Subject: President and Provost's Council on Women (PPCW) 2019 Report

Date: February 5, 2019

From: Amy Lahmers, Chair
Theresa Delgadillo, Incoming Chair
Jacquelyn Meshelemiah, Past Chair

To: Dr. Michael Drake, President
Dr. Bruce McPheron, Executive Vice President and Provost
Susan Basso, Senior Vice President Talent, Culture and Human Resources

The PPCW's mission is to advocate to the President and Provost for the advancement of all women at The Ohio State University and to provide leadership for the development of policies and practices that positively affect the working environment for women employed at The Ohio State University. Each year, the Council examines issues that affect women and makes recommendations in an End of Year Report.

For the period of February 2018 to January 2019, the focus of work included:

1.   Move forward the recommendations on Flexible Work by increasing education and awareness of the policy, guidelines, and opportunities.

2.   Review and promote equity in internal and external awards.

3.   Disaggregate and analyze by gender, data from the University Culture Survey and Wexner Medical Center Employee Engagement Survey.

4.   Expand on mentoring with the broad goal to institutionalize mentorship at the University.

We have included a summary of overall recommendations from these four work groups as well as the Closing the Loop Report, a standing report annually submitted at the end of each year.

We look forward to discussing these reports and recommendations and receiving your feedback at our February 15th meeting. After our meeting, we will bring forward potential charges for your consideration as we transition to our next set of Chairs for 2019-2020.

2018-2019 RECOMENDATIONS FROM THE PRESIDENT AND PROVOST'S COUNCIL ON WOMEN

Expand Family Friendly Benefits
- Extend new benefits at Wexner Medical Center, such as new **back-up and emergency childcare offerings**, to non-medical center staff and faculty.

- Ask senior leaders at the dean /vice president level and above to help raise awareness of the **Flexible Work policy**.

  o Assign a permanent team from the Office of Human Resources to provide annual assessment and report on number of employees using flexible work.

Promote Equality in Promotion and Awards/Recognition
- Monitor/advise **HR Career Roadmap Project** to promote equality in advancement opportunities for women.

- **Ensure that qualified women are consistently nominated for appropriate internal and external awards** by continuing to refine materials, practices, and processes at both the University and College level in all places where awards are given across the University.

  o Pay careful attention to the composition of nominating and selection committees to ensure equitable consideration based on gender and ethnicity.

  o Create more opportunities for early and mid-level career awards for staff.

  o Distribute Academic Analytics data to Deans and department chairs annually, with a request to review the data and return to the provost with a one-page memo summarizing the status of women in their College or department and a preliminary plan to address any challenges identified in the data.

Expand Mentorship and Training Programs
- Adopt and implement the attached policy for **faculty mentoring** by autumn semester 2019.

  o Create a centralized mentoring initiative for faculty of color.

- Designate financial resources for **staff mentoring programs**, and make them available via proposal/application process.

  o Create a centralized mechanism for recognizing, amplifying and disseminating mentoring best practices.

  o Examine existing supervisor/leader training programs and metrics available to measure their effectiveness.

Initiate and Assess Workplace Culture Data
- Implement a new **Culture Survey for non-medical center staff**.

  o More closely analyze gender comparisons in college- and department-level survey responses compiled by Institutional Research and Planning to identify trends and themes that may provide additional insights.

PPCW Flexible Work Policy Task Force Final Report

1. **Task Force Members**

Christine O'Malley (Chair)	Communications Consultant	Office of Human Resources
Sara Childers	Assistant Director	The Women's Place
Sam Craighead	Systems Manager	Office of Distance Education and E-Learning
Rachel Kaschner	Assistant Director	Career Services, College of Engineering and President, Association of Staff and Faculty Women
Shelly Martin	Assistant Director	Patient Transportation
Ansel Oakleaf	Resource Planning Analyst	Office of Institutional Research & Planning
Binaya Subedi	Associate Professor	Education, Newark Campus

2. **Charge**

Using the data gathered last year, continue to move forward the recommendations on Flexible Work by increasing education and awareness of the policy, guidelines, and opportunities.

3. **Process/Activities**

Worked with Office of Human Resources Communications in spring 2018 to promote the Flexible Work Policy through campus channels. HR created a new Flexible Work Policy web page to make it easier for employees and managers to find information about the policy. The quarterly HR Connections e-newsletter, sent on May 23 to 42,000 employees, included a news item about the new flexible work policy web page. It had the highest click-through rate in the email.

Identified possible opportunities and channels for an awareness campaign – Wexner Medical Center, regional campuses, YP4H wellness team, "road show" presentation, recognition of managers supportive of flex work arrangements, an infographic that illustrates the benefits of flexible work.

Collaborated with USAC on initial partnership meeting in October 2018 to address awareness and increase use of the Flexible Work Policy. Developed plans for a spring 2019 awareness campaign and toolkit to include:

- Power point "road show" that unit HR professionals and supervisors can share at staff meetings.
- A one-page fact sheet that can be displayed on employee bulletin boards and used as handouts
- Highlights of managers who successfully implement flexible work in their unit
- Sample scenarios showing the variety of flexible work arrangements
- Link to the policy

The toolkit will be housed on the USAC website.

4. **Findings**

We researched available statistics about the use of flexible work by employers nationally. We found:

- 95% of companies say employee productivity increased or stayed the same after implementing flexible work arrangements. (Society of Human Resource Management, 2016)[i]
- 95% of workers say flexible work arrangements said communication with their colleagues improved or stayed the same. (Flex Strategy Group, 2018)
- 60% of workers say they're more productive with flexible work arrangements. (Flex Strategy Group, 2018)[ii]

The 2014 staff culture survey did not ask questions explicitly using the terms "flexible work," but staff were asked to rate the extent to which their unit "Provides support to balance work/personal responsibilities." Results show that 70% of staff agree or strongly agree that their unit provides work-life balance. However, rates by unit vary from 0% to 100%. Among departments

with at least five staff members who responded, the median percentage of positive (agree or strongly agree) responses was 55%. Additionally, 25% of these departments had positive response rates of 42% or less, whereas 75% had positive response rates of 67% or less.

While there is a great deal of interest in flexible work as a university benefit, there are also questions about how consistently it is implemented, who is eligible and how to shift the culture toward more openness about flexible work arrangements. Both USAC and PPCW have fielded these questions.

Anecdotally, we found some barriers to increasing awareness:

- There are barriers to communicating about the policy in the medical center, including a lack of clarity on who "owns" this policy in the medical center enterprise and who can grant permission to post about it on internal websites.

- At least one regional campus reportedly does not allow any staff to use formal flexible work arrangements.

There is no institution-wide unit tracking use of the policy – requests submitted, requests approved, requests denied, ongoing flexible work arrangements.

The policy encourages managers to be transparent, but neither the policy nor the Flexible Work Arrangement Proposal form requires managers to document a reason for denying a flexible work arrangement. Not every position lends itself to flexible work, and other solutions (e.g. FML or disability accommodation) may be more appropriate. However, applicants deserve to know the reason a request is denied. In addition, the Flexible Work Arrangement Proposal form does not require an employee ID number, so it is difficult to determine at a population level who is requesting and receiving these arrangements.

5. **Next Steps**
   - Complete review of Power Point presentation and develop one-page fact sheet.
   - Collaborate with USAC on spring 2019 awareness campaign.

6. **Recommendations**
   Ask senior leaders at the dean /vice president level and above to help raise awareness of the policy in the following ways:
   - Model flexible work arrangements in their offices.
   - Talk about the Flexible Work Policy in public forums.
   - Remove barriers to promoting it at the Wexner Medical Center.
   - Remove barriers to promoting it across regional campuses and across departments/colleges on Columbus campus.

   Ask President Drake and Provost McPheron to take the following actions:
   - Assign an ad hoc team to review the policy and the Flexible Work Arrangement Proposal form and consider updating it to provide greater clarity to employees and managers considering Flexible Work Arrangements. This review team could include members of PPCW and USAC, senior HR professionals from campus (regional and main) and Medical Center, Lynn Carter (HR policy coordinator and employee relations consultant) and Lin Hillis (HR associate vice president of talent, diversity and leadership).
   - Assign a permanent team from the Office of Human Resources to track use of flexible work arrangements university-wide and share that data annually. The data reporting could be accomplished by requiring units to annually inform the policy owner of the following:
     - number of formal requests for flexible work arrangements received by unit in each calendar year
     - number approved
     - number denied and reason
     - number of ongoing flexible work arrangements

   The report should also include demographics of employees requesting flexible work arrangements. This information could be collected using employee ID numbers, but the current Flexible Work Arrangement Proposal forms do not collect employee ID numbers.

[i] https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/SHRM-Survey-Findings-Strategic-Benefits-Flexible-Work-Arrangements.pdf

[ii] https://www.fool.com/careers/2018/03/24/flexible-work-arrangements-have-positive-impacts-d.aspx

PPCW Awards Equity Task Force Final Report

1. **Members**

Karen Wruck (Chair)	Professor, Finance	Fisher College of Business
Katherine Betts	Intercultural Specialist	African/African American Student Initiatives
Theresa Delgadillo	Program Director; Professor	Latina/o Studies; Comparative Studies
Wanda Dillard	Director of Community Development	Wexner Medical Center
Molly Driscoll	Manager, Learning and Development	Office of Human Resources
Elena Foulis	Spanish Snr Lecturer; Coordinator	Service-Learning & Heritage
Nicole Nieto	Program Director	Ohio State ADVANCE

2. **Charge**

   Work with USAC and Employee Resource Groups (ERGs) to review and promote equity in internal and external awards.

3. **Process/Activities**

   Gather and analyze information on awards, including criteria and gender of nominees and awardees, at Ohio State, nationally, and internationally, and provide suggestions to enhance the recognition of Ohio State women faculty and staff. This should begin with an understanding of Ohio State's overall demographics. Make recommendations pertaining to awards and awards nominations processes and practices. Nominate at least five OSU women for selected University and/or national awards.

4. **Results and Findings**

   Overall faculty and staff demographics: Since 2012, Ohio State has increased the percentage of women in the ranks of both faculty and staff. Ohio State has also increased the percentage of headcount that is non-white. Data from OSUHR indicates that between 2012 and 2017, faculty composition shifted to include more women. For tenure track, clinical and research faculty, the percentage of women increased from 35.5% to 40.7%. For associated faculty, the percentage of women increased from 48.1% to 49.5%. On the staff side, women are consistently in the majority during this time period, representing close to or more than 60% of all staff positions. (See Appendix Chart 1). In terms of race and ethnicity, data show that the percentage of white individuals has declined from 76.6% to 74.2% of total headcount. This is associated with increases in headcount percentages of Asian, African American, Hispanic and multi-race individuals. (See Appendix Chart 2)

   Tenure track faculty hiring and rank: Ohio State is ahead of the norm in hiring female tenure track faculty relative to both other AAU public universities and other Big Ten Universities. However, Ohio State female faculty seem to be over-represented at the rank of Associate Professor and under-represented at the rank of Full Professor. Differences in faculty quality and research productivity do not seem to be a primary explanation for these differences.

   Data from Academic Analytics shows that, relative to both AAU publics and other Big Ten Institutions, Ohio State is ahead of the norm in hiring women. Specifically, according to their data, Ohio State has 834 female tenure track faculty out of 2,535 total tenure track faculty. Regression models based on data from AAU publics predict 805 female faculty for Ohio State, while regression models from Big Ten Data predict 819 female faculty. (See Appendix Charts 3 and 4).

   Data from Academic Analytics also shows that Ohio State has a larger percentage of women in Assistant and Associate Professor positions (relative to full professor) than men. Further, this does not appear to be due either to a lack of sufficient time for promotion (short time since terminal degree for women). Female faculty are, on average, only two years closer to the completion of their terminal degree than male faculty (18 years versus 20 years out on average). Neither does it appear due to a lack of productivity or the quality of research output produced by female faculty. Data on books and peer reviewed publications produced by faculty show that overall, 53% of Ohio State faculty are ranked in the top two quintiles, for male faculty 54% are in the top two quintiles, while 52% of women are in the top two quintiles. There is a higher representation of male relative to female faculty in the first quartile (29% versus 24%), however, it is not clear that this difference is sufficient to explain the concentration among women relative to men in the rank of Associate Professor (See Appendix Tables 1 and 2).

<u>Awards and Gender Equity:</u> All else constant, we would expect women and men to receive awards at a rate that reflects Ohio State's demographic composition. The data, however, show that in a number of important areas, particularly, faculty research awards this is not the case.

<u>Major University-Level awards internal to Ohio State:</u> Appendix Table 3 and Chart 5 show the distribution of major university-level awards by type, gender and ethnicity for 2014-2018. As shown, women have received 81.3% of diversity awards, 28.3% of faculty research awards, 38.9% of faculty service awards, 78.3% of staff awards, and 51.2% of teaching awards. Relative to the University's overall demographics, women receive a high percentage of diversity awards and a low percentage of research awards. In contrast, women receive a relatively high percentage of teaching and staff awards. It is also worth noting that very few minority faculty, male or female, have received faculty research awards.[1]

<u>Major College-Level awards internal to Ohio State:</u> We were able to obtain information on major awards given by the colleges but were unable to obtain data on each college's overall demographics, thus we are unable to benchmark our findings. Nonetheless, we are able to present some overall findings that are useful. As shown in Appendix Table 4, all colleges have internal awards for faculty and all but one have internal awards for staff. Only two colleges have faculty and/or staff awards for diversity. With the exception of Education and Human Ecology, women are under-represented in faculty research awards, as is the case at the University level. Additional data and analyses could provide further college-level insights. (Engineering, Architecture and ASC did not provide data.)

<u>Prestigious and highly prestigious external faculty awards:</u> Academic Analytics gathers data on prestigious and highly prestigious faculty awards across universities and disciplines.[2] As shown in Appendix Charts 6 and 7, Ohio State faculty receive fewer such awards relative to both faculty from other AAU public universities and other Big Ten institutions. As shown in Appendix Table 5, relative to a number of other Big 10 schools Ohio State does have fewer faculty in the top research quartile (26% for Ohio State versus 38% and 35% for Michigan and Wisconsin, respectively). However, Ohio State faculty also receive fewer awards per capita than Purdue and Minnesota which have a similar percentage of top quintile researchers. More specifically, Ohio State faculty received .23 awards per faculty member. Regression models based on data from AAU publics predict .2645 awards per faculty for Ohio State, while regression models from Big Ten Data predict .3046 awards faulty for Ohio State. (See Appendix Charts 6 and 7).

Data from Academic Analytics also shows Ohio State women faculty are under-awarded relative to male faculty when compared to both AAU publics and Big Ten universities. Specifically, at Ohio State, female faculty receive .63 per award received by a male faculty member. Regression models based on data from AAU publics predict .84 female awards per male awards, while regression models from Big Ten Data predict .88 female awards per male awards. (See Appendix Charts 8 and 9).

---

[1] Awards included here can be found at https://www.osu.edu/universityawards/.

[2] These data are gathered by Academic Analytics from national academies, many of which have not changed their awards classifications for many years. Thus, there are some biases in these data, including a failure to recognize newer prestigious awards and awards in some subject matter areas, such as nursing. The University and Departments could influence change in this area by encouraging their academies to be more inclusive in terms of their recognition of significant awards as important and prestigious.

5. **Next Steps and Recommendations**

   It is important Ohio State put into place processes and practices that ensure that qualified women are consistently nominated for appropriate internal and external awards. As one step in this direction, members of this Task Force drafted a "tips" document for writing and effective nomination, distributed, and posted on the Women's Place website. Further, we have encouraged the nomination of qualified women for internal and external awards by way of email and Twitter. During this academic year, PPCW members nominated seven women faculty and 12 women staff for awards, which thus far have resulted in OSU Glass Breaker, Distinguished Staff, Distinguished Service, and ASFW Mary Ann Williams Leadership Awards. Task Force members also met with Young Professionals ERG and USAC to share information and to encourage the nomination of women for staff awards. We recommend the continuation and refinement of these materials and processes with the help and support of the Offices of the President and Provost.

   Because internal awards and recognitions lead to external awards and recognitions, it is critical that Ohio State's processes and practices for nominating and selecting internal award winners be state-of-the-art. To this purpose, we support action that has already been taken by the Offices of the President and Provost to pay careful attention to the composition of nominating and selection committees to ensure equitable consideration based on gender and ethnicity. We recommend that such practices be formalized and adopted at both the University and College level in all places where awards are given across the University. Further, we support the recommendation made by USAC that more opportunities be created for early and mid-level career awards for staff.

   Ohio State is ahead of the norm in terms of hiring female tenure track faculty. However, it appears that women are not progressing up the faculty ranks at the same rate as men. Further it is clear Ohio State women faculty are not receiving prestigious external awards at the same rate as men faculty. There could be many reasons for this, and the reasons are likely to vary across academic units. The Academic Analytics data are interactive and can be viewed by department and by broad area of study. Thus, we recommend that these data be distributed to Deans and department chairs for their assessment, perhaps with a request to review their data and return to the provost with a one-page memo summarizing the status of women in their College or department and a preliminary plan to address any challenges identified in the data. If this proves useful, the data presentation could be refined and distributed annually for review.

Appendix Chart 1
Ohio State University Headcount by Gender 2017 to 2017
Source: Ohio State Human Resources

Headcount Change by Gender

Total University, Autumn 2012-2017

Headcount % difference over previous year - by Gender (cumulative % change)

AU12 & AU17
Distribution
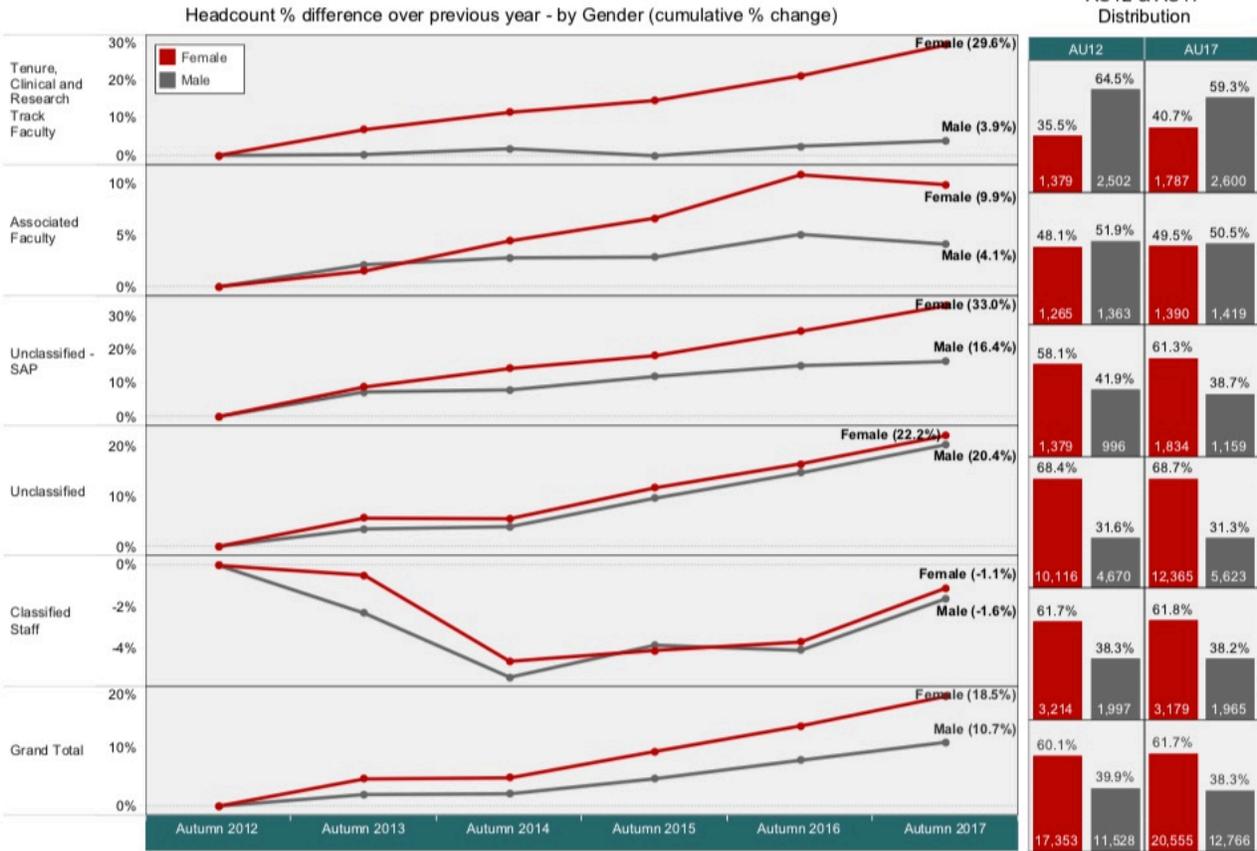
Appendix Chart 2
Ohio State University Headcount by Race/Ethnicity 2017 to 2017
Source: Ohio State Human Resources

Headcount Change by Race/Ethnicity

Total University, Autumn 2012-2017

Headcount % difference over previous year - by Race/Ethnicity (cumulative % change)

AU12 & AU17 Distribution

Race/Ethnicity	Cumulative % change	AU12 %	AU17 %	AU12 count	AU17 count
Am. Indian	-13.2%	0.2%	0.2%	68	59
Asian	24.9%	6.6%	7.1%	1,905	2,379
Black	17.3%	9.9%	10.0%	2,847	3,339
Hawaiian	85.7%	0.0%	0.0%	7	13
Hispanic	51.6%	2.0%	2.7%	583	884
2 or more races	197.6%	0.6%	1.5%	167	497
Undisclosed	19.3%	4.1%	4.3%	1,195	1,426
White	11.8%	76.6%	74.2%	22,109	24,725

Appendix Chart 3
Number of Female Faculty Versus Total Faculty
Benchmark = AAU Publics, does not include Medical Center
Source: Academic Analytics

Number of Faculty by
Number of Female Faculty
AAU Public Institutions
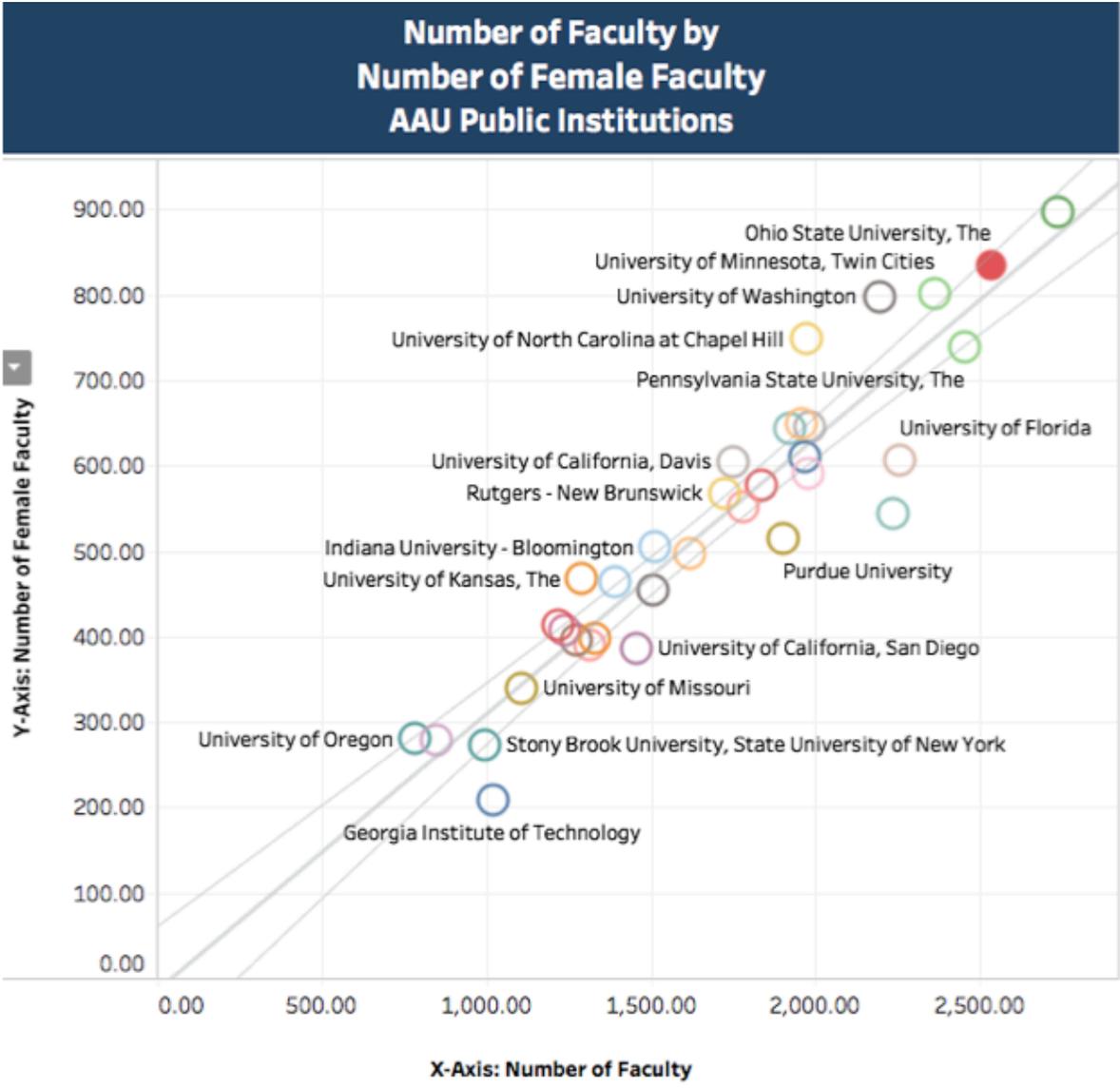
Appendix Chart 4
Number of Female Faculty Versus Total Faculty
Benchmark = Big Ten, does not include Medical Center
Source: Academic Analytics

Number of Faculty by Number of Female Faculty Big Ten Institutions

Y-Axis: Number of Female Faculty

X-Axis: Number of Faculty

Data point labels:
- Ohio State University, The
- University of Minnesota, Twin Cities
- Pennsylvania State University, The
- Michigan State University
- University of Illinois at Urbana-Champaign
- Rutgers - New Brunswick
- Indiana University - Bloomington
- Purdue University
- University of Maryland, College Park
- University of Iowa, The
- University of Nebraska - Lincoln

Appendix Table1
Ohio State Faculty by Rank and Gender, does not include Medical Center
Source: Academic Analytics

Rank	Professor	Associate Professor	Assistant Professor	Avg. Years Since Terminal Degree
All Ohio State Tenure Track Faculty	43%	33%	23%	20 (22 = AAU avg.)
Male Tenure Track Faculty	51%	31%	18%	23 (24 = AAU avg.)
Female Tenure Track Faculty	34%	40%	25%	18 (20 = AAU avg.)

Appendix Table 2
Ohio State Faculty by Research Productivity and Gender, does not include Medical Center
Source: Academic Analytics

Research quintile relative to AAU Publics	Top	Second	Third	Fourth
All Ohio State Tenure Track Faculty	26%	27%	20%	16%
Male Tenure Track Faculty	29%	25%	18%	15%
Female Tenure Track Faculty	24%	28%	23%	16%

Appendix Table 3 and Chart 5
Ohio State University Major Internal Awards by Gender and Ethnicity 2014-2018
Source: Ohio State Office of Institutional Research

Award Type	Number	Male	Female	African American	Latino/a	African American Female	Latina
Diversity	16	18.8%	81.3%	25.0%	0.0%	25.0%	0.0%
Faculty Research	46	71.7%	28.3%	0.0%	2.2%	0.0%	0.0%
University Service	29	65.5%	34.5%	13.8%	0.0%	6.9%	0.0%
Faculty Service	18	61.1%	38.9%	5.6%	0.0%	0.0%	0.0%
Staff	60	21.7%	78.3%	11.7%	0.0%	6.7%	0.0%
Teaching	84	48.8%	51.2%	4.8%	4.8%	2.4%	1.2%
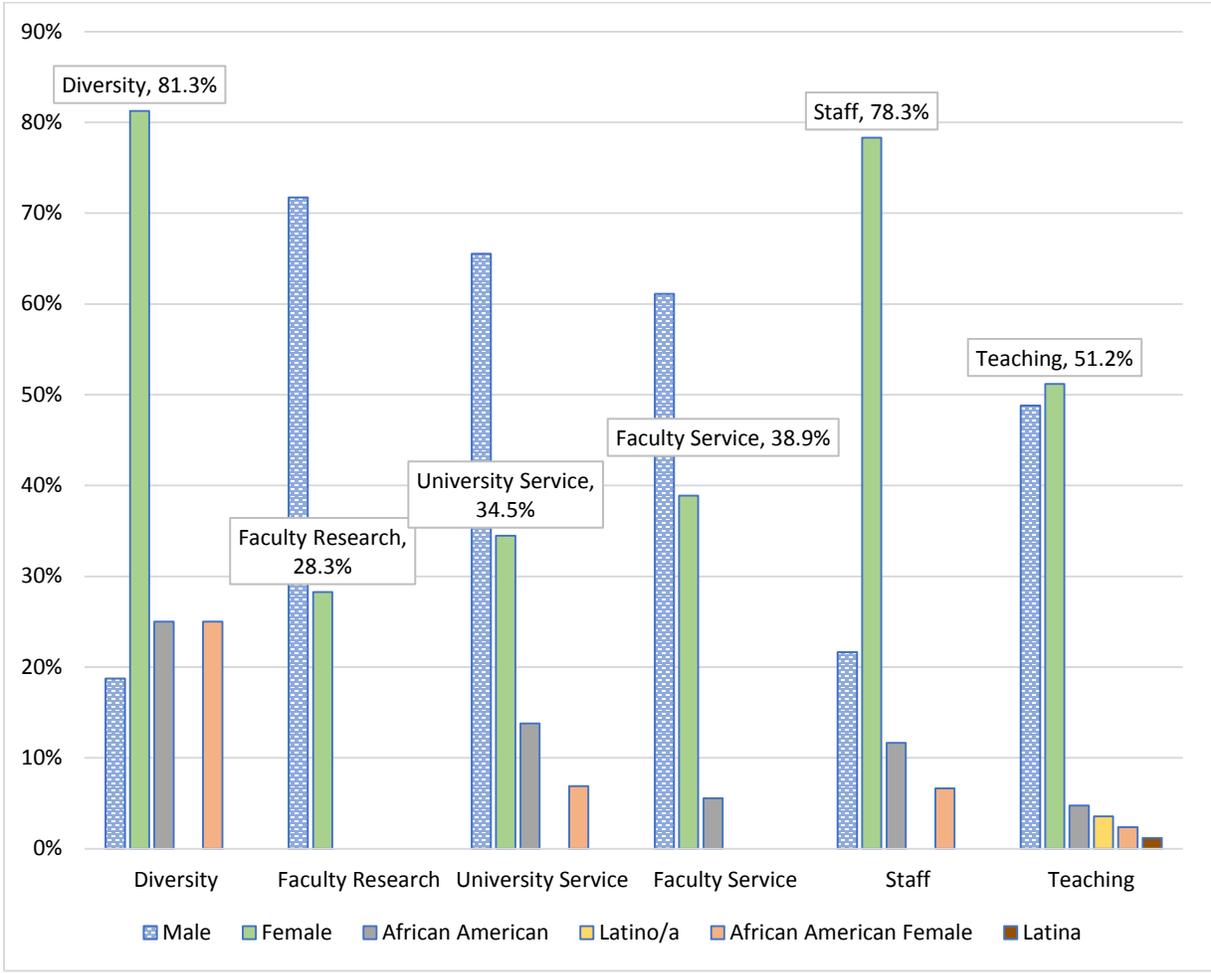
Appendix Table 4
Ohio State University College-Level Awards
Source: Deans' Offices at Colleges
Did not provide data: Engineering, Architecture and ACS

Fisher College of Business 2009-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	9	66.7%	33.3%	11.1%	0.0%	22.2%	11.1%	0.0%	0.0%
Faculty Service	15	73.3%	26.7%	0.0%	6.7%	13.3%	0.0%	0.0%	0.0%
Staff	19	21.1%	78.9%	10.5%	10.5%	0.0%	0.0%	0.0%	0.0%
Teaching	118	86.4%	13.6%	2.5%	2.5%	11.0%	0.0%	0.0%	0.8%

Source: Dean's Office. Fisher College of Business

Education and Human Ecology 2014-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female
Diversity	5	20.0%	80.0%	20.0%	0.0%	0.0%	60.0%	0.0%	0.0%
Faculty Research	6	16.7%	83.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	6	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	9	33.3%	66.7%	0.0%	0.0%	0.0%	22.2%	11.1%*	
Teaching	5	40.0%	60.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%

Source: Dean's Office, College of Education and Human Ecolc *based on last name, specific URM not named

Glenn College of Public Affairs 2016 - 2017

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	4	100%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	9	11.1%	88.8%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%
Teaching	0	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%

Source: Dean's Office, Glenn College of Public Affairs   ** one undisclosed race/ethnicity

Moritz College of Law 2014-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	5	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	15	13.3%	85.8%	0.0%	0.0%	0.0%	6.6%	0.0%	6.6%	0.0%
Teaching	0	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%

Source: Dean's Office, Moritz College of Law

College of Pharmacy 2013-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	1	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	6	16.6%	83.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teaching	18	72.2%	27.7%	0.0%	0.0%	5.5%	20.0%	0.0%	5.5%	0.0%

Source: Dean's Office, College of Pharmacy

College of Food, Agriculture, and Environmental Sciences 2013-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	49	71.4%	28.6%	4.1%	4.1%	12.2%	0.0%	0.0%	4.1%	0.0%
Faculty Service	13	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	15	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teaching	6	16.6%	83.3%	0.0%	0.0%	0.0%	0.0%	0.0%	16.6%	0.0%

Source: Dean's Office, CFAES

College of Veterinary Medicine 2014-2018

Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	5	100.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	4	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	12***	8.3%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teaching	36	44.4%	55.6%	0.0%	5.5%	5.5%	0.0%	11.1%	0.0%	0.0%

Source: Dean's Office, College of Vet Med, ***two awards were given to teams with unspecified gender, race, ethnicity of team members

College of Medicine 2012 - 2018

| Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	17	64.7%	35.3%	0.0%	0.0%	5.88%*	0.0%	0.0%	5.88%*	0.0%
Faculty Service	5	40.0%	60.0%	0.0%	0.0%	20%*	0.0%	0.0%	0.0%	0.0%
Staff	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teaching	7	28.6%	71.4%	0.0%	14.28%*	14.28%*	0.0%	0.0%	16.6%	0.0%

Source: Center for Faculty Advancement, Mentoring and Engagement, *based on last name, no URM data provided by FAME

Association of Staff and Faculty Women. 2014-2018

| Award Type	Total Number of Awards	Male	Female	African American	Latino	Asian	African American Female	Latina	Asian American Female	American Indian Female
Diversity	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Research	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty Service	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	9	0.0%	100.0%	0.0%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%
Teaching	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.6%	0.0%

Source: ASFW Chairperson

Appendix Chart 6
Number of Female Faculty Versus Total Faculty
Benchmark = AAU Publics, does not include Medical Center
Source: Academic Analytics
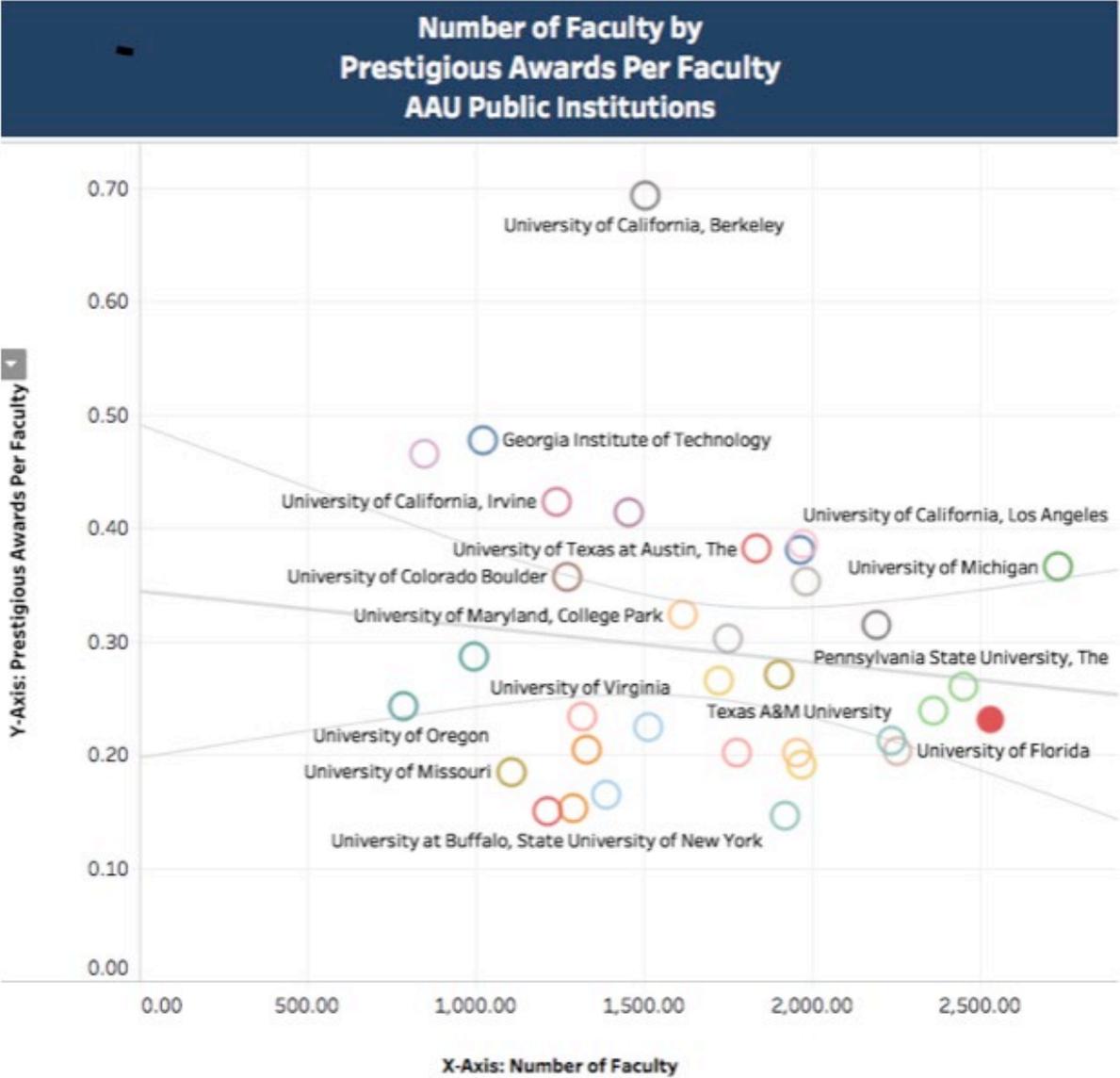
Note: Solid red circle represents Ohio State

Appendix Chart 7
Number of Female Faculty Versus Total Faculty
Benchmark = Big Ten, does not include Medical Center
Source: Academic Analytics
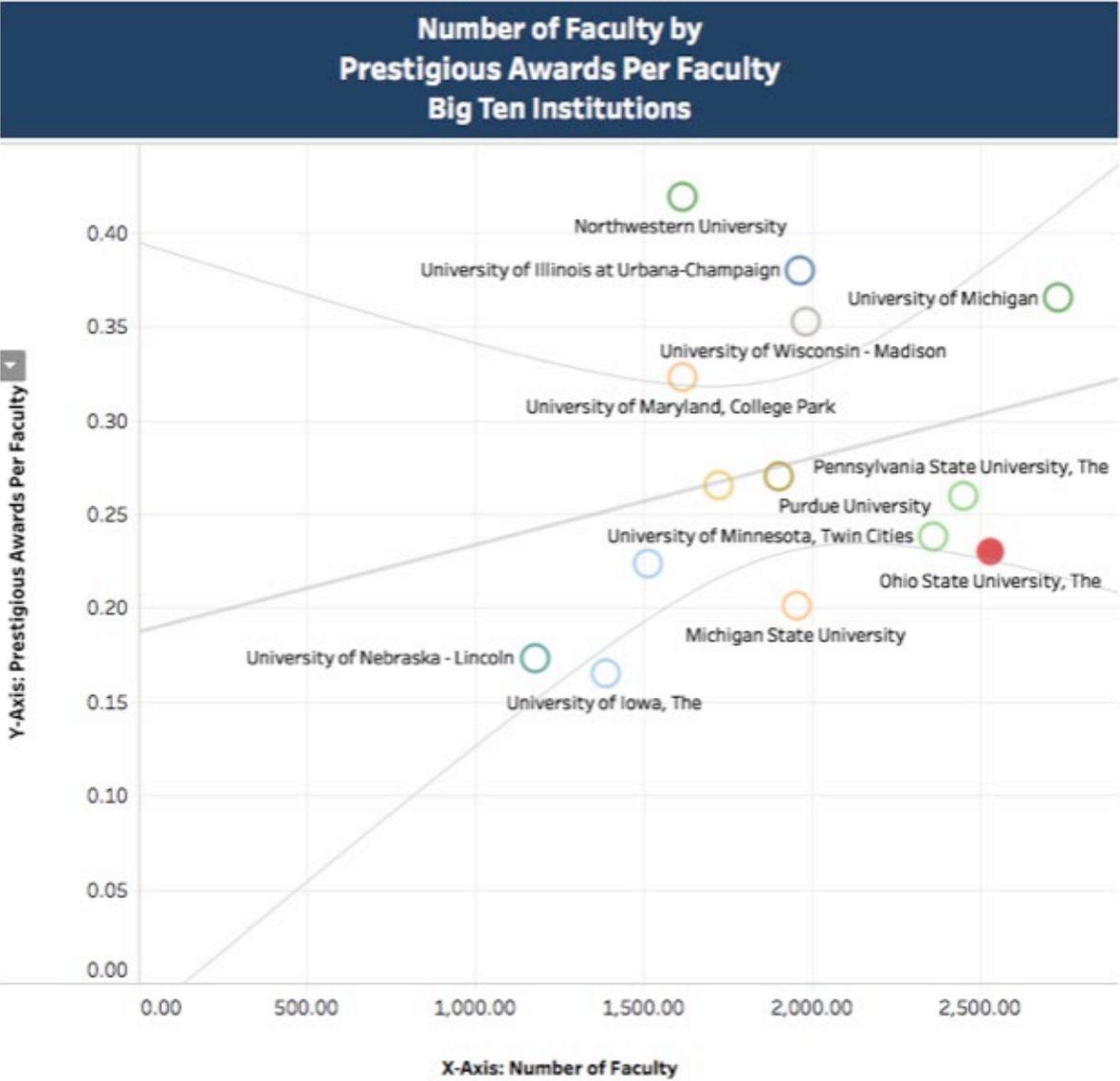
Appendix Table 5
Ohio State Faculty by Research Productivity Relative to Select Other Big 10 Universities, does not include Medical Center
Source: Academic Analytics

Institution	Top	Second	Third	Fourth
Ohio State University	26%	27%	20%	16%

Selected Big 10 Universities, ordered by % in Top Quartile

Institution	Top	Second	Third	Fourth
University of Michigan	38%	28%	17%	11%
University of Wisconsin	35%	28%	18%	12%
University of Illinois	32%	28%	18%	14%
University of Maryland	31%	26%	19%	14%
Penn State University	30%	25%	17%	16%
Michigan State University	27%	27%	20%	15%
University of Minnesota	26%	24%	18%	18%
Indiana University	25%	32%	19%	10%
Purdue University	25%	24%	20%	17%
University of Iowa	23%	28%	23%	15%

Appendix Chart 8
Prestigious Awards for Male and Female Faculty
Benchmark = AAU Publics, does not include Medical Center
Source: Academic Analytics
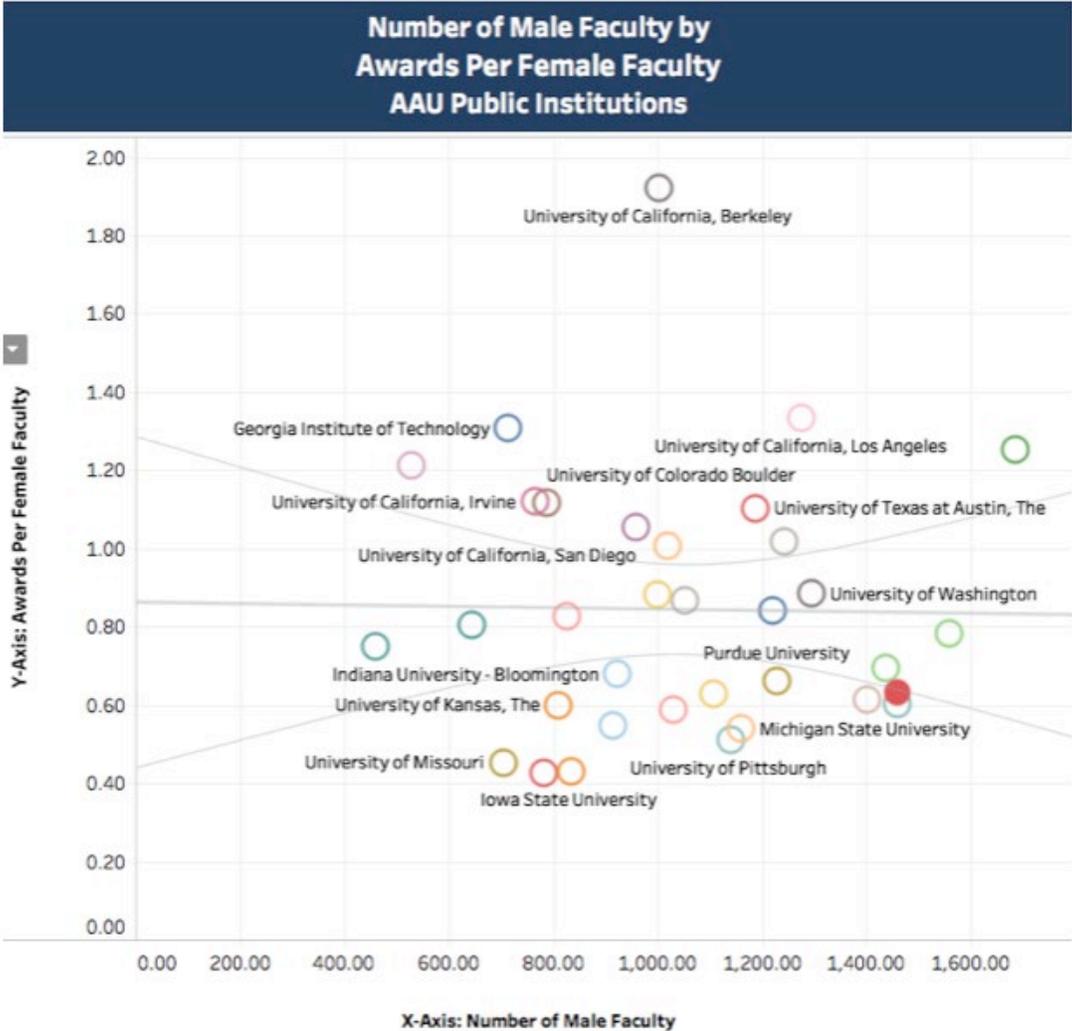
Note: Solid red circle represents Ohio State

Appendix Chart 9
Prestigious Awards for Male and Female Faculty
Benchmark = Big Ten, does not include Medical Center
Source: Academic Analytics
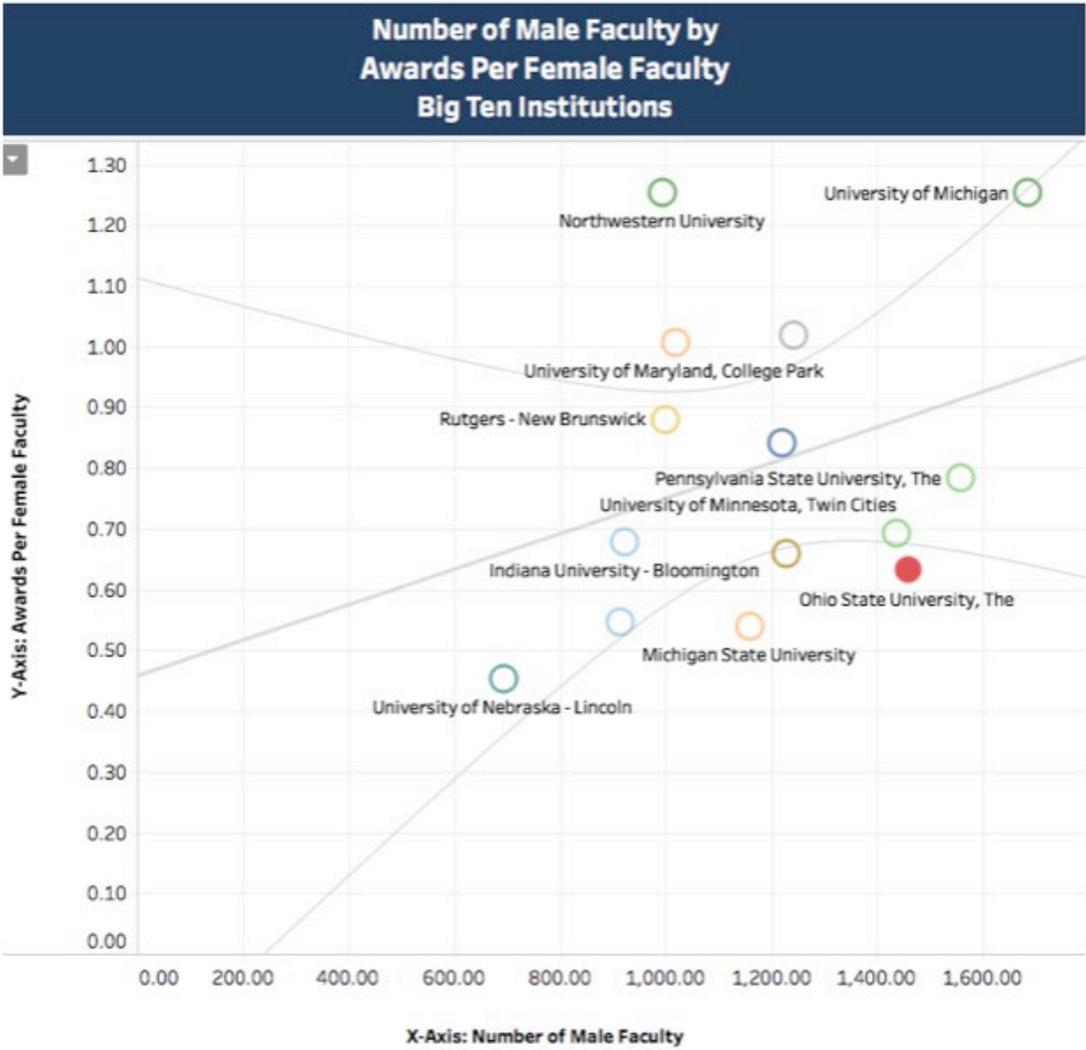
Culture Survey Task Force Final Report

1. **Task Force Members**

Emily Caldwell (Chair)	Media Relations Manager	University Communications/Office of the President
Heather Brod	Director, Faculty Affairs	College of Medicine
Kristen Cole	Senior Director of Operations	Comprehensive Cancer Center
Kristen Convery	Senior Director of Content	University Marketing
Bella Mehta	Professor	Pharmacy Practice and Science
Tiyi Morris	Associate Professor	African American and African Studies, Newark Campus
Azuka MuMin	External Member	
Shannon Winnubst	Professor and Chair	Women's, Gender and Sexuality Studies

2. **Charge**

   Disaggregate and analyze by gender data from the University Culture Survey and Wexner Medical Center Employee Engagement Survey (TWP CHARGE).

3. **Data analyzed**

   - Wexner Medical Center 2017 ONEVoice Engagement Survey staff and faculty responses broken down by gender with comparisons to 2017 OSUWMC overall scores and 2017 national academic health care average scores.
   - Institutional Research and Planning/Human Resources Faculty and Staff Survey results from 2014, 2011 and 2008 (+2017 faculty survey results).

4. **Results/Findings**

   Areas for which women reported the least satisfaction or where women's responses were statistically significantly lower than men's. Faculty=Tenured/Tenure Track, Associated/Clinical. Staff=Senior A&P, Other A&P, Classified. *See appendix for more specific observations for each employee category.*

   - **Areas in which women <u>faculty</u> tended to report less satisfaction than men**
     - Unit head support – lack of responsiveness, transparency, communication/feedback and equal treatment.*
     - Compensation. Among tenured and tenure-track, satisfaction has declined steadily since 2008.
     - Inclusion in decision-making/relationship with administration.
     - Work environment: stress, lack of unit cohesiveness, exclusion from informal networks.
   - **Areas in which women <u>staff</u> tended to report less satisfaction than men**
     - Reward system clarity and fairness.
     - Potential for and clear paths for career progression. Insufficient coaching/help.
     - Supervisor support, responsiveness, communication, openness to employee feedback.*
     - Work environment: low on optimism and emotional health; lack of trust.
     * Assumption: correlation between low number of women leaders and female staff/faculty negative perception of unit heads/managers.

5. **Recommendations**

   - Staff survey results are five years old; a new survey of non-medical center staff should be a university priority.
   - Results suggest OAA and HR are the units most likely to address concerns identified in the surveys. Examine existing supervisor/leader training programs offered by OAA, HR and other university units and use metrics available to measure their effectiveness. Examples:
     - OAA Department Chair training/President's and Provost's Leadership, The Women's Place Advocates & Allies for Equity program. Potential assessment methods: review evaluations and 360 surveys, interview recent participants/hold focus groups with faculty.
     - HR Management and Leadership programs – determine utilization trends, review program evaluations.

- Monitor/advise HR Career Roadmap Project – including salary decision-making reliance on market data, which potentially is disadvantageous to women – to promote equality in advancement opportunities for women.
- More closely analyze gender comparisons in college- and department-level survey responses compiled by Institutional Research and Planning to identify trends and themes that may provide additional insights.
- Assess post-survey enhancements to staff and faculty engagement at Wexner Medical Center to gauge their applicability to non-medical center staff and faculty concerns.

2018 PPCW Culture Survey Task Force Report: Appendix

Tenured/Tenure Track University Faculty Observations and Themes
Data collected in 2008, 2011, 2014, and 2017

Overall:
- Men respondents outnumbered women respondents for all years of the survey (the smallest difference was in 2017 with 185 more men answering than women; the largest was in 2008 with 303 more male respondents)
- Overall satisfaction was comparable for both women and men at 66.2% and 62.9% respectively for 2017

Greatest areas of need, in order of women's ratings from the 2017 survey (less than 65%) *indicates noticeable variance between women's and men's responses (7.5% difference or greater)
- Overall Satisfaction
    o Q2. Not likely to leave (44.5%)
    o Q8. Would still choose to come to OSU (63.6%)*
- Relationship with Administration
    o Q6. Faculty are sufficiently involved with campus decision making (23.9%)
    o Q5. Satisfaction with relationship with administration (45.4%)
- Faculty Resources
    o Q9. Satisfaction with salary (52.7%) (yearly decline since 2008)
- Staff Support
    o Q17. Satisfaction with support for securing grants (44.3%)
- Environment: Culture and Climate
    o Q23. (No) stress from colleagues (37.2%)
    o Q24. Department is cohesive (49.4%)
    o Q18. (Not) excluded from informal networks (49.7%)
    o Q19. (Not) ignored by department (54.2%)
    o Q20. I am satisfied with opportunities to collaborate with faculty in my primary department/unit (55.4%)*
    o Q29. Senior colleagues create a collegial and supportive environment (59.3%)
    o Q27. Satisfaction with social relationships with other faculty (62.3%)
    o Q21. My colleagues value my research/scholarship (63.2%)
    o Q22. My colleagues value my teaching (64.8%)
- Unit Head
    o Q31. My unit head treats faculty in an even-handed way (59.4%)*
    o Q33. My unit head creates a collegial and supportive environment (57.6%)*
    o Q30. My unit head encourages and empowers me (64.8%)

Greatest areas of dissatisfaction for both women and men (*indicates decline for both since 2008)
- Q6. Faculty are sufficiently involved with campus decision making (23.9% and 21.9%)*
- Q17. Satisfaction with support for securing grants (44.3% and 47.8%)
- Q5. Satisfaction with relationship with administration (45.4% and 43.5%)*
- Q9. Satisfaction with salary (52.7% and 52.5%)*

Significant decline in satisfaction since 2008
- Q10. Satisfaction with benefits (e.g. medical, retirement, vacation) – declined 85.1% to 65.2% for women and from 80.8% to 62.6% for men between 2008 and 2017

Opportunities:
- Faculty involvement in campus decision making was dismal in 2008 and has declined to lower levels since then for both women and men.

- Understand why women feel less supported by their unit heads than men do as well as women's perception that unit heads do not treat all faculty equally. In 2014, there was noticeable variance between women and men for 4 of the 5 questions asked about Unit Heads. In 2017, women continued to have less favorable responses than men, but the questions with noticeable variance dropped from 4/5 to 2/5.
- Work to create more collegial and collaborative work environment.

Associated and Clinical Faculty Observations and Themes

Overall:
- More women than men responded for Associated Faculty Survey (247 vs 179) and Clinical Faculty Survey (81 vs 45)
- Overall satisfaction is comparable for both genders in Associated Faculty and comparable for both genders in Clinical Faculty (notably the highest satisfaction is female Clinical Facuty at 83.8%)
- Associated Faculty for both genders are comparable in relationship with administration and comparable low in being sufficiently involved in campus decision-making (33.1% female and 27.5% male)
- Clinical Faculty for both genders are comparable in relationship with administration and campus decision making
- Of note, significantly more Clinical Faculty women indicated they are not likely to leave OSU (61.1% vs 34.9%)

Greatest areas of need, in order of women's ratings (*) indicates statistically significant relative to men's ratings):

Associated Faculty
1. Unit Head
   a. My unit head treats faculty in an even-handed way (53.8% vs 66.4%)*
2. Perception of OSU
   a. Faculty are sufficiently involved in campus decision making (33.1% vs 27.5%)
   b. Would still choose to come to OSU (32.8% vs 24.6%) – trended downward consistently since 2008
3. Fit
   a. My colleagues value my research/scholarship (28% vs 29.7%) – trended downward since 2008
4. Collegiality
   a. Department is collegial (29.1% vs 20.8%) – trended downward 40-50% since 2008
   b. Senior colleagues create a collegial and supportive environment (38% vs 39.9%) – trended downward since 2008
5. Faculty resources
   a. Satisfaction with faculty salary (45.5% vs 50%)

Clinical Faculty
1. Perception of OSU
   a. Faculty are sufficiently involved in campus decision making (50% vs 38.1%)
2. Collegiality
   a. (No) stress from colleagues (34.7% vs 45.5%)

Opportunities:
- Feeling involved in campus decision making appears to be something that both associated and clinical faculty feel like they are not engaged in
- Collegiality among colleagues is an area of opportunity at both levels
- Look into salary equalites or inequalities for the associated faculty
- Support, recognize and develop a high performance culture
- There is what appears to be a significant difference in the number of both genders who would choose to come to OSU again in the clinical vs associated – this is worth exploring since we are so actively engaged in hiring associated faculty

OSUWMC Faculty Engagement Survey – 2017
Observations and Themes

Overall
- Total of 949 responses recorded
  - 60% (570) male and 40% (379) female.
- Female responses to every question but one (about equipment) were stastically significantly lower than the overall Medical Center responses and lower than male responses (statistical significance of female vs male responses is unknown). Unlike the better-than-average engagement recorded among female staff, overall satisfaction with OSUWMC as an employer was lower among women faculty than among men.

	OSUWMC Overall	FEMALE	MALE	Variance: female to male
I would stay at this hospital if offered a similar position elsewhere.	3.58	3.43	3.68	-0.25
I would recommend The Ohio State University Wexner Medical Center as a good place to work.	3.78	3.65	3.87	-0.22
Overall, I am a satisfied employee.	3.71	3.60	3.78	-0.18

For the purposes of this analysis, areas of need with regard to workplace **culture** were defined as scores with -0.20 difference between female and male. Questions regarding operational excellence (such as safety, equipment and scheduling) were not considered here.

	2017 OSUWMC Overall	Vs. Nat'l Faculty Avg	Female (379)	Male (570)	Variation Female vs. Male
I have adequate input into decisions that affect how I perform research, teaching and clinical.	3.48	.14	3.36	3.56	-0.20
I can easily communicate any ideas/concerns to hospital administration.	3.15	-0.44	3.00	3.25	-0.25
My department works well together.	4.09	-0.11	3.93	4.18	-0.25
The amount of job stress I feel is reasonable.	3.19	-0.13	2.99	3.32	-0.33
Overall, I am satisfied with transparent communication of my department leadership.	3.79	n/a	3.62	3.91	-0.29
My department leadership is responsive to feedback from faculty members.	3.88	n/a	3.72	3.99	-0.22
My department leadership values and rewards excellence in teaching.	3.86	n/a	3.71	3.96	-0.25
My department leadership values the importance of work life and personal life integration.	3.56	-0.05	3.39	3.67	-0.28
I receive useful feedback regarding my performance from my department leadership.	3.80	-0.25	3.68	3.88	-0.20
Faculty from different backgrounds have equal opportunities to succeed.	3.95	n/a	3.74	4.09	-0.35
I am fairly compensated in comparison to faculty at similar academic medical centers.	3.28	n/a	3.11	3.40	-0.29

Opportunity:
Responses suggest that women faculty are less satisfied than men with the Medical Center as a place of employment in general; with several aspects of communication and attention to work-life balance; with the opportunity to contribute to decision-making; with equal opportunity to succeed; with the level of work-related stress; and with compensation.
We are aware of significant efforts to address many aspects of the culture at the Medical Center over the past year. A review of these activities may be warranted to note those that could address the perceived gender disparities represented in the 2017 survey.

Senior A&P Observations and Themes

Overall:

- Equivalent number of women and men responded
- Overall satisfaction is comparably high for both genders
- Women and men both view leadership generally positively

Greatest areas of need, in order of women's ratings (lowest to highest, and relative to men's responses; * indicates women's responses are statistically significantly lower than men's)

6. Reward system
   a. The reward system is clear and fair (32.9% vs 42.7%)*
   b. In my unit rewards and recognition are based on work performance (48.2% vs 60.8%)*
7. Career progression
   a. There are clear paths and opportunities for promotion – low for both women and men (34.4% vs 37.4%)
   b. I have a real opportunity to move up at Ohio State – low for both women and men (36.4% vs 41.2%)
   c. Ohio State helps people progress in their careers (47.4% vs 56.8%)*
8. Developing, recognizing and rewarding performance
   a. I receive high levels of feedback and coaching (54.4% vs 63.7%)*
   b. My unit does a good job of measuring results (58.3% vs 68.8%)*
   c. We receive the training and professional development necessary to do our jobs effectively (59.5% vs 62.4%)
   d. My supervisor values the work I do (69.2% vs 76.9%)*
9. Environment – Culture and Communication
   a. In my unit people are open – communicate candidly and openly (59.6% vs 67.3%)*
   b. My supervisor says what he/she means and means what he/she says (68.9% vs 76.5%)*
   c. In my unit, my coworkers say what they mean and mean what they say (66.5% vs 73.1%)*
   d. My unit is an emotionally healthy place to work (64.7% vs 72.1%)*

Opportunities:

- Clearly align reward systems to performance and productivity, both mechanisms toward career advancement, as well as compensation and bonus structures. Less than 50% of men and women view the system as clear, with a statistically significant lesser proportion of women rating the system as fair and clear
- Look into the gender differences of women and men regarding perception of supervisor. Women rate their supervisor's encouragement, guidance, and directness of communication lower than men. Are women being supervised differently than men? Is this a mentorship/sponsorship need?
- Support, recognize and develop a high performance culture
- Get to root of why women rate the work environment as less emotionally healthy, and that women perceive communication to be less candid and open than their male peers

A&P Observations and Themes (not including Senior A&P)
2014 Survey results
Overall:
- Many more women than men responded (1,937 vs 1,249, respectively)
- Overall satisfaction is comparably high for both genders (roughly 82%)
- Women tend to view leadership more positively than men – though two areas reveal a potential communication issue (women vs men responses)
    o Leadership make decisions for the greater good of the university (62.2% vs 60.7%)
    o I am satisfied with the information I receive from the administration regarding what is going on at Ohio State (62.3% vs 56.4%)

Greatest areas of need, in order of women's ratings (lowest to highest, and relative to men's responses; * indicates women's responses are statistically significantly lower than men's)
10. Career progression
    a. Ohio State helps people progress in their careers (45.3% vs 49%)*
    b. I receive high levels of feedback and coaching (54.2% vs 57.9%)*
11. Perception of supervisor/unit head effectiveness
    a. My supervisor has positively affected my decision to remain working here (62.2% vs 66.3%)*
    b. My supervisor says what he/she means and means what he/she says (69% vs 74.7%)*
    c. My supervisor encourages and empowers me (69.4% vs 74.1%)*
    d. In my unit, the reward system is clear and fair – low for both women and men (27.2% vs 29.5%)
    e. My unit rewards and recognition are based on work performance – fairly low for both women and men (41.3% vs 44.3%)
12. Environment – Culture and Communication
    a. In my unit people are open – communicate candidly and openly (56.3% vs 61%)*
    b. In my unit the environment is positive/optimistic (56.7% vs 61.6%)*
    c. My unit is an emotionally healthy place to work (59.5% vs 65.3%)*

Opportunities:
- Keeping in mind survey dates to 2014, the results suggest the reward system is not perceived by A&P staff – men and women – to be clear, fair and based on work performance. This could speak to a need for policy clarifications as well as management/supervisor training.
- Look into the gender differences of women and men regarding perception of supervisor/unit head. Women rate their supervisor's encouragement, support and directness of communication lower than men.
- Get to root of why women rate the work environment as less emotionally healthy, and that women perceive communication to be less candid and open than their male peers.

Classified Staff Observations and Themes

Overall:
Gender Response Rate – over 25% more women responded to the survey than men
Gender Overall Satisfaction – women felt slightly more positive than the men
Gender Leadership View – generally women felt more positive overall regarding leadership, particularly around their sense of direction.
Gender Growth Opportunities – both genders provided low marks in this area; however regarding clear career paths and real opportunities to move up – less than a third of the respondents felt positive about these aspects.
Supervisor Relations – overall the gender responses were similar and the responses here were the most consistently positive for the entire survey. However, women tended to feel **more** positive regarding *trust* (says what she/he means, etc..) *caring* (shows concern for my well being) and *direction* (clear directions and expectations).
Accountability – again, here the gender responses were comparable with slight variance between percentages. However, around 60% of both groups responded negatively to feeling the reward system was fair, clear, and based on their work performance, with women feeling more positive regarding how their productivity was valued by the unit.
Work Environment – both genders ranked about the same, falling in the 50th percentiles for most answers, which indicated issues in the work environment for about half the respondents of either gender. Women, felt a little more positive regarding the trustworthiness of the people in their unit, and scored high positivity for the respect they feel for their coworkers.

Opportunities:
- Growth and career advancement is a real issue in this area with significant staff not feeling that they can advance at OSU. Of note is that they scored high in receiving training, but the other responses seem to imply that receiving the training does not translate into opportunities for advancement, despite improving their skills. Perhaps more can be done to ensure the staff are clearly aware of advancement opportunities across the university and how to prepare themselves to apply and gain other positions.
- Leverage the strong supervisory relationships and utilize them to better inform the staff (there were some communication issues noted) and to help staff members understand how to advance within the organization.
- As noted in other analysis of the data, the reward system is broken and needs repair. An opportunity would be to convene a cross-institutional (vertical and horizontal) team to address the inequity.
- The survey responses reveal a general unhappiness in the work environment. The low scores here by both genders point to half of the employees not feeling good about the day to day life in their work environment. This area merits a lot of consideration to get to the root of the discontent.

OSUWMC Staff Engagement Survey – 2017
Observations and Themes

Overall
- Total of 11,569 responses recorded
  - o 77% (8,927) female and 23% (2,642) male, which approximates the M/F distribution of the medical center staff.
- Overall engagement scores are high for both genders. Very little difference on statements of general satisfaction, with women actually rating slightly higher.

	Overall	FEMALE	MALE	Variance
I am proud to tell people I work for The Ohio State University Wexner Medical Center.	4.35	4.35	4.34	0.01
I would recommend The Ohio State University Wexner Medical Center as a good place to work.	4.10	4.10	4.08	0.02
Overall, I am a satisfied employee.	3.95	3.95	3.93	0.02

Questions indicating the areas of greatest need mostly related to the employee's manager. Need areas were defined as scores with -0.10 difference between female and male <u>and</u> a negative or zero variance when compared to the national composite score (both genders)

	2017 OSUWMC Overall	Vs. Nat'l AHC Avg	Female (8,927)	Male (2,642)	Variation Female vs. Male
My manager is responsive when I raise an issue.	3.91	-0.07	3.89	4.05	-0.16
I share concerns with my mgr about behaviors causing atmosphere of disrespect, conflict, & st...	3.95	-	3.92	4.04	-0.12
I feel I would receive support/guidance from my mgr to address uncivil behavior if I had a concern.	4.00	-	3.97	4.09	-0.12
My manager is a good communicator.	3.88	-0.12	3.85	3.96	-0.11
My manager supports free exchanges of opinions and ideas.	4.02	-0.03	4.01	4.11	-0.10

Opportunity:
Additional conversation and analysis is needed regarding manager/employee relationships and communication. It is not known how many of the managers referenced in the report who are supervising female employees are male vs. female. Therefore, the discrepancy could be a management issue and/or a gender issue.

Mentoring Ad Hoc Group Final Report

1. **Ad Hoc Group Members**

Jennifer Beard (Chair)	Director	The Women's Place
Katherine Betts	Intercultural Specialist	African/African American Student Initiatives
Sara Childers	Assistant Director	The Women's Place
Kristen Cole	Senior Director of Operations	Comprehensive Cancer Center
Wanda Dillard	Director of Community Development	Wexner Medical Center
Elena Foulis	Spanish Snr Lecturer; Coordinator	Service-Learning & Heritage
Bella Mehta	Professor	Pharmacy Practice and Science
Binaya Subedi	Associate Professor	Education, Newark Campus

2. **Charge**

Expand on mentoring with the broad goal to institutionalize mentorship at the University.

3. **Recommendations**

In alignment with the 2018 PPCW Mentoring Task Force recommendations as well as with the following pillars of the Time and Change strategic plan:

Pillar I: Teaching and Learning
- *Diffuse and adopt at-scale proven best practices in teaching and learning*

Pillar III: Research and Creative Expression
- *Attract, retain and support leading national scholars and rising stars in newly designed professorship program*

Pillar IV: Academic Health Care
- *Foster an environment to attract and develop a diverse and talented team committed to a culture of innovation and diversity*

The 2019 Mentoring Recommendations are:

1. Designate financial and other resources for staff mentoring programs, and make them available via proposal/application process. This would allow units/departments to create or enhance existing mentoring initiatives that align with local culture/climate.

2. Adopt and implement the attached policy for faculty mentoring by autumn semester 2019.

3. Create a centralized mentoring initiative for faculty of color.

4. Create a centralized mechanism for recognizing, amplifying and disseminating mentoring best practice.

SUBJECT:	Faculty Mentoring Policy
APPROVED BY:	Dr. Bruce McPheron, Executive Vice President and Provost of Academic Affairs
POLICY DATE:	January 7, 2019
EFFECTIVE DATE:	*Pending*

MENTORING

Effective mentoring of the faculty is critical for enhancing academic excellence, building a strong and diverse faculty and developing a respectful and positive work climate in which all members of the university community can thrive. OSU seeks to make faculty mentoring a priority by undertaking and regularizing sound mentoring practices.

POLICY

In addition to already established campus mentoring efforts, each college/school is charged with developing and implementing a faculty mentoring program. Colleges/schools may require that each of its departments or units develop a unit level mentoring program.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college/school (and/or unit) should develop programs that are most relevant to their needs. All college mentoring programs must incorporate, at minimum, the components included below:

1. Colleges are expected to provide a mentoring plan for full-time (75% or more) Assistant and Associate rank faculty on all faculty tracks.

2. As capacity allows, colleges should consider building upon the initial program, to include mentoring for faculty who have less than 75% appointment.

3. For faculty members with joint appointments, a single mentoring plan should be developed. The plan is to be coordinated among the units, with leadership from the faculty member's home unit.

4. The design of the mentoring plans should demonstrate sensitivity to the different challenges faced by women and minoritized faculty.

5. College mentoring policies need to be clearly communicated to all faculty members and mentoring agreements should emphasize clarity of expectations and roles for all parties.

6. Mentoring excellence will be considered in the annual review of faculty as well as be considered as a part of the promotion process. Mentoring excellence may be demonstrated through the mentee's assessment as well as the mentor's efforts and contributions to the program. It is expected that Associate Professors and Professors will accept mentoring as a responsibility and privilege of their ranks.

PROCEDURE
1. The Dean or designee is responsible for providing mentors for all eligible faculty. This responsibility may be delegated to the Unit Executive Officers (Heads/Chairs/Directors). Mentors and mentees should be consulted during mentor selection.

2. Colleges must incorporate an assessment or evaluation program into the design of their mentoring program.

3. All newly-assigned or first-time mentors are expected to attend a formal mentoring training during the first year of mentoring.

4. The College's mentoring program should be published on the college's website and updated regularly. Links to all college mentoring program web pages will be listed Academic Affairs website. Each college/school is responsible for submitting its web page link to the Office of Academic Affairs upon completion of the development of its mentoring program.

Closing the Loop End of Year Report

1. **Task Force Members**

   Jennifer Beard   Director   The Women's Place

   Jacquelyn C.A. Meshelemiah   Associate Professor   College of Social Work; Past PPCW Chair

2. **Charge**

   2.1   During the 2012-2013 work years the PPCW instituted a standing task force entitled, "Closing the Loop" which is charged with the ongoing task of documenting and monitoring the recommendations of the PPCW's various task forces and initiatives. The activities of "Closing the Loop" task force are specified in the PPCW Operating Guidelines and each year will be chaired by the immediate past chair of the PPCW. The task force continues to build a scorecard spreadsheet to track the movement of PPCW recommendations. This report reflects PPCW activities that took place between 2014 and 2018—the time period for the current President's tenure at OSU. Please note, however, that concerns/issues related to childcare, the male dominant culture and gender bias date back to 20 years ago.

3. **Process/Activities** (see below)

Concern/Issue	Recommendations/Steps Taken	YR Rec/ Status	Senior Leader Partners
Male Dominant Culture	**Help leaders recognize women as leaders**. In 2018-2019, 3 of 5 participants selected for the Big Ten Academic Alliance (formerly CIC) Leadership Program(ALP) are women. This breakdown varies annually. **Hire more women leaders.** Wexner Medical Center advanced 5 women to senior executive positions in OSU hospitals. **Provide learning opportunities for administration, faculty, staff and students on gender equity**. The Women's Place and partners, with the support of Provost McPheron implemented the Advocate and Allies program, which focused on transforming the climate of the institution by enhancing men's engagement in equity work. Approximately 320 persons (mostly men) from various units have participated in Allies workshops that were conducted by advocates. **Provide inclusive excellence training**. Requirements for all faculty and executive-level search committee members to participate in implicit bias and hiring workshops prior to hiring were initiated. **Require online applications for all faculty hires**. This will allow better analysis of hiring practices by unit	2016 2016 2016 2017	**Senior Leader Partners** James Moore, ODI Susan Basso, OHR Alison Mincey, OHR Kay Wolf, OAA

	and will assist in Affirmative Action goals and planning. This will occur once Workday is implemented. However, HR has updated the Affirmative Action/EEO data collection tool to ensure that it is capturing appropriate data prior to the Workday implementation. This tool is not currently being utilized, however, to the extent necessary to accomplish compliance and equity analysis goals as of yet.	**No Progress**	
Lack of Understanding of Gender Bias	**Transform workplace culture**. Identify and address implicit bias through the Office of Human Resources via the offering of a 2-hour in-person workshop that is open to all employees. Approximately 200 leaders, including the Wexner Medical Center Senior Leadership Team, members of the College of Medicine Dean's College Council (Chairs, Center Directors, Faculty Council Representatives, and Administrative Staff) and members of the Medical Directors Collaborative, including WMC physician leaders recently participated in Implicit Bias training, through an initiative organized by the College of Medicine's Faculty Experience Committee.	**2014-2017**	**Senior Leader Partners** James Moore, ODI Susan Basso, OHR Alison Mincey, OHR Kay Wolf, OAA
	Develop Buckeye Portal on Inclusive Excellence. The Buckeye Portal for Inclusive Excellence is a central repository of Ohio State activities, events and programs that support the university's efforts toward Inclusive Excellence. It serves as an entry point for unit action planning and cataloging of these efforts. It will provide opportunities for collaboration as well as serve as a foundation for identifying promising practices in inclusive excellence.	**2017**	
Salary Inequities	**Incentivize colleges to address inequities in salary when males earn more than females in similar positions.** Diversity Impact Analysis is now a component of each dean's review. Dean's compensation correlates with diversity and inclusion outcomes during annual reviews.	**2016**	**Senior Leader Partners** James Moore, ODI Susan Basso, OHR Alison Mincey, OHR Kay Wolf, OAA
	Address salary inequities via Career Road Map (fka Compensation and Class). The Office of Human Resources is currently reviewing and addressing salary inequities. Academic advisors have been reviewed and adjusted. Other titles are now under review. HR will continue to build out Affirmative Action goals and planning to ensure ongoing compliance and best practices in approach.	**2014**	
	Dismantle barriers. The Kirwan Institute and the Office of Human Resources at The Ohio State University has joined the Columbus Women's Commission to help dismantle barriers and reduce gender-based inequities to improve the economic position of women in Columbus.	**2017**	
	Develop Buckeye Portal on Salaries. Comparison of employees by gender, rank, position and unit by salary are possible. HR will continue to build out Affirmative Action goals and plan to ensure ongoing compliance and best practices in approach. The TWP will work with Colleges and units on individualized planning around compensation, as necessary, from a compliance perspective.	**2018**	

Glass Breakers	**Institutionalize Glass Breakers.** HR Learning and Development and the TWP are partnering on Glass Breakers while HR reviews its current awards. It is hoped that the Office of Human Resources will ultimately take over this award process with a one-year transition period that includes the assistance of the TWP.	**2017**	**Senior Leader Partner** Susan Basso, OHR
Faculty	**Improve equitable treatment of women faculty and faculty of color in the workplace**. Expand faculty and administration training. **Exit (separation) interviews**. Standardize faculty exit interviews to identify themes related to separations. **Examine faculty separations and retention.** A Carole Anderson faculty fellow joined OAA to examine faculty turnover among "separated" faculty. She interviewed 32 faculty who resigned from the University. **Conduct Ohio State Culture surveys**. The administration of revised culture surveys for faculty and Wexner Medical Center staff began in Spring 2017, but non-Wexner Medical Center staff have not received it. **Lactation**. The College of Medicine Faculty Experience Committee implemented a Lactation Initiative to provide support for breastfeeding physicians: • Upon returning from maternity leave, physicians electing to breastfeed may block 30 minutes during each half-day clinic for pumping. Physicians in a full-day clinic may block 30 minutes in both the morning and afternoon clinics. • Productivity requirements will be reduced by 12.5 percent of the derived wRVU target during the period, which may last up to one year post-delivery date, to reflect the reduction in scheduling capacity. • If the physician ends breastfeeding before the end of the year, she will return to the regular template and productivity requirement.	**Continuous** **No Progress** **2018** **No Progress** **2018**	**Senior Leader Partners** James Moore, ODI Susan Basso, OHR Alison Mincey, OHR Kay Wolf, OAA
Flexible Work Policy	**Encourage leaders to market innovative Flexible Work options to potential employees**. In 2017, a PPCW task force conducted surveys on flex work utility. It recommended increased marketing of flexible work options in units across the campus. OSU's Flexible Work Policy is strategically vague to allow for flexibility of units and managers in meeting their individual business needs. In response to recommendations, HR leadership intentionally marketed clarity and support for the use of flex work when functional to do so.	**2016-2017**	**Senior Leader Partners** Susan Basso, OHR Alison Mincey, OHR
Parental Leave	**Expand parental leave to include post docs**. In 2015, the Faculty Resource Network began discussions on Parental Leave, Flexible Work Policy and other work-life intersections. In 2017, Provost McPheron joined the discussion on parental leave. In 2018, HR revised the University's Paid Leave Programs policy to provide greater equity amongst Ohio State faculty and staff, including changes to parental leave eligibility and vacation accrual for post-doctoral researchers and associated faculty. The revised interim policy	**2015-2018**	**Senior Leader Partners** Bruce McPheron, OAA Susan Basso, OHR Kay Wolf, OAA

	includes the following changes: •Eligible faculty and staff may receive parental leave immediately upon hire. The required one-year of employment service (and obtaining at least 1,560 hours of active pay status) to be eligible for parental leave has been eliminated. •Term employees (including post-doctoral researchers) of at least 75 percent FTE are now eligible for parental leave. •Post-doctoral researchers will earn vacation leave in accordance with the accrual schedule. •Twelve-month associated faculty will earn vacation at the same accrual rate as 12-month regular faculty. •Term appointments that are eligible to accrue sick leave are now eligible for vacation donation.		
Mentoring	**Consider a university wide faculty and staff mentoring program that is administered through the Office of Human Resources.** In 2017, a PPCW task force conducted surveys on mentoring and found that it was lacking in a coherent and institutionalized form in the University. Their recommendation was to formalize mentoring for faculty and staff at the university level with the recommendation that it incorporate components that are specific to women and ethnic/racial minorities. A draft policy is in discussion in an ad hoc mentoring group of the PPCW.	**2014**	**Senior Leader Partners** Bruce McPheron, OAA Susan Basso, OHR Kay Wolf, OAA
Childcare	**Provide additional childcare services to OSU faculty and staff.** PPCW met with the former and current senior HR partners along with the President and Provost about a new childcare facility and/or the possibility of contracting child care services with Bright Horizons. The OSUWMC will be partnering with Juggle, Inc. beginning in 2019 to provide backup/emergency childcare for OSUWMC faculty and staff. OSUWMC will pay for the first 1,000 booking fees for faculty and staff. The OSUWMC Legal team is working with Juggle to finalize an Agreement. **It is recommended that the University consider the feasibility of offering this benefit to all University faculty and staff.**	**2016**	**Senior Leader Partners** Susan Basso, OHR Joanne McGoldrick, OHR

4. **Results/Findings**
    a. See above.
5. **Next Steps**
    a. Continue to monitor actions and activities related to recommendations.
6. **Recommendations**
    a. Prioritize areas where there is "no progress".