relatively confident in my ability to gain tenure at OSU.</i>
Strongly agree	49%	41%	63%	45%
Somewhat agree	18%	27%	22%	18%
Slightly agree	5%	0%	5%	9%
Neutral	18%	18%	5%	14%
Slightly disagree	5%	5%	0%	0%
Somewhat disagree	5%	9%	5%	14%
Strongly disagree	0%	0%	0%	0%

We were also curious if the respondents answered consistently to each of the four self-evaluation statements. A mapping of responses across statements and by respondent indicated that most individuals were consistently in agreement with the four statements. In other words, if they were optimistic in their expectation of receiving a positive fourth-year review, they were also often well-informed about tenure expectations, and had intentions to remain at OSU, a result that seems relatively intuitive. Occasionally, however, a respondent did vary. For example, two respondents indicated that they fully understood what was expected to gain tenure but were not at all optimistic that they would receive a positive fourth-year review or that they would remain with the University in the future. This reflects a

certain degree of candor in these respondents' evaluations and suggests that they had questions regarding their ability to meet the standard of performance required to obtain tenure and that these questions were contributing to a concern regarding whether or not they should remain at OSU.

As a supplement to the self-evaluation data, it is informative to evaluate the degree of scholarly activity that members have engaged in as documented on their respective vitae. Table 6 below provides a description of the range of involvement in research, teaching, and service activities that commonly constitute expectations for tenure-track, assistant professor performance. Given that publishing in peer-reviewed journals and presenting at professional conferences often play a central role in establishing a faculty member's tenure case, it was reassuring to see that the vast majority of the members have some publications in peer-reviewed journals and have participated in academic conferences. However, it was also concerning that this was not descriptive of all members; two members had no publications in peer-reviewed journals and six members have never presented at an academic conference. Consistent with the trajectory that often characterizes scholarly activities over the course of one's academic career, most members have yet to write a book, receive a teaching award, or serve on an editorial board. This is not surprising in that a demonstrated impact on the field is often a precursor for involvement in these types of activities—an expectation that most junior faculty have not yet had the chance to fulfill. A few more members have been invited to present on their work or have applied for and obtained a grant.

TABLE 6: FREQUENCY COUNT OF SCHOLARLY ACTIVITY  
RECORDED ON MEMBER VITAE (N=27)

	<i>Distribution of Scholarly Activity</i>				
	<i>Median</i>	<i>None</i>	<i>1-9</i>	<i>10-19</i>	<i>20-29</i>
Publications	9	2	14	6	5
Book chapters	1	11	14	2	0
Books	0	22	5	0	0
Conference presentations	9	6	8	9	4
Invited presentations	0	15	9	3	0
Grants received	0	16	11	0	0
Teaching awards	0	25	2	0	0
Committee memberships	3	11	9	3	4
Editorial board memberships	0	25	2	0	0

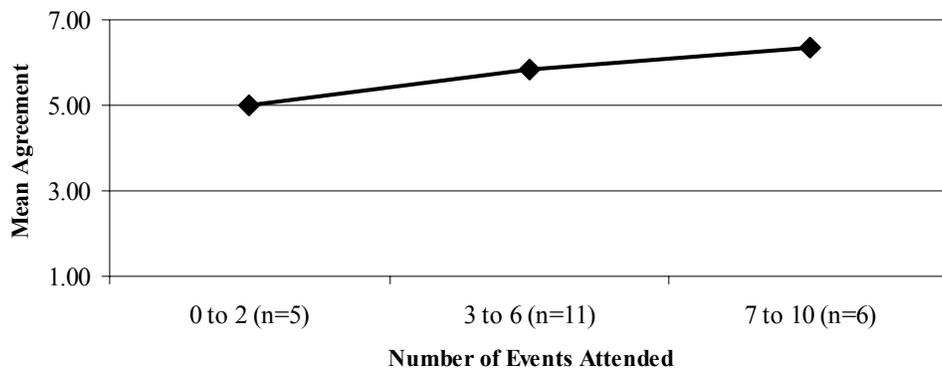
➤ **Did involvement in the Cohort Project impact the members' self-evaluation of success and their beliefs concerning their future at OSU?**

Figure 1 below presents four graphs which characterize the relationship between participation in Cohort Project events and members' responses to the four self-evaluation statements. We were curious whether those members who participated in more events also reported more confidence in their performance and more optimism in their future at OSU. Survey respondents were separated into three groups (those who attended 0–2 events, those who attended 3–6 events, those who attended 7–10 events). Involvement in the Cohort Project did appear to have a slight positive impact on the members' self-evaluation of their

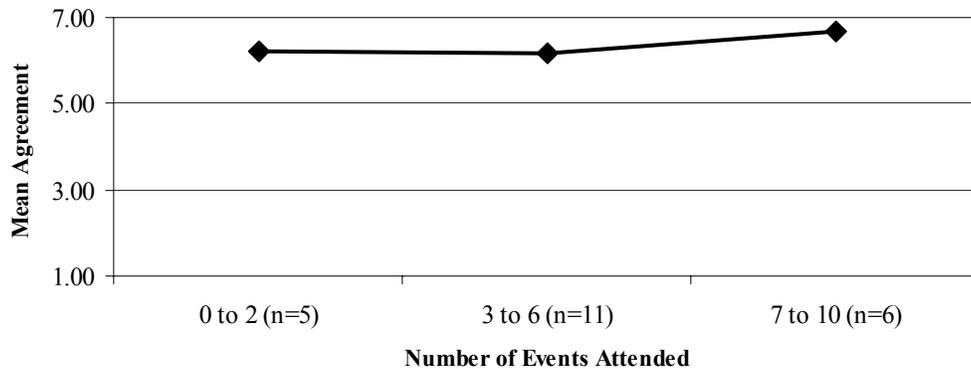
success. Those who attended more events were more optimistic and confident, more likely to anticipate remaining at OSU, and more knowledgeable about the expectations for gaining tenure. However, it is important to note that all of the survey respondents, regardless of their involvement, reported self-evaluations of performance that were above the mean. In other words, it does not appear that attendance at the Cohort events meant the difference between having a negative evaluation of one's potential for success versus a positive evaluation of one's potential for success.

FIGURE 1: MEAN RATINGS FOR THE SELF-EVALUATION STATEMENTS PLOTTED BY EVENT ATTENDANCE

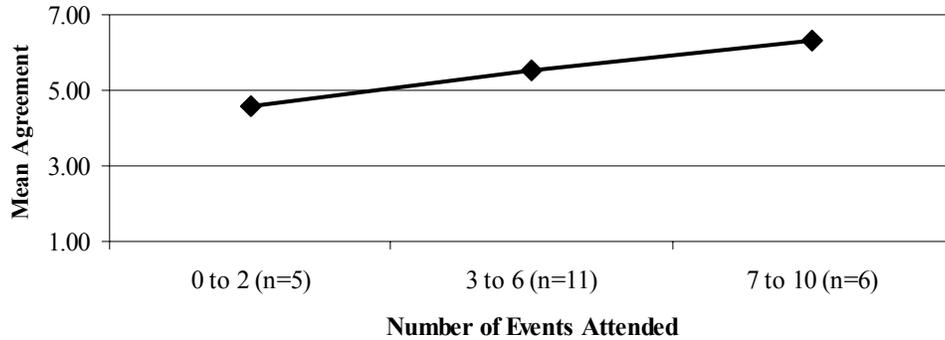
**I am optimistic that I will receive a favorable fourth-year review.**  
(Mean Ratings: 1-Strongly Disagree to 7-Strongly Agree)



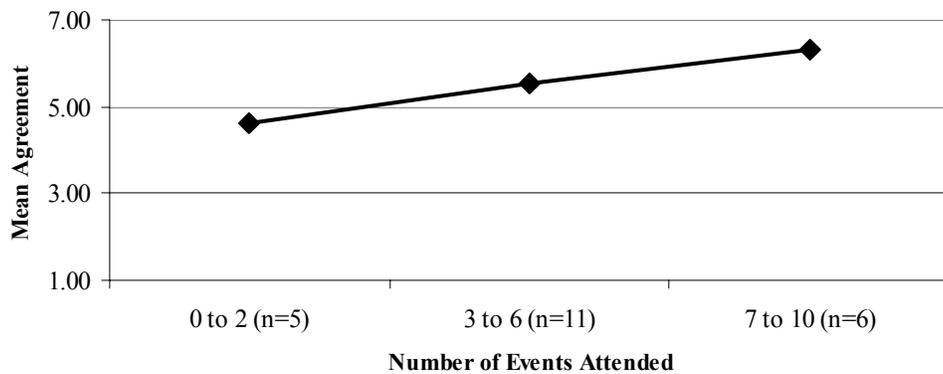
**I understand what is expected of me to gain tenure at Ohio State.**  
(Mean Ratings: 1-Strongly Disagree to 7-Strongly Agree)



**I intend to continue my appointment at OSU for the foreseeable future.**  
 (Mean Ratings: 1-Strongly Disagree to 7-Strongly Agree)



**I feel relatively confident in my ability to gain tenure at Ohio State.**  
 (Mean Ratings: 1-Strongly Disagree to 7-Strongly Agree)



➤ **What factors were identified by the members as integral in their decision to remain at OSU?**

During the structured interviews, many participants indicated that they had personal reasons for wanting to stay at OSU. These included family who were also employed by OSU or other organizations in Columbus, as well as ties to the community itself through civic memberships, friendships, or not wanting to relocate school-aged children. For example, one participant stated,

*“What keeps me here has nothing to do with OSU. My family, the person I live with, is what keeps me here.”*

Other reasons for wanting to stay at OSU were more directly related to their work lives. For example, several participants cited the prestige associated with working at a tier-one, research school. Several cited liking their colleagues and having developed good, working relationships with others in their department. Some mentioned the presence of excellent facilities or the difficulty of finding a job in their field anywhere else.

➤ **What issues did the members identify as sources that made it difficult for them to adjust to their new role as an assistant professor at OSU?**

In the structured interviews, some of the participants identified a lack of assistance on the part of OSU in facilitating their settlement into the Columbus community. They indicated a wish to have been provided with community materials and resources. Also, some of the participants noted a lack of spousal relocation support.

During the interviews, participants also identified the need to transition their personal definition of success in order to be consistent with T&P standards. The essence of their comments suggests dissatisfaction with the need to alter their perspective and the philosophy behind such changes. For example, three participant comments made were:

*“I used to think that my department was more concerned about the content of my work – what I actually do – but I’ve learned that the focus is on the quantity. As long as there are enough papers in the right journals...”*

*“[I’m] getting used to the fact that the number of publications is the main focus, regardless of whether the paper is a five-page paper or a forty-page intensive effort. There’s no recognition that it might take longer to write some kinds of research.”*

*“I’ve been surprised at the importance of grants – how important it is to bring money in.”*

A number of participants identified a sense of frustration with their department chairs. Those individuals described their department chairs as non-directive and unhelpful, and spoke of their chairs as failing to display developmental leadership and failing to provide adequate guidance or explanation regarding T&P. Often, the unsupportive nature of the department chair appeared to be reflective of a broader department culture. In other words, when members spoke of encountering problems with their chair, they also often noted that they found their department or relevant work group to be unsupportive as well.

Somewhat more concerning, some of the participants reported perceptions that they were treated inequitably relative to their male peers in their department. For example, a lack of adequate laboratory space, relative to that allocated to other male assistant professors, was one concrete concern raised by some of the members. Other examples noted included perceived inequalities with regard to the availability of computer equipment, the type of office space, graduate student support, and teaching loads. These differences were salient to some of the members and they often assumed that such issues were equally salient to their department chairs and senior faculty. Thus, as the differences subsisted the women were left feeling that the University was not concerned about their success.

When asked what might cause them to leave OSU, participants who were ambivalent about staying stated that any diminution of resources would cause them to decide to leave. Other members indicated that excessive workloads and a lack of support (e.g., lab space, office space, technician and graduate assistant support) made leaving seemed more and more like a plausible option. For those participants who regularly perceived inequities, the presence of such perceptions appeared to trigger thoughts about leaving OSU on a frequent basis.

➤ **For those members who have left OSU, what prompted their decision to leave?**

We were able to locate and interview three of the members who have left OSU. Structured phone interviews revealed three very different personal situations that culminated into their respective decisions to leave OSU. Two of the members identified excessive workloads, difficulty with finding time to complete their own research, lack of support from senior faculty or the department chair, and a lack of technological and staff resources as problematic factors influencing their decision. To communicate the issues that can play a role in an individual's decision to leave, we felt it most illustrative to consider each woman's story<sup>6</sup> separately. Therefore, overview snapshots of the three stories follow.

Story 1

Before coming to OSU, Jane and her husband were looking for two tenure-track positions in the same department. OSU was one of the first universities to make an offer to both her and her husband. Her husband was offered a visiting position with the understanding that he would be eligible to interview for a regular position within 1–2 years. Jane was excited about the opportunity to be a part of OSU and her new department, especially given the department's excellent research reputation. She was excited to work with such esteemed colleagues and perceived the department to be a good fit. Jane did not participate in any of the Cohort Project events. Jane felt that she had a lot of support from her colleagues and given that time is limited, did not feel a strong need or desire to participate.

There were two primary factors that led Jane to leave the University. First, after a period of time, two positions became open in Jane's department. Both Jane and her husband felt that her husband had met and exceeded performance expectations for his current position. Thus, in keeping with the understanding reached earlier, Jane expected that her husband would be invited to interview for the two positions. However, this did not occur and no explanation was offered as to why not. Second, Jane felt that the workload within her department was too high. Departmental expectations regarding teaching, undergraduate curriculum work, and service on doctoral student dissertation committees over the summer made it difficult for her to complete her own research. Further, she was not provided with any additional compensation for her summer work responsibilities. These two factors frustrated Jane and her husband, causing them to decide to leave OSU.

Story 2

Mary's husband accepted a job as a new assistant professor at OSU. Her husband was excited to begin his employment, noting that his new department had an excellent reputation for supporting junior faculty. While Mary was currently employed at another university, she made the decision to follow her husband here and also took a junior faculty position, but in a different department. Mary participated in the Cohort Project and found the experience and the members to be very supportive.

There were a number of factors that contributed to Mary's decision to leave. Mary did not feel that she received much support from her department or its senior faculty members in terms of mentoring and technological resources. She found this to be particularly stressful

---

<sup>6</sup> Each woman's name has been changed to protect her anonymity.

in the context of the expectation that she submit a RO1 research grant to be in keeping with standards of performance. Second, when Mary came to OSU she was responsible for the care of a very young child. Her childcare responsibilities often required her to leave meetings early, something that Mary felt was not perceived well by the other faculty in her department. Third, while Mary received excellent SEI scores from her graduate students, the SEI scores from her undergraduate students were only average. It was Mary's perception that in her department, undergraduate SEI scores were viewed as more important than graduate SEI scores. Mary shared that the faculty in her college voted to not have her return.

### Story 3

Sara was offered an assistant professor position at an OSU regional campus. She was excited about the opportunity; she felt the atmosphere was positive and supportive, and was pleased to be able to work with what she felt was a good group of colleagues. Sara did not participate in the Cohort Project events because they were often scheduled during times when she was not able to make the commute to the main campus. She regretted this because she did wish to participate.

Sara's decision to leave was fostered by her perception that the regional campus offered a poor working environment. Sara felt that faculty morale was low. Many of the faculty members complained regularly, raising issues with the high teaching load (3, 2, 2) which made it difficult to work on research, the perceived lack of good-quality administrators, and the difficulty of understaffed departments. These complaints were compounded by high turnover within her department. Sara also found workload expectations to be unreasonable, and noted how difficult it was for her to find time to work on her research. Sara also felt that there were no approachable individuals in administration who she could contact about her experiences. She found her department chair difficult to get along with, and generally had the sense that administration was unwilling to cooperate with faculty in finding a solution to common concerns. Finally, Sara found the labs to be ill-equipped, lacking material and technician assistance. In the end, Sara thought it was best to leave OSU.

In summary, the three stories described here involve three unique personal situations. Yet, while the details of their situations vary, a perceived lack of organizational support and deep concerns regarding workload clearly influenced each individual's perception of their work experience at OSU.

- **Given the problems identified by current and former Cohort members, how might OSU create a more supportive work-life environment to enhance retention?**

The structured interviews with the Cohort members, both those who remain and those who have left, revealed a number of recommendations for how administrators at OSU can improve the work-life environment experienced by assistant professors. It is important to recognize that these recommendations come directly from the members themselves in response to our queries about how the University could better meet their needs. According to the three former members, if such recommendations would have been in place during their

employment at OSU, this likely would have either changed their decision to leave or prevented them from considering that option in the first place. Given their insights, the following recommendations would likely enhance the retention of female assistant professors at OSU.

#### **Establish a formal spousal/partner accommodation policy**

- OSU should consider creating a mechanism where the spouse of a current faculty member is given first priority to interview for available and appropriate positions within the University. The dual career issue (needing to find employment for one's spouse/partner either within the University community or external to the University community) is common. Given the prevalence of this issue, OSU may want to consider embedding a spousal/partner accommodation policy and programs that would establish support services for trailing spouses/partners who are in need of assistance in their search for acceptable employment.

#### **Enhance University childcare services**

- Displeasure with the daycare services provided by OSU was another common theme. In general, it is believed that OSU does not meet the childcare needs of faculty members. Recommendations for changing this include establishing a daycare referral service, subsidizing the cost of daycare for all faculty not just as a function of income, solving the waitlist issue which delays access to the current facility often for many months, and facilitating a culture wherein all faculty members recognize the challenges associated in balancing parenthood with work requirements and are willing to support those faced with such challenges.

#### **Evaluate the current process for selecting and managing department chairs**

- Department chairs appear to play an important role in creating either a supportive culture for junior faculty or a culture that is viewed as isolating and uncooperative. Department chairs are integral in shaping the experiences of assistant professors, giving them confidence through the probationary years, and reducing feelings of uncertainty. Many of the members spoke of viewing their chair as a primary source for information about the profession, the college, and the University. The chair also often establishes the workplace culture, serving as a role model for how other senior faculty should behave with respect to their junior colleagues. Essentially, if a member's association with her department chair was positive, than that member had a positive view of OSU. However, if a member's association with her department chair was negative, that lack of support appeared to cast a negative light on virtually all other aspects of that member's work experience. Given the pivotal role that department chairs play in faculty retention, it may be worthwhile to evaluate the current process for selecting and managing department chairs.

#### **Establish explicit workload limits**

- The University should consider establishing a standard for the maximum number of classes that a tenure-track assistant professor can teach in one academic year and a standard for the maximum number of committees on which one can serve in

one academic year. This would help clarify workload expectations, especially with regard to service, in terms of the amount that is appropriate and expected.

➤ **How do the issues and recommendations raised by the members compare to those raised by female tenure-track assistant professors at another peer institution?**

Waltman (2001) conducted a series of focus groups at the University of Michigan (UM) for the purpose of investigating issues affecting tenure-track female faculty. The results from those interviews are strikingly similar to the results presented in this report. For example, as was the case for the Cohort members, female faculty at UM broke into two groups: those who felt connected to their department, sufficiently mentored, and well-informed with regard to tenure and promotion procedures and standards, and those who felt isolated in their department, detached from senior faculty, and disenfranchised by performance expectations that are mysterious and variable. Female faculty at UM raised the issues of spousal accommodation and childcare, and discussed the need to place clear limits on demands for teaching and service activities. Further, many of the women noted the central role played by department chairs and college administrators. Commonly, these individuals were viewed as responsible for integrating the women into their departments, clarifying standards of performance, allocating service commitments fairly, and establishing an environment intolerant of subtle (or overt) forms of harassment or discrimination. Finally, many UM women also took great care to note that they considered these issues to be gender-neutral, reflecting departmental and institutional problems as opposed to issues that only women may encounter.

➤ **How do the themes raised in this descriptive evaluation compare to those identified in the Faculty Work-Life Survey conducted in 2003 at OSU?**

The issues highlighted by Cohort Project members reflect those raised by the Faculty Work-Life Survey (FWLS). In the FWLS, female assistant professors had particularly high scores on stress and burnout measures. Symptoms of stress and burnout echoed throughout the responses gathered during this evaluation. Further, the FWLS highlighted the pivotal role that department chairs play in enhancing the work-experience. Specifically, female assistant professors were appreciative of (a) guidance from department chairs regarding which accomplishments are valued in the T&P process (and therefore, where to invest time), and (b) support for balancing work-life demands, both topics that were clearly evident in this feedback as well.

The provision of programs and policies to address commonly experienced dependent care and life-cycle issues as well as resources, technology and flexibility to manage workload (e.g., working from home) were highlighted both here and in the FWLS. Of special interest to female assistant professors were paid maternity/parental leave, assistance with spouse/partner employment, and a formal program of teaching relief for family care. The FWLS, noted that female junior faculty are less likely than other groups to see themselves staying at OSU, posing a potential threat to diversity representation. Though the Cohort Project did not study groups other than female junior faculty, the ambivalence experienced

by some members about staying at OSU was clearly communicated in the structured interviews.

➤ **Did the Cohort Project have any unintended effects on its members?**

Though certainly undertaken with the best intentions, the Cohort Project does appear to have produced at least one unintended effect. For some members, participation in the events geared toward informing them about the T&P process often heightened (versus reduced) their anxiety about tenure. These members found the information provided during these events to be alarming, such that they felt more helpless with regard to their future rather than less. As two participants stated,

*“I left the event feeling stressed out – the reality of the pressures inherent in the tenure process became highly evident – I certainly did not come away feeling empowered. Maybe I needed more encouraging words and a little less emphasis on stark honest truths.”*

*“[I] went away feeling like we were exposed to a lot of horror stories; [this] increased the anxiety rather than assuaged it.”*

Essentially, event participation removed the veil of ignorance that can shield tenure-track assistant professors from the grueling road ahead. For some, this loss of ignorance was met with frustration and dismay.

➤ **How might the Cohort Project be improved?**

Responses provided in the structured interviews highlighted a number of ways in which the Cohort Project could be improved.

**Create a separate and unique program for faculty at the regional campuses**

- Participants from the regional campuses felt that they were different in ways that the Cohort Project did not address. Their teaching loads, their lack of resources, their dual reporting relationships, their position as often the only faculty member in their area and their physical distance from the main campus created a set of unique issues specific to regional campus faculty. For example, some of the Cohort events were relatively brief, lasting an hour or two. Since most of the regional campuses are located in excess of 30 miles away, participants indicated that it was often unrealistic for them to make the trip to the main campus, even if they found the content of the event to be potentially worthwhile. Thus, the majority of the regional campus participants did not feel that their needs were sufficiently met. As a suggestion, the regional campus participants suggested that a tailored program could involve the rotation of events among the regional campuses, something that would likely enhance their attendance at the events.

**Adopt a focus that is more targeted within disciplines**

- Many of the participants believed that members from the social sciences, medical sciences, hard sciences and the arts would benefit from the establishment of cohorts within those broad fields as opposed to across all fields. The following quotes from two participants characterize this issue:

*“...the process for getting tenure is different for those in academic medicine, so the information provided was not useful to me.”*

*“The issue is that departments have such different requirements and expectations, it was difficult (and I understand this) for [the] facilitators to make it applicable to everyone while tailoring it to individuals.”*

As another example, one challenge noted by certain members was the variation in college or departmental standards regarding whether or not assistant professors were expected to obtain grants. Identifying and securing external funding requires a unique set of competencies and resources. When a given TIU emphasized grants, those members faced unique challenges in meeting T&P standards and often those members felt that these issues were not addressed. Building cohort groups among similar disciplines would also facilitate opportunities for networking with those who face similar issues. The development of connections by discipline may represent a network that can be more readily maintained and fostered outside of a cohort and over the long term. Also, smaller groups might make it easier to choose meeting times that mesh with faculty member schedules, thereby enhancing attendance rates.

#### **Offer every event twice to facilitate attendance**

- A number of members noted the advantage of offering each event more than once when possible. Since involvement with other job commitments was the most common reason for not attending an event, having alternative dates from which to choose may facilitate balancing involvement in other work activities with attendance at events.

#### **Recognize and acknowledge that the Project addresses issues important for all assistant professors, not just women assistant professors**

- Many participants provided comments suggesting that the issues associated with settling in and becoming successful are not necessarily seen as “women’s” issues, but issues associated with being a new assistant professor. For example, as one participant stated,

*“...things were presented as gender issues...but a lot of things weren’t gender issues. They were assistant professor issues – we were naïve and we didn’t know exactly how things were supposed to work at the University. Some of the topics, for example, family issues, are women’s issues, but some of the topics could have been framed as faculty issues.”*

Some members appear to have felt uncomfortable with the gender-based overtones that surrounded the Project, even though they recognized that female faculty often face greater challenges as they pursue success.

#### **Don’t eliminate opportunities for socializing, but give this less emphasis**

- Interview responses identified a general preference for the events that represented more targeted, professional development workshops. To provide opportunities for socializing and networking among those who want that, the participants suggested

that there be a standing, monthly dinner or lunch that everyone could put on their calendars well in advance.

**Offer an event that teaches assistant professors how to say “no”**

- Knowing when and how to decline an offer or request is difficult for new faculty members. There is an overarching concern that declining any opportunity might have an impact on how that individual is evaluated later for T&P purposes.

➤ **What are the strengths and limitations of this descriptive evaluation?**

This approach to evaluating retention is but one lens through which these issues can be viewed. The advantage of this approach is the ability to provide rich, detailed descriptions of the issues and challenges that some female faculty face as tenure-track assistant professors at OSU. By talking directly with the individuals who are experiencing this environment, at the point when they are experiencing it, we are able to establish a direct line of communication between faculty and administration. This allows us to relay thoughts and ideas that are timely and relevant. That being said, it is important to recognize that there was a lot of variation in the interview responses. While we were able to deduce a series of themes from member comments, rarely was it the case that all members felt the same way about a given issue. We were also challenged by the lack of participation in the Cohort events. This resulted in small sample sizes, something which greatly limited our ability to conduct any statistical analyses of a more sophisticated nature. Thus, it is important to emphasize that care should be taken to refrain from generalizing these results to all female assistant professors across the University.

## REFERENCES

- August, L., & Waltman, J. (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education, 45*(2), 177-192.
- Bain, O., & Cummings, W. (2000). Academe's glass ceiling: Societal, professional-organizational, and institutional barriers to the career advancement of academic women. *Comparative Education Review, 44*(4), 493-514.
- Bentley, R. J., & Blackburn, R. (1992). Two decades of gains for female faculty? *Teachers College Record, 93*(4), 697-709.
- Council on Academic Excellence for Women. (1998). *Retention and hiring issues*. The Ohio State University, Columbus, OH.
- Dey, E. L. (1994). Dimensions of faculty stress: A recent survey. *Review of Higher Education, 17*, 305-322.
- Erez, M. (1990). *Performance quality and work motivation*. Hillsdale, NJ: Lawrence Erlbaum.
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management, 26*(3), 463-488.
- Hargens, L. L., & Long, J. S. (2002). Demographic inertia and women's representation among faculty in higher education. *Journal of Higher Education, 73*(4), 498-517.
- Johnsrud, L. K. (1993). Women and minority faculty experiences: Defining and responding to diverse realities. In J. Gainen and R. Boice (Eds.), *Building a Diverse Faculty* (Vol. 53) (pp. 3-16). San Francisco: Jossey Bass.
- Judge, T. A., Kammeyer-Mueller, J., & Bretz, R. D. (2004). A longitudinal model of sponsorship and career success: A study of industrial-organizational psychologists. *Personnel Psychology, 57*(2), 271-303.
- Mason, M. A., & Goulden, M. (2004). Do babies matter (Part II)? *Academe, 90*(6), 10-15.
- Mitchell, T. R., Holyom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal, 44*, 1102-1121.
- National Science Foundation (NSF). (1996a). *Survey of doctorate recipients*. Retrieved January 14, 2005, from <http://www.nsf.gov/sbe/srs/ssdr/start.htm>

- National Science Foundation (NSF). (1996b). *Women, minorities, and persons with disabilities in science and engineering*. Retrieved January 14, 2005, from <http://www.nsf.gov/sbe/srs/nsf96311/5women.htm>
- Perna, L. W. (2001a). Sex and race differences in faculty tenure and promotion. *Research in Higher Education*, 42(5), 541-567.
- Perna, L. W. (2001b). The relationship between family responsibility and employment status among college and university faculty. *Journal of Higher Education*, 72(5), 584-611.
- President's Commission on Women. (1992). *The report of the President's Commission on Women*. The Ohio State University, Columbus, OH.
- Smart, J. C. (1990). A causal model of faculty turnover intentions. *Research in Higher Education*, 31, 405-424.
- Spector, P. (2000). *Industrial and organizational psychology*. New York: John Wiley and Sons.
- Tierney, W. G., & Bensimon, E. M. (1996). *Promotion and tenure: Community and socialization in academe*. Albany: State University of New York Press.
- Trower, C. A. (2002, January 25). Women without tenure, Part 2: The gender sieve. *Science's Next Wave*. Retrieved January 14, 2005, from <http://nextwave.sciencemag.org/cgi/content/full/2002/01/24/7>
- Trower, C. A., & Bleak, J. L. (2004). Study of New Scholars. *Gender: Statistical report [universities]*. Cambridge, MA: Harvard Graduate School of Education.
- Valian, V. (1999). *Why so slow? The advancement of women*. Cambridge, MA: The MIT Press.
- Viswesvaran, C. (2002). Assessment of individual job performance: A review of the past century and a look ahead. In N. Anderson & D. Ones (Eds.), *Society for Industrial and Organizational Psychology: Handbook of Industrial, Work & Organizational Psychology* (pp. 110-126). Thousand Oaks, CA: Sage.
- Waltman, J. (2001). *Junior female faculty focus groups: University of Michigan Center for the Education of Women*. Retrieval from <http://www.umich.edu/~cew/PDFs/pubs/focusgroup.pdf>
- Williamson, I. O., & Cable, D. M. (2003). Predicting early career research productivity: The case of management faculty. *Journal of Organizational Behavior*, 24(1), 25-44.
- Wilson, R. (2004). Where the elite teach, it's still a man's world. *Chronicle of Higher Education*, 51(15), A8-A11.

Winkler, J. A. (2000). Faculty reappointment, tenure, and promotion: Barriers for women.  
*Professional Geographer*, 52(4), 737-750.

## APPENDIX A

### *Text of Email Sent to Cohort Members Inviting Them to Take Part in a Structured Interview*

**From:** Ellingson, Jill  
**Sent:** Monday, June 14, 2004 2:04 PM  
**To:** Cohort Project Members  
**Cc:** Sutton, Kyra; Molloy, Janice; Reichers, Arnon; 'Fountain, Judy'  
**Subject:** A Request and Invitation

Dear Members of the Faculty Cohort Project,

Let me introduce myself, my name is Jill Ellingson. I am on faculty here at OSU in the Department of Management and Human Resources in the College of Business. My colleague, Arnon Reichers who is also on faculty in this department, and I were approached by Judy Fountain and Deb Ballam about conducting research on the retention of assistant professors at OSU. I had the pleasure of speaking to some of you the other day following your meeting with President Holbrook. For those of you, who did not attend that meeting, let me take a moment to explain why I am contacting you today.

The University has recently embarked on a number of efforts focused on achieving the interests of the Diversity Academic Plan. Our goal is to help shed light on a number of issues including what variables cause an individual to stay and or leave this University, on which variables are there consistent differences by gender, and what mechanisms exist to support assistant professors in achieving success. We anticipate that the results of the project will aid the University in cultural change and intervention.

After being made aware of the cohort project that was in progress, we knew it would be important to speak with members of the cohort so that our work can build on the unique knowledge that each of you can provide about your experiences. Thus, I am coming to you today with a request and invitation to participate in a small-group structured interview. The interview would last about 1 ½ hours. During that time we will ask you to share your thoughts, opinions, and experiences about the working climate at OSU, the cohort project, and other issues related to retention.

Some of you may not have actively participated in the cohort events. We hope that you will agree to participate in an interview regardless. Each individual's thoughts and experiences will be helpful to us. Those who have participated less often may have some unique information to share. Finally, let me assure all of you that our interview discussions will be completely confidential. Only Arnon and I (and two doctoral student RAs) will be privy to the information gathered at the individual level.

To begin the scheduling process, we selected a series of dates and times for the structured interviews. If you would, please select a date/time that would work best for you. The interviews will be conducted in the College of Business, Fisher Hall, Room 800, and refreshments will be provided.

Tuesday, June 22, 2004 (1:30-3pm)

Wednesday, June 23, 2004 (1:30-3pm)

Thursday, June 24, 2004 (10-11:30am)

Friday, June 25, 2004 (10-11:30am)

Please email your selected date/time to my RA Kyra Sutton ([Sutton.162@osu.edu](mailto:Sutton.162@osu.edu)). For those of you, who are not available during any of these dates/times, please email Kyra with alternative dates and times that you will be available throughout the next few weeks. Thanks so much for your help in this effort. Your insights and opinions are very valuable to us and the University.

Sincerely,

Jill Ellingson  
Arnon Reichers

## APPENDIX B

### *Structured Interview Guide*

**Introduction:** Welcome participants and introduce us and our roles. Thank them for their attendance.

- State purposes of the interview:
  1. To evaluate the cohort project
  2. To provide insight into relevant issues that should be investigated in an upcoming longitudinal study of men and women assistant professors at OSU. We expect that decision makers will be guided by the results of this evaluation and the upcoming study with regard to policies and practices that enhance retention.
- State expectations regarding when the meeting will end.
- State role as facilitator and time keeper, job will be to get through all the questions, if possible.
- Tell them that there will be follow up questions conducted over email and ask for their agreement to participate.

**Confidentiality:** Assure participants that what is said during interviews will never be attributed to a particular participant. Grouped responses and un-attributed quotations will be part of a summary report that will be shared with the President's Council and other interested university officials.

Ask participants to adhere to a confidentiality norm regarding what gets repeated outside of the meeting. The norm should be that nothing said in the meeting is identified with a particular speaker or TIU.

Begin by having each participant introduce themselves and their TIU.

#### **Questions:**

##### *Cohort Project*

1. What has the cohort project done for you that has been the most helpful? (Be sure to probe about why whatever it is has been helpful.)
2. If you were in charge of designing new cohort interventions, what would you do more of and less of for future groups? (May not need to ask this question if get enough from the previous question.)

##### *Staying versus Leaving*

3. When you think about your future at OSU, what kinds of things are most important in keeping you here? (Alternatively: What are the aspects of your work that are the most satisfying to you?)
4. Have those aspects been consistent over the past three years?
5. What aspects of your work are the most dissatisfying to you?
6. Is there anything that has occurred or developed in your life (both personal and work) that has either reaffirmed for you that OSU is an appropriate place for you to be or caused you to contemplate finding employment elsewhere?
7. If you could change only one thing about the way in which your first three years have gone, what would that be? (Try to get at both sides of the issue here: What could they have done differently, AND what could their unit have done differently or the University itself?)
8. Based on what you know now, what advice would you give the next new woman assistant professor to be hired in your unit? Would you give the same advice to a man? Why or why not?
9. For those of you who have women colleagues at other universities, what are your general perceptions of their work life? (This question tries to get at the "grass is always greener" viewpoint to assess perceived opportunities elsewhere.)

*Criterion*

10. What is your personal definition of success? (Try to get beyond the simple teaching, research and service aspects of the typical definition of academic success.)
11. When thinking back over your first three years here, what kinds of things do you recall that indicated to you that you were meeting that definition of success? (This is a criterion question: probe as needed.)
12. What activities have you engaged in to further your own success? (This question gets at enabling behaviors that one might engage in to help facilitate their own success.)
13. Has your definition of success changed over the last three years?
14. Do you think your personal definition of success differs from the definitions that others in your unit have or will apply to you?
15. Describe how you participate in your TIU. Given that our work is often solitary, how do you connect with others both formally and informally in your TIU? College? University?

*Knowledge Management*

16. During the past three years, who or what has taught you about important aspects of your work life? In other words, from what resources have you sought information (e.g., readily available OSU policies, department chair, mentor, colleagues, resources outside of OSU)? Which of those resources have been the most helpful? Least helpful? Why?
17. Describe the information that has been valuable for you to learn about in supporting your work life. (This question gets at the content of what is being learned from information sources.)
18. Have you ever experienced roadblocks that have prevented you from obtaining information that you needed or difficulty accessing the information that you needed?
19. Do you have a senior mentor/scholar that you go to regularly for support and guidance? How was the relationship established? What has that individual done to support your development? What characteristics does that individual possess that have supported your development? (This question, or portions of it, may not be necessary if this content has already come out in discussion.)

*Accommodation*

20. Have you ever received an exemption from typical policies or procedures or a unique opportunity that wasn't typically available to others in your unit that helped you in any way? For example, a teaching schedule arranged to accommodate the birth of a baby, first choice from the RA pool, extra TA support, first choice on course preferences (time, content), lighter than normal service assignments or any other kind of specialized arrangement? (If yes, how did this come about? Who initiated it? What were your perceptions following the receipt of that benefit?) (Key with this question is to make sure that they talk about benefits that go beyond the standard benefits offered by the University as a matter of HR policy.)
21. Were you ever aware of NOT receiving a benefit, opportunity, or exemption of any kind that you believe others have received at some point? (If yes, what was it? How did you become aware?)
22. What work-family issues are you currently challenged by? What do you think the university could do to help alleviate some of those challenges?

*Wrap-up*

23. What else would you like us (the researchers) to know about any aspects of your experience here that has helped or hurt your chances of being successful at 4<sup>th</sup> year review and beyond?

**Closing:** Thank them again for their time. Remind them that we will be following up with an email in a few weeks.

## APPENDIX C

### *Text of Email Sent to Cohort Members Inviting Them to Take Part in a Survey*

**From:** Ellingson, Jill  
**Sent:** Wednesday, September 08, 2004 11:35 AM  
**To:** Cohort Project Members  
**Cc:** Reichers, Arnon; Molloy, Janice; Sutton, Kyra  
**Subject:** Final Evaluation of the Women's Place Cohort Program

Dear Faculty Cohort Members,

We are pleased to have had the opportunity to interview fifteen of you about your work life experiences here at OSU. Thanks to all of you who participated this summer! The themes and issues raised in the interviews will provide great content for our report on the Cohort Program for The Women's Place and the President's Council on Women's Issues.

**Follow-up Survey:** With summer drawing to a close we, like you, are busy finalizing our research before classes start up once again. As we mentioned during the June meeting with President Holbrook, and to many of you throughout the summer months, we would like for you to fill out a brief follow-up survey that will allow us to include specific feedback in our report about the various cohort program events. The new Director of the Women's Place will be charged with deciding whether a second cohort program should be started with a new group of incoming women assistant professors and if begun, what form the program should take. This decision process would be aided by the provision of specific feedback about each of the cohort events including comments about what was done well and what could be improved on.

**About the Survey:** The survey should take 20 minutes to complete. We would greatly appreciate your feedback *regardless of whether you participated in the interviews and regardless of your involvement in the various program events*. Each individual's thoughts and experiences are important to us. In addition to feedback about the events, we are especially interested in attendance information, and more specifically, information about common constraints to participation. Thus, for those of you who did not attend certain events, we are interested in learning about what led to this decision so that these constraints can be considered when planning future cohort events.

**Confidentiality:** You will never be identified or linked to the data you provide. All responses will be grouped into means, frequencies, or other statistics for the purpose of presenting the results. We, and our two doctoral assistants, are the only people who will know how each participant responded. *Please be assured that your feedback will be held in the strictest of confidence.*

**Completing the Survey:** To complete the survey, please click on the link below and enter the password:

Link: <https://www.psychdata.com/surveys.asp?SID=7438>  
Password: ohiostate

**We would appreciate receiving your feedback by September 22, 2004.** If you have any questions about this project, please feel free to contact Dr. Jill Ellingson at 292-4585 or [ellingson@cob.osu.edu](mailto:ellingson@cob.osu.edu).

Thank you for your help!

Jill Ellingson  
Arnon Reichers

## APPENDIX D

### *Text of On-line Survey*

#### **Instructions**

Thank you for your participation! Your feedback about your experiences is important in making decisions about potential future Faculty Cohort Programs. This survey will take ten to fifteen minutes to complete and has three sections.

1. The first section will ask you a few questions about the cohort program in general. If you do not feel that you participated in enough events to render a general opinion, you will be given an option to pass this section.
2. The second section focuses on specific cohort program events. Each of you differs in the extent to which you participated in various cohort events—some of you participated in many events, others in a few events, and a few of you participated in none of the events.

To make the survey efficient and easy to navigate, we have tailored it in such a manner that you will be asked to provide your reactions to only those events that you attended. To accomplish this, we introduce each event by asking you to indicate whether you attended the event or not. *We do so not because we are concerned with tracking your attendance, but because our purpose is to understand which events were the most appealing to you. If you chose not attend, we believe that is important information as well and we want to gather data on what led to that choice.*

3. The final section will ask you to provide a personal evaluation of your experience at Ohio State and your success to date. There is also a forum to provide open-ended feedback about your experiences at Ohio State if you would like. *Note that each of you can respond to the questions in this section regardless of your participation in the cohort.*

Again, you will never be identified or linked to the data you provide. All responses will be grouped into means, frequencies, or other statistics for the purpose of presenting the results. ***Please be assured that your feedback will be held in the strictest of confidence.*** For each question, please click one button to select the answer which best represents your perspective. When you reach the end of a page, click the Continue button. At the end of the survey, click on the Submit button to formally submit your responses and end your survey.

#### **SECTION 1**

At the beginning of the Faculty Cohort Program, you were asked to identify what you thought the focal point of the cohort program should be. As a group, you identified a number of desired outcomes. We would like to obtain your feedback with regard to whether you believe the Faculty Cohort Program accomplished these stated objectives.

Some of you participated in many events, while others participated in only a few events or none at all. *If you do not feel that you participated in enough events to render an opinion, please skip the questions and click on the continue button at the bottom of the page. You will be forwarded on to the next section of the survey.*

Please rate the extent to which you agree with the following statements.

1	2	3	4	5	6	7
Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree

- a. The cohort program events helped me network with other female faculty members.
- b. The cohort program events helped me make meaningful connections with senior female faculty.
- c. The cohort program events served as a source of social and emotional support.
- d. The cohort program events helped me socialize with other faculty.
- e. The cohort program events helped me negotiate the fourth-year review process.
- f. The cohort program events provided career guidance and valuable job knowledge.
- g. The cohort program events provided information about campus resources.
- h. The cohort program events provided a safe outlet for sharing my work-life concerns with other female faculty.
- i. The cohort program events gave me a voice for sharing my work-life concerns with administration.
- j. The cohort program events gave me a feeling of empowerment.
- k. The cohort program events made me proactive toward addressing the needs of female faculty.

Please explain how the Cohort Program could be more effective in accomplishing this objective.

## SECTION 2

When you first arrived on campus during the 2001-2002 academic year, the Faculty Cohort Program offered four events. Please answer the following questions to indicate your extent of participation in these events and your satisfaction with the events attended.

### 2.1.0 January 2002: Cohort Introductory Meeting

- a.)  Attended
- b.)  Did not attend because *I wasn't clear about how it would benefit me*
- c.)  Did not attend due to *the meeting location or other travel issues*
- d.)  Did not attend due to *lack of advanced notice*
- e.)  Did not attend due to *other job commitments*
- f.)  Did not attend due to *family and/or other outside commitments*
- g.)  Did not attend, *don't remember why*
- h.)  Did not attend for *another reason, please specify:* \_\_\_\_\_

2.1.1. Please rate the extent to which you were satisfied with the following aspects of the Cohort Introductory Meeting.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.

- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of the Cohort Introductory Meeting could be improved.

**2.2.0 January 2002: Reception with President Kirwan**

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.2.1 Please rate the extent to which you were satisfied with the following aspects of the Reception with President Kirwan.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of the Reception with President Kirwan could be improved.

**2.3.0 Spring 2002: Informal Brown Bag Lunches**

- Attended one, some, or all
- Did not attend any because *I wasn't clear about how it would benefit me*
- Did not attend any due to *the meeting location or other travel issues*
- Did not attend any due to *lack of advanced notice*
- Did not attend any due to *other job commitments*
- Did not attend any due to *family and/or other outside commitments*
- Did not attend any, *don't remember why*
- Did not attend any for *another reason, please specify:* \_\_\_\_\_

2.3.1 Please rate the extent to which you were satisfied with the following aspects of the Informal Brown Bag Lunches.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied
-------------------	-----------------------	-----------------------	---------	--------------------	--------------------	----------------

- a. The location of these events.
- b. The time of day when these events were held.
- c. The content of the discussion during these events.
- d. The usefulness of the information provided during these events.
- e. The extent to which you have been able to apply the knowledge gained during these events.
- f. The information provided about these events before they were held.
- g. The facilitator skills of the individual(s) leading these events.

If respond 1-3, then: Please explain how this aspect of the Informal Brown Bag Lunches could be improved.

#### 2.4.0 June 2002: Getting Tenure - A First Conversation

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.4.1 Please rate the extent to which you were satisfied with the following aspects of Getting Tenure – A First Conversation.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of Getting Tenure – A First Conversation could be improved.

During the 2002-2003 academic year, seven events were offered by the Faculty Cohort Program. Please answer the following questions to indicate your extent of participation in these events and your satisfaction with the events attended.

#### 2.5.0 September 2002: Welcome Reception

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*

- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.5.1 Please rate the extent to which you were satisfied with the following aspects of the Welcome Reception.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of the Welcome Reception could be improved.

#### 2.6.0 December 2002: Resources in the Office of Research

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.6.1 Please rate the extent to which you were satisfied with the following aspects of Resources in the Office of Research.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of Resources in the Office of Research could be improved.

**2.7.0 February 2003: Resources to Improve Your Teaching**

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.7.1 Please rate the extent to which you were satisfied with the following aspects of Resources to Improve Your Teaching.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of Resources to Improve Your Teaching could be improved.

**2.8.0 April 2003: Getting Tenure – A Second Conversation**

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.8.1 Please rate the extent to which you were satisfied with the following aspects of Getting Tenure – A Second Conversation.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.

- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of Getting Tenure – A Second Conversation could be improved.

**2.9.0 Throughout 2002-2003: Informal Brown Bag Lunches**

- Attended one, some, or all
- Did not attend any because *I wasn't clear about how it would benefit me*
- Did not attend any due to *the meeting location or other travel issues*
- Did not attend any due to *lack of advanced notice*
- Did not attend any due to *other job commitments*
- Did not attend any due to *family and/or other outside commitments*
- Did not attend any, *don't remember why*
- Did not attend any for *another reason, please specify:* \_\_\_\_\_

2.9.1 Please rate the extent to which you were satisfied with the following aspects of the Informal Brown Bag Lunches.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of these events.
- b. The time of day when these events were held.
- c. The content of the discussion during these events.
- d. The usefulness of the information provided during these events.
- e. The extent to which you have been able to apply the knowledge gained during these events.
- f. The information provided about these events before they were held.
- g. The facilitator skills of the individual(s) leading these events.

If respond 1-3, then: Please explain how this aspect of the Informal Brown Bag Lunches could be improved.

During the 2003-2004 academic year, three events were offered by the Faculty Cohort Program. Please answer the following questions to indicate your extent of participation in these events and your satisfaction with the events attended.

**2.10.0 Spring 2004: Workshop on Fourth Year Review**

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.10.1 Please rate the extent to which you were satisfied with the following aspects of the Workshop on Fourth Year Review.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of the Workshop on Fourth Year Review could be improved.

**2.11.0 Spring 2004: Meeting with President Holbrook**

- Attended
- Did not attend because *I wasn't clear about how it would benefit me*
- Did not attend due to *the meeting location or other travel issues*
- Did not attend due to *lack of advanced notice*
- Did not attend due to *other job commitments*
- Did not attend due to *family and/or other outside commitments*
- Did not attend, *don't remember why*
- Did not attend for *another reason, please specify:* \_\_\_\_\_

2.11.1 Please rate the extent to which you were satisfied with the following aspects of the Meeting with President Holbrook.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of this event.
- b. The time of day when this event was held.
- c. The content of the discussion during this event.
- d. The usefulness of the information provided during this event.
- e. The extent to which you have been able to apply the knowledge gained during this event.
- f. The information provided about the event before it was held.
- g. The facilitator skills of the individual(s) leading the event.

If respond 1-3, then: Please explain how this aspect of the Meeting with President Holbrook could be improved.

**2.12.0 Throughout 2003-2004: Informal Brown Bag Lunches**

- Attended one, some, or all
- Did not attend any because *I wasn't clear about how it would benefit me*
- Did not attend any due to *the meeting location or other travel issues*
- Did not attend any due to *lack of advanced notice*
- Did not attend any due to *other job commitments*

- Did not attend any due to *family and/or other outside commitments*
- Did not attend any, *don't remember why*
- Did not attend any for *another reason, please specify:* \_\_\_\_\_

2.12.1 Please rate the extent to which you were satisfied with the following aspects of the Informal Brown Bag Lunches.

1	2	3	4	5	6	7
Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Somewhat Satisfied	Very Satisfied

- a. The location of these events.
- b. The time of day when these events were held.
- c. The content of the discussion during these events.
- d. The usefulness of the information provided during these events.
- e. The extent to which you have been able to apply the knowledge gained during these events.
- f. The information provided about these events before they were held.
- g. The facilitator skills of the individual(s) leading these events.

If respond 1-3, then: Please explain how this aspect of the Informal Brown Bag Lunches could be improved.

### SECTION 3

We are interested in gathering specific information about the extent to which each of you believes that you have been able to realize a successful career here at OSU. The following statements ask you to provide a self-evaluation of your performance throughout the last three years and to indicate your intentions to continue your employment at OSU.

Please rate the extent to which you agree with the following statements.

1	2	3	4	5	6	7
Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree

- a. I am optimistic that I will receive a favorable fourth year review.
- b. I intend to continue my appointment at Ohio State for the foreseeable future.
- c. I understand what is expected of me to gain tenure at Ohio State.
- d. I feel relatively confident in my ability to gain tenure at Ohio State.

*Thank you for your participation. When you click on the submit button below, the survey is completed and you will be redirected to Ohio State's homepage.*

## APPENDIX E

### *Structured Phone Interview Guide*

**Introduction**: Send an initial e-mail to previous gender cohort members, if a current e-mail address is available. Alternatively, make an initial call to previous cohort members to set-up an interview time.

- Introduce myself as a graduate student conducting research and set-up a time to contact members (alternatively, leave an initial phone message to set-up interview time):
  - During initial phone message or e-mail, provide previous members with an overview of project and my role.
  - Overview of project
- State my role as a graduate student interviewer.
- State expectations regarding the length of the interview
- Schedule time (via initial phone conversation or e-mail) for interview to be conducted.

**Confidentiality**: State that we are not associated with University HR or University administration. Assure participants that what is said during interviews will never be attributed to a particular participant. Responses and un-attributed quotations will be part of a summary report that will be shared with the President's Council and other interested university officials. Tell participants that a copy of the report will be sent to them, upon their request.

### **Questions:**

#### *Overall experience at OSU University*

1. What factors lead you to come to OSU University?
2. Did you have a chance to participate in the OSU cohort project?
3. If you did participate, what were your overall impressions of the cohort project (e.g. what did you like best and what did you like least?)

#### *Leaving OSU*

4. Thinking about your decision to leave, what factors lead to your decision to leave OSU?
5. If the above reasons given were related to spousal concerns (e.g. spouse/partner had a difficult time finding a job), was the university helpful in providing placement services for your spouse/partner?
6. Did the University, college, your chair, take any steps to help you stay?
7. What could the university, college, your chair have done to help you stay?

### **Closing**

Reiterate purpose of interview. Ask: Is there anything else we should know to help enhance the success of future female assistant professors who join OSU. Thank them profusely.