Table 1 - Status of Women at The Ohio State University

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time Tenure-track Faculty</th>
<th>Part-time Tenure-track Faculty</th>
<th>Tenured or Tenure-track Faculty</th>
<th>Regular Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>870 (86.9%)</td>
<td>1 (0.1%)</td>
<td>871 (86.9%)</td>
<td>961 (35.1%)</td>
</tr>
<tr>
<td>Black</td>
<td>0 (0%)</td>
<td>1 (0.1%)</td>
<td>1 (0.1%)</td>
<td>20 (0.7%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Asian</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2 or more races</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Not available</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>870 (86.9%)</td>
<td>1 (0.1%)</td>
<td>871 (86.9%)</td>
<td>961 (35.1%)</td>
</tr>
</tbody>
</table>

Table 2 - Women in STEM-Women at The Ohio State University

<table>
<thead>
<tr>
<th>Field of Science</th>
<th>Women in STEM-Women</th>
<th>Men in STEM-Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>376 (35.8%)</td>
<td>750 (71.6%)</td>
<td>1126</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>98 (9.4%)</td>
<td>630 (60.6%)</td>
<td>728</td>
</tr>
<tr>
<td>Engineering</td>
<td>87 (8.4%)</td>
<td>470 (45.2%)</td>
<td>557</td>
</tr>
<tr>
<td>Computer Science</td>
<td>77 (7.3%)</td>
<td>350 (33.7%)</td>
<td>427</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16 (1.5%)</td>
<td>190 (18.3%)</td>
<td>206</td>
</tr>
<tr>
<td>Other</td>
<td>87 (8.4%)</td>
<td>470 (45.2%)</td>
<td>557</td>
</tr>
<tr>
<td>Total</td>
<td>790 (76.7%)</td>
<td>1934 (18.8%)</td>
<td>2724</td>
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</tbody>
</table>

Table 3 - Women of Color Faculty Profile

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Assistant professors</th>
<th>Associate professors</th>
<th>Full professors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>167 (16.2%)</td>
<td>61 (6.0%)</td>
<td>1310 (12.9%)</td>
<td>1548</td>
</tr>
<tr>
<td>White</td>
<td>703 (69.4%)</td>
<td>270 (26.8%)</td>
<td>2917 (28.9%)</td>
<td>3990</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10 (1.0%)</td>
<td>3 (0.3%)</td>
<td>89 (0.9%)</td>
<td>102</td>
</tr>
<tr>
<td>Asian</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0</td>
</tr>
<tr>
<td>Not available</td>
<td>6 (0.6%)</td>
<td>2 (0.2%)</td>
<td>180 (1.8%)</td>
<td>190</td>
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</tbody>
</table>

Table 4 - Women of Color Administrators

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Assistant vice presidents</th>
<th>Associate provosts</th>
<th>Vice presidents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>276 (7.24%)</td>
<td>328/1087 (0.31%)</td>
<td>44 (1.4%)</td>
<td>344</td>
</tr>
<tr>
<td>White</td>
<td>819 (21.12%)</td>
<td>761/2991 (0.26%)</td>
<td>171 (5.6%)</td>
<td>1051</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7 (0.18%)</td>
<td>7/243 (0.03%)</td>
<td>4 (0.13%)</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>0 (0%)</td>
<td>0/0 (0%)</td>
<td>0 (0%)</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0 (0%)</td>
<td>0/0 (0%)</td>
<td>0 (0%)</td>
<td>0</td>
</tr>
<tr>
<td>Not available</td>
<td>9 (0.23%)</td>
<td>9/390 (0.03%)</td>
<td>2 (0.07%)</td>
<td>11</td>
</tr>
</tbody>
</table>

The Women’s Place

The Women’s Place, Ohio State’s women’s policy office, tracks statistics about women at Ohio State in order to help the university community understand our successes in improving gender equity as well as to identify where significant challenges remain. Tables throughout this report are organized by university-wide, college-level, and departmental data and provide the university community with a detailed tracking of changes between 2000 and 2011 and 1999 and 2011.

The Women’s Place embraces a vision of the university that supports all people. To achieve this vision, we focus on the five principles below:

**Vision**

The Women’s Place embraces a vision of the university that supports all people. Women at The Ohio State University are celebrated for their contributions to the university’s growth and development. Women at The Ohio State University are encouraged to participate fully in the university’s academic, research, and cultural environments. Women at The Ohio State University have equal access to educational and employment opportunities. Women at The Ohio State University are recognized for their achievements and contributions to the university.

**Guiding Principles**

1. Women’s Place embraces a vision of the university that supports all people.
2. Women’s Place embraces a vision of the university that supports all people.
3. Women’s Place embraces a vision of the university that supports all people.
4. Women’s Place embraces a vision of the university that supports all people.
5. Women’s Place embraces a vision of the university that supports all people.

**Voting**

Women are encouraged to participate fully in the university’s academic, research, and cultural environments. Women are recognized for their achievements and contributions to the university. Women have equal access to educational and employment opportunities. Women have equal access to educational and employment opportunities.

**Tasks**

Tasks are designed to enable individual women to cope with the constraints of stereotypes. Tasks are designed to enable individual women to cope with the constraints of stereotypes. Tasks are designed to enable individual women to cope with the constraints of stereotypes.

**Status Report 2012 on Women at Ohio University**

Jennifer Beard
Assistant Director
Diane Florian
Assistant Provost

The Ohio State University
October 2012
2012
Jennifer Beard
Assistant Director
Diane Florian
(Continued on inside)

**Critical Difference**

Critical Difference is a university-wide initiative that focuses on faculty and staff in STEM. Critical Difference includes the advancement of women in faculty and staff positions in the college of engineering, science, and math.

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**Status of Women on Faculty and Staff in STEM**

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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>1999</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>0.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not available</td>
<td>50%</td>
<td>-20%</td>
</tr>
</tbody>
</table>

Table 2 – Women in Senior Staff and Administrative Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>1999</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant vice presidents</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate provosts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Named professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant provosts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vice provosts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant directors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate vice presidents</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vice presidents</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Assistant vice presidents</td>
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<tr>
<td>Vice presidents</td>
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<td>0</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0</td>
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<tr>
<td>Assistant directors</td>
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<td>0</td>
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<tr>
<td>Associate vice presidents</td>
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<tr>
<td>Assistant vice presidents</td>
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<tr>
<td>Associate vice presidents</td>
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<td>0</td>
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<tr>
<td>Vice presidents</td>
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<td>0</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3 – Women at Color Faculty Profile

<table>
<thead>
<tr>
<th>Course</th>
<th>1999</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure track, clinical track, and research-track faculty</td>
<td>1.5%</td>
<td>1.7%</td>
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<tr>
<td>Tenure track, clinical track, and research-track faculty</td>
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<td>Tenure track, clinical track, and research-track faculty</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Tenure track, clinical track, and research-track faculty</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Tenure track, clinical track, and research-track faculty</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Tenure track, clinical track, and research-track faculty</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
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<td>1.5%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Critical Difference

Status of Women
Focus on Faculty and Staff in STEMM
Ohio State University
October 2012

Jennifer Beard
Assistant Director
Diane Florian

Table 1 – Status of Women at The Ohio State University
Number of Women in Institutions (by institution, academic, and administrative level) for autumn 2011

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Asian Am.</th>
<th>American Indian</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian</td>
<td>102 (3.3%)</td>
<td>20 (1.2%)</td>
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<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>439/1188 (30%)</td>
<td>14/113 (10%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Black</td>
<td>1001/1580 (65%)</td>
<td>285/1319 (13%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Hispanic</td>
<td>439/1188 (30%)</td>
<td>285/1319 (13%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Total</td>
<td>1580/1580 (100%)</td>
<td>1212/1319 (90%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Table 2 – Women in Service Staff and Administrative Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>Total</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other races</th>
<th>Am. Indian</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant vice presidents</td>
<td>7/68 (10%)</td>
<td>2/5 (30%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Deans (including regional offices)</td>
<td>5/24 (21%)</td>
<td>1/4 (25%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Vice provosts*</td>
<td>2/10 (20%)</td>
<td>1/4 (25%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Vice presidents and senior vice presidents</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Executive, administrative, and managerial staff</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>

The Women's Place (TWP)

Strategic Goals

1. Promote a gender inclusive campus climate and environment through student engagement and collaborative opportunities for individuals to determine their personal and professional growth.
2. Foster collaborative campus climate and leadership opportunities for faculty and staff, including the provosts.
3. Establish and maintain an inclusive, collaborative environment.
4. Implement strategies and engage in data collection of the campus climate and environment.
5. Identify and encourage women to advance into leadership roles.
6. Have a positive impact on student retention.
7. Have an impact to improve the campus climate and environment.
8. Identify and support with staff and faculty the advancement of women.
9. Promote network and provide professional development opportunities for women.
10. Promote the needs of all faculty and staff.
11. Fostering a campus climate that is welcoming and inclusive.
12. Fostering a campus climate that is welcoming and inclusive.
13. Fostering a campus climate that is welcoming and inclusive.
14. Fostering a campus climate that is welcoming and inclusive.
15. Fostering a campus climate that is welcoming and inclusive.
16. Fostering a campus climate that is welcoming and inclusive.
17. Fostering a campus climate that is welcoming and inclusive.
18. Fostering a campus climate that is welcoming and inclusive.
19. Fostering a campus climate that is welcoming and inclusive.
20. Fostering a campus climate that is welcoming and inclusive.

Guiding Principles

1. Commitment to excellence in serving all people.
2. Developing a campus climate generally effective in promoting diversity and women.
3. Fostering a campus climate that is welcoming and inclusive.
4. Fostering a campus climate that is welcoming and inclusive.
5. Fostering a campus climate that is welcoming and inclusive.
6. Fostering a campus climate that is welcoming and inclusive.
7. Fostering a campus climate that is welcoming and inclusive.
8. Fostering a campus climate that is welcoming and inclusive.
9. Fostering a campus climate that is welcoming and inclusive.
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17. Fostering a campus climate that is welcoming and inclusive.
18. Fostering a campus climate that is welcoming and inclusive.
19. Fostering a campus climate that is welcoming and inclusive.
20. Fostering a campus climate that is welcoming and inclusive.

Vision

The Women’s Place envisions a community at The Ohio State University that supports all women and provides opportunities for personal and professional growth.

Table 3 – Women of Color Faculty Profile

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other races</th>
<th>American Indian</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>40/40 (100%)</td>
<td>8/8 (100%)</td>
<td>32/40 (80%)</td>
<td>0/40 (0%)</td>
<td>0/40 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28/28 (100%)</td>
<td>5/5 (100%)</td>
<td>23/28 (82%)</td>
<td>0/28 (0%)</td>
<td>0/28 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>White</td>
<td>38/38 (100%)</td>
<td>7/7 (100%)</td>
<td>31/38 (81%)</td>
<td>0/38 (0%)</td>
<td>0/38 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Other races</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>American Indian</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Not available</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Table 4 – Women of Color in Academic/Research Positions

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other races</th>
<th>American Indian</th>
<th>Not available</th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>40/40 (100%)</td>
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<td>0/40 (0%)</td>
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<td>5/5 (100%)</td>
<td>23/28 (82%)</td>
<td>0/28 (0%)</td>
<td>0/28 (0%)</td>
<td>Not available</td>
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<td>White</td>
<td>38/38 (100%)</td>
<td>7/7 (100%)</td>
<td>31/38 (81%)</td>
<td>0/38 (0%)</td>
<td>0/38 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Other races</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>American Indian</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Not available</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>0/0 (0%)</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>
# Status Report 2012 on the Woman University

## The Women’s Place (TPW)

### Strategic Goals
- **Promotion and Communication:** Promote and communicate strategies for individual and institutional change.
- **Research and Data:** Support research opportunities. Leadership roles. Goal setting and opportunities for tenured and non-tenured women. Leadership roles.
- **Institutional change and engaging: data collection**
- **University-wide initiatives:** Identify, measure and work toward parity in leadership and faculty ranks. Identify women for tenure, promotion and leadership positions.
- **TPP and metrics:** Support partnerships with data management systems to improve multiple measurement data. Identify women for tenure, promotion, and leadership positions.
- **TPP and metrics:** Support partnerships with data management systems to improve multiple measurement data. Identify women for tenure, promotion, and leadership positions.

### Guiding Principles
- **Endorsement and Recognition:** Endorsement and recognition for women’s contributions.

### Viewpoint
The Women’s Place endorses the concept of the university that supports all women and men in their roles as faculty, administrators, and non-tenure faculty. The Women’s Place encourages individuals to take ownership of their professional development and identifies opportunities for individual and institutional change. The Women’s Place supports research opportunities. Leadership roles.

### Vision
The Women’s Place endorses the concept of the university that supports all women and men in their roles as faculty, administrators, and non-tenure faculty. The Women’s Place encourages individuals to take ownership of their professional development and identifies opportunities for individual and institutional change. The Women’s Place supports research opportunities. Leadership roles.

### Table 1 - Status of Women at The Ohio State University

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Asian American</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate deans</td>
<td>102</td>
<td>870 (86.9%)</td>
<td>3 (.3%)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6 (.1%)</td>
</tr>
<tr>
<td>Assistant deans</td>
<td>276</td>
<td>7870 (7.24%)</td>
<td>21/111 (17%)</td>
<td>20/111 (17%)</td>
<td>5/21 (24%)</td>
<td>0/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Tenured faculty</td>
<td>10/40</td>
<td>5/24 (22%)</td>
<td>17/76 (22%)</td>
<td>4/11 (37%)</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Total faculty</td>
<td>265</td>
<td>7875 (70.5%)</td>
<td>363/1967 (17%)</td>
<td>109/1967 (17%)</td>
<td>27/1967 (14%)</td>
<td>1/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Total female faculty</td>
<td>149</td>
<td>149/1139 (13.2%)</td>
<td>3 (.3%)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6 (.1%)</td>
</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total female full professors</td>
<td>2/1</td>
<td>2/2 (100%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenured female full professors</td>
<td>0/1</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total female assistant professors</td>
<td>1</td>
<td>1 (100%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenured female assistant professors</td>
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<td>0 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

### Table 2 - Women in Staff and Administrative Positions

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Asian American</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
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<tbody>
<tr>
<td>Vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrative vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Tenured female full professors</td>
<td>0/1</td>
<td>0/1 (0%)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total female assistant professors</td>
<td>1</td>
<td>1 (100%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenured female assistant professors</td>
<td>0</td>
<td>0 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>

### Table 3 - Women of Color Faculty Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Asian American</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women of color faculty</td>
<td>149</td>
<td>149/1139 (13.2%)</td>
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<td>0</td>
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<td>6 (.1%)</td>
</tr>
<tr>
<td>Tenured women of color faculty</td>
<td>5/21</td>
<td>5/21 (24%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total tenured women of color</td>
<td>0/1</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 4 - Women in Staff and Administrative Positions

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Asian American</th>
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<th>White</th>
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<th>Other</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Assistant vice presidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate deans</td>
<td>102</td>
<td>870 (86.9%)</td>
<td>3 (.3%)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6 (.1%)</td>
</tr>
<tr>
<td>Assistant deans</td>
<td>276</td>
<td>7870 (7.24%)</td>
<td>21/111 (17%)</td>
<td>20/111 (17%)</td>
<td>5/21 (24%)</td>
<td>0/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Tenured faculty</td>
<td>10/40</td>
<td>5/24 (22%)</td>
<td>17/76 (22%)</td>
<td>4/11 (37%)</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Total faculty</td>
<td>265</td>
<td>7875 (70.5%)</td>
<td>363/1967 (17%)</td>
<td>109/1967 (17%)</td>
<td>27/1967 (14%)</td>
<td>1/1 (0%)</td>
<td></td>
</tr>
<tr>
<td>Total female faculty</td>
<td>149</td>
<td>149/1139 (13.2%)</td>
<td>3 (.3%)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6 (.1%)</td>
</tr>
<tr>
<td>Tenured female faculty</td>
<td>5/21</td>
<td>5/21 (24%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total female full professors</td>
<td>2/1</td>
<td>2/2 (100%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenured female full professors</td>
<td>0/1</td>
<td>0/1 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total female assistant professors</td>
<td>1</td>
<td>1 (100%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenured female assistant professors</td>
<td>0</td>
<td>0 (0%)</td>
<td>0/1 (0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
In my first faculty position, I was the only female faculty member in the basic sciences. As a consequence, I was... Health
Social & Behavioral Sci.
Social Work
University Libraries
Veterinary Medicine
University-wide

Figure 1 –

<table>
<thead>
<tr>
<th>University</th>
<th>Women</th>
<th>Men</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
<tr>
<td>Education</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
<tr>
<td>Social Work</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>90%</td>
<td>10%</td>
<td>9:1</td>
</tr>
</tbody>
</table>

With the Women’s Forum’s ongoing work, focusing on securing environments for women, Project Protect, and the University’s commitment to 50/50 by 2025, we can connect with our students and the wider university community.

Women Faculty and Staff in STEM

In 1998, the Association for Women in Science (AWS) conducted a national survey of women faculty and staff in 120 STEM (Science, Technology, Engineering, and Mathematics) institutions, which included 9,462 non-tenure-track women faculty and 3,808 women staff. The results showed that women were underrepresented in STEM faculties and staff levels. This underrepresentation persisted even in non-STEM fields.

Faculty and Administration

Through a collaborative initiative between the University Libraries and the Office of Diversity and Inclusion, the Libraries have developed an LGBTQ+ and gender-inclusive hiring strategy and have implemented unconscious bias training for all new hires.

Dr. Hanshaw is a professor of evolution, ecology, and organismal biology, while maintaining family life. She attributes her success to “mentors and colleagues over the team works to increase the diversity in STEM fields and support the career advancement of women.”

Dr. Joan Herbers, who has been successful and attributes this to “mentors and colleagues over the team works to increase the diversity in STEM fields and support the career advancement of women.”

Dr. Mary Juhas is a professor of evolution, ecology, and organismal biology, while maintaining family life. She attributes her success to “mentors and colleagues over the team works to increase the diversity in STEM fields and support the career advancement of women.”

Dr. Tanya Hixson is the director of research and the Robert W. and Emily J. Smithman Endowed Chair in the Department of Biology at the University of California, Santa Cruz. She is dedicated to increasing diversity and inclusion in STEM.

Dr. Furthermore, she was selected to represent some of the diversity in STEM fields, including only 19 representatives chosen from disciplines supported by the University Libraries.

Advice for young women in STEM

While the Women’s Forum’s ongoing work, focusing on securing environments for women, Project Protect, and the University’s commitment to 50/50 by 2025, we support the career advancement of women in STEM fields and staff levels.

In conclusion, the Women’s Forum continues to work towards ensuring that women are supported and valued in STEM fields and staff levels.
In my first faculty position, I was the only female faculty member in the basic sciences. As a consequence, I was asked to do a huge amount of teaching, research, administration, while maintaining family life.” Due to this situation, Dr. Mary Juhas has had the opportunity to work with an incredibly diverse group of women at OSU from former to current students, scientists, and engineers. “I have had the opportunity to work with an incredibly diverse group of women from former to current students, scientists, and engineers.”

Dr. Nicole Scherer, Dr. Mary Juhas, and Dr. Gail M. Whitelaw are Assistant Professors in the Chemistry Department at The Ohio State University. The Department of Chemistry at The Ohio State University has been recognized in 2017 for having the largest percentage of women in its faculty, with 23.4%.

Women Faculty and Staff in STEMM

Women Faculty and Staff in STEMM was a comprehensive initiative of the Ohio State University to increase the number of women faculty in STEMM. This initiative has been led by Dr. Mary Juhas, Dr. Nicole Scherer, and Dr. Gail M. Whitelaw. The initiative has been successful in increasing the number of women faculty in STEMM. Despite this progress, there is still a significant gender gap in STEMM fields. Women still face barriers to equity for women and members of historically underrepresented groups.

Faculty and Administration

In her role as a孵������

Dr. Mary Juhas is a clinical associate professor in materials science and engineering. She has a background in materials science and engineering, and has developed expertise in a gender inclusive science and engineering curriculum. She has developed expertise in a gender inclusive science and engineering curriculum. She has also been involved in the development of more inclusive teaching practices, such as using more interactive and collaborative teaching methods. Dr. Mary Juhas is currently working on a project to develop a gender inclusive science and engineering curriculum. She is also involved in the development of more inclusive teaching practices, such as using more interactive and collaborative teaching methods.

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In my first faculty position, I was the only female faculty member in the basic sciences. As a consequence, I was... face some unique challenges.

Faculty and Administration

Dr. Maria Shinetsu is a clinical assistant professor in the Clinical Sciences Department, School of Veterinary Medicine, University of Pennsylvania. A native of Japan, she received her veterinary degree from Nagoya University. Dr. Shinetsu completed a residency in internal medicine and a fellowship in hematology and oncology at the University of Georgia. She is a board-certified internist, and has a special interest in hematology and oncology. Dr. Shinetsu is a strong advocate for diversity, equity, and inclusion (DEI) in veterinary medicine.

Conclusion

Womensplace.osu.edu encourages women in medicine to take a closer look at their career paths, consider alternative opportunities, and explore the diverse roles and specialties that are available. By embracing diversity and promoting equal opportunities, we can create a more equitable and inclusive workplace in medicine.
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Social Work University Libraries Veterinary Medicine University-wide

Achieving this minimum in individual units as well as within the university as a whole is... Health Social & Behavioral Sci.
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**Figure 1** - Percentage of Female-Tenure-Track Faculty by Unit, faculty colleges and schools, 2011

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Dr. Cindy Thomas, professor in the department of education, in an accomplished... Health Social & Behavioral Sci.
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The women, technology, engineering, and management (STEM) disciplines at OSU are... Health Social & Behavioral Sci.
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Costs associated with education, such as tuition and fees, can cut sharply into one’s... Health Social & Behavioral Sci.
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## STEMM Initiatives for Faculty

In 2003, the university began a concerted effort to improve gender equity for faculty in STEMM with the Women’s Place, an online clearinghouse for resources about mentoring, a new formal mentoring program for junior faculty, and a number of strategic initiatives aimed at enhancing the climate for women faculty. The University Libraries and the Office of the Vice President for Academic Affairs also created a support network for junior faculty within the STEMM disciplines. In addition, the Office of the Vice President for Academic Affairs and the University Libraries created a new position of Universitywide Women’s Faculty and Staff in STEMM.

### Faculty and Administration

The Office of the Vice President for Academic Affairs brought the following initiatives under the umbrella of Women’s Place, focusing on increasing the number of women in STEMM.

1. **Women’s Place**: Focuses on moving beyond traditional notions of support and mentorship to include peer support and networking opportunities for women in STEMM.
2. **Women’s STEMM Leadership Council**: A group of women faculty leaders serves as a resource for women in STEMM.
3. **Women’s STEMM Faculty and Staff Advisory Committee**: Provides feedback and recommendations to the Office of the Vice President for Academic Affairs.
4. **Women’s STEMM Faculty and Staff Task Force**: A group of women faculty leaders works with the Office of the Vice President for Academic Affairs to develop and implement strategies to increase the number of women in STEMM.

### Faculty Recruitment

The University Libraries and the Office of the Vice President for Academic Affairs have developed a women-friendly online clearinghouse for resources about mentoring, a new formal mentoring program for junior faculty, and a number of strategic initiatives aimed at enhancing the climate for women faculty. The University Libraries and the Office of the Vice President for Academic Affairs also created a support network for junior faculty within the STEMM disciplines. In addition, the Office of the Vice President for Academic Affairs and the University Libraries created a new position of Universitywide Women’s Faculty and Staff in STEMM.

### Faculty Development

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## Conclusion

Women’s Place is a recognition of the importance of increasing the number of women in STEMM. The initiatives provide a framework for supporting women in STEMM, and the support network for junior faculty within the STEMM disciplines is an important resource for women in STEMM.

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**Note**: The text above is a hypothetical example for the purpose of illustration. The content reflects a strategic approach to increasing the number of women in STEMM, rather than specific statistics or data. The percentages shown in Figure 1 are illustrative and do not reflect actual data. The text uses a consistent and logical flow, focusing on key initiatives and their impact on increasing diversity in STEMM.
The Women’s Place (TWP)

**Strategic Goals**

- **Promotion of Faculty and Staff Diversity:** Develop strategies for individual faculty and staff to address the impact of diversity.
- **Leadership:** Develop and support inclusive leadership strategies.
- **Faculty Development:** Implement programs and engage in faculty development initiatives.
- **Equity and Compliance:** Implement programs to ensure compliance with equity and diversity guidelines.
- **Support and Advocacy:** Provide support and advocacy for faculty and staff.

**Guiding Principles**

- **Equity:** A commitment to equality for all people.
- **Diversity:** A commitment to a pluralistic and inclusive environment.
- **Inclusion:** A commitment to a welcoming environment.
- **Respect:** A commitment to respect all individuals.

**Vision**

The Women’s Place envisions a campus that is intentionally inclusive and diverse, characterized by equity, freedom, and dignity for all people.

**Mission**

The Women’s Place serves as a catalyst for institutional change to support the recruitment, retention, and advancement of women in academic, support, and service environments.

**TWP Recognition**

- **Top recognition:** Best in category and overall.
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- **Top recognition:** Best in category and overall.

**Change in Percentage**

- **Data change:** 25% increase.
- **Data change:** 7% increase.
- **Data change:** 2% increase.
- **Data change:** 0% change.

**Committee Contact Information**

- **Contact:** Jennifer Beard, Assistant Director
- **Contact:** Diane Florian, President and Provost's Council on Women

**Institutional Context**

Ohio State University is one of the largest universities in the United States, with a diverse student body and staff. The institution is committed to promoting diversity and inclusion across all its campuses and units.