

President's Advisory Council
on
Women's Issues

2003 Annual Report
(Final Draft)

Prepared
by

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Chair
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Background

The President's Advisory Council on Women's Issues is completing its second year in an advisory role, functioning as a gender lens for university policies, practices, and operations. In 2002-2003, the council consisted of 27 members: 10 faculty, 7 staff, 2 liaisons from central administration, 3 students, and 5 external members. Judy Fountain, as Assistant Vice Provost for Women's Policy Initiatives and Director of the Women's Place, served in an ex-officio capacity. As mandated by our original charge, the Council met once per quarter: October 1, 2002, February 4, 2003, and May 15, 2003. All meetings were well attended.

The 2002 Annual Report ended with eight points of pride that highlighted accomplishments of the council for that academic year. This list offered evidence that the council had gotten off to an excellent start. The report also indicated the following initiatives for 2002-2003:

1. The nine work groups established during 2001-2002 in response to various campus needs would continue since the work of each group was just getting underway. The work groups are: the Faculty Cohort Project, the Staff Cohort Project, the Student Cohort Project, the Data Identification and Analysis Group, the Fiscal Impact Group, the Effective practices for Success Group, the Communications Group, the Women's Place Evaluation Team, the Executive Planning Team.
2. The council would articulate a mission statement.
3. The council would establish a tenth work group to focus on women in sports (faculty, staff, and students).

In addition, the 2002 report identified one recommendation, in response to President Kirwan's request. We recommended a four-part plan that would begin to address spousal issues in a more systematic way:

1. A Data Collection Project—To collect data from hiring units about strategies that have been effective for them in resolving spousal/partner issues.
2. A Re-location Assistance Program—To design a re-location assistance program to facilitate the entry of new faculty and staff into the work environment and to facilitate the retention of valued faculty.
3. A Central Ohio Recruitment Network for Higher Education (CORN)—To create links with local colleges and universities to share employment opportunities.
4. A Hiring and Retention Resources Web Page--To create links to information about: the City of Columbus; a Central Ohio Recruiting Network; HR workshops, counseling opportunities, guidelines etc.; long distance job searching; networking in a new city; re-inventing the professional self for spouses/partners who must re-create careers in a new place; contact information for local offices of professional organizations, related businesses and community organizations; job opportunities on campus; information about University programs, research activities, etc. that might help a job seeker extend her/his view of employment options

The sections which follow provide an update of the 2002 work groups and the spousal hiring recommendation and present recommendations for the 2003-2004 academic year.

Updates

With the identification of a new president for the university, Karen Holbrook, the council decided that the priorities for 2002-2003 should be modified in the following way:

Evaluation

We decided that top priority would be given to the evaluation of The Women's Place and an evaluation of the Council, based on our view that President Holbrook would need a clear sense of the work of the council and its potential to play a meaningful role in university decision-making. The Women's Place evaluation was already on the agenda as part of the council's charge, and we had already established a work group for this purpose in 2001-2002. An evaluation of the council, however, had not been anticipated so early in the council's work. While we had anticipated that the council would be evaluated in a timely way, as might be expected, we had not thought that one year would be enough time for a thorough evaluation to be meaningful. Nevertheless, because the first year had been a strong one and because there was an obvious need for a new university leader to see and understand the council's history, mandates, and actions, we decided that an early evaluation would be an excellent opportunity from which both the President and the council might benefit.

The Women's Place Evaluation. The Women's Place Evaluation Team was chaired by Mo Yee Lee, Associate Professor in the School of Social Work. The other members of the team were: Wayne Carlson, Professor and Chair of the Department of Interior Design and Communication; Rebecca Jackson, Associate Professor, Department of Internal Medicine; and Jacqueline J. Royster, Associate Dean of the College of Humanities and Chair of the Women's Council. Judy Fountain, Assistant Vice Provost for Women's Policy and Director of the

Women's Place, served as a resource for the group and provided office support for the process. The team's report is included in this report as Appendix 1 (Evaluation of The Women's Place, 2000-2002).

A point to be highlighted is that, because The Women's Place is a unique unit at the university, there was no model of evaluation already in place. Professor Lee provided the leadership in developing a framework for evaluation that constituted a matrix for assessment. The framework is included in this report as Appendix 2 (Proposed Framework for Evaluating The Women's Place). The team examined informational resources, networking activities, and the impact of The Women's Place on policy-making processes as focal points for analysis. They established a process of evaluation for all three, identified both quantitative and qualitative data to be collected, and identified outcomes by which quality and effectiveness would be measured (see Appendix 3: Evaluation of the Women's Place: Schedule and Tasks). Basically, both descriptive feedback and responsive feedback were used to generate the summative feedback that would then become advice (formative feedback for The Women's Place) and evaluation (recommendations to the Office of Academic Affairs, the office to which The Women's Place reports). They also established a time line by which the evaluation process would operate and the report would be produced.

The team recommended (see pages 23-25 of the report) that The Women's Place continue its mission and goals, and they made several suggestions based on the quantitative and qualitative feedback.

The Women's Council Evaluation. External member, Jane Harf (President of American Electric Power), was the point person for the council's evaluation. The Office of Academic Affairs selected Jan Allen of Jan Allen Consulting to work directly with Harf in

conducting the evaluation as an external evaluator (see Appendix 4: President's Council – Board Evaluation). On April 15, 2003, Allen submitted her report (see Appendix 5: The President's Advisory Council on women's Issues, Board Evaluation – Report and Recommendations, April 15, 2003).

Allen recommended that the council continue and “ramp up its work even more.” She also made several recommendations (see the last two pages of the report). Since four of the suggestions had an immediate consequence for the council, we proceeded to respond as indicated below. The four recommendations were:

1. Codify the leadership and succession plans as well as the nominating process for new appointments to the Council. The nominating process should be communicated widely—as it was originally—and nominations should be broadly solicited, then a working group familiar with the Council's needs should create a matrix of recommendations from which the President can select.
2. Create a position of Vice Chair.
3. Rotate the Chair's position between faculty and staff.
4. Continue to appoint multiply-connected people to the Council.

The council decided that leadership succession should be based on a Chair – Vice Chair model and that there should be a rotation between faculty leadership and staff leadership. We recommended to the President, therefore, that she appoint Kate Haller, Associate General Counsel in Health Sciences, as Chair and Deb Ballam, Professor of Finance in the Fisher College of Business, as Vice Chair. Both were already members of the council (as compared with the selection of a non-council member for either position), a decision that we made deliberately

since an important idea with this model of succession is continuity. President Holbrook accepted the recommendation and Haller and Ballam have been appointed.

The new leadership team (outgoing chair Royster, incoming Chair and Vice Chair Haller and Ballam, and ex-officio member Judy Fountain) identified 13 positions on the council that would need to be filled for the 2003-2004 year: 7 faculty, 2 staff, 3 students, and 1 external member. Fountain arranged for the call for nominations to be broadly communicated (e.g., in OSU Today, *OnCampus*, *Buckeye News*, *The Lantern*, etc.). Fountain also developed three working documents to facilitate the selection process: Factors to Consider for Membership in Council 2003 Process, Council Member Asset Map, Council Member Asset Map: Guiding Questions (see Appendix 6). The leadership team recommended to the President and the Interim Provost people to fill the faculty and staff positions (a total of 9 positions). Three students will be recommended by the fall. The external member will also be recommended by the fall. To be noted, the central administration liaisons are not recommended by the council but selected directly by the President.

Work Groups

Faculty Cohort Project (Point Person: Deb Ballam). The Faculty Cohort completed its second year of activities. A summary report is included in Appendix 7. The group did recognize that three members of the cohort group have left the university. They will be gathering information, primarily by exit interview, to try to document the views of those faculty and to see if there are lessons that might be learned from their experiences.

Staff Cohort Project (Point Person: Carol Bowman). This group continued to refine its plan from 2002. Non-council members were recruited to the work group. They worked with the university's Staff Work-Life report as a base document and decided to focus on professional development and systems of accountability as a target issue for the cohort's work. A subgroup met with Larry Lewellen (Office of Human Resources), the University Staff Advisory Committee (USAC) leadership, and other staff leaders to discuss this goal and how it might be implemented. Lewellen confirmed that OHR plans and interests agree with the council's goals and interests, and the USAC announcement on February 4, 2003, in OSU Today indicated that this group's interests were also in sync, since USAC recommended: establishing and promoting career tracts for staff as a retention tool; creating a task force to review the current performance management template; and considering the implementation of a 360-degree review process. In the group's discussions with Larry Lewellen, we concluded that Jackie Royster would develop a list of vocabulary drawn from the work of the three diversity speakers that the council has co-sponsored (Joyce Fletcher, Kimberlee Crenshaw, and Nancy Hopkins) that might be useful in a revision of the current performance management template. Royster will present a report to the Council at its October 16, 2003, meeting. If accepted, the report will be submitted to the Office of Human Resources.

In addition, Jackie Royster and Kate Haller participated, at the invitation of the Office of Human Resources, in the Salary Equity Review process that was requested by the College of Engineering. This review, which is not complete, is producing reports that will be useful as this college engages in the process of selecting a new dean and in other actions appropriate to the governance and operations of the college.

Student Cohort Project. We placed the student cohort work group on hold. The council determined that we need to re-think student participation on the council in terms of the numbers that might be needed to sustain an initiative. Initial thoughts included the idea that we might need more students; that the undergraduate students might need to be selected as sophomores in order to give them the time, continuity, and experience that they might need in order to get meaningful projects going; that the student representatives (as the more transient group among the three constituencies) might need to be linked more closely with student organizations so that projects might be “adopted” by organizations and partnerships between the council and various student organizations might be formed.

Data Identification and Analysis Group (Point Person: Deb Ballam). The Women’s Place is continuing to keep quantitative and qualitative data on the Faculty Cohort Group, as indicated by the Annual Report of the Faculty Cohort Project. A summary report is included in Appendix 8. The Group also identified two faculty members who may be interested in conducting a research project based on this initiative. With these two faculty members as consultants, the group will develop a research plan that will be presented to the council at its February meeting for approval. The expectation is that the third year of the Faculty Cohort Project will be a planning year, and the fourth year (which will be a critical evaluation year for

the participants in the project and also the last year of the project as planned) will be the year in which the research plan will be implemented.

Fiscal Impact Group. This group did not have a project this year, although the council continues to be cognizant of the fiscal impact of budget re-structuring on women.

Effective Practices for Success Group (Point Person: Jackie Royster). This group was folded into the **Communications Group** (Jackie Royster). The first priority of the Communications Group was to present a mission statement to the council in its October 1, 2003, meeting for acceptance. The statement that was accepted is included as Appendix 9.

In addition, the council has continued to report back to the community:

1. The full council met with President Holbrook to provide her with an opportunity to meet and talk with council members about the council's work and the extent to which it might be useful to her. In preparation for the meeting, Fountain prepared a notebook of information, including the 2002 Annual Report, the *Status Report on Women, 2002*, and other documents that explained the work of the council.
2. Jackie Royster and Judy Fountain also met with the Dean's Council and the Department Chairs group to update them on the activities of the Faculty Cohort Project. They shared with each group: quantitative and qualitative data and two handouts that grew out of 2001-2002 cohort activities: Welcoming New Hires during the First Year and Effective Practices in the Tenure Preparation Process (see Appendix 10).

More directly related to the focus of the effective practices group, in preparation for the production of the *Status Report on Women at The Ohio State University, 2003*, this group identified four practices that would be highlighted:

1. The initiative begun by the Office of Human Resources to revise the language of performance review instruments to be more inclusive of measures identified by the University Diversity Speakers that the council co-sponsored (Fletcher, Crenshaw, and Hopkins).
2. The incorporation of attention to work-life issues into management training activities conducted by the Office of Human Resources.
3. The attention to promotion and tenure dossier preparation that is evident across the university in activities of the Office of Academic Affairs, several colleges, departments, and also in the Faculty Cohort Project.
4. The public attention that the university as a whole is giving to staff awards.

Women's Place Evaluation Team (Point Person: Mo Yee Lee). The activities of this group were explained earlier in the report.

Executive Planning Team (Point Person: Royster). The Executive Planning Team does not have initiatives. The purpose of this group is to set the agenda for council meetings and to be a mechanism by which the point persons of the work groups can be informed about activities across the council with the expectation that some groups will have initiatives periodically that link together.

Women in Sports (Point Person: Richelle Simonson). This group was established in 2002 to pay attention to how women students, faculty, and staff are faring in sports-related areas, and to consider the impact of the new health and recreation facility (which is not yet open) in the lives of women. In anticipation of this facility and in recognition of the need to bring more visibility to women in sports, the council will highlight Phyllis Bailey, the first Director of

Women's Athletics, in the *Status Report on Women 2003*. The expectation is that this showcasing of women's sports will be a public marker as the council recommends a plan of action for interrogating sports related issues.

Spousal Hiring Recommendation

The spousal hiring recommendations were submitted to Interim President Jennings in the summer of 2002, and they were presented to President Holbrook in the materials that we prepared for the November 20, 2002, luncheon meeting. President Jennings passed the recommendations along to Larry Lewellen. Jackie Royster and Judy Fountain met with Lewellen to discuss the recommendations and determined that movement in this direction would need to be on hold until a series of other decisions have been made about the President's leadership agenda.

Recommendations for 2003-2004

Ongoing Initiatives

The activities cited above offer evidence that the President's Council on Women's Issues had another strong year in 2002-2003 and that because of the evaluation processes for both The Women's Place and the council, we are well-positioned to go forward with an appropriate plan of action. Ongoing initiatives include the following:

1. Articulating, in keeping with recommendations made by Jan Allen, a systematic process for keeping in contact with the President and the Provost.
2. Creating a broader base of involvement of non-council members in the work groups (in keeping with the Staff Cohort Group, for example) as groups work between quarterly meetings.
3. Re-thinking student involvement with the goal of determining more effective mechanisms for engaging students and sustaining initiatives focused on their needs and concerns.
4. Developing a research plan for the Faculty Cohort Project with the expectation that the plan will be implemented in 2004-2005.
5. Developing a plan of action for identifying and interrogating the sports-related issues of women.

A New Challenge

With all of the excitement about Ohio's bicentennial celebration, what has become more obvious is that the state of Ohio has struggled to keep the attention given to women's issues vibrantly in place in policy-making arenas. By most, if not all, measures, the needs of women and children are urgent, whether the focus is on education, health, public safety, economic growth, job opportunity, political participation, or any number of other areas. This situation raises the question of whether Ohio State might serve as an appropriate venue for addressing this persistent need as an institution with the expertise and the will to serve as a resource and advisor for government, business, industry, and the community. Therefore, as a final recommendation from the outgoing chair of the council, Jackie Royster suggests that the council propose to the President and the Provost the creation of a Commission on Gender and Public Policy.

Appendices

1. Evaluation of The Women's Place, 2000-2002
2. Proposed Framework for Evaluating the Women's Place
3. Evaluation of the Women's Place: Schedule and Tasks
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**Evaluation of The Women's Place
2000 - 2002**

**Submitted to The Office of Academic Affairs
By
The President's Council on Women's Issues
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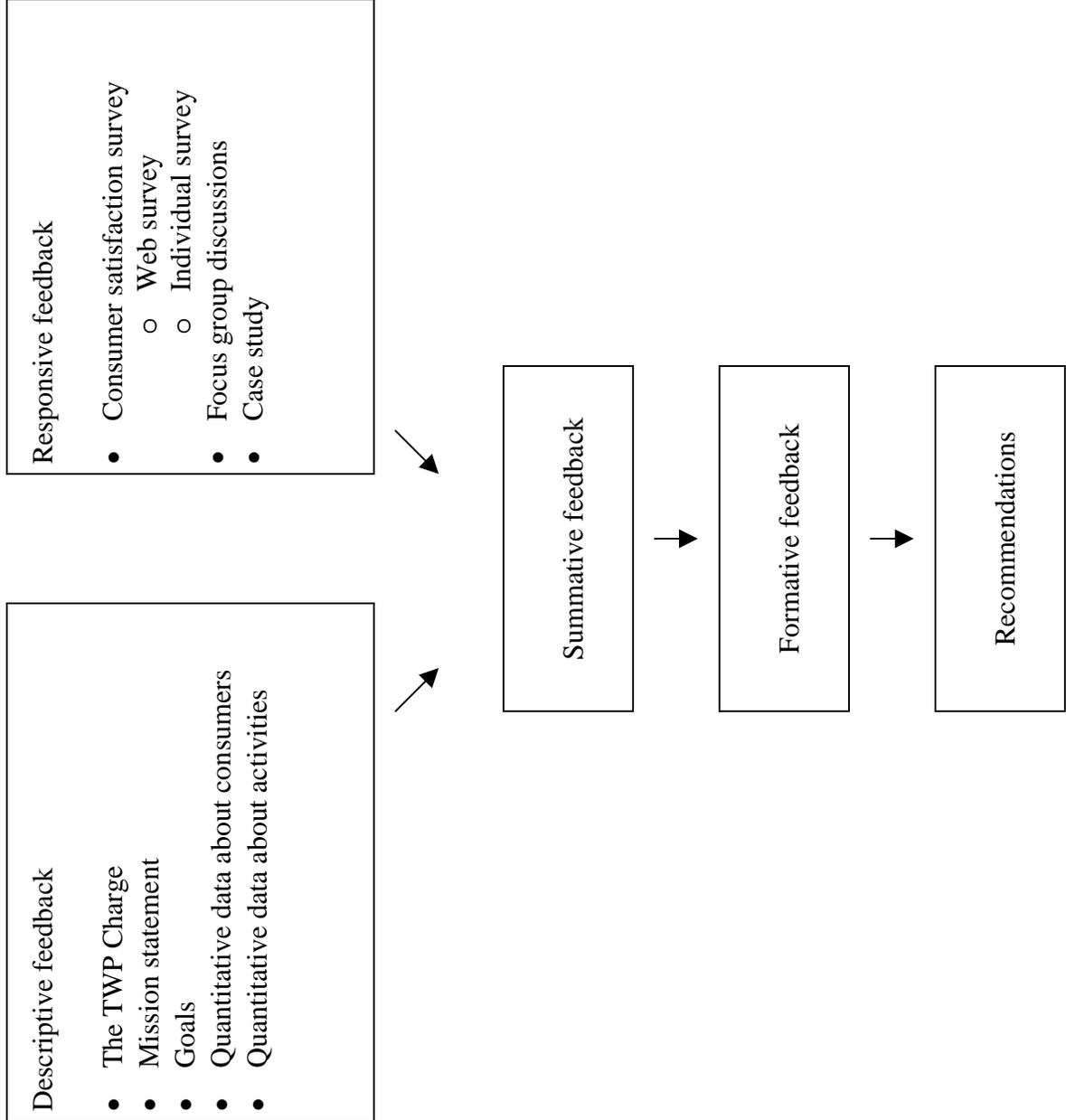
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Introduction

The Office of Academic Affairs has commissioned The President's Council on Women's Issues to conduct an evaluation of The Women's Place. The Women's Place is a University initiative established in January 2000 to foster a positive climate for women to succeed and advance within the University. This evaluation aims to assess the effectiveness of The Women's Place in accomplishing its goals and missions as well as to explore unmet needs in order to plan for the future.

Because The Women's Place is a unique structure at the University that is distinctively different from other administrative units, the Evaluation Team, which is a work group under the President's Council on Women's Issues, was charged with the mission to derive an appropriate evaluative structure that can effectively and appropriately evaluate as well as capture the work of TWP. The Evaluation Team, chaired by Mo-Yee Lee, Associate Professor, College of Social Work, consists of Jacqueline J. Royster, Associate Dean, College of Humanities and chair of the President's Council on Women's Issues; Judy Fountain, Director of The Women's Place and Assistant Vice Provost for Women's Policy Initiatives; Wayne Carlson, Chair and Professor of Design Technology, The Department of Industrial, Interior and Visual Communication Design; and Rebecca D. Jackson, M. D., Associate Professor of Internal Medicine, Division of Endocrinology, Diabetes and Metabolism. After consultation and thoughtful discussion, the Evaluation Team decided to use a multi-method approach to examine the work of TWP. Both descriptive and responsive feedback was collected in the process of evaluation. Descriptive feedback included self-reported activities and accomplishments of TWP during the period of evaluation. Responsive feedback included consumers' evaluation and feedback of TWP. Both descriptive feedback and responsive feedback provide empirical data for summative feedback and formative feedback, based on the data from which recommendations could be soundly derived.

Structure of Evaluation



Descriptive Feedback of The Women's Place

History

In 1996-1997, the Council on Academic Excellence for Women looked at an already existing collection of thirty years of effort and data on women at Ohio State and asked, "How might the University make more effective use of the data to assure women's advancement?" The initial step was the creation of The Women's Task Force, named by the President. The Task Force worked from 1997 to 1999 to analyze the data that existed and develop a new and positive paradigm for institutional thinking and action to address the progress of women at OSU.

The work of The Women's Task Force resulted in a recommendation to create a "community model" for interaction and decision-making, one that would work effectively in relationship with our more traditional institution model. A community model is "defined by fluid movement and interaction across boundaries. The latter increases our capacity to incorporate and benefit from a variety of voices, (and) experiences –" (*Task Force Proposal to Provost Ed Ray, June 1999*). This language translated into the specific recommendation to create a three-part mechanism for data collection, analysis and action. It is from this recommendation that The Women's Place now takes its charge.

The Women's Place (TWP), the institutional point of connection to information for and about women, supports The President's Council on Women's Issues and is directly linked to central administration. This triangular collaboration represents a fluid community model for interaction and decision-making.

Mission

The Women's Place is not a program office nor is it an agenda for women. TWP is a function, within The Office of Academic Affairs, that connects across the University and collaborates with existing efforts to assist the University in carrying out the University Academic and Diversity Plans. It is a function that creates processes and connects services and resources to needs in order to *enhance the capacity of the University* and its individuals to deal more effectively with factors related to the recruitment and retention of women at The Ohio State University.

Goals

During the first three years, The Women's Place goal was and continues to build the capacity of the University to recruit and retain women. While each goal below is important and can stand alone, taken together, the goals interact and inform each other. They are designed to support individual women, draw together resources for women, and monitor institutional progress for women, all with the intention of informing the basis from which recommendations can be made to continue institutional progress toward a diverse University.

Goal: Expand awareness of and access to information that will enable women to more successfully carry out their work within the University

Goal: Increase number and types of personal connections for women to decrease isolation, with an emphasis on the first three years of female faculty tenure

Goal: Identify the institutional policies and processes that most impact women, develop mechanisms to improve these and benchmark change

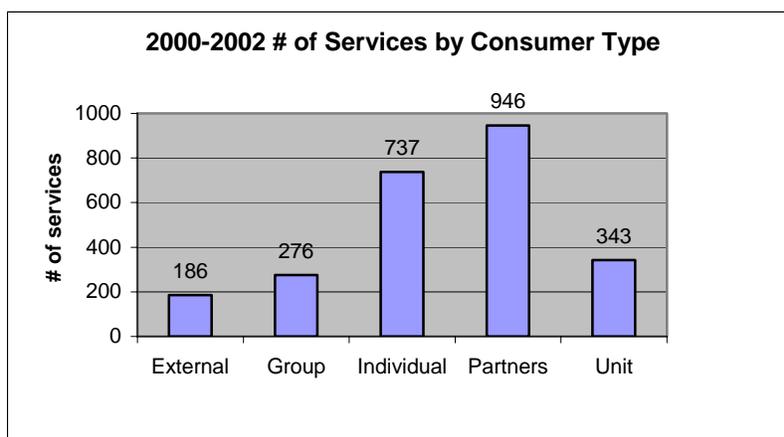
In addition, TWP serves as the administrative home of Critical Difference for Women as a critical source of funding for re-entry women and for the professional development of faculty and staff.

Services

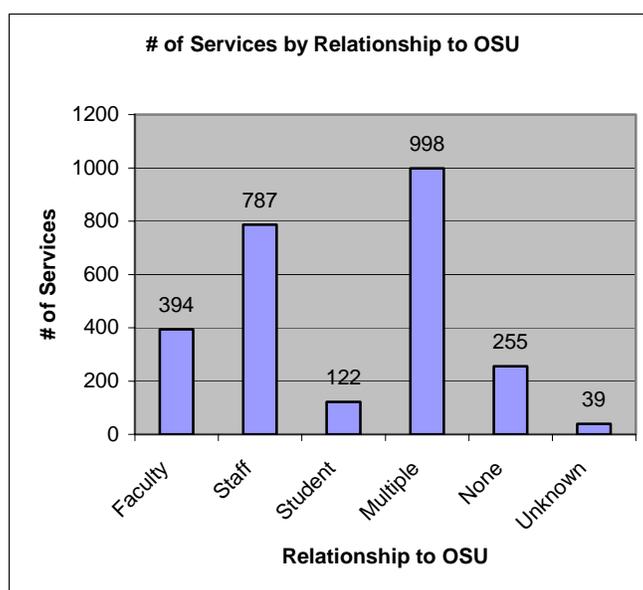
The Women's Place began to develop a tracking system to document who uses TWP services and what services are needed. This data collection enables TWP to determine how to better enhance the capacity of the University to serve women. During the first three years, TWP utilized descriptive data to create a snapshot of each service. For each interaction, staff attempted to capture demographic information about consumers and services, while maintaining consumer anonymity and confidentiality. Because data collection relies on honoring consumer disclosures, there are gaps in the data regarding some demographic information. Though this first tracking system did not delineate services by year, all services for each consumer were tracked continuously. Most consumers receive an average of two services from TWP, or receive a high frequency of on-going services and attention. There were also periods of time when data was not collected due to staffing issues. Much of the current data and statistics about TWP services are based on the original tracking system combined with recall and after-event information collection.

This analysis provides snapshots of how TWP serves the campus community and who its consumers are. Based on the available data for the report period 2000,2001, and 2002 TWP has served 223 individuals, partners, units, and groups with a total of 2,595 service encounters. The recorded total number of consumer encounters, equal to the total number of frequency, is 1023. Partners include those departments and organizations on campus whose focus is on women and

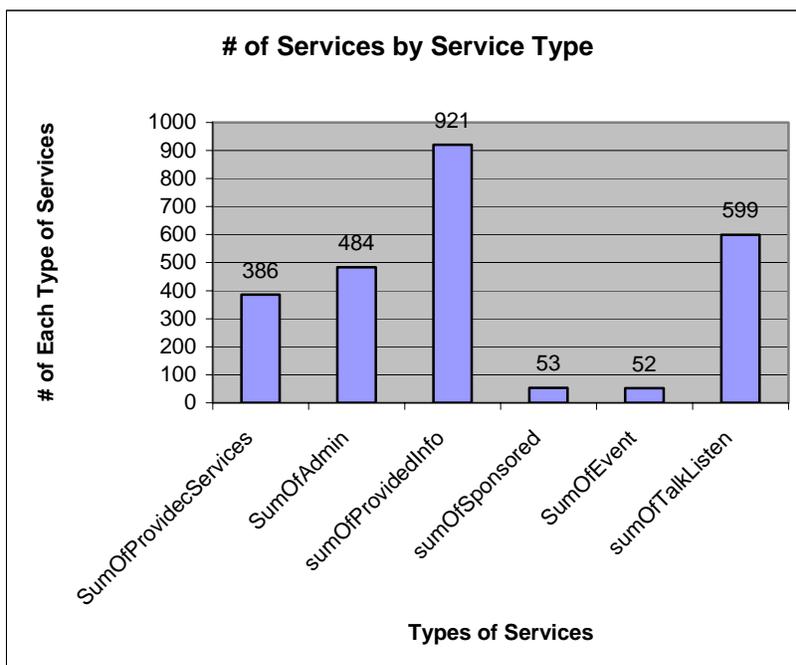
that have chosen to collaborate with TWP, such as The Department of Women's Studies. Units include academic units on campus that utilize TWP services, but are not partners, such as The Office of Human Resources. Similarly, groups include student, staff, and faculty organizations that use TWP services, but are not Partners. Externals are people or groups that exist outside the University and call upon TWP for services.



In terms of the consumer relationship to the University, staff most utilize The Women's Place, benefiting from services at twice the rate of faculty, and six times that of students.



TWP provides services in the form of administrative support, providing resources and information, sponsoring activities or events, and offering advocacy and support. The most garnered service during these years was the provision of information and resources.



Providing these services in conjunction with its support of the President's Council on Women's Issues and its connection to central administration places TWP in a position to serve as a function that creates processes, services and resources to *enhance the capacity of the University* and its individuals to carry out the Academic and Diversity Plans. The sum of TWP's work expands beyond the individual services provided to encompass the combination of data collection, analysis, and action that allows these service contacts to inform policy and change on campus that enhances the retention and recruitment efforts at the University.

Responsive Feedback

Responsive feedback represents the perception of consumers and partners of TWP regarding its accomplishments. Responsive feedback was solicited using a post-test design that included multiple reporting sources. Both quantitative and qualitative data were included in the process of evaluation. Diverse venues of data collection were used to examine different aspects of the work of TWP as evaluated by different groups of consumers and partners. These data present a more holistic picture of the work of TWP.

Quantitative data was collected through an anonymous web survey that targeted all individuals on campus. They represented the broad-based consumers and partners of TWP. The Web Survey examined the types of information/resources/services used by respondents and their satisfaction. Respondents were also requested to provide feedback about the most helpful offerings of TWP and suggestions for improvement (see Appendix I). An Individual Survey was sent to faculty, staff, deans, and chairs of organizations or groups who had sought individual consultations from TWP. The Individual Survey asked respondents to provide a more in-depth and detailed assessment of the work of TWP in addition to providing feedback about the most helpful offerings of TWP and ways for improvement (see Appendix II). Qualitative data was collected through four focus group discussions with consumers and partners of TWP. In-depth discussion with informants provided localized knowledge of the roles of TWP in collaborating with or facilitating individuals or organizations on campus in creating a climate in which women can succeed and advance (see Appendix III).

Respondents

Web Survey

An anonymous Web Survey was posted on the website of TWP from January to February 7, 2003. A total of 348 respondents completed the Web Survey. Among the respondents, 49% self-identified as staff, 37.8% students, 11.5% faculty, and 1.8% chair or head of units. Majority of respondents were female (91.4%). The age of the respondents ranged from 18 to 67 years (mean: 36.96, SD: 13.75). The average years of respondents at OSU were 9.6 (SD 8.94 Range: .42-35). Respondents might have or have not contacted TWP for information or services.

Individual Survey

Respondents of the Individual Survey were people who have sought consultation with TWP. Personnel of TWP contacted and obtained prior consent from potential respondents before sending their names to the Evaluation Team. The Evaluation Team sent the Individual Survey to 18 respondents in March 2003. Twelve respondents completed and returned the surveys. Among the 18 potential respondents, 11 had sought personal consultation and 7 on behalf of their unit or department. To protect confidentiality, respondents were not required to disclose their identity. Of the 12 respondents, 91.7% were female and 8.3% were male. The age of the respondents ranged from 33 to 55 years (mean = 41.82, SD = 7.66). The average years of service at OSU were 9.29 years (SD 9.92, Range: 1-34).

Focus Group Discussions

Four one-hour focus group discussions were conducted from January 13 to February 4, 2003 with generous assistance from the Faculty and TA Development Office. One focus group was conducted with the Working Mothers' Support Group that was attended by 10 informants. Members and/or representatives from AFPW, Take Your Daughter to Work, Critical Differences

Committees, and other groups or organizations that interact with TWP were invited to participate in two other focus groups. A total of 16 informants participated in these two focus group discussions. Seven informants consisting of chairs of individual work groups of the President's Council on Women's Issues and members of the original Task Force that created TWP attended another focus group discussion. The Evaluation Team collaborated with personnel of TWP to identify appropriate informants for the focus groups. All 33 informants were female.

Findings

Web Survey

Among the 348 respondents who responded to the web survey, almost half of them were staff and around 40% faculty. Over 90% were female. Respondents came from diverse age groups, ranging from 18 to 67. In addition, they had been at OSU for different lengths of time, ranging from less than a year to 35 years. Of the 348 respondents, 60.9% had heard of TWP, and 35% had used information/resources/services provided by TWP.

Demographics of Respondents (N=328)

Gender (n=326)	
Female	91.4%
Male	8.6%
Age	36.96 (SD 13.75 Range: 18-67)
Status (n=339)	
Chair or head of units	1.8%
Faculty	11.5%
Staff	49.0%
Student	37.8%
Years at OSU	9.6 (SD 8.94 Range: .42-35)
Heard of TWP (n=345)	
Yes	60.9%
No	39.1%

Of the services provided by TWP, the most used services appeared to be informational resources accessed via website, e-mails, list serve, and individual phone contacts. Networking activities provided by TWP was the second most used service by respondents.

Types of services received from The Women's Place (N=348)

Types of services received from TWP	%
Visit the web-site of TWP	29.0%
Attend networking activities of TWP	15.5%
Phone contacts with TWP for specific information	12.4%
Access information provided by e-mails or list serve of TWP	10.3%
Receive support from TWP for organizing activities	4.9%
None	65.2%

Among the 130 respondents who completed the rating scale, their ratings of satisfaction of TWP's information/resources/services were around 6.5 on a 1-10 scale. The three most helpful offerings were "web site" (55.1%), "networking activities" (33.6%), and "individual consultation" (31.8%).

Satisfaction Ratings of The Women's Place

Items	Ratings on 1-10 scale
<i>Satisfaction with information that respondents had used (n=130)</i>	6.46 (S. D. 3.14, 1-10)
<i>Satisfaction with resources that respondents had used (n=124)</i>	6.58 (S. D. 3.24, 1-10)
<i>Satisfaction with services that respondents had used (n=116)</i>	6.54 (S. D. 3.30, 1-10)

Most Helpful Offerings of The Women's Place (N=107)

Helpful Offerings	%
<u>Web site of TWP</u>	55.1%
Networking activities organized by TWP	33.6%
Individual consultation with staff of TWP	31.8%
Information provided by e-mails or list serves of TWP	24.3%
Support for organizing activities	13.1%

Individual Survey

Among the 12 respondents of the individual survey, half of them were faculty and around 40% staff. Over 90% were female. Respondents came from diverse age groups, ranging from 33 to 55. In addition, they had been at OSU for different lengths of time, ranging from less than a year to 34 years. Respondents brought a wide range of problems, concerns, and issues when seeking consultations with TWP personnel or information from TWP. These issues include but are not limited to work/life, women's health, salary and fairness issues, work-related conflicts, etc.

Demographics of Respondents (N=12)

Gender Female Male	91.7% 8.3%
Age	41.82 (SD 7.66 Range: 33-55)
Status Chair or head of units Faculty Staff	 8.3% 50% 41.7%
Years at OSU	9.29 (SD 9.92 Range: .1-34)

Among the 12 respondents, their ratings of their satisfaction of TWP's services ranged from 4.56 to 5 on a 1-5 Likert scale. The rating for the overall effectiveness of TWP was 4.91. The items that received the highest ratings were "Provide services in a respectful manner" "Provide a safe and secure space for addressing work-related issues."

Satisfaction Ratings of The Women's Place

Items	Ratings on 1-10 scale
<u>Provide useful resources and information (n=9)</u>	
<u>Provide context for networking (n=8)</u>	4.67 (S. D. .52)
<u>Provide resources that enable work-related issues to be resolved (n=6)</u>	4.88 (S. D. .38)
<u>Provide effective coordination/referral of university resources (n=9)</u>	4.83 (S. D. .45)
<u>Provide services in a respectful manner (n=11)</u>	
<u>Provide services that are responsive to my needs (n=11)</u>	
<u>Provide an inviting environment (n=10)</u>	4.56 (S. D. .53)
<u>Provide a safe and secure space for addressing work-related issues (n=8)</u>	5.00
<u>Provides timely services (n=11)</u>	
Overall effectiveness (n=11)	4.82 (S. D. .42)
	4.70 (S. D. .50)
	5.00
	4.91 (S. D. .32)
	4.91 (S. D. .21)

Respondents also provided narrative feedback to TWP. In response to the question “What among the services offered by The Women’s Place did you find most helpful?” a number of respondents focused on the positive attributes of the Director and/or staff. For some respondents, TWP is Judy Fountain. In addition, respondents cite the benefits of having a safe and supportive space in addressing issues: “Greater feeling of comfort in addressing gender equity issues.” “The supportive environment; the very strong feeling that what I needed was important, would be listened to and addressed.” Some respondents cite the positive role of TWP in legitimizing women’s concerns and in voicing women’s issues: “TWP is a great resource to develop a collective voice on an issue to initiate change that is difficult (to do) individually.”

Respondents provided few responses to the question “What else did you need but did not receive or wish that The Women’s Place could have provided?” A few respondents cited the need for programming: “Provide briefings on university politics-how things work here- and how to leverage change.” “More campus-wide events to be sponsored by TWP.” Two other respondents suggested an increase in staff and/or budget for TWP: “More funding to support a broader audience.”

Respondents also provided useful feedback to the question “In what ways do you think that The Women’s Place could improve?” Many respondents stated that TWP is inadequately located: “The current location of TWP is neither well-marked nor conducive to celebratory activities. It signals the larger community and visitors to campus that issues regarding women’s advancement are mute and inconsequential at Ohio State.” “Regardless of the nature of not having a “place” I think it would be nice to give visibility to the center by having a location that people can point to.” Some respondents mentioned a need to clarify the role of TWP, as there is confusion about the role of TWP and its relationship to the President Council, Women’s Studies, Women’s Student Services, etc.

Narrative feedback from respondents provided useful elaboration regarding their perception of the accomplishments of TWP and suggestions for future improvement.

Focus Group Discussions

The four focus groups responded to questions related to five themes that could be summarized as followings: (1) Contexts in which people interact with TWP, (2) The effects of being connected with TWP, (3) Helpful offerings of TWP and services that are particularly helpful, (4) Obstacles and unmet goals, and (5) Suggestions for the future. Content of the discussions were recorded, compiled, and analyzed by the staff of FTAD. Four major issues emerged in the process of analysis. (See Appendix IV for the detailed report by FTAD).

1. TWP provides support in many forms to different individuals and groups on campus. Many informants cited the positive role of TWP in legitimizing women's concerns and in voicing women's issues on campus.
2. Judy Fountain, Director of TWP appeared to be a key factor in the effectiveness of TWP. A number of informants who had used services offered by TWP equated the unit with its Director. Some informants voiced their worry about the problem of succession, meaning what would happen to TWP without Judy. Members of the original task force were very much aware of Judy's strong abilities and influence, but did not seem to share the same level of concern.
3. Informants felt the current location and space of TWP as unsatisfactory. Members of the Task Force, in particular, felt that the space and location problem is confining the effectiveness of TWP.
4. Informants felt TWP needs to be more visible on campus, and its identity needs to be clarified and communicated more clearly to diverse campus populations. There is confusion about the role of TWP and its relation to Women's Studies, Women's Student Services, and The President's Council on Women's Issues.

Summative Feedback, Formative Feedback, and Recommendations

Summative and formative feedback was based on observations and analyses of the descriptive and responsive feedback. Recommendations were developed derived from summative and formative feedback. Because of the richness of the data, information was presented in the form of a table to facilitate easy reading.

Areas	Source of data	Summative Feedback (Observations)	Formative Feedback (Analyses)	Recommendations
Data collection process	TWP descriptive data Web survey	The evaluation questionnaire did not elicit data about ethnicity. Data directly relevant for these categories cannot be included in the evaluation. In addition, some of the TWP descriptive data is missing and some of the categories such as ‘other’ and ‘group’ could not be analyzed.	This is the first effort to collect data about the use of TWP information, resources and/or services. This experience will help us to refine the process and assure a more effective evaluation process.	<ul style="list-style-type: none"> • Based on this first evaluation process, create a more systematic design for ongoing data collection with an emphasis on the confidentiality of individuals and on collecting patterns of evidence related to institutional policy and practice. • Include ethnicity of respondents in all future evaluation.
Consumer profiles	TWP descriptive data Web survey	Staff is the primary users of TWP; faculty is second.	These audiences are consistent with the charge of TWP.	Continue to focus on the needs of staff and faculty.

Pattern of responses	Web survey	“Spikes” occurred in the patterns of response by students and staff based on the placement of the survey in communication venues (OSU Today for faculty and staff and Buckeye News for student).	Faculty, students and staff rely on different communication venues to access information about TWP.	Explore and utilize existing communication channels used by different groups to access information about TWP as a way to increase visibility.
Consumers’ satisfaction	Web survey	Among the 348 respondents who responded to the web survey, 39% had not heard of TWP, 65% had not used information/resources/services provided by TWP. Among the 130 respondents who completed the rating scale, their ratings of satisfaction of TWP’s information/resources/services were around 6.5 on a 1-10 scale. The three most helpful offerings were “web site” (55.1%), “networking activities” (33.6%), and “individual consultation” (31.8%).	The ratings were satisfactory. The identified helpful offerings are consistent with the charge of TWP.	<ul style="list-style-type: none"> • Survey data gains saliency when resonant conclusions can be drawn from other evaluative sources. • TWP continues to provide existing services to consumers.
	Individual survey	Among the 12 respondents, their ratings of their satisfaction of TWP’s services ranged from 4.56 to 5 on a 1-5 Likert scale. The rating for the overall effectiveness of TWP was 4.91. The items that received the highest ratings were “Provide services in a respectful manner” “Provide a safe and secure space for addressing work-related issues.”	Those who had used individual or unit consultation services were highly satisfied with the services they received. They also greatly appreciated the safe space and the respectful services provided by TWP.	TWP continues to provide high quality individual and unit consultation services to needed consumers emphasizing confidentiality, safe environment, and respectful services.

Helpful components of TWP	Web survey, case study, focus group discussions	Many respondents focused on the positive attributes of the Director and/or staff. For many respondents, TWP is Judy Fountain	TWP is a small organization and users tend to associate TWP with the person with whom they interact	Keep strong leadership and highly competent staff
	Individual survey, case study, focus group discussions	Respondents cite the benefits of having a safe and supportive space in addressing issues: “Greater feeling of comfort in addressing gender equity issues.” “The supportive environment; the very strong feeling that what I needed was important, would be listened to and addressed.”	TWP has created a safe and supportive space to address gender related issues and/or personal issues	Continue to provide a safe and supportive environment for consumers
	Individual survey, case study, focus group discussions	Some respondents cite the positive role of TWP in legitimizing women’s concerns and in voicing women’s issues: “TWP is a great resource to develop a collective voice on an issue to initiate change that is difficulty (to do) individually.” “Establish its (Working Mothers’ Support Group) credibility in the campus community.”	TWP has created opportunities for women’s interests to be recognized and legitimized on campus	Continue to create opportunities for women’s voices to be heard

Suggestions for TWP	Web survey, individual survey case study, focus group discussions	Some respondents cited the need for programming: “Provide briefings on university politics-how things work here- and how to leverage change.” “More campus-wide events to be sponsored by TWP.”	Even though the TWP is not currently mandated to fill this need, respondents perceived a need for systemic programming which raises the issue of the appropriate locations for such services if they can be provided	The University should link the perceived needs of women to appropriate offices and units that can provide the requested services. In accordance with its mandate, TWP should continue to offer assistance in networking and coordination
	Web survey, individual survey case study, focus group discussions	Many respondents stated that TWP is inadequately located: “The current location of TWP is neither well-marked nor conducive to celebratory activities. It signals the larger community and visitors to campus that issues regarding women’s advancement are mute and inconsequential at Ohio State.” “Regardless of the nature of not having a “place” I think it would be nice to give visibility to the center by having a location that people can point to.”	Respondents perceived physical space as an important problem that negatively impacts on the visibility and the effectiveness of TWP	The University should continue to look for better facilities

	Web survey, individual survey case study, focus group discussions	Many respondents were still unclear about the purpose; function and services of TWP. 39% of the respondents of the web survey did not know the existence of TWP. “TWP remains somewhat invisible as a campus entity.”	Three years into its operations, TWP is still in the process of gaining visibility and identifying effective strategies for “going public” around campus	Develop a communication plan to better disseminate information about the existence of TWP and its services. The plan should specify communication channels to be used with specific audiences
	Focus group discussions, individual survey	There is confusion about the role of TWP and its relationship to the President Council, Women’s Studies, Women’s Student Services, etc.	The configuration of TWP’s relationships with other campus units is not clearly articulated	Clarify the role of TWP in light of the roles of other campus units and convey these roles and relationships more clearly in communications to various constituencies across the university
	Web survey, individual survey case study, focus group discussions	Some respondents suggested an increase in staff and/or budget for TWP: “More funding to support a broader audience.”	Because TWP has a small staff, respondents may be concerned about the lack of commitment from the University to provide financial support to TWP	The University should continue to provide financial support to TWP

Other issues	Individual survey, focus group discussions	Respondents brought a wide range of problems, concerns, and issues when seeking consultations with TWP personnel or information from TWP. These issues include but are not limited to work/life, women's health, salary and fairness issues, work-related conflicts, etc.	TWP provided personal consultations to these respondents that were deemed satisfactory despite an absence of a more coordinated opportunity at the university level for such issues to surface and gain more direct response	The University should develop a more comprehensive system for identifying and processing issues and concerns and/or determining intervention points to address them more directly and appropriately
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Conclusion

The Women's Place is a new and innovative University initiative to foster a positive climate for women to succeed and advance within The Ohio State University. It is also the result of the cumulative and dedicated efforts of many concerned individuals and constituencies who incessantly raised the question "How might the University foster and assure women's advancement?" This evaluation represents a crucial step to understand the effectiveness of The Women's Place in accomplishing its goals and missions as well as to explore unmet needs in order to plan for the future.

The evaluation used a multimethod approach with multiple reporting sources. Data from the Web Survey, Individual Survey, and focus group discussions provided information pertaining to the work of TWP from different perspectives, venues, and constituencies. Diverse sources of data enabled the cross-validation, comparison and contrasting of quantitative and qualitative data to provide a rich understanding of the work of TWP.

Consumers' feedback overall was positive and encouraging. The Women's Place has clearly accomplished the first two goals of "expanding awareness of and access to information that will enable women to more successfully carry out their work within the University." Findings from web survey, individual surveys and focus group discussions consistently validated the importance of informational resources as the most helpful service provided by TWP with high satisfactory ratings by consumers. In addition, TWP provided networking activities, support to other groups or projects (such as the Working Mothers' Support Group and the Faculty Cohort Project), and individual consultations that served to "increase number and types of personal connections for women to decrease isolation."

To continue its effective work, it is imperative for TWP to:

- Continue to keep strong leadership and highly competent staff
- Continue to provide a safe and supportive environment for consumers
- Continue to create opportunities for women's voices to be heard

- Continue to focus on the needs of staff and faculty as the TWP's major constituencies
- The University should continue to provide financial support to TWP

In addressing the third goal "Identify the institutional policies and processes that most impact women, develop mechanisms to improve these and benchmark change," TWP becomes an important venue for women on campus to raise their concerns and seek support especially through individual consultations with staff at TWP. These encounters allow TWP personnel to identify issues, institutional policies and processes that impact women's success and advancement on campus. These issues include but are not limited to work/life concerns, women's health, salary and fairness issues, and work-related conflicts. (See Appendix IV) TWP has been instrumental in identifying these issues and processes although it is imperative for the University to develop a more comprehensive system for recognizing and processing these issues and concerns as well as determining intervention points to address them more directly and appropriately.

As a new University Initiative, TWP is still exploring useful and effective way to accomplish its mission. Feedback from consumers suggested important areas for TWP as well as the University to revisit that are conducive for effective functioning of TWP in the future. These suggestions include but are not limited to:

- Increase visibility of TWP by developing a communication plan to better disseminate information about the existence of TWP and its services. The plan should specify communication channels to be used with specific audiences about the existence of TWP and its services.
- Clarify the role of TWP in light of the roles of other campus units and convey these roles and relationships more clearly in communications to various constituencies across the university

- The University should link the perceived needs of women to appropriate offices and units that can provide the requested services. In accordance with its mandate, TWP should continue to offer assistance in networking and coordination

The presence of strong leadership, clear vision, competent and dedicated staff at TWP is instrumental in realizing its mission and achieving its stated goal. The long-term success of TWP, however, depends on continuous support from The University and collaboration with other constituencies that cherish women's progress, success, and advancement and value institutional progress toward a diverse University.

Appendix I
The Web Survey

Web Survey of The Women's Place

Please answer the following questions that ask your opinion of The Women's Place.

1. Have you heard of The Women's Place?

Yes

No

2. Have you referred anyone to The Women's Place

Yes How many times? _____

No

3. Please check the types of information/resources/services you have received from The Women's Place?

Visit the web site of TWP

Access information provided by e-mails or list serves of TWP

Phone contacts with staff of TWP for specific information or resources

Attend networking activities organized by TWP. E.g., Annual Woman

Reception

Receive support for organizing gathering or activities

Use TWP as point of referral

Have not used information/resources/services provided by TWP

4. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate your satisfaction with the information that you used?

5. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate your satisfaction with the resources that you used?

6. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate your satisfaction with the services that you used?

7. What among the offerings by The Women's Place did you find most helpful?

___ Web site of TWP

___ Information provided by e-mails or list serves of TWP

___ Individual consultations with staff of TWP

___ Networking activities organized by TWP. E.g., Annual Woman

Reception

___ Support for organizing gathering or activities

___ Other:

8. In what ways do you think that The Women's Place could improve?

Demographics (Optional)

___ Student

___ Staff

___ Faculty

___ Chair or head of units

Gender:

Age:

Department or organization:

Years at OSU:

Your feedback is very much appreciated.

Appendix II
Individual Survey

Evaluation of The Women's Place

Please return completed evaluation by April 14, 2003, to:

Mo Yee Lee, Ph.D.
Associate Professor
Evaluation Committee, President Council on Women's Issues
College of Social Work
1947 College Road
Phone: 292-9910
Fax: 292-6940
lee.355@osu.edu

Please assess the following items using the 5-point Likert scale. Your assessment should be based on your interactions with The Women's Place.

5 = excellent

4 = good

3 = average

2 = below average

1 = poor

X = not applicable/insufficient information

- _____ TWP provides useful resources/information
- _____ TWP provides context for networking E.g., Annual Woman Reception
- _____ TWP provides resources that enable work-related issues to be resolved
- _____ TWP provides effective coordination/referral of university resources
- _____ TWP provides services in a respectful manner
- _____ TWP provides services that are responsive to my needs
- _____ TWP provides an inviting environment
- _____ TWP provides a safe and secure space for addressing work-related issues
- _____ TWP provides timely services
- _____ Overall effectiveness

Please continue on the other side.

Appendix III
Focus Group Discussions

Suggested Questions for the Focus Group Discussion

It would be helpful to use story sharing as a way to open up conversation. For instance, “Do you remember an instance when you have found TWP being helpful?” “Can you remember a time when you refer someone to TWP?”

1. Please briefly describe the context in which you have interacted with The Women’s Place?
2. What among the services offered by The Women’s Place did you find most helpful? Explore different dimensions of organizational support, individual support, and or provision of informational/resources. Invite informants to elucidate their opinions with concrete examples.
3. What among the services offered by The Women’s Place did you find not helpful or not accomplished?
4. What specific suggestions for change do you have for The Women’s Place?

Suggested Questions for the Focus Group with WMSG

It would be helpful to use story sharing as a way to open up conversation.

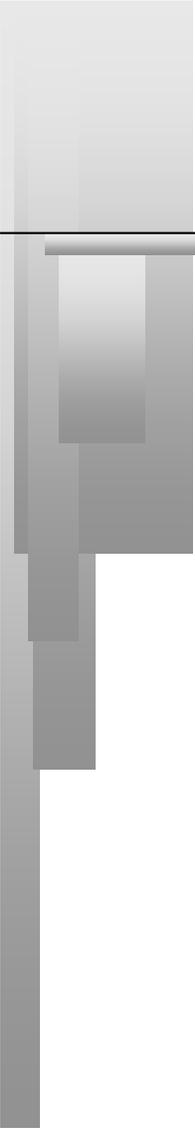
1. Please briefly describe the context in which the Working Mothers’ Support Group (WMSG) interacts and is related to The Women’s Place?
2. How does TWP make a difference in the work of WMSP and the facilitation of members’ participation? E.g., When you receive an e-mail regarding a meeting of WMSP, or read an announcement of a WMSP activity on OSU Today that you would like to attend, how does that make a difference when you talk to you boss regarding taking time-off?
3. What among the services offered by The Women’s Place did you find most helpful? Explore different dimensions of organizational support, individual support, and or provision of informational/resources. Invite informants to elucidate their opinions with concrete examples.
4. What specific suggestions for change do you have for The Women’s Place?

Appendix IV
Summary of Issues and Themes Reported

Issues and Themes

Throughout the evaluation process, a tally of themes or issues facing women was compiled. Listed below are the most frequently mentioned issues that women reported when contacting The Women's Place.

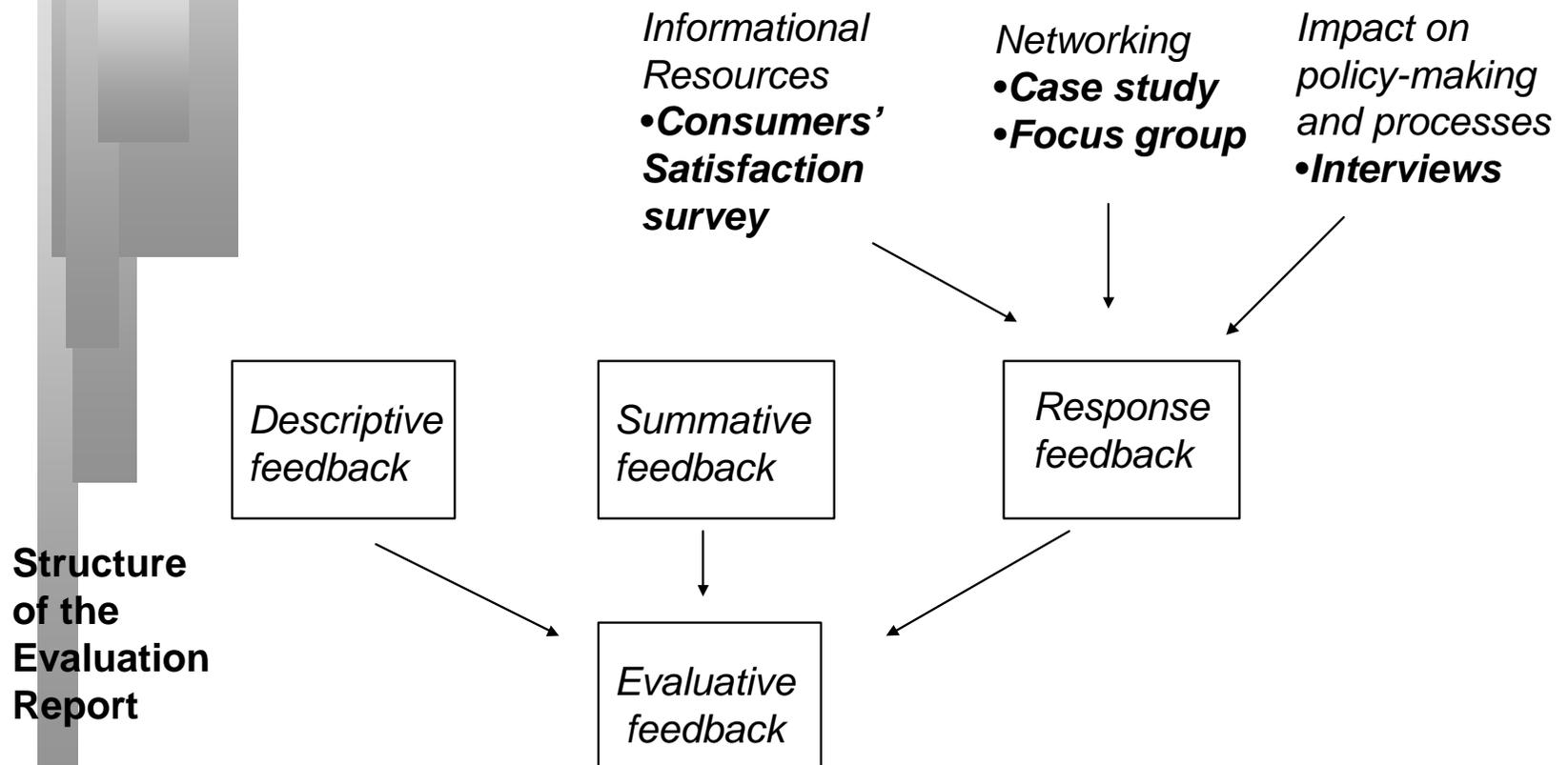
1. Career progress
2. Work place climate
3. Assistance with welcoming new faculty and staff
4. Work place conflict
5. Salary issues; disputes about salary and counter offer issues
6. Sexual harassment
7. Sexual assault and domestic violence
8. Fear of organizational change
9. Job abolishment
10. Divorce issues impacting work performance



*Proposed Framework
for Evaluating
The Women Place*

Evaluation Core Group

Structure of evaluation



Tasks to be done in the fall quarter

<i>Tasks</i>	<i>Timeline</i>
<i>Web review</i>	<i>Nov 15</i>
<i>Identify groups or individuals to be interviewed</i>	<i>Nov 30</i>
<i>Prepare descriptive and summative data</i>	<i>Nov 30</i>
<i>Design of the web-survey</i>	<i>Dec 15</i>

Evaluation of The Women's Place:

Schedule and Tasks

	Informants	Time	Tasks (Lead person)
Web survey	All women staff and faculty on campus	Winter 2003	Survey design Data collection Data analysis (Wayne)
Focus group	<ul style="list-style-type: none"> • AFPW • Working Mothers' Support Group • Take Your Daughter to Work • Critical Differences committees • Chairs of Council work groups • Faculty cohort group 	Jan 21, 2003 3:30-4:30p.m. Jan 24, 2003 9.00-10:00a.m.	Focus group design Data collection and transcription Content analysis (Mo Yee, Alan Kalish)
Case study	Working Mothers' Support Group		Case study design Data collection and transcription Content analysis (Mo Yee, Alan Kalish)
Evaluation Survey (Units, Groups, or organizations)	<ul style="list-style-type: none"> • Dean and chairs of colleges that TWP has worked with. Chairs of organizations or groups that interact with TWP	February 2003	Survey design Data collection Data analysis
Evaluation Survey (Individuals)	<ul style="list-style-type: none"> • Recipients of individual consultations 	February 2003	Survey design Data collection Data analysis

Web Survey of The Women's Place

Please answer the following questions that ask your opinion of The Women's Place.

9. Have you heard of The Women's Place?

___ Yes

___ No

10. Please check the types of information/resources/services you have received from The Women's Place?

___ Visit the web site of TWP

___ Access information provided by e-mails or list serves of TWP

___ Phone contacts with staff of TWP for specific information or resources

___ Attend networking activities organized by TWP. E.g., Annual Woman Reception

___ Receive support for organizing gathering or activities

___ Have not used information/resources/services provided by TWP

11. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate your satisfaction with the information/resources/services that you used?

12. What among the offerings by The Women's Place did you find most helpful?

_____ Web site of TWP

_____ Information provided by e-mails or list serves of TWP

_____ Individual consultations with staff of TWP

_____ Networking activities organized by TWP. E.g., Annual Woman Reception

_____ Support for organizing gathering or activities

_____ Other:

13. In what ways do you think that The Women's Place could improve?

Demographics (Optional)

- Student
- Staff
- Faculty
- Chair or head of units

Gender:

Age:

Department or organization:

Years at OSU:

Your feedback is very much appreciated.

Evaluation of The Women's Place (Unit Consultation)

Please return completed evaluation by March 1, 2003, to:

Mo Yee Lee, Ph.D.
Associate Professor
Evaluation Core Group, President Council on Women's Issues
College of Social Work
1947 College Road
CAMPUS

Please assess the following items using the 5-point likert scale. Your assessment should be based on your interactions with The Women's Place.

5 = excellent

4 = good

3 = average

2 = below average

1 = poor

X = not applicable/insufficient information

- _____ Provide resources/information
- _____ Provide support for addressing issues related to women faculty, staff, and/or students
- _____ Provide program in response to a specific request
- _____ Provide context for networking, e.g., Annual Women Reception
- _____ Promote policies that positively impact women
- _____ Promote diversity
- _____ Promote cooperation and collaboration among relevant groups/constituencies
- _____ Effective coordination of university resources
- _____ Overall effectiveness

Please continue on the other side.

Department or organization:

Years at OSU:

Thank you.

Evaluation of The Women's Place (Individual Consultation)

Please return completed evaluation by March 1, 2003, to:

Mo Yee Lee, Ph.D.
Associate Professor
Evaluation Core Group, President Council on Women's Issues
College of Social Work
1947 College Road
CAMPUS

Please assess the following items using the 5-point likert scale. Your assessment should be based on your interactions with the consultant from The Women's Place.

5 = excellent

4 = good

3 = average

2 = below average

1 = poor

X = not applicable/insufficient information

- _____ Provide resources/information
- _____ Provide support for addressing specific work-related issues
- _____ Provide context for networking E.g., Annual Woman Reception
- _____ Resources provided enabled issues to be resolved
- _____ Effective coordination/referral of university resources
- _____ Consultant being effective in communication
- _____ Consultant being respectful
- _____ Consultant being available
- _____ Consultant being responsive to my needs
- _____ Overall effectiveness

Please continue on the other side.

Department or organization:

Years at OSU:

Thank you.

Suggested Questions for the Focus Group Discussion

1. Please briefly describe the context in which you have interacted with The Women's Place?
2. What among the services offered by The Women's Place did you find most helpful? Explore different dimensions of organizational support, individual support, and or provision of informational/resources. Invite informants to elucidate their opinions with concrete examples.
3. What specific suggestions for change do you have for The Women's Place?

Suggested Questions for the Case Study

1. Please briefly describe the context in which the Working Mothers' Support Group (WMSG) interacts and is related to The Women's Place?
2. What among the services offered by The Women's Place did you find most helpful? Explore different dimensions of organizational support, individual support, and or provision of informational/resources. Invite informants to elucidate their opinions with concrete examples.
3. What specific suggestions for change do you have for The Women's Place?

PRESIDENT'S COUNCIL - BOARD EVALUATION

Current Situation:

As outlined in the original Women's Place proposal for the President's Council, there is a commitment by the university to rigorous, periodic evaluation of the programmatic work of The President's Council and of the board itself. These evaluation processes will assess the current functioning and effectiveness of programmatic efforts and process approaches. As with all evaluations of current functioning, such assessments will also naturally point The Women's Place to its future direction.

In the fall quarter, there will be an evaluation of the Director. In winter quarter, the program and board evaluations will take place.

The board evaluation is occurring at a time when a new president is arriving at the university and when the Board Chair's term is about to be complete.

It is therefore an appropriate time to look at leadership development and succession planning; to re-look at the cycles of membership and leadership to discern whether the current structure is effective; to evaluate the Council internally and to ensure that the efforts of the Council align with the president's goals and the academic plan.

Proposed Process:

The proposed process is a simple one, aimed at yielding a useful evaluation and future direction for board organization and functioning:

- Jane Harf will be the board leader for the evaluation process.
- Jan Allen of Jan Allen Consulting will work directly with Jane as the process facilitator and consultant to the project.
- Judy Fountain, Jackie Royster, Jane and Jan will review the stakeholders' list used in the creation of The President's Council, to do two things:
 - Choose 3-4 people from around the campus to serve on the working team for the project.
 - Determine with the working group who from that list -- and any others not currently on that list -- should be interviewed in this process.
- Jan, Jane and Judy will put together a brief factual document about the current working and efforts of the board -- just to anchor the "what is" for everyone who will be involved.

- The working group will then be asked for their input on the key interview questions. A document of those questions will be prepared so that interviewers ask consistent questions of all interviewees.
- Jane (with perhaps Judy and Jan) will share the proposed process with the president in November and will ask how she (the president) would like to plug into the process. (We will prepare a brief document for use in that meeting.)
- Interviews will take place winter quarter. Interviews will be confidential and will be coordinated with interviews that will be done for the evaluation of The Women's Place.
- The work with the president will also take place winter quarter (based on whatever is decided in the November meeting.)
- Jan will lead the process of putting together the final report, with input and correction from the working group.

**THE PRESIDENT'S ADVISORY COUNCIL ON WOMEN'S ISSUES
BOARD EVALUATION -- REPORT AND RECOMMENDATIONS
APRIL 15, 2003**

Introduction and Key Points:

As outlined in the original Women's Place proposal for the President's Advisory Council on Women's Issues ("Council"), there is a commitment by the university to rigorous, periodic evaluation of the programmatic work of The President's Council and of the board itself.

Because of the arrival of a new university president, the university therefore contracted with Jan Allen of Jan Allen Consulting in the fall of 2002 to spearhead this evaluation.

Interviews were conducted with The President's Council members, Brit Kirwan, Jackie Royster, Barbara Snyder, Ed Ray and Joe Alutto.

Three key points emerged in the course of these interviews:

- It is very early in the life cycle of this entity to do an evaluation since it has only been in existence for a little more than a year, but the process nonetheless yielded helpful suggestions about logical next steps in the Council's organizational development.
- There is very strong, across-the-board support for the continued existence of the Council and in fact, for an even more proactive Council. No negatives emerged in the evaluation process.
- The Council is seen as an effective tool for the President in identifying key women's issues and proposing a proactive agenda to address those issues.

With these key points as an overview, below is a summary of interview responses and recommendations for moving forward.

Summary of Responses:

Overall assessment of viability and effectiveness:

- Strong foundation; strong and respectable start
- High-quality, hard-working, involved Council members
- A strong, symbolic statement
- Kudos for the Report Card on the Status of Women
- Has kept a focus on women's issues
- Has provided useful data for decision-making and priority-setting
- Policy recommendations re: faculty cohort and budget process key
- Was a great sounding board for the previous president; provided a way to percolate complex, potentially divisive issues through a wise and respected group
- The clear support of the President and the Provost has been key; as have the resources and support of The Women's Place

Process/structure:

- Organically creating a way to identify and respond to issues percolating for generations has been key to success
- Creation of work groups has also been key -- this approach created the framework for continuing work between Council meetings
- The meeting framework -- meeting quarterly -- has worked well
- Diverse, multiply-connected Council members is a great strength
- There have been no process errors at all

Leadership/succession issues:

- No clear consensus or strongly-held views; just suggestions
- Leadership selection and succession processes should be codified
- Consider setting a 2-3 year term for the chair of the board
- Most think the next leaders should come from the Council and should be recommended by the nominating committee of the Council
- Some feel a Vice-Chair should be appointed; and move-up chairs established
- Should be a review of whether central administration liaisons are still needed
- Should be staggered terms
- Various models are possible -- e.g. interim extensions, new appointments flowing from work group agendas
- More student representation should be considered
- Whether or not to have term limits should be considered

Recommendations for Consideration:

The ongoing work:

- Continue the Council and ramp up its work even more. Clearly identify a focused agenda about the most pressing issues and develop proposals.
- Adopt a mission statement.

The relationship to the President and Provost:

- Continue to advise the President and the Provost on both a longer-term agenda and on important issues as they arise.
- Regularize contact with the President and Provost (e.g. a kick-off agenda meeting in the fall and/or an assessment meeting in the spring)

Process and structure:

- Codify the leadership and succession plans as well as the nominating process for new appointments to the Council. The nominating process should be communicated widely -- as it was originally -- and nominations should be broadly solicited, then a working group familiar with the Council's needs should create a matrix of recommendations from which the President can select.
- Create a position of Vice Chair.
- Rotate the Chair's position between faculty and staff.
- Continue to appoint multiply-connected people to the Council.
- Create a broader base of involvement by including others in the work group work between quarterly meetings.
- Better define the role of outside Council members.
- Consider more student involvement.
- Continue the quarterly meeting format with work group work in between the quarterly meetings.

Factors to consider for membership in Council 2003 process

Members should have

- Interest in institutional analysis of issues and policies
- Interest in institutional implications of issues and policies

Members should be able to

- Provide and use knowledge about how the University is experienced by women from their different points of view and situations
- Build and create advocacy for all women
- Create connections with the large campus community through their roles, and leadership

Total membership should balance youthful energy with wisdom and include broadest -distribution of membership across

- Gender
- Ethnicity
- Sexual orientation
- Age
- Life experiences
- Roles/positions
- Ranks
- Regions including hospital
- Disciplines

Categories of membership

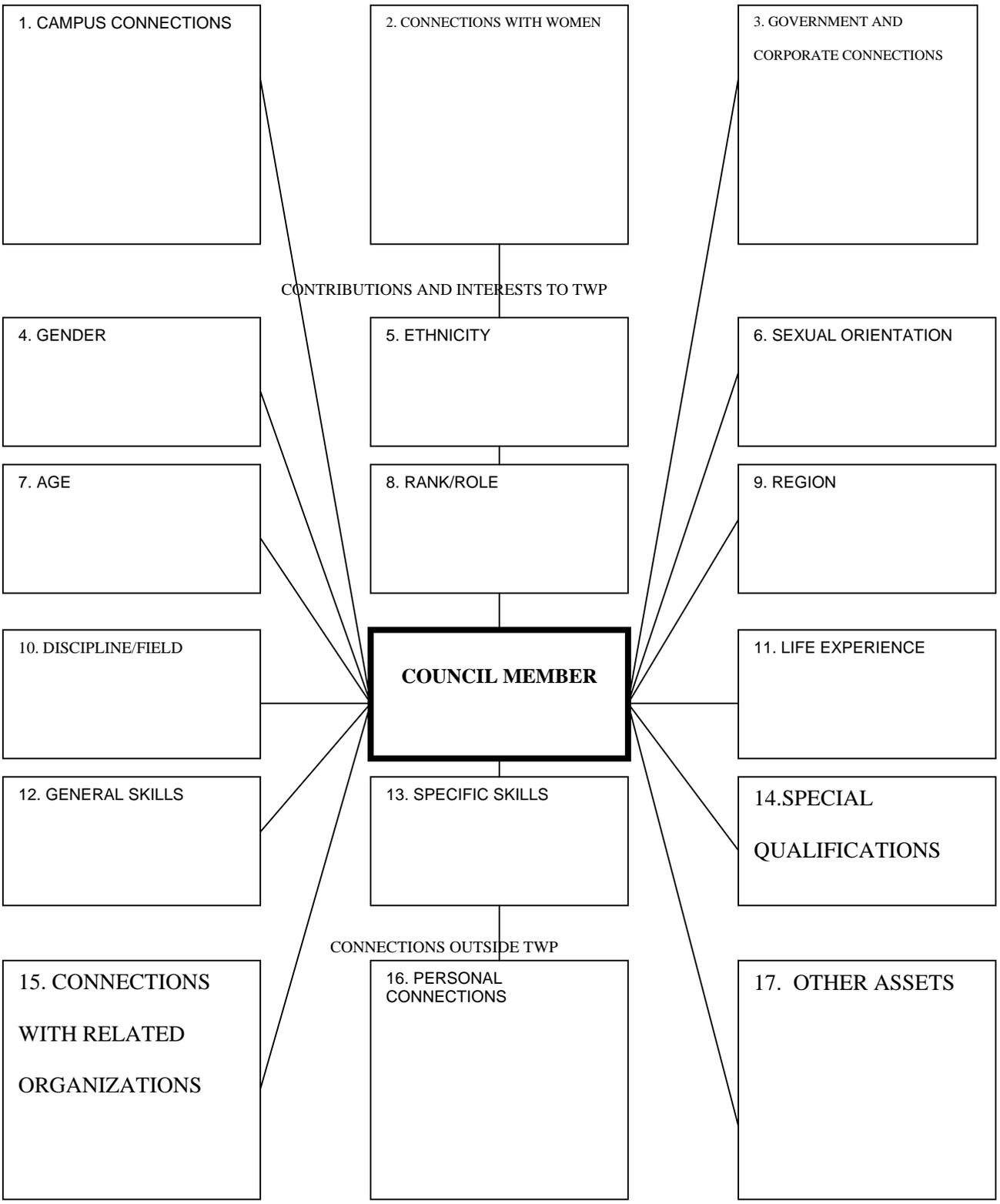
- Tone setters – These people may serve shorter terms and set the tone for the council. They will bring institutional status; help set policy and direction relative to the Academic Plan and Presidential goals. They will validate the importance of

the work of the Council. They will be expected to recruit a similarly situated replacement for the Council when their term is completed.

- Experience and voices - These members will be seen as the most connected on a daily basis to the issues of campus women and most knowledgeable about the resources needed to address the issues. They may serve longer terms and will be critical for the accountability of the work and the results of the outcomes.
- Growth – These members represent area or individuals not previously involved in issues impacting women. They will be looked to for growth and development and new thinking on issues.

COUNCIL MEMBER ASSET MAP

CONNECTIONS OUTSIDE OF TWP



Tone Setter

Demographics

Experience & Voices

Growth

COUNCIL MEMBER ASSET MAP**GUIDING QUESTIONS**

Use the questions below to fill out the boxes in the asset map. Questions are numbered to correspond with a box on the map.

TONE SETTER

1. What status connections within OSU does the nominee possess?
2. What connections do the nominee possess with women, the women's community, and/or women's organizations?
3. What external government and corporate connections does the nominee possess?

DEMOGRAPHICS

4. -9. Fill in the required demographic information

EXPERIENCE AND VOICES

10. What discipline or field of expertise does the nominee represent?
11. What general or specific life experiences qualify this nominee to be on the board?
12. What general skills does the nominee possess that would be an asset to the board?
13. What specific skills does the nominee possess that would be an asset to the board?
14. What special qualifications, resources, or knowledge qualify this nominee to be on the board?

GROWTH

15. What connections does the nominee possess with related organizations?
16. What personal connections does this nominee possess that would bring further diversity of thinking to the board?
17. What other new assets not previously represented on the board does this nominee possess that would qualify her to be on the board?

Faculty Cohort Project: Annual Report 2003

Overall objectives for the project:

The first four years of an initial tenure track position are the most critical for a new faculty member. At OSU the data indicates that women will leave the University more frequently than men during the initial first four-year period thus never reaching the fourth year review.

There are 3 outcomes for the activities planned for the Faculty Cohort. They include:

- Creating a secondary point for connection and community for the participants

The academic home is the primary point of connection for faculty members. The purpose of the cohort project is to identify a secondary home where personal and professional connections can occur for the participants.

- Providing information and support to participants for the tenure process

The academic home is the primary resource for guiding participants through the tenure process. However the cohort project can support the tenure process in the department and provide personal and peer support to participants.

- Identifying systems impacting new faculty women that could be improved

By collecting qualitative data from the participants, systems that represent barriers to success may be identified. This information can be used to improve the systems within units or in OAA.

Goals for the year two – 2002 - 2003

- Continue to build the group
- Focus on the tenure and the second year review
- Identify what units are providing effective reviews and annual letters

Schedule for the year

The primary goal for the year were to assure that members know of the resources available to them to support their teaching and research. An additional goal was to provide opportunities to meet on topics of interest. During each quarter a specific program was offered. Topics focused on factors critical to achieving tenure. Topics included teaching, research, and dossier preparation. The workshops were offered in partnership with units responsible for the content.

Fall

- September – Welcome reception
- Brown Bag Lunch – topic – returning to campus after summer break
- December – *Resources in the Office of Research* – partner, Office of Research

Winter

- February – *Resources to Improve Your Teaching* – partner, Faculty and TA Development
- Brown Bag Lunch – topic – Tenure and Babies

Spring

- April – *Getting Tenure: A Second Conversation* – partner – Office of Academic Affairs
- Brown Bag Lunch – topic – Tenure and Babies

Second year participation rate

Each of the programs with content related to teaching, research, and dossier preparation was repeated two times on various days and times. Attendance was taken at each of the program meetings but not at the brown bag lunches.

The overall participation rate for the programs for this year was 60% of the cohort attended one of more programs this year. Attendance was not taken at the brown bags but attendance ranged from three to nine women.

Evaluation of the programs

Written and verbal feedback was gathered after each program. There was an overall positive response to programs that provided information on critical topics specifically for cohort members. A sample of the positive comments from the research program is listed below.

- Meeting people face to face, re-familiarizing with the offices and programs, and having everyone there at one time, so we could get the over-all view of research resources at OSU.
- The informal atmosphere and small number of participants.
- Learning things that hadn't been learned -- or that had only learned by accident from unit.
- Appreciated that cohort members and facilitators were people with whom there had been contact with at previous events.

Retention and separation data of the cohort members

A total of 133 tenure-track assistant professors were hired in the 02/03 academic year. Of that total, 50 or 37.6% were women and 83 or 62.4% were men.

At the end of April 2003 a total of 129 tenure-track assistant professors remained in the cohort. Of the total remaining, 48 or 37.2% are women and 81 or 62.8% are men.

The reported reason for departure was *resignation* for both the women (2) and men (2).

**Status Report: Progress for Women
The Ohio State University
1992-2003
September 2003**

Profile on women in leadership positions

Academic Year	1993/4	2001/02	2002/03
FY	1994	2002	2003
Board of Trustees	1 (9%)	3 (27%)	3 (27%)
President	0	0	1
Vice Presidents	2 (20%) (1 AsAm)	1 (9%)	2 (20%)
Vice Provosts	2 (33%)	5 (62.5%)	6 (66.7%)
Deans	5 (20%)	6 (25%) (1 AfAm)	6 (25%) (1 AfAm)
Associate Deans	13 (28%)	16 (27.5%) (2 AfAm, 1 AsAm)	15 (29.4%) (2 AfAm)
TIU Heads	19 (16.5%)	11 (11%) (1 AfAm)	13 (13.3%) (1 AfAm)
Eminent Scholars	1 (6%)	1 (6%)	1 (6%)
Endowed Chairs	3 (7.5%)	7 (8%) (1 AsAm)	10 (9.4%) (2 AsAm)
Named Professors	2 (5%)	7 (10%)	13 (16%) (1 AsAm)

- There is a steady increase for Endowed Chairs (from 7.5% to 8% to 9.4%) and for Named Professors (from 5% to 10% to 16%)

Profile of Women Faculty

Academic Year FY	1992/3 1993	2001/02 2002	2002/03 2003
% of all tenure track women	24.80%	27.80%	27.60%
Raw Number of all tenure track women	(704 of 2830)	(837 of 3006)	(821 of 2975)

- There is a 3% increase (from 24.8% to 27.80%) in the percentage of all tenure track women over the past 10 years.
- However, there is a slight decrease over the past year (from 27.80% to 27.60%).

Academic Year FY	1993/4 1994	2001/02 2002	2002/03 2003
Full	11.6% (105)	14.7% (164)	15.44% (181)
Associate	23.8% (241)	30.8% (310)	31.15% (318)
Assistant	39.2% (358)	42.3% (349)	41.01% (317)

Note: % of Rank who are female

- There is an increase in the percentage of women full professors (from 11.6% to 15.44%) and associate professors (from 23.8% to 31.15%) over the past 10 years and the trend is continuing over the past year.
- The percent of assistant professor remains quite stable over the same period of time.

Profile of women faculty/racial & ethnic diversity

Note: Ethnicity is self-reported and the number of persons who choose not to disclose their ethnicity continues to grow each year.

Women Faculty: Racial & Ethnic Diversity

	Academic Year	1993/4	2001/02	2002/03
	FY	1994	2002	2003
African American	Full	1 (.1%)	8 (.7%)	8 (0.68%)
	Assoc	14 (1.4%)	16 (1.6%)	15 (1.47%)
	Assist	26 (2.8%)	23 (2.8%)	19 (2.46%)
	Total	41	47	42
Asian American	Full	6 (.7%)	7 (.6%)	9 (0.77%)
	Assoc	5 (.5%)	20 (2.0%)	21 (2.06%)
	Assist	22 (2.4%)	26 (3.2%)	27 (3.49%)
	Total	33	53	57
Hispanic American	Full	0 (0%)	3 (.3%)	3 (0.26%)
	Assoc	3 (.3%)	1 (.1%)	3 (0.29%)
	Assist	6 (.7%)	10 (1.2%)	8 (1.03%)
	Total	9	14	14

Note: % of Rank & Ethnicity who are female.

- There is increase in the percentage of African American women in full professors (.1% to .7%) and Asian American Women in Associate Professors (from .5% to 2.06%) over the past 10 years.
- Over the past year,
 - the increase in percentage for Asian American Women is still the trend for all 3 categories;
 - However, the increase disappeared for African American Women across all 3 categories.
 - The percentage of Hispanic Women is growing only in the associate professor category.

Profile of Women in Three Major Categories of Staff Positions

Academic Year FY	1993/4		2001/02		2002/03	
	1994		2002		2003	
	Raw Number	Percentage	Raw Number	Percentage	Raw Number	Percentage
Total of women Staff in all 3 major categories	4952 (of 7863)	62.98%	7105 (of 11214)	63.36%	7375 (of 11493)	64.17%

- There is a slight increase (from 62.98% to 63.36%) in the percentage of women staff in all 3 major categories over the last 9 year period and the trend is continuing well for the past year (64.17%).

Profile of staff women in three major categories

Academic Year	1993/4	2001/02	2002/03
FY	1994	2002	2003
Executive/Administrative	42.1% (252)	50.8% (438)	53.7% (453)
Professional Non-Faculty	68.1% (3,389)	64.3% (4,879)	64.8% (5119)
Paraprofessional/Technical	57.4% (1311)	64.6% (1788)	65.5% (1803)
Total Number	4952	7105	7375

Note: This report focuses an analysis of three of the six EEO categories of employment for staff.

- There is an increase in the percentage of Women in Executive/Administrative positions over the last 10 year period (from 42.1% to 50.8%) and the trend is continuing positively.
- A similar category that enjoys increase in the percentage of women is the Paraprofessional/Technical area. The increase was from 57.4% to 64.6% over the past 10 years, and the trend is continuing well the past year.
- The percentage of women working in Non-Faculty Professional positions has been declining the past 10 years (from 68.1% to 64.3); it stabilized last year.

Profile of women staff/racial & ethnic diversity

** Note: Ethnicity is self-reported and the number of persons who choose not to disclose their ethnicity continues to grow each year.*

	Academic Year	1993/94	2001/02	2002/03
	FY	1994	2002	2003
Female	Executive, Administrative	252 (42.1%)	438 (50.8%)	453 (53.7%)
	Professional	3389 (68.1%)	4879 (64.3%)	5119 (64.8%)
	Paraprofessional, Technical	1311 (57.4%)	1788 (64.6%)	1803 (65.5%)
African Americans	Executive, Administrative	21 (3.5%)	38 (4.4%)	38 (4.51%)
	Professional	207 (4.2%)	351 (4.6%)	395 (5%)
	Paraprofessional, Technical	209 (9.2%)	329 (11.9%)	328 (11.91%)
Asian Americans	Executive, Administrative	3 (.5%)	5 (.6%)	6 (0.71%)
	Professional	149 (3%)	236 (3.1%)	304 (3.85%)
	Paraprofessional, Technical	27 (1.2%)	42 (1.5%)	49 (1.78%)
Native Americans	Executive, Administrative	0	1	2 (0.24%)
	Professional	5 (.1%)	13 (.2%)	18 (0.23%)
	Paraprofessional, Technical	4 (.2%)	7 (.3%)	6 (0.22%)
Hispanic Americans	Executive, Administrative	NA	NA	3 (0.36%)
	Professional	27 (.5%)	49 (.6%)	56 (0.71%)
	Paraprofessional, Technical	11 (.5%)	18 (.7%)	17 (0.62%)

Over the past year:

- There is an increase of 3% in Women Executive/Administration Category;
- However, that increase of 3% is not reflected in any of the above ethnic groups. I.E., the ethnic groups didn't see an increase in percentage close to 3%.
- The percentages of African American across all three Staff Position Categories remain stable over the last year.
- There is a slight increase in the percentage of Asian American across all three categories.

Profiles of women students

In 1873, OSU's first year, there were 50 students and 10% were women.

In 1950, there were 25, 948 students and 6,568 (25%) were women.

	Academic Year 1992/93		Academic Year 2002/03	
	Number	% of Total	Number	% of Total
Women Undergraduate Students	18152	47%	17592	48%
Women Graduate Students	5365	51%	5236	54%
Engineering	254	16%	316	22%
Agriculture	210	37%	228	53%
Education	1798	75%	1260	72%
All Other	3103	51%	3432	56%
Women Professional Students	1189	45%	1604	52%
Dentistry	118	32%	143	36%
Law	288	44%	321	48%
Medicine	297	35%	355	43%
Optometry	126	53%	138	57%
Pharmacy	13	72%	243	64%
Veterinary Medicine	347	69%	404	75%

Last edited: September 23, 2003

President's Council on Women's Issues

Mission Statement

Approved May 2003

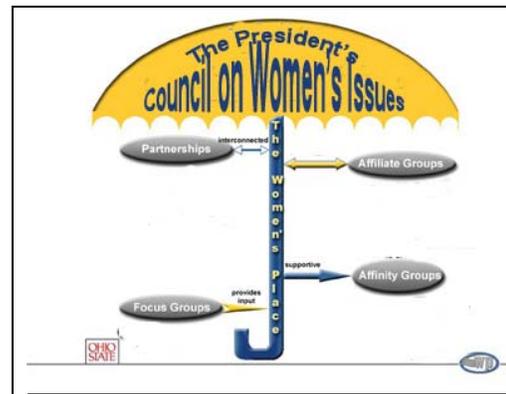
The President's Council on Women's Issues serves as an advisory group to the President and Provost on issues related to the life and work of women faculty, staff, and students at The Ohio State University.

The Council functions based on four mandates, to:

1. identify and clarify women's issues and concerns across the variable constituencies of women faculty, staff, and students.
2. use the resources of the University to gather the information necessary to carry out mandate #1, i.e., in articulating women's issues and concerns clearly and insightfully.
3. recommend policies that positively affect the environment for all women at Ohio State.
4. identify intervention strategies designed to make a significant difference in the quality of life and work for women.

These roles support both the Academic Plan and the Diversity Plan by:

1. facilitating the ability of campus leaders to develop a more inclusive vision of women's participation in a variable workplace environment;
2. developing a language of leadership that encourages high achievement, professional growth, and personal and interpersonal development;
3. making visible women's work, contributions, and achievements in ways that extend dynamically the boundaries of what constitutes valuable performance, service, and leadership.
4. helping the University to create an environment in which all constituencies, including women, can survive and thrive.

Appendix 10a**Welcoming New Hires during the First Year****Invite**

Prepare your staff and faculty to welcome new hires

- Encourage faculty to email new hires

Help new faculty members feel welcomed

- Introduce them at the first faculty meeting
- Invite them to formal and informal events
- In introductions, include positive references to new faculty research interests

Involve

Clarify department norms for collegiality among peers

Provide information and access to information on community and University resources

- Office of Research
- Office of Faculty and TA Development
- University Outreach & Engagement
- The Women's Place

Mentor

Institute a standard of support among colleagues regarding research and publishing

Show interest in new faculty research

Provide multiple mentors

- Provide a formal mentor
- Encourage self-selecting of mentor

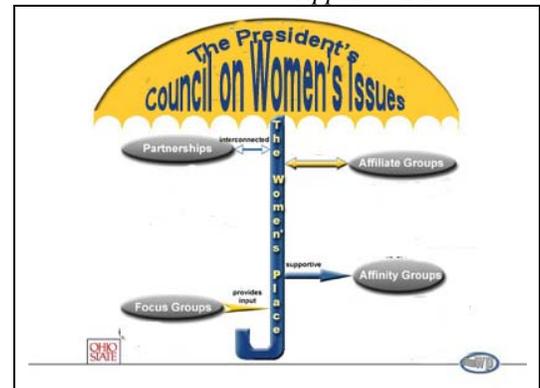
Evaluate your mentors

Develop

Provide tools to develop teaching and service philosophy

Assure effective annual reviews

Make visible measurable expectations for teaching, research, service and publishing



Effective Practices in the Tenure Preparation Process

Demonstrate department's commitment to the success of its faculty

Provide guidance on how to format dossiers

Communicate deadlines

Provide a list of acceptable journals and examples of acceptable publishing formats

Be specific about responsibilities regarding formal and informal service

Be specific when referring new faculty to others for information

Support a mentorship relationship

Go the extra mile to include faculty from regional campuses

Ensure that a first year review is completed before second academic year begins