



THE OHIO STATE UNIVERSITY

THE WOMEN'S PLACE



2018 Status Report
on Women at Ohio State



TWP EXPLORES MENTORING

The Women's Place (TWP) works to catalyze change at Ohio State and to cultivate a culture characterized by equity, freedom and dignity in which all can thrive and make their full contributions. President Michael V. Drake's vision for the university is in alignment with TWP and includes three vital areas, one of which is "The recognition of **diversity and inclusion as core principles** in everything we do, from academic programming and resources to the hiring and promotion of faculty and staff." In pursuing our common mission and vision, The Women's Place works with President Drake and university leaders to identify evidence-based approaches to promote gender diversity, support the retention of talented women employees (staff and faculty), as well as help ensure a pool of qualified women candidates exists for the most senior positions.

As the data in this report will reflect, our mutual efforts are yielding results but assiduous attention is still required to accomplish equity for women and underrepresented minorities. Ohio State must continue to review and revise not only policies affecting the promotion of women to top leadership positions, but also policies affecting the development and retention of women at every level. To that end, The Women's Place will more intensely support efforts of Ohio State administrators and leaders to provide an enabling atmosphere for mentoring, amidst current priorities.

In this year's report, we look at some of the mentoring programs at Ohio State, hear from staff and faculty who have benefited from mentoring and learn how mentoring plays a role in the Advocates and Allies for Equity initiative.

MENTORING OPENS DOORS TO ADVANCEMENT

When successful professionals recount how they achieved their success, many credit mentors who helped guide them. Mentoring is an important tool with many advantages. Research published in the *Journal of Public Affairs Education* in 2016 shows that faculty mentoring offers the following benefits: facilitates the recruitment, retention, and advancement of faculty; familiarizes mentees with the culture in academic units; builds relationships and networks among mentors and mentees; and increases productivity and promotes professional growth and career development among both mentors and mentees.



Cole

To glean the status of mentoring at Ohio State, The Women's Place charged the President and Provost's Council on Women (PPCW) to inventory and report best practices regarding mentoring initiatives specifically for women staff and faculty at Ohio State and report effective mentoring initiatives at benchmark institutions. PPCW created a task force and appointed Kristen Cole, senior director – Operations, Institute for Precision Breakthrough Therapies, as the chair.

According to Cole, the task force discovered that there is significant room for improvement at Ohio State. Much of the mentoring for women currently in place is self-directed and many women don't think to ask for a mentor. While more mentoring is available for faculty compared to staff, there are few formal programs for either group. Faculty mentoring information and resources aren't necessarily readily available, vary by department, and are often not official policy/practice. For staff, Human Resources offers guidance for mentors but no program to connect mentees to mentors. Compared to

peer institutions such as Arizona State University, Pennsylvania State University and the University of Wisconsin, Ohio State doesn't offer the same level of mentoring support.



Susan Olesik, professor and chair of the Department of Chemistry and Biochemistry, is convinced that mentoring is important for recruitment, retention and advancement. She initiated a mentoring program in her department in 2012.

"It generates an inclusive culture in the department, which is really important," Olesik said. "Faculty feel, and it's real, that we want them to be

part of the team, and we're going to help make sure that they advance. It's one of the reasons why we have managed to get such outstanding assistant professors, they know they're going to be supported."

Every new assistant professor is assigned a mentoring committee, a team of three senior faculty members who review the professors' grant proposals, suggest awards they should be nominated for, help them get symposia talks at national meetings, and generally advocate for them. The mentoring continues once faculty are promoted from assistant to associate, at which point they have one mentor to help them advance.

Olesik credits the mentoring program for helping junior faculty succeed. "Almost all of our assistant professors have major national awards and major grants, which is not common," she said. And junior faculty seem to agree that the mentoring program is working, "When the assistant professors have gotten major awards, I've been very pleased to see that they profusely thank their mentoring committee for helping them out!"

The PPCW task force discovered that few formal programs such as Olesik's exist at Ohio State. One that stands out, though, as an example of faculty mentoring specifically for women is the College of Medicine's Women in Medicine and Science (WIMS). WIMS is a highly structured initiative that disseminates resources for mentoring, sponsorship and career development programs.

An exemplary staff-focused program is Athletics Department's informal female coach mentoring events. With women comprising only about thirty percent of staff, women coaches created a forum in which they could support each other.

“When the assistant professors have gotten major awards, I've been very pleased to see that they profusely thank their mentoring committee for helping them out.”
—Susan Olesik

Janine Oman, senior associate athletic director for Student Services and Sport Administration and senior woman administrator (SWA), facilitates this program and supports the women's participation in the Alliance of Women Coaches' and other professional networks. For this group, a social environment where they could learn from more experienced women coaches, network, create relationships and discuss common issues was the solution instead of one-on-one mentoring.



“The benefits we have realized from this informal program have been twofold: it has created an environment to allow conversations to occur and provided connections within the women’s coaching community,” Oman said.

With demonstrated benefits as evidenced by research, successful programs, and testimonials, implementing additional mentorship programs at the university could impact institutional climate by generating a more inclusive, collaborative environment in which underrepresented staff and faculty receive guidance and support to help them advance and thrive.

● MENTORING CONTRIBUTES TO RETENTION AND PROGRESS FOR WOMEN AT THE WEXNER MEDICAL CENTER

In October 2017 Wexner Medical Center (WMC) Chief Operating Officer David McQuaid announced the advancement of several women to higher administrative positions including Elizabeth Seely. Seely is now filling the newly created role of chief administrative officer for the hospital division of the health system. In this role, Seely will focus on the financial and operational success of University Hospital, University Hospital East, Ross, Harding, Dodd Rehabilitation and the Brain and Spine Hospitals. She is now one of the most senior administrators at the WMC.



Seely represents home-grown talent and is a retention success, having served in various leadership roles at University Hospitals and most recently as executive director of University Hospital East. When asked about her progression, she emphasizes that mentoring played a key role in her career success. “I have been very fortunate to have had a series of outstanding leaders as bosses and mentors who have given me opportunities to learn and grow and who have taken an active interest in my career.”

The WMC’s advancement of women is exemplary, especially given that according to the American College of Healthcare Executives (ACHE) women make up 75 percent of the healthcare workforce and are the primary decision-makers when it comes to their families’ healthcare needs. Yet they are still underrepresented when it comes to leadership. The ACHE conducted a survey of female and male healthcare executives to examine the impact of 28 pro-diversity initiatives on women executives. Their analysis concluded that, in order of importance, the most effective strategies contributing to women’s intentions to remain with their current employer in the coming year were: (1) Establish a zero tolerance policy regarding sexual harassment, (2) Offer flexible arrival and departure times, (3) Evaluate senior executives in part on mentoring, (4) Tie diversity goals to business objectives and (5) Publicize skill and knowledge criteria for advancement.

Continuing the analysis of policy and the application of best practice for mentoring and other initiatives, for the purpose of retention of women faculty at the WMC, is also important. In 2017 Ohio State researchers shared relevant findings in their report Determinants of Faculty Departure in an Academic Medical Center, which emphasized that there was a significant difference in the risk of departure for men and women, with men having a longer mean time to resignation than women.



Dr. Mary Howard, an additional retention success and an engaged mentor, was also appointed by McQuaid during fall 2017 as executive director at University Hospital East. Howard was most recently associate executive director and associate chief nursing officer at University Hospital East and has been part of the senior leadership team at East since 2007. Regarding her own

mentoring experience, Dr. Howard states, “Elizabeth Seely was a mentor and sponsor for me. She supported me in developing goals and with professional exposure beyond the walls of nursing and beyond OSU East.”

Howard considers herself a servant leader and having experienced the advantages of mentoring, she is deliberate in contributing to the advancement of others. “I seek to empower and support others and recognize that there is reciprocal benefit,” she said.

MENTORING AMONG ADVOCATES



Launched in November 2016, Advocates and Allies for Equity is an initiative that focuses on improving the climate and culture for women and underrepresented groups by creating a peer mentoring network, educating men about implicit bias, male privilege and gender equity issues, and preparing them for active allyship. Sam Craighead, manager of Learning Experience for Office of Distance Education and eLearning (ODEE), was looking for ways to be more directly involved in inclusion efforts in his day-to-day work. “I thought of myself as a feminist before, but what was I really doing to change the status quo?” Craighead said. “One of the best ways to learn something is to teach it to someone else. When I saw the opportunity to become an Advocate in onCampus Today I immediately applied.”

Thirty-eight Advocates, or male leaders with a record of advocacy for women, were selected to host conversations with men across campus to create a network of Allies for equity. These facilitated conversations provide evidence-based knowledge, skills, and strategies that male Allies can then take back to their own units, departments, and communities to support women’s advancement. As of publication date, Advocates and Allies has hosted conversations across Ohio State, including Newark and Lima campuses, with 183 faculty and staff men. The initiative is on-going, and the momentum is growing, with the goal of reaching every department and unit.

Craighead acknowledges that discussing male privilege is not always easy, but this is how change happens. “The conversations we have are sometimes difficult or uncomfortable, but I’ve seen ‘aha’ moments in every facilitation I have been part of, and that is encouraging,” Craighead said. “Culture change is slow, the more people participate and acknowledge a need to change, the sooner this ripple turns into a wave.”

Beyond hosting conversations and creating Allies, Advocates and Allies includes a peer mentorship model for diversity and inclusion that emphasizes continued personal growth through regular Advocate meetings, ongoing education, and consultations with the Advocates and Allies Advisory Council. Building this supportive network of peers allows Advocates to address the questions and challenges related to equity with the courage necessary to contribute substantively to culture change.



According to Mike Ibba, chair of the Department of Microbiology, personal growth translates into better advocacy, “I’ve learned about the extent of male privilege and what it really means, something that’s been humbling because when I started I thought I was better informed than I

“Keep talking to each other about the issues and challenges we face, continue to engage in ongoing training activities, seek guidance from The Women’s place on how to be the most effective advocates we can be and how best to engage women in our units in the process.”

—Mike Ibba

actually was. This increased awareness has made me consider my daily interactions and actions more carefully.”



Similarly, Robert Griffiths, associate vice president, ODEE, has made equity and diversity part of the daily conversation. “My participation in this initiative has allowed me to open up an honest dialogue about privilege and equity in the workplace,” Griffiths said. “I believe there is increased awareness of how impactful our words and actions can be. The work of ODEE is incredibly collaborative internally and with the OSU community; being conscious of our words and actions can only bring out the best in ourselves and our partners.”

Personal growth and accountability, cultivated through the Advocates mentoring network, can also lead to changes in behaviors and expectations. “Being an advocate has made me more sensitive to my male privilege,” says Jonathan Baker, associated faculty for the Department of Statistics and Faculty Fellow for University Institute for Teaching and Learning. “I was clueless to issues of security for women, for example, of walking on campus late at night. Each semester to support our teaching assistants our department hosts grading sessions that can sometimes last until midnight. Had I not gone through the training I would not have realized that the expectation of working on campus late at night would create a chilly climate for women and also potentially put them at personal risk.”

“My participation in this initiative has allowed me to open up an honest dialogue about privilege and equity in the workplace.”
—Robert Griffiths



These conversations are being facilitated by the Advocates who are also mentoring and supporting each other, with the goal of climate change so women and underrepresented groups can thrive. “I frequently discuss gender and other implicit biases in my professional environment with my colleagues, and as a department we engage in activities and promote practices to address these issues,” said Ibba. “I also actively promote to my colleagues the necessity to address biases as an essential component of advancing excellence. We’re

moving past the phase where men simply say ‘not me’ and seek to absolve themselves of responsibility.”

GROWING NETWORK OF ALLIES

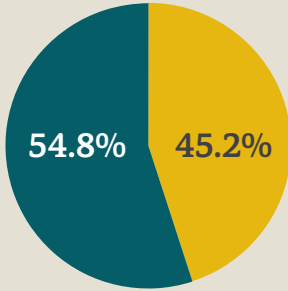
The Advocates & Allies for Equity initiative continues to grow, building a cross-campus network of male Allies for equity at Ohio State. The following departments/units have hosted Ally facilitations:

- Aviation Studies
- Engineering Education
- Earth Sciences
- Office of Distance Education and Elearning
- Ohio State Airport
- Newark campus
- Lima campus
- Microbiology
- Electrical and Computer Engineering
- Computer Science and Engineering
- John Glenn College of Public Affairs
- Wexner Medical Center

To engage your department/unit and help change the culture, contact TWP, womensplace@osu.edu, and we will guide you through the simple process of scheduling an Ally facilitation.

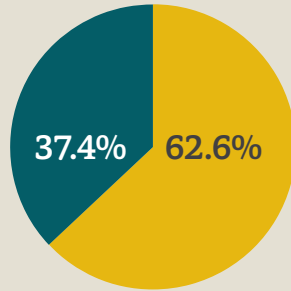
Status of Women in Leadership at The Ohio State University 2017

WEXNER MEDICAL CENTER LEADERSHIP



Female Male

NON-MEDICAL CENTER LEADERSHIP

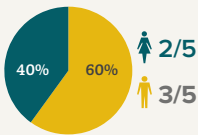


Female Male

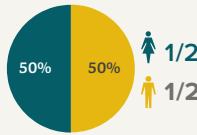
SENIOR ADMINISTRATION

MEDICAL

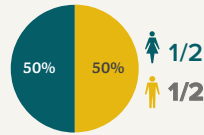
Chief Officers



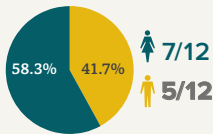
Vice Presidents



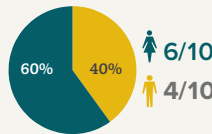
Asst. Vice Presidents



Assoc. Vice Presidents

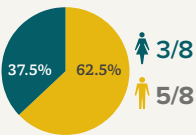


Executive Directors

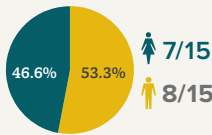


NON-MEDICAL

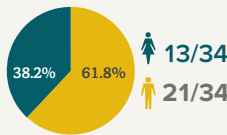
Senior Vice Presidents



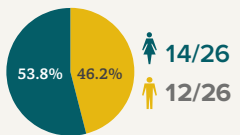
Vice Presidents



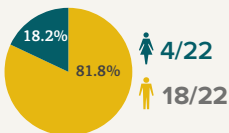
Asst. Vice Presidents



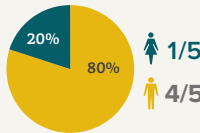
Assoc. Vice Presidents



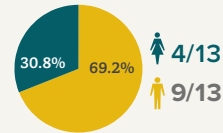
Deans



Sr Vice Provost & Vice Provost



Assoc. & Asst. Provost, Assoc. & Asst. Vice Provost

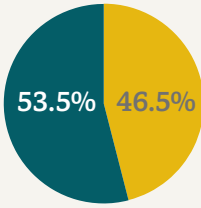


Data provided by Office of Human Resources and Wexner Medical Center. Four women and three men hold the title of Vice President, Assistant Vice President, or Associate Vice President along with the additional title of Chief Officer. They are included in the counts of Vice President, Assistant Vice President, or Associate Vice President only.

Non-Faculty Executive Staff by Gender 2017

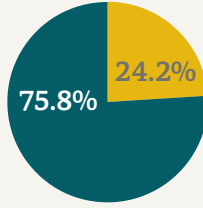
EXECUTIVE STAFF

NON-MEDICAL



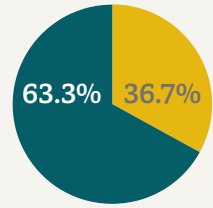
681/1273 592/1273

MEDICAL



753/994 241/994

UNIVERSITY WIDE



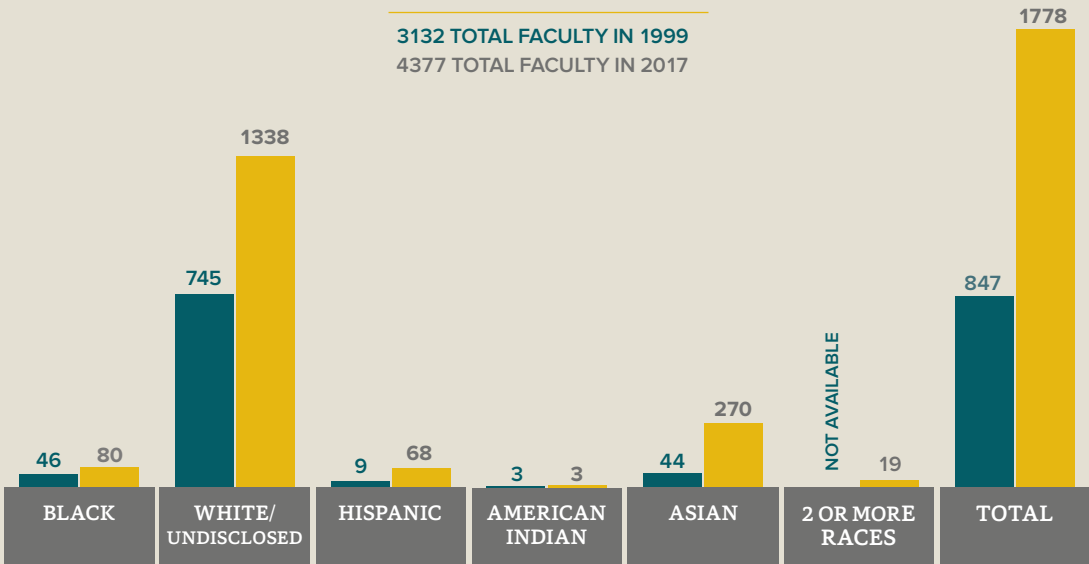
1434/2267 833/2267

Among the women in this category of leaders — directors, assistant and associate directors, managers, etc. — more than 80 percent are white.

Women of Color Faculty Profile

1999 2017

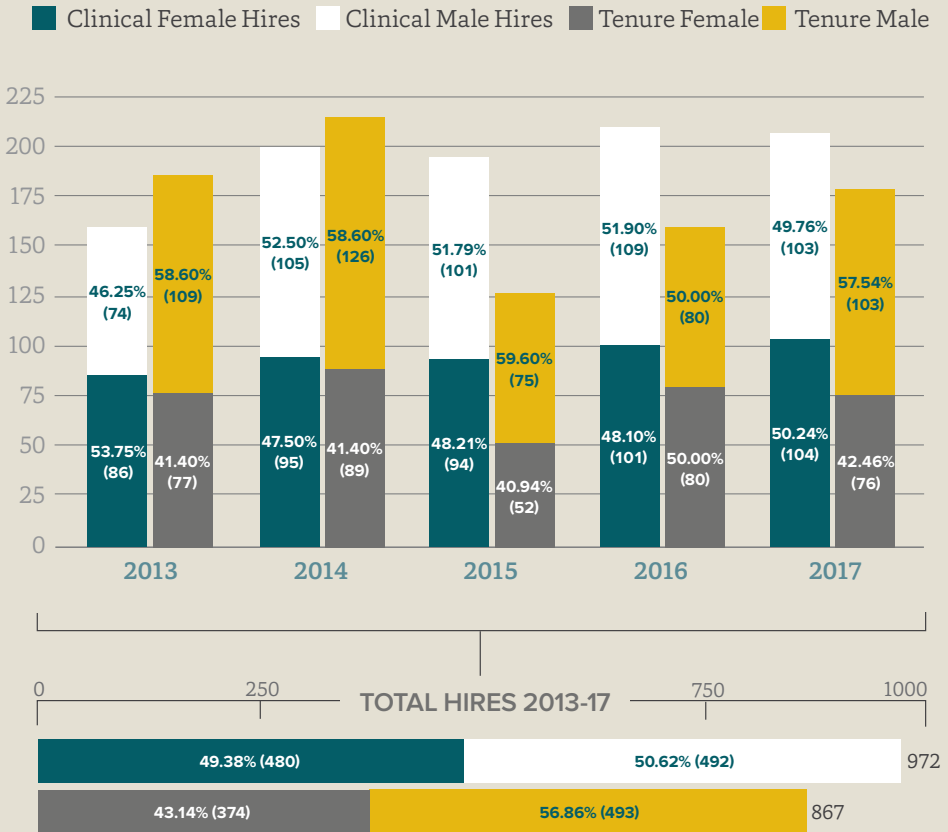
3132 TOTAL FACULTY IN 1999
4377 TOTAL FACULTY IN 2017



Hawaii = 0 for 1999 and 2017

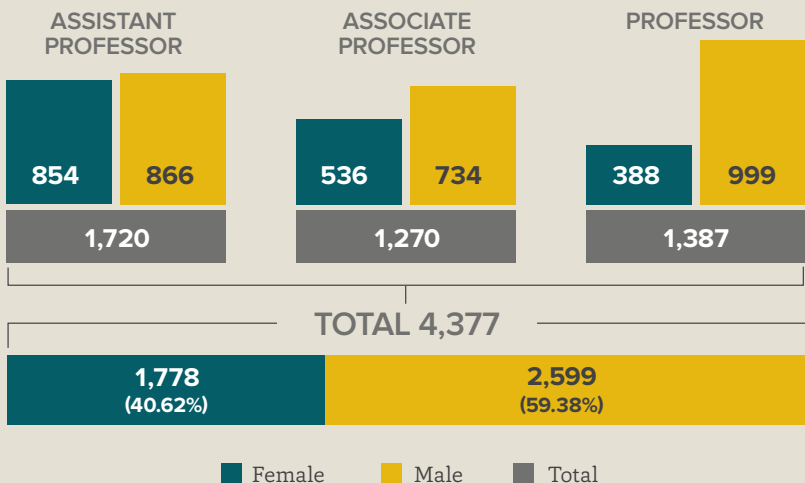
The graph above shows the number of women faculty in 1999 compared to 2017 disaggregated by race and ethnicity. Although the percentage of women faculty continues to increase, the percentage of women of color has increased at a lesser rate since 1999.

Clinical & Tenure Track Faculty Hires by Gender 2013-2017



See The Women's Place website, womensplace.osu.edu, for additional data.

Total University Tenure, Clinical and Research Track Faculty by Gender 2017



The Women's Place (TWP)

Mission

The Women's Place serves as a catalyst for institutional change to expand opportunities for women's growth, leadership and power in an inclusive, supportive and safe university environment consistent with the goals of the Academic and Diversity Plans.

Vision

To be a 21st century leader in the equity and advancement of all women in higher education.

The Women's Place works to catalyze change at Ohio State by focusing on these four areas: policy, culture, leadership, and reporting the status of women.

Culture Change

Implicit Bias and Privilege:

TWP is leading institutionalization of the NSF-funded Advocates & Allies for Equity initiative, which

focuses on transforming the climate of Ohio State by enhancing men's engagement in gender equity work.

Art of Hosting Meaningful Conversations:

The Women's Place works to change university culture by sponsoring a series of trainings that have allowed several hundred faculty and staff members to learn ways of bringing equity of voice to planning and decision-making processes.

Policy

TWP's work includes **policy development**, for example:

- Mandatory search committee training
- Extension of the tenure clock for birth, adoption or other issues
- Sexual harassment
- Consensual sexual relationships

Leadership

The Women's Place designs and facilitates 12- and 16-month, leadership **development programs for women faculty and staff**. These programs focus on cultivating potential leaders from underrepresented groups, offering participants tools to foster an inclusive environment, and building networks.



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Director

Dr. Sara Childers
Assistant Director

Diane Florian
Communications
& Project Manager

Mary Bo Robinson
Program &
Administrative Assistant



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