

Summary of PPCW Recommendations

Grand Challenge	Focus area	6-12 months (2023-2024)	1-3 years (2024-2026)	3-5 years (2026-2030)	University Partners
Workplace Culture: Consistently apply Ohio State's core values of trust, transparency, and integrity	Diversity, equity and inclusion (DEI), transparency and accountability	Review Pattern of Administration (POA) documents through a DEI lens	Direct college/unit leaders to have an inclusive excellence plan for their respective area		Office of Academic Affairs; Office of Diversity and Inclusion
	Office of Ombuds Services	Provide a central ombudsperson for staff	Expand ombuds office to include ombudspersons for major institutional areas	Fully staff ombuds office	Office of Academic Affairs; Office of Institutional Equity Office of Ombuds for Faculty and Graduate/Professional Students Office of Human Resources The Women's Place University Staff Advisory Council (USAC)
	Climate and culture measurement	Develop survey and data review committee to include diverse representation including PPCW representative	Deploy university-wide culture/climate survey and share results with full university; redeploy every 18 months	Identify and address gaps/needs revealed from surveys and track progress	Office of Human Resources
Accomplishments: Additional DEI staff members have been hired to assist departments and units in the diversity planning process, including the development of concrete plans to hire a more diverse faculty and staff. The OSU shared values initiative which includes a focus on diversity (welcoming differences), inclusion & equity (upholding equal rights and advancing institutional fairness) and care & compassion (putting people at the center) have resulted in additional forums, trainings, and collaborative communications as well as improved health-related (e.g., lifestyle spending account, enhanced fertility coverage acknowledging diverse family structures and multiple paths to parenthood) and enhanced family care (Bright Horizons services) that recognizes diverse needs. The support of employee well-being through extra holiday time off and continued flex time policies post Covid have also helped with campus culture and employee morale.					
Pay Equity: Eliminate the pay gap for women in all disciplines and all levels and especially for women of color	Career Roadmap and equity analysis	Check 2023 merit increases of those who disagreed with their Career Roadmap job profile to ensure no penalty was applied. Conduct Career Roadmap equity reviews on pay and career level distribution.	Conduct Career Roadmap equity review on pay and career level distribution. Provide bridge funding over two fiscal years to address career roadmap inequities.	Continue to use Career Roadmap to track pay equity and promotions for staff.	Office of Human Resources Office of Academic Affairs (Provost's Faculty Compensation Committee)

	Fair, transparent pay equity process	Develop and publicize a timeline for pay equity progress, key milestones, and commitments by September 2023.	<p>Develop and communicate a gender pay equity process for faculty and staff.</p> <p>Provide PPCW with faculty/staff pay equity data to conduct further analyses and provide recommendations.</p> <p>Include nontenure track faculty in Faculty Compensation Committee. Conduct an analysis of nontenure track faculty pay within 12 months.</p>	Once the pay equity process is in place, create a guide with clear step-by-step instructions for faculty and staff on how to pursue pay equity appeals.	Office of Human Resources
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Accomplishments:

Provost convened Faculty Compensation Committee, PPCW pay equity task force co-chairs included as members.

HR ensured staff paid below Career Roadmap pay ranges were brought to pay minimums. While further work needs to be done on salary compression and equity analyses, the raise to minimum was a good first step.

Provost communicated the availability of the gender-equity calculator and encouraged colleges and units to utilize this resource to correct gender based pay inequities.

Grand Challenge	Focus area	6-12 months (2022-2023)	1-3 years (2023-2025)	3-5 years (2025-2027)	University Partners
<p><u>Work-Life Integration:</u> Normalize the use of Flexible Work policy across the institution</p>	Flexible work appeals process	<p>Enhanced messaging and communication to all employees about available resources for flex work with increased awareness of multiple models of flexible work as available in Flex Work Policy 6.12</p> <p>Streamline and update website content with appropriate links to current and relevant information (internal – HRConnection and external – HR.osu.edu).</p> <p>Work with Employee and Labor relations to understand the process of appeals for denials.</p>	<p>Gather data about the appeals process and understand the process for appealing denials.</p> <p>Gather data about utilization of the flex work arrangement. .</p> <p>Provide resources/training upon hiring/promotion to inform managers how to implement the policy.</p> <p>Provide resources/training during onboarding for all new employees.</p>	<p>Longitudinal data collection and reporting for utilization of the flex work arrangements.</p> <p>Analysis of data with the diversity lens to identify, acknowledge and correct discrepancies in implementation of the policy.</p> <p>Ongoing communication and continued enhancements to flex work arrangements with a focus on recruitment and retention of diverse talent.</p>	Office of Human Resources
	Faculty and flexible work options	Provide resources to candidates during the recruitment and selection process.	Recommendation to consider a faculty flexible work model based on unit-specific guidelines with guidance from Office of Academic Affairs.		Office of Academic Affairs
<p><i>Accomplishments:</i> Flex Work policy and the options for flex work are available on the HR website with links to the application process as well as guidance for appels. HR partners have been open to discussions regarding understanding the utilization of flex-work and the appeals process. Successful implementation of remote/ hybrid work model in the HR space with potential to provide guidance to other units to implement similar arrangements.</p>					

<p>Senior Leadership Representation: Achieve equal representation of women (~50%) in senior leadership roles across the institution</p>	Minority representation in senior leadership	Develop leadership training	Provide leadership training to women with diverse representation.	Monitor progress in senior leader representation to ensure advances are maintained through recruitment and retention.	Office of Human Resources
	Embed gender equity throughout search processes for senior leaders	Ensure PPCW representation during senior leader search processes (e.g., service on search committees, interviews with final candidates, onboarding new leaders).	Implement best practices for recruitment, retention and succession of talented women,.	Track placement record of OSU women faculty and staff who have completed leadership training, such as HERS and the Academic Leadership Program	Office of Academic Affairs
	Create a common understanding of gender equity and senior leadership representation	Define senior leadership for purposes of further analysis, including use of Career Roadmap.	Connect equitable gender representation (including minority women) in senior leader searches to shared values and strategic goal of retaining diverse talent		Office of Human Resources, Office of Diversity and Inclusion

Accomplishments:

Achieved and maintained for at least 2 years equitable gender representation, by numbers, in senior leader roles.

Task Force Mid-Year Report: Workplace Culture

1. Task Force Members

Athena Yiamouyiannis, co-chair	Manager, Academic Advising	Department of Mathematics
Shannon Morrison, co-chair	Manager, Curriculum & Assessment	Center for Aviation Studies
Aparna Dial	Senior Director	Office of Administration and Planning
Quanetta Batts	Director for Outreach & Engagement	University Libraries
Elaine McLoughlin-Overholt	President	Association of Staff & Faculty Women
Nikole Patson	Associate Professor	Marion Campus

2. Charge

Develop recommendations that help foster a culture that prioritizes Ohio State's core values of integrity, transparency, and trust, and ensures that these values are consistently upheld and universally used to guide policy, process, and practice.

- 3. Process/Activities:** The group examined previous PPCW reports to assess progress and/or determine status on previous workplace culture initiatives as well as the previous year's ombuds recommendation. New information was obtained from various sources, including from discussion with the OSU Faculty Ombuds, the OSU GPS Ombuds, the OSU HR' Department's Employee & Labor Relations staff, as well as [the 2021-22 Annual Report](#) of The Office of the Ombuds for Faculty and Graduate/Professional Students. Benchmark data on other Big Ten universities and Ohio colleges who offer Ombuds services was collected/compiled in collaboration with the University Staff Advisory Committee who is also advocating for a Staff Ombuds. Members of the task force also sought information and guidance from ODI, The Women's Place, OHR, OAA, and OIE.

4. Results/Findings

Over the past year, significant progress has been made by OSU leadership in support of a variety of diversity and inclusion initiatives which have helped demonstrate the importance of equity and inclusion as an important part of the OSU campus climate.

- Additional DEI staff members have been hired to assist departments and units in the diversity planning process, including the development of concrete plans to hire a more diverse faculty and staff.
- The [OSU shared values initiative](#) which includes a focus on diversity (welcoming differences), inclusion & equity (upholding equal rights and advancing institutional fairness) and care & compassion (putting people at the center) have resulted in additional forums, trainings, and collaborative communications as well as improved health-related benefits (e.g., lifestyle assistance fund) and family support (childcare program).
- The support of employee well-being through extra holiday time off and continued flex time policies post covid have also helped with campus culture and employee morale.

Significant progress has been made, but there is still work to be done. As mentioned in last year's report,

- "To create a culture that facilitates engagement and achievement, employees must be empowered to raise concerns, with full trust that managers/leaders will respond with integrity and transparency about how policies are applied. When the culture of Ohio State prioritizes and upholds core values of integrity, transparency and trust, gender equity will be one of the many positive results."
- "When integrity, transparency, and trust guide our actions, our behavior matches our policy, and people visibly display these values. The university culture is transformed into an environment that values differences in opinion and leverages conflict to affect change."

One of the ways to identify workplace culture issues has been through use of university culture surveys. The most recent culture surveys were conducted at Ohio State in 2014 for staff and 2017 for both faculty and the Wexner Medical Center. Action was taken last year to create and distribute a new OSU climate survey so that action could be taken to address current areas of concern; unfortunately, survey distribution plans repeatedly have been put on hold with no set distribution date identified/communicated. This is problematic as various groups may be holding off on developing

departmental/unit action plans while waiting for a university climate survey that is continually postponed.

According to the [International Ombuds Association](#),

Ombuds provide confidential, neutral, informal, and independent guidance to people in organizations. In an era increasingly defined by conflict and accelerated change, ombuds have an important service to offer. Ombuds are trusted advisors engaged by people and organizations to inform critical decisions for a lasting and positive impact. An ombuds serves as a safe, off the record resource for employees, students, and faculty . . . seeking ways to identify and address workplace issues and other concerns. They use their unique skillset to help people develop options for addressing these issues, separate from, but often complementing the work of HR, legal, and compliance. Ombuds today understand that addressing a difficult issue is often the crucible through which individuals and organizations must pass before fairness, positive change and progress can be achieved.

At OSU, there is a Faculty Ombuds (50% FTE) and a Graduate/Professional Ombuds (50% FTE established in January 2021), but currently, there is no one serving in the Staff Ombuds role, (although years ago there was a person who served as OSU Staff Ombuds). The OSU Ombuds [2021-2022 Annual Report](#) includes data on number of visitors, the types of issues, etc. They indicate “OSU’s Office of the Ombuds has strengthened over time. Just adding a GPS Ombuds has allowed the office to serve so many more people at the university, and the number of faculty served has also increased.” They indicate that the ombuds practice continues to grow in academic settings across the nation, with a number of Big Ten schools having ombuds available to all. ***Ombuds data for Big Ten and Ohio schools is included in the appendix.***

The current Faculty and GPS Ombuds rely upon the College and Departmental POA (Pattern of Administration) governance documents to assist in providing guidance on policy issues. Some of those POA documents used to be hard to find, but OAA has now made those [Pattern of Administration \(POA\) Governance documents](#) more accessible/online in a central location. (Note: The university policy requires updating POA’s every five years or within the first year of a new departmental chair; however, some POA’s haven’t been updated in accordance with that policy.) Also, although progress has been made, university values are not recognized and embraced across all levels and units, and are inconsistently applied, with policy and practice oftentimes disconnected.

5. Next Steps

Where do people who are disenfranchised from the aspirational culture go to seek guidance and/or assistance in resolving problems or conflicts without fear of retaliation for raising concerns?

- **Identify the roadblocks that may be preventing the hiring of a Staff Ombuds.**
 - There appears to be a separate but unequal process for addressing staff concerns compared to faculty and grad student concerns. Instead of a neutral Staff Ombuds, the committee was informed that staff members can seek guidance from an HR Employee and Labor Relations representative who can provide similar services. The HR ELR conflict resolution webpage conveys a vastly different tone compared to the friendly/neutral ombuds services available to Faculty and GP students.
 - Staff concerns related to lack of confidentiality exist and there is fear that issues raised with HR ELR may become part of the employees HR file.
 - According the International Ombuds Association, when such services are housed in the HR department, they are viewed as non-neutral parties.
- **The Pattern of Administration (POA) governance documents** contain the official policies of the College, Department or Unit.
 - Who is responsible for ensuring the policies are updated? And followed?
 - Have these documents been reviewed through a DEI lens?
- **Additional considerations for the Culture Survey**
 - When disseminated, the university leaders should ensure widespread promotion and public encouragement

for faculty and staff to participate in the survey.

- The data must be able to be segmented to allow for appropriate comparisons (e.g., Business unit or college, campus location, women of color/white women; women/men; faculty/staff).
- The final survey results must be widely shared in both an aggregate and disaggregated form, with appropriate measures to ensure confidentiality.
- Senior unit leaders should be asked to address any significant findings with a written action plan that is shared among the faculty and/or staff of the unit.
- Targeted training should be provided to address areas for improvement that are identified through the survey results.
- If a survey report is to be developed from the data, we recommend that diverse representation (e.g., PPCW reps on review group) be considered to include the perspective/lens of the underrepresented populations.

6. Recommendations

- a. **Governance documents.** Conduct a review of the POA documents through a DEI lens to ensure that they are updated and sufficiently reflect the OSU shared values of diversity, equity, and inclusion. During new faculty and new staff orientation, educate employees about the existence and purpose of these documents.
- b. **Expand the Office of the Ombuds to also include an OSU Staff Ombuds.** When work conflict issues arise, Faculty members have access to the Faculty Ombuds (a neutral party/sounding board) who can provide a listening ear and guidance, Undergrad students have access to Student Advocacy, and Graduate/Professional students have access to the GPS Ombuds. Adding a Staff Ombuds helps ensure that when work conflicts arise, OSU employees, regardless of Faculty, Staff, or GPS status have equal access to this important/neutral workplace conflict resolution resource. **Note: The recommendation to add a Staff Ombuds has been supported by this Task Force, the University Staff Advisory Committee as well as the two current OSU Ombuds.**
- c. **Conduct a university-wide culture survey** for Ohio State faculty and staff and ensure appropriate attention & follow up are taken on identified issues. See Next Steps above for additional considerations related to the survey. Conducting regular assessments will help address immediate issues, particularly for underrepresented and/or marginalized populations.

PPCW Pay Equity Task Force Final Report – April 2023

1. Task Force Members

Katrina Lee (co-chair)	John C. Elam/Vorys Sater Professor in Law, Clinical Professor, Director of Program on Dispute Resolution	Moritz College of Law
Jasmine Roberts-Crews (co-chair)	Lecturer	School of Communication
FuWaye Bender	Data Service Specialist	Office of Research
Kristen Convery	Head of Enterprise Storytelling	Office of Marketing and Communications
Aimée Moore	Senior Lecturer	Knowlton School of Architecture
Christine O'Malley	Senior Communications Consultant	Office of Human Resources

2. Charge

- a. Eliminate the pay gap for women in all disciplines and all levels and especially for women of color for whom the pay gap is even wider.

3. Process/Activities

- a. Explored the possibility of working with USAC Inclusive Excellence Subcommittee on Pay Equity
- b. Connected with Provost's Faculty Compensation Committee, met with Chair Brad Harris
- c. Inquired about access to Mercer report
- d. Developed tentative data request fields
- e. Created Teams site for Task Force
- f. Task force member Christine O'Malley engaged in meeting with Provost and reported back that Provost asked PPCW for general guidance on best practices specific to gender and faculty hiring

4. Preliminary Results/Findings

- a. Received access to Mercer and FCC report (access is limited; documents/links reside on the Task Force Teams site)
- b. Task Force co-chairs serve on the Provost's Faculty Compensation Committee (FCC) and have attended meetings
- c. Task Force has provided feedback to the FCC on the proposed Total Compensation Philosophy document developed by the FCC
- d. The FCC has indicated that this summer the Committee will develop a timeline for addressing non-tenure track faculty compensation
- e. USAC Inclusive Excellence Subcommittee on Pay Equity is open to coordinating and collaborating with our Task Force
- f. Provost request of PPCW leaders to provide general guidance on best practices specific to gender and hiring; PPCW immediate past chair Christine O'Malley advised that the guidance should come from this task force

5. Next Steps

- a. Continued service on the Provost's Faculty Compensation Committee
- b. Continue to discuss and deliberate on whether the task force will make a data request and what it should look like
- c. Investigate what other resources and tools are available to achieve pay equity for staff
- d. Connect with the USAC Inclusive Excellence Subcommittee about possible future collaborations and meetings; plan

- is for a task force member to join a meeting with the subcommittee
- e. Investigate what other potential partners are currently doing pay equity review, particularly for staff
 - f. The task force will continue to look at the Mercer Report to provide further recommendations
 - g. Gather general guidance concerning best practices specific to gender and faculty and staff hiring, per Provost.

6. Recommendations

- a. Develop and publicize a timeline for progress in pay equity, with key milestones and commitments by September 2023. This timeline should also include a clear definition of pay equity and a shared understanding of this among university senior and unit leaders.
- b. Career Roadmap and equity analyses: After 2023 merit increases are in place, compare merit increases for those who agreed and disagreed with their Career Roadmap job profile to ensure no penalty was applied to those who disagreed. During the 2023-24 academic year, conduct Career Roadmap equity reviews on pay and career level distribution. Over the next two fiscal years, address Career Roadmap inequities by providing bridge funding to colleges and units. Continue over the long term to track pay equity and promotions for staff using Career Roadmap.
- c. Fair and transparent pay equity process: Develop and communicate a gender pay equity process for faculty and staff over the next 12 months. By January 2024, provide PPCW with faculty/staff pay equity data in order to conduct further analyses and inform future recommendations. Over the next 2-3 years, once the pay equity process is in place, create a guide with clear step-by-step instructions for faculty and staff on how to pursue pay equity appeals.
- d. Ensure inclusion of nontenure track faculty in the work of the Faculty Compensation Committee. Conduct an analysis of nontenure track faculty pay within 12 months.

Work Life Integration Task Force Final Report

1. Task Force Members

Nancy Wygle (Chair)	Senior Marketing and Communications Manager	Office of Student Academic Success
Sunny Zong	Engineering Research Operation	College of Engineering
Njeri Kagotho	Associate Professor, Chief Diversity Officer	College of Social Work
Molly Driscoll	Senior Director, Talent Acquisition	Office of Human Resources
Zarine Shah	Associate Professor and Vice Chait	Department of Radiology

2. Charge

Create an environment where women are encouraged and empowered to define (and redefine) a personal work/life balance, without stigma. Managers actively explore ways to promote this balance and help their teams excel.

Priority recommendations:

- Normalize the use of the flexible work policy across all units and campuses.

3. Process/Activities

- a. Reviewed conclusions by last year's Work-Life Integration Task Force for context and continuity.
- b. Reviewed the current HR website for flex work policy for staff and the associated resources that are available including the USAC/PPCW toolkit.
- c. Reviewed available resources for training and supporting managers and unit heads that are responsible for implementing flex work arrangements with their staff.
- d. Reviewed available guidance on flex work for faculty.
- e. Identified a contact in Employee and Labor relations to discuss consolidation of [current policy and FAQs](#).
- f. [B1G benchmarking](#)

4. Preliminary Results/Findings

- a. HR flexible work policy is in place for staff: <https://hr.osu.edu/policies/flexible-work/> and <https://hrconnection.osu.edu/esc>, information varies by site and is not all current. **Note:** the actual policy is specific to staff not faculty.
- b. There are multiple models of flexible work in addition to remote work (Compressed workweek, Flexplace, Flextime, Job Sharing, Telecommuting, Temporarily changing appointment percentage)
- c. It is unclear how the flexible work policy is being utilized and tracked.
- d. Does an appeals process exist and how it is being interpreted, implemented and reported.
- e. It is unclear if the flexible work option is being communicated widely to all new and current employees. Recognize this type of benefit can bring significant value in recruiting and retaining diverse talent.
- f. Recognizing that the utilization of flex work arrangements is unique for faculty, is there a process to communicate that a flexible work arrangement can be made between faculty and the department/unit head/dean? Based on feedback from members of the council, it would be beneficial to ensure awareness among faculty to discuss this with leadership in their department/ college and understand the opportunities for alternative work arrangements.
- g. It would be beneficial to provide guidance to navigate situations where faculty ask for a flexible work arrangement.

5. Next Steps

- a. Work with the contact in Employee and Labor relations to understand the process of appeals for denials.
- b. Continue acquiring information about awareness of and utilization of the flex work arrangement university wide.

6. Recommendations

Centralized resources

- Streamline and update content on websites with appropriate links to current and relevant information (internal –

HRConnection and external – HR.osu.edu).

- Use consistent language and terms.
- Provide information about the appeals process and the process for appealing denied decisions.

Better communication

- Standardize the expectations to keep the Flexible Work Agreement and approval process current and up to date. Determine a standard timeline for completion (e.g., January 1 each year) or a triggered reminder in WorkDay for managers and individuals.
- Enhanced messaging and communication to all employees about the available resources for flex work and the updated policy and appeals process.
- Raise awareness of multiple models of flexible work as available in [Flex Work Policy 6.12](#)

Enhanced support

- Training for managers is lacking. Leading Today for Tomorrow training sessions were provided in July-Aug 2021, however, training should be an ongoing resource for managers to ensure that they are current with the most updated policy and with other institutional guidelines related to this policy.
- Provide resources/training upon hiring/promotion to inform managers how to implement the policy.
- Provide resources/training during onboarding for all new employees.
- Recommend faculty flexible work model based on unit-specific guidelines with guidance from OAA.
- Provide resources to candidates during the recruitment and selection process.

Data and analytics

- Gather data to track implementation, including denials and appeals. Share data reports and analyze to determine usage and implementation across the university.

Senior Leadership Task 2022-2023 Year Report, January 2023

1. Task Force Members

Name (chair)	Title	Unit/college
M. Monica Giusti (Co-chair)	Distinguished Professor	Food Science and Technology, CFAES
Ruby Pentsil-Bukari (Co-chair)	SEVIS Policy Analyst, Compliance Officer	OIA-Office of International Affairs, International Students and Scholars
Sandra Lopez	Legislative Advisor	Division of Community Engagement, Columbus City Council
Kristy L. Townsend	Associate Professor & Director	Department of Neurological Surgery, Women in Medicine and Science (WIMS)
Shu-Hua Wang	Professor of Medicine	Division of Infectious Diseases, Dept of Internal Medicine, College of Medicine
Andrea Williams	Director, Associate Professor	TWP, College of Arts and Sciences - English

2. **Charge** Achieve equal representation (~50 percent) women in senior leadership roles across the university — including significant representation of racial/ethnic minority women.

3. Process/Activities

- a. Examine the representation of women in senior leadership roles at Ohio State. Senior leadership definition at Ohio State is not clear. We are including all “executive roles” in our assessment but consider a clearer definition of Senior Leadership is needed.
- b. Identify the disparities in representation and explore the reasons for those gaps to develop strategies for improvement: e.g., leadership training, mentorship and sponsorship, compensation. Understand gender and demographic distribution of staff and faculty at senior leadership ranks in different disciplines.
- c. Examine the leadership training opportunities available to female Ohio State employees that show leadership potential, interest in leadership roles, or both. A preliminary list is attached in the Appendix 3.
- d. Understand reasons why individuals trained for leadership leave the university. Provide adequate support and have concrete ideas for succession planning.

4. Preliminary Results/Findings

- a. We worked with Human Resources to obtain data on all “executive roles” at the University, identified with position title, gender, and salary, to analyze women representation at Ohio State (Appendix 1). Careful examination of this information revealed the following:
 - Over the last 3 years, women representation in executive roles at Ohio State has stayed just below 50% (or above 45.5%), close to parity with male representation.
 - When considering race, female minorities represented 10% or less of the executive roles at Ohio State, with this percent decreasing slightly over the last few years, and comparable to data published for other institutions in the 2019 (Appendix 2)

- A lack of diversity among leadership (executive roles) was evident, with only 14 positions out of 178 being occupied by minority women (11 black or African American, 2 Latine, and 1 two races of more in 2023). Other races are not represented.
- In addition, among women in executive roles more were in assistant or associate positions, while more men occupied senior roles (~58% males, 42% females).
- Ohio State is investing a disproportionate amount of funds on male leader's salaries as compared to female leaders. Despite women representing ~46 % of the executive roles, they receive only ~36% of the total salary paid to executives, and only ~33% of the total salary invested in senior executive roles.
- When comparing female and male salaries on the exact same job title, females tend to earn much lower salaries (as low as 1/3) than males (with few exceptions).

b) There are a number of opportunities for women to further develop their leadership skills, a summary of some options available is included in Appendix 3. Unfortunately, some female leaders leave Ohio State to look for leadership opportunities at other institutions.

5. Next Steps

- We continue to work with HR to gather additional information and to disaggregate the data for faculty and staff and investigate the reasons for disparities.
- We will continue our key partnership with The Women's Place, and reach out to OAA to work together on defining senior leadership
- We will work with HR to create an information sharing process to better understand how Career Roadmap can help us to define senior leadership at the University, including the definitions of M4-5 and S4-5 positions. A clearer definition of senior leadership at The Ohio State University is expected to be developed through Career Roadmap and the job architecture at the University
- Put together a proposal for best practices for recruitment, retention and succession of talented women. We will reach out to the College of Medicine to learn from the best practices that they have in place.
- Partner with the Women's place in examining demographics and better document the placement of women completing leadership training programs at Ohio State.

6. Recommendations

a. **Minority representation** in senior leadership: Provide leadership training to more women with diverse representation that show leadership skills or show interest in leadership positions.

b. **Embed gender equity awareness** throughout search processes for senior leaders: Recommend PPCW representation during senior leader search processes (e.g., service on search committees, interviews with final candidates, onboarding new leaders). Nominate women for leadership positions, particularly those that have received leadership training. Over the next 2-3 years, implement best practices for recruitment, retention and succession of talented women, using College of Medicine as model.

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c. **Create a common understanding** of gender equity and senior leadership representation: Over the year 2023, clarify the definition of senior leadership for purposes of further analysis, including use of Career Roadmap. Over the next 2-3 years, connect equitable gender representation (including minority women) in senior leader searches to shared values and strategic goal of retaining diverse talent.

d. **Long-term action steps include continuing to monitor progress** in senior leader representation to ensure advances are maintained through recruitment and retention. In addition, **track the internal job placement record of Ohio State women** faculty and staff who have completed sponsored leadership programs, such as HERS and the Academic Leadership Program

e. Women's representation in leadership positions must come with pay equity to be meaningful. Address priorities identified by the Pay Equity task force.

KEY PARTNERS: we are currently working with HR and The Women's Place, and we will reach out to OAA and the College of Medicine. We are also collaborating with the PPCW Pay Equity task force to share resources.

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Appendix 1

Summary of Women representation in Executive roles at the Ohio State University over the last 3 years.

Job Profile	Sex	Headcount			% of Headcount			Total FTE			% of Total FTE			Avg. Total Base Pay Annualized			Avg. Years in Position		
		2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Executives	Female	83	81	91	46.6%	45.5%	47.4%	82.1	80.1	90.3	46.4%	45.2%	47.2%	\$ 295,183	\$ 304,178	\$ 303,341	4.3	4.2	3.8
	Highest													\$ 927,000	\$ 927,000	\$ 927,000			
	Lowest													\$ 113,818	\$ 129,688	\$ 156,688			
	Male	95	97	101	53.4%	54.5%	52.6%	94.8	97	101	53.6%	54.8%	52.8%	\$ 420,660	\$ 441,700	\$ 434,044	5.5	5.3	5.3
	Highest													\$ 1,580,000	\$ 1,627,400	\$ 1,627,400			
	Lowest													\$ 136,022	\$ 148,925	\$ 159,616			
Grand Total	Total	178	178	192	100.0%	100.0%	100.0%	176.9	177.1	191.3	100.0%	100.0%	100.0%	\$ 362,151	\$ 379,120	\$ 372,096	5.0	4.8	4.6
Women by race:																			
	Black or African American	11	12	11	6%	7%	6%	11	12	11	6%	7%	6%	\$ 302,306	\$ 316,700	\$ 325,419			
	Hispanic or Latine	2	2	2	1%	1%	1%	2	2	2	1%	1%	1%	\$ 110,437	\$ 123,205	\$ 123,205			
	Two or more races	4	1	1	2%	1%	1%	4	1	1	2%	1%	1%	\$ 234,522	\$ 148,625	\$ 148,625			
	Female minority	17	15	14	10%	9%	7%	17	15	14	10%	9%	7%	\$ 263,784	\$ 279,696	\$ 283,903			

Data presented corresponds to 9/30/2021, 9/30/2022, and 1/31/2023, and was provided by

Mary-Butler Ravneberg

HR Data Science Consultant

Human Resources Technology and Service Operations HR Data and Analytics

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Detailed Overview of Women representation in Executive roles at the Ohio State University over the last 3 years.

Job Profile	Sex	Headcount			% of Headcount			Total FTE			% of Total FTE			Avg. Total Base Pay Annualized			Avg. Years in Position		
		2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Administrator - Perioperative Services (HS)	Male			1			0.5%			1			0.5%			\$ 216,300			1.2
Administrator - Pharmacy Svcs (HS)	Female			1			0.5%			1			0.5%			\$ 248,400			0.7
Administrator-Clinical Operations (HS)	Male	1			0.6%			1			0.6%			\$ 233,910				3.6	
Assistant Coach-Major Sports	Female	2	2	2	1.1%	1.1%	1.0%	2	2	2	1.1%	1.1%	1.0%	\$ 165,000	\$ 169,125	\$ 169,125	1.1	2.1	2.4
Assistant Coach-Major Sports	Male	14	14	13	7.9%	7.9%	6.8%	14	14	13	7.9%	7.9%	6.8%	\$ 641,500	\$ 731,241	\$ 679,798	3.2	2.8	2.9
Assistant Vice President	Female	8	7	5	4.5%	3.9%	2.6%	7.3	6.3	4.3	4.1%	3.5%	2.2%	\$ 180,315	\$ 204,774	\$ 212,999	6.1	3.9	5.1
Assistant Vice President	Male	9	6	3	5.1%	3.4%	1.6%	8.8	6	3	4.9%	3.4%	1.6%	\$ 209,849	\$ 242,562	\$ 262,949	8.3	7.9	4.2
Assistant Vice Provost	Female	3	4	7	1.7%	2.2%	3.6%	2.9	3.9	7	1.6%	2.2%	3.7%	\$ 113,818	\$ 129,688	\$ 156,688	4	3.9	2.4
Assistant Vice Provost	Male	4	4	4	2.2%	2.2%	2.1%	4	4	4	2.3%	2.3%	2.1%	\$ 155,829	\$ 159,616	\$ 159,616	6.3	7.3	7.7
Assoc Executive Dir - Finance (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 339,843	\$ 351,737	\$ 351,737	5.9	6.9	7.2
Assoc Vice Pres-Health Svcs	Female	1	2	1	0.6%	1.1%	0.5%	1	2	1	0.6%	1.1%	0.5%	\$ 446,822	\$ 338,526	\$ 216,825	11.1	6.5	1.2
Assoc VP & Deputy Gen Counsel	Female	1	1	2	0.6%	0.6%	1.0%	1	1	2	0.6%	0.6%	1.0%	\$ 350,000	\$ 361,375	\$ 353,188	0.2	1.2	0.9
Assoc Vp Student Life	Female	2	1	2	1.1%	0.6%	1.0%	2	1	2	1.1%	0.6%	1.0%	\$ 199,141	\$ 247,931	\$ 227,465	6.9	14.4	7.5
Assoc Vp Student Life	Male	2	2	2	1.1%	1.1%	1.0%	2	2	2	1.1%	1.1%	1.0%	\$ 213,795	\$ 221,812	\$ 221,812	10	11	11.3
Associate Executive Director (HS)	Female	1		1	0.6%		0.5%	1		1	0.6%		0.5%	\$ 242,819		\$ 293,164	9.3		1.8
Associate Executive Director (HS)	Male	1	2	2	0.6%	1.1%	1.0%	1	2	2	0.6%	1.1%	1.0%	\$ 322,400	\$ 301,282	\$ 301,282	0.2	2.9	3.2
Associate Vice Chancellor, IPE	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 216,300	\$ 222,789	\$ 222,789	1.2	2.2	2.6
Associate Vice President	Female	21	23	24	11.8%	12.9%	12.5%	21	23	24	11.9%	13.0%	12.5%	\$ 237,192	\$ 232,553	\$ 244,987	4.5	4.4	4.1
Associate Vice President	Male	11	15	13	6.2%	8.4%	6.8%	11	15	13	6.2%	8.5%	6.8%	\$ 249,421	\$ 259,271	\$ 263,921	4.1	3.7	3
Asst Vice Pres/Assoc Gen Cnsl	Female	3	3		1.7%	1.7%		3	3		1.7%	1.7%		\$ 243,206	\$ 250,904		8.3	9.3	
Asst Vp for Govt Relations	Female	1			0.6%			1			0.6%			\$ 160,404			8		
Asst Vp for Govt Relations	Male	1	1		0.6%	0.6%		1	1		0.6%	0.6%		\$ 136,022	\$ 148,925		7.5	8.5	
Asst VP for Govt Relations (HS)	Female	1	1		0.6%	0.6%		1	1		0.6%	0.6%		\$ 187,376	\$ 192,061		8.8	9.8	
Asst. AD - Football Sport Perf	Male			1			0.5%			1			0.5%			\$ 821,179			11.1
AVP, Brand Marketing & Content Strategy	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 224,053	\$ 231,334	\$ 231,334	11	12	12.3
AVP, Digital Strategy & Marketing Automatic	Female	1			0.6%			1			0.6%			\$ 195,143			1.8		
AVP, Service Line Marketing & Growth Stra	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 234,894	\$ 242,528	\$ 242,528	5.4	6.4	6.7
AVP, Strategic Planning & Business Develo	Male		1	1		0.6%	0.5%		1	1		0.6%	0.5%		\$ 198,930	\$ 198,930		6.4	6.8
CAO-Hospital Division (HS)	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 640,598	\$ 666,222	\$ 666,222	4	5	5.3
CCC/James-Chief Exec Officer (HS)	Male	1			0.6%			1			0.6%			\$ 733,256			2.1		
Chief Admin Officer - Ambulatory Services D	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 464,781	\$ 483,372	\$ 483,372	12.2	13.2	13.6
Chief Administrative Officer - Executive NBF	Female			2			1.0%			2			1.0%			\$ 190,044			3.6
Chief Administrative Officer - Executive NBF	Male			3			1.6%			3			1.6%			\$ 242,080			4.7
Chief Admin Officer, Post-Acute & Home-Ba	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 430,441	\$ 446,798	\$ 446,798	2.2	3.2	3.5
Chief Analytics Officer (HS)	Female			1			0.5%			1			0.5%			\$ 333,684			3.2
Chief Nursing Officer - System (HS)	Female	1			0.6%			1			0.6%			\$ 346,080			1.7		
Chief Nursing Officer (HS)	Female			2			1.0%			2			1.0%			\$ 345,025			0.8

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Chief Nursing Officer (HS)	Female			2			1.0%			2			1.0%			\$ 345,025			0.8
Chief of Staff	Male	2	3	1	1.1%	1.7%	0.5%	2	3	1	1.1%	1.7%	0.5%	\$ 271,813	\$ 251,520	\$ 322,004	1.6	1.8	2.3
Chief of Staff - Executive NBP	Female			1			0.5%			1			0.5%			\$ 183,807			10.6
Chief of Staff - Executive NBP	Male			3			1.6%			3			1.6%			\$ 204,852			1.8
Chief Operating Officer (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 1,015,000	\$ 1,045,450	\$ 1,045,450	0.2	1.2	1.6
Chief Supply Chain Officer (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 400,000	\$ 416,000	\$ 416,000	6.5	7.5	7.8
Chief Technology Officer (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 292,466	\$ 298,560	\$ 298,560	2.8	3.8	4.1
Dean	Female	10	8	8	5.6%	4.5%	4.2%	10	8	8	5.7%	4.5%	4.2%	\$ 393,403	\$ 434,323	\$ 438,311	3	3.9	4.2
Dean	Male	12	12	12	6.7%	6.7%	6.3%	12	12	12	6.8%	6.8%	6.3%	\$ 309,518	\$ 338,259	\$ 338,259	7.3	6.8	7.1
Dir-Transportation Rsch Ctr	Male			1			0.5%			1			0.5%			\$ 337,428			4
Director-Athletics	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 1,580,000	\$ 1,627,400	\$ 1,627,400	16.5	17.5	17.8
Director-Internal Auditing	Male			1			0.5%			1			0.5%			\$ 219,309			21.5
Exec Dir-Wx Ctr For Vis Arts	Female	1			0.6%			1			0.6%			\$ 307,530				2.6	
Exec Director - Clinical Svcs (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 524,941	\$ 551,188	\$ 551,188	12	13	13.3
Exec Vice Pres & Chancellor	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 512,500	\$ 527,875	\$ 527,875	0.8	1.8	2.2
Exec Vice Pres & Chancellor	Male	1			0.6%			1			0.6%			\$ 1,479,000				2.3	
Exec Vice President & Provost	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 600,000	\$ 618,000	\$ 618,000	0.2	1.2	1.5
Executive Director - Outreach (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 231,528	\$ 240,789	\$ 240,789	10.7	11.7	12.1
Executive Director (HS)	Female	4	3	3	2.2%	1.7%	1.6%	4	3	3	2.3%	1.7%	1.6%	\$ 301,361	\$ 334,530	\$ 334,530	6.4	8.1	8.4
Executive Director (HS)	Male	1	1	4	0.6%	0.6%	2.1%	1	1	4	0.6%	0.6%	2.1%	\$ 402,675	\$ 425,743	\$ 376,491	1.4	2.4	2.7
Executive Director-I U C	Female			1			0.5%			1			0.5%			\$ 300,000			0.2
Head Coach-Major Sports	Male	3	3	3	1.7%	1.7%	1.6%	3	3	3	1.7%	1.7%	1.6%	\$ 890,508	\$ 1,225,000	\$ 1,225,000	5.2	6.2	6.5
Head of Applications (HS)	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 257,481	\$ 270,355	\$ 300,000	8.2	9.2	9.5
Head of Revenue Cycle (HS)	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 284,095	\$ 225,000	\$ 225,000	11.2	0.2	0.6
President	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 927,000	\$ 927,000	\$ 927,000	1.1	2.1	2.4
President & CEO Alumni Assoc	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 308,250	\$ 316,727	\$ 316,727	1.4	2.4	2.8
Secretary-Board Of Trustees	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 241,504	\$ 248,749	\$ 266,000	2.4	3.4	3.8
Senior Director, COM Operations	Female			1			0.5%			1			0.5%			\$ 223,808			2
Senior Vice President	Female	2	2	2	1.1%	1.1%	1.0%	2	2	2	1.1%	1.1%	1.0%	\$ 362,138	\$ 373,002	\$ 386,522	0.8	1.8	2.2
Senior Vice President	Male	3	3	3	1.7%	1.7%	1.6%	3	3	3	1.7%	1.7%	1.6%	\$ 574,308	\$ 599,150	\$ 600,733	6.5	7.5	7.8
Special Asst To The President	Male	1			0.6%			1			0.6%			\$ 345,100				0.9	
Sr Vice Pres & General Counsel	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 575,400	\$ 592,662	\$ 634,000	1	2	2.3
Sr Vice President-Finance,B&A	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 622,208	\$ 711,000	\$ 761,000	2.7	3.7	4.1
Sr. Deputy Dir-Athletics/SWA	Female			1			0.5%			1			0.5%			\$ 307,500			15.6
Vice Pres & Chief Inv Officer	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 750,000	\$ 772,500	\$ 772,500	1.4	2.4	2.7
Vice Pres Ag Admin and Dean	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 358,546	\$ 401,571	\$ 401,571	4.4	5.4	5.8
Vice President	Female	3	4	4	1.7%	2.2%	2.1%	3	4	4	1.7%	2.3%	2.1%	\$ 456,471	\$ 430,858	\$ 430,858	1.5	1.9	2.2
Vice President	Male	8	8	8	4.5%	4.5%	4.2%	8	8	8	4.5%	4.5%	4.2%	\$ 341,770	\$ 376,486	\$ 376,486	5.5	4.7	5
Vice President (Board Purview)	Female	2	2	2	1.1%	1.1%	1.0%	2	2	2	1.1%	1.1%	1.0%	\$ 411,874	\$ 420,112	\$ 420,112	0.6	1.6	1.9
Vice President (Board Purview)	Male	2	2	2	1.1%	1.1%	1.0%	2	2	2	1.1%	1.1%	1.0%	\$ 392,179	\$ 425,085	\$ 425,085	1.2	2.2	2.5
Vice President-Govt Affairs	Female	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 316,054	\$ 325,536	\$ 325,536	5.8	6.8	7.2
Vice President-Health Services	Male	1	1	1	0.6%	0.6%	0.5%	1	1	1	0.6%	0.6%	0.5%	\$ 1,170,000	\$ 1,360,000	\$ 1,360,000	6	0.2	0.5
Vice Provost	Female	2	5	5	1.10%	2.80%	2.60%	2	5	5	1.10%	2.80%	2.60%	\$ 272,497	\$ 286,869	\$ 286,869	1.9	1.3	1.7
Vice Provost	Male	5	7	7	2.80%	3.90%	3.60%	5	7	7	2.80%	4.00%	3.70%	\$ 279,333	\$ 297,357	\$ 297,357	7.8	5.1	5.5
Grand Total	Total	178	178	192	100%	100%	100%	176.9	177.1	191.3	100%	100%	100%	\$ 362,151	\$ 379,120	\$ 372,096	5	4.8	4.6

APPENDIX 2 Tables below are extracted and modified (shortened) from the document: “RACE AND ETHNICITY IN HIGHER EDUCATION” from the American Council on Education 2020 Supplement Executive Summary.

Table 6.4. Academic Department Heads, by Select Discipline, Gender, and Race and Ethnicity: 2018–19

From *Race and Ethnicity in Higher Education: 2020 Supplement*

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	0.0%	0.0%	0.0%	23.8%	0.0%	8.8%	2.5%	1.3%	62.5%	1.3%
Area, Ethnic, Cultural, Gender, and Group	1.8%	10.9%	7.3%	36.4%	5.5%	0.0%	14.5%	3.6%	14.5%	5.5%
Biological and Biomedical Sciences	2.1%	0.9%	0.2%	32.9%	0.5%	2.6%	0.9%	1.9%	57.6%	0.2%
Business, Management, Marketing, and Related Support Services	3.2%	1.5%	1.1%	27.5%	0.4%	12.1%	2.2%	1.5%	50.2%	0.2%
Communication, Journalism, and Related Programs	0.7%	2.3%	0.7%	35.8%	1.3%	1.0%	2.3%	1.3%	54.2%	0.3%
Computer and Information Sciences and Support Services	3.5%	1.5%	1.0%	17.3%	0.5%	17.3%	3.0%	3.0%	51.5%	1.5%
Education	2.5%	5.6%	2.7%	50.1%	0.6%	1.3%	1.9%	2.1%	32.7%	0.4%
Engineering	1.4%	0.6%	0.6%	8.6%	0.3%	19.3%	4.0%	1.7%	62.6%	0.9%
Engineering Technologies and Engineering Related Fields	0.0%	1.1%	0.0%	13.5%	0.0%	3.4%	4.5%	0.0%	76.4%	1.1%
English Language and Literature/Letters	1.5%	1.3%	1.3%	46.7%	1.0%	1.0%	1.3%	1.0%	44.9%	0.0%
Family and Consumer Sciences/Human	0.0%	0.0%	3.5%	64.9%	0.0%	1.8%	3.5%	1.8%	24.6%	0.0%
Foreign Languages, Literatures, and	3.1%	0.3%	6.6%	41.9%	0.3%	2.1%	1.4%	9.3%	34.6%	0.3%
Health Professions and Related Clinical	2.3%	4.0%	1.7%	58.1%	1.4%	2.5%	0.9%	1.1%	27.5%	0.5%
History	2.1%	1.1%	0.7%	29.4%	0.4%	0.7%	1.1%	2.1%	61.3%	1.1%
Homeland Security, Law Enforcement, Firefighting, and Related Protective	0.8%	1.7%	0.8%	31.4%	0.8%	1.7%	4.2%	0.8%	56.8%	0.8%
Liberal Arts and Sciences, General Studies, and Humanities	1.9%	1.9%	0.0%	35.8%	1.9%	3.8%	3.8%	1.9%	49.1%	0.0%
Mathematics and Statistics	2.2%	0.3%	1.3%	25.3%	0.3%	8.8%	3.4%	2.5%	55.0%	0.9%
Multi/Interdisciplinary Studies	0.0%	3.1%	4.7%	42.2%	0.0%	4.7%	1.6%	0.0%	40.6%	3.1%
Natural Resources and Conservation	0.0%	0.0%	0.0%	22.4%	0.0%	0.0%	0.0%	1.7%	75.9%	0.0%
Parks, Recreation, Leisure, and Fitness	1.7%	0.6%	1.7%	33.5%	0.6%	1.7%	1.2%	0.0%	57.2%	1.7%
Philosophy and Religious Studies	1.1%	0.4%	0.7%	23.2%	0.0%	0.7%	1.4%	2.2%	69.2%	1.1%
Physical Sciences	2.2%	0.5%	1.3%	20.8%	0.2%	4.7%	1.1%	2.2%	65.8%	1.3%
Psychology	1.5%	3.0%	0.5%	39.8%	1.3%	2.5%	0.5%	1.5%	48.2%	1.0%
Public Administration and Social Service Professions	1.3%	7.4%	0.7%	51.0%	0.0%	3.4%	6.0%	1.3%	28.9%	0.0%
Social Sciences	2.6%	2.1%	1.1%	34.6%	0.5%	4.1%	2.0%	1.7%	50.9%	0.6%
Theology and Religious Vocations	0.0%	0.0%	0.0%	14.7%	0.0%	2.7%	5.3%	0.0%	76.0%	1.3%
Visual and Performing Arts	1.3%	0.5%	2.5%	37.4%	0.3%	0.8%	1.7%	1.8%	53.2%	0.5%
Mean	1.5%	2.0%	1.6%	33.3%	0.7%	4.2%	2.8%	1.8%	51.2%	1.0%
Total			women		39.0%			men		61.0%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-19 Academic Year*. Knoxville, TN: CUPA-HR.

Note: Totals may not add up to 100 percent due to rounding.

The CUPA-HR faculty survey utilizes 2-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018-19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

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Leadership training/courses at OSU and beyond: K. Townsend/WIMS compiled Nov 2022

Internal:

PPLI

OAA Faculty Fellows (Malone)

FLI in FAME

FUEL in FAME

Big10 Academic leadership program (ALP; Malone)

GRO Academy – mid-career growing research opportunities and research leadership (via Office Research)

Foundational leadership certificate:

www.leadershipcenter.osu.edu/workshops/foundational-leadership-certificate

Leadership training that select OSU employees attend externally

LEAD21

Cbus city leadership programs? (Sandra/Andrea?)

HERS: <https://www.hersnetwork.org/programs/hers-institute/>

Harvard: <https://womensleadership.hmscme.com/>

COM-centric, external:

ELAM

ELH

Rudy Ansbacher @Michigan

WEL (via AAP)

PLA – physician leadership academy

AAMC – early/mid career women

OTHER Task Force endpoints:

PPCW – inclusive demographics for surveys, HR, Workday:

<https://affiliate.wcu.edu/cfc/blog/2021/12/08/designing-an-inclusive-survey/>