

*President and Provost’s Council on Women (PPCW)*  
*Task Force Report: Workplace Culture*  
*March 2021*

---

**Task Force Members**

Quanetta Batts (co-chair)	Director of Outreach & Engagement	University Libraries
Kristen Convery (co-chair)	Senior Director, Marketing Content	University Advancement
Cynthia Callahan	Associate Professor	College of Arts & Sciences (Mansfield Campus)
Zarine Shah	Associate Professor	Radiology
Nita Williams	Director, Non-therapeutic Clinical Research	Comprehensive Cancer Center
Shannon Morrison	Manager, Curriculum & Assessment	Center for Aviation Studies

**Grand Challenge**

Foster a culture that not only prioritizes Ohio State's core values of integrity, transparency and trust, but also ensures that these values are consistently upheld and universally used to guide policy, process and practice.

**Context**

When integrity, transparency and trust guide our actions, our behavior matches our policy, and people visibly display these values. The university culture is transformed into an environment that values differences in opinion and leverages conflict to affect change.

Currently, these university values are not recognized and embraced across all levels and units and are inconsistently applied, with policy and practice often times disconnected. Affirming how we live out these values is the only way to create an inclusive environment. Feedback from exit interviews, data from faculty and staff engagement surveys and disappointing retention rates for women faculty and leaders reveal concerns about fairness and consistent practices. To create a culture that facilitates engagement and achievement, employees must be empowered to raise concerns, with full trust that managers/leaders will respond with integrity and transparency about how policies are being applied.

**Rationale and data**

When the culture at Ohio State prioritizes and upholds core values of integrity, transparency and trust, gender equity will be one of many positive results. The most recent culture surveys were conducted at Ohio State in 2014 for staff and 2017 for both faculty and the Wexner Medical Center. Human resources data show that we are falling short on hiring and retaining women in leadership as well as diverse faculty and staff. The diversity in our student body is not much better. Recent forums and focus groups convened by the Task Force on Racism and Racial Inequities confirm that the culture is not consistent across the organization. The following data would provide viable metrics of success:

- State of women and women of color
  - Retention rates - including the “why”
  - Promotion rates and compensation – comparable to male/white colleagues
- Updated data from faculty, staff and students about the culture at Ohio State

We need a commitment from Ohio State leadership to regularly and transparently address the experiences of people who are disenfranchised from the aspirational culture.

### **Recommendation #1: Create and Maintain a Diversity Dashboard.**

Background: In 2014, a PPCW “Widening the Circle” [task force report](#) introduced the idea of designing and maintaining an interactive dashboard that would track the university’s progress toward defined diversity and inclusion goals in faculty hiring.

Justification: With the heightened visibility of racial and social injustice in the United States that resulted in widespread social activism in 2020, Ohio State established the Task Force on Racism and Racial Inequities. Forthcoming recommendations from the task force include establishing a more comprehensive diversity dashboard that will enable – and compel – the university to transparently track its progress toward implementing task force recommendations and meeting related and relevant diversity and inclusion goals.

The creation and maintenance of a diversity dashboard will provide university stakeholders with clear and transparent data by which leaders can be held accountable to the university’s mission to diversify its faculty and staff.

PPCW strongly believes that accountability is a necessary component to many initiatives that the council has worked on, and also proposes that building accountability into annual manager/supervisor evaluations would lead to a higher level of adherence to policies and guidelines intended to create a better work environment for women and women of color at Ohio State.

### **Recommendation #2: Expand the Office of the Ombuds to include support for staff employees.**

Background: USAC has previously identified the absence of an Office of the Ombuds for employees.

Justification: The Ohio State University established the position of faculty ombudsperson in 2010 and added the graduate and professional student ombudsperson in 2021. Currently, two ombudspersons provide a safe, neutral and impartial space to have these discussions, and their responsibilities include:

- Serving as an advisor to faculty to assist them in determining the viability of their complaints and issues
- Directing faculty to appropriate offices, committees and university rules and policies
- Serving when appropriate as an informal mediator of early-stage complaints, to mediate as an impartial party

To support an inclusive culture at Ohio State, all of our faculty, staff and students should have access to the Office of the Ombuds. Additional ombudsperson(s) should be hired, and the office should be expanded to include more robust reporting requirements, especially when patterns of misbehavior or unfair practices have been identified. There should be some accountability for follow-up with the person making the complaint, as well as the office/individual receiving the complaint. University Administration should strongly publicize and encourage faculty, staff and students to utilize the Office of the Ombuds as appropriate.

This action is achievable this calendar year with investment for additional staff in the Office of the Ombuds.

### **Recommendation #3: Incorporate expectations around diversity, equity, and inclusion into performance evaluation at all levels.**

Background: New metrics for monitoring and evaluating efforts around diversity, equity, and inclusion (DEI) are being developed around the University, including a new Diversity Dashboard, as recommended by the Task Force on Racism and Racial Inequities and the Office of Diversity and Inclusion’s Buckeye Portal for Inclusive Excellence. However, current performance evaluation procedures and metrics are largely focused on excellence in research productivity, student success, and community engagement, with little attention to efforts in service of DEI. Moreover, evaluation of leaders is not concretely tied to the outcomes of individuals within their units, particularly with regard to DEI.

Justification:

There is a need for greater transparency about who is engaging in DEI activities, how much time they are committing, and the ways in which it is valued by the University. This will encourage all members of the University community to act with integrity and facilitate trust in the University's commitment to diversity, equity, and inclusion.

- The Office of Academic Affairs, University Senate, Office of Human Resources, and USAC should work with ODI to create standardized metrics for evaluating contributions to DEI.
- The Office of Human Resources should standardize exit interviews and generate data on retention.

**Recommendation #4 Conduct a university-wide culture survey for Ohio State faculty and staff.**

Background: Culture surveys have been inconsistently applied across the university. The medical campus completes an annual survey using different process than the rest of the The PPCW Position Statement on Racial Equity [\(link\)](#) (Sept 2020) requested that the university commit to lasting change by creating a welcoming and inclusive culture.

Justification: In order to accurately assess the state of the culture at Ohio State, we need updated information directly from faculty, staff and students. This action is achievable this calendar year. Once completed, we will have a baseline understanding about Ohio State's culture, which will identify areas of strength and areas for improvement.

Additional considerations:

- Faculty and staff may be hesitant to complete the survey or provide honest responses (for fear of retaliation or potential consequences). The use of an external data firm to conduct the survey and share the results would ensure some level of anonymity.
- University leaders should ensure widespread promotion and public encouragement for faculty and staff to participate in the survey.
- The data must be able to be segmented to allow for appropriate comparisons (ex. Business unit or college, campus location, women of color/white women; women/men; faculty/staff).
- The final survey results must be widely shared in both an aggregate and disaggregated form, with appropriate measures to ensure confidentiality. Doing so is consistent with a culture of transparency, integrity and trust.
- Senior unit leaders should be asked to address any significant findings with a written action plan that is shared among the faculty and/or staff of the unit.
- Targeted training should be provided to address areas for improvement that are identified through the survey results.
  - Require training, with real consequences if not completed
  - Focus on systematic issues as well as individual behavior
  - Follow-up after initial training sessions to ensure accountability and implementation
  - Identify action-steps for departments and individuals
  - Use in-person training as much as possible

*President and Provost's Council on Women (PPCW)*  
*Task Force Report: Work-Life Integration*  
*March 2021*

---

**Task Force Members**

Donna Bobbitt-Zeher (chair)	Associate Professor	Sociology, College of Arts & Sciences, (Marion)
Heena Santry (chair)	Vice Chair for Health Services Research	College of Medicine, Dept of Surgery
Molly Driscoll	Senior Director, Talent Acquisition	Office of Human Resources
Toni Greenslade-Smith	Director, STEP and Housing	Student Life University Housing
Christine O'Malley	Communications Consultant	Office of Human Resources
Sandra López	External member	Community Engagement, Columbus City Council

**Grand Challenge**

Create a workplace culture at Ohio State University where women are encouraged and empowered to define (and redefine) work/life integration without stigma.

**Context**

Work/life integration remains one of the most critical aspects of employee satisfaction and directly affects employee engagement, performance and retention. Women face particular challenges to achieving this balance, as the pandemic has proven nationally with millions of women leaving the workforce in the past twelve months, often to prioritize caregiving. Several issues pose barriers to work/life integration: the pressure to put in “face time” (presenteeism); insufficient child and elder care options; and stigma about exercising boundaries. If the only options to achieve balance require reducing hours or responsibilities, these trends impact women’s life-long earnings, retirement savings, and career progression. While these disadvantages can especially challenge single parents or low-income households, work-life integration should be achievable for all Ohio State employees.

**Rationale and Data**

A review of “documented areas that impede the development of women at Ohio State and slow the attainment of parity for women in the workplace” from 2002 to 2016 suggests numerous challenges: inadequate on-campus childcare, inconsistent standards for caregiver leave, leadership not supportive of flexible work arrangements, dominant male culture, and poor work/life balance (2016 PPCW Report). More recent reports continue to recommend work in these areas to improve gender equity. The 2018 PPCW survey of Senior Human Resources Professionals across 15 large units in the University found that only one was utilizing job share as part of flexible work arrangement opportunities and that 25-40% of those requesting flexible work arrangements were denied largely due to “inflexibility of job duties.” Faculty in particular were at risk of not having access to accepted guidelines for flexible work arrangements and as many as five units noted that additional training was needed (2018 PPCW report, p. 2). The ongoing COVID-19 pandemic brings renewed attention to long-standing challenges and underscores the critical need for supportive policies, practices, and culture going forward that will ultimately help all employees have vibrant and fruitful careers at the University. For example, The Women’s Place university survey in May 2020 indicated that 87% of surveyed staff would like the option to continue working remotely at least one day a week when the university returns to full operations. During the work-at-home period, many employees expressed appreciation for improvements in their daily life, including not needing to commute, being able to prepare and eat a healthy lunch, and having the flexibility to take breaks when needed. These preferences overlap with employees’ high interest in having the option to continue working from home.

The recently published McKinsey Report, [Women in the Workplace 2020](#), also provides additional statistics

on the impact of caregiving and how the needs have been exacerbated during the pandemic.

## Recommendations

### **Recommendation #1: Develop and approve a remote work policy for the upcoming academic year that provides guidance to faculty, staff and their managers.**

Background: PPCW's 2012 report from the Subcommittee on Technology and Work Life Balance concluded that: our interviews indicate very clear differences among units on campus in the areas of flexibility and being able to adjust work to life demands. . . The varying policies, expectations, levels of communication and amount of flexibility provided to employees leads to serious inequities that do not reflect our values or our goal of being "one university". During the COVID-19 crisis, The Women's Place has actively advocated for increased access for remote work.

Justification: The [McKinsey Report: Pandemic's Gender Effect](#) indicates that the COVID-19 crisis has driven as many as 2 million women—particularly mothers with young children—to consider leaving the workforce or stepping back from their careers. Lack of flexibility at work was identified as a top predictive factor in whether employees are considering downshifting their careers or leaving the workforce

- Considering downshifting career: women with children overall (15%), women with children under the age of 10 (17%)
- Considering leaving workforce completely: women with children overall (18%), women with children under the age of 10 (23%)

Where Flexible Work can be generalized as a change from the typical business hours of any given unit and can include Remote Work options, Remote Work specifies working outside of the physical boundaries of the unit and campus. Currently, there is no specific policy for telework. Yet as far back as 2012, there has been strong evidence across campus on the "high value employees put on having a flexible work place." At the time, although "telecommuting" was "one of the most utilized types of flexible work arrangement" at the university, there was persistent discomfort with technology including speed of work (i.e. internet connections) and "how we will work together using this technology" which may have impeded the development of a specific Remote Work policy. Now, nearly a decade of broadband improvements and a major pandemic later, we have learned innumerable lessons on how to leverage technology to work remotely and communicate with our teams. Nevertheless, managers need to be engaged in mitigating the expectation that technology allowing remote work means that employees "are always on duty...feel pressure to respond to inquiries 24/7." And new policy should include guidance on creating boundaries despite the theoretical ability of technology to create 24/7 work capacity.

### **Recommendation #2: Normalize the use of the Flexible Work Policy [6.12](#) across all campuses and units**

Background: This request dates back to a report provided by PPCW in 2012. See additional background section under Recommendation #1.

The 2016 PPCW Report notes flexible work as one of the "documented areas that impede the development of women at Ohio State and slow the attainment of parity for women in the workplace". Most recently the PPCW Task Force on Flexible Work Policy, Final Report dated February 5, 2019 notes, "*While there is a great deal of interest in flexible work as a university benefit, there are also questions about how consistently it is implemented, who is eligible and how to shift the culture toward more openness about flexible work arrangements.*" The task force noted both barriers to increasing awareness of existing policy and the lack of an institution-wide unit tracking use of the policy.

#### Justification:

The need to balance familial obligations in response issues such as widespread school closures and familial health crises in the setting of a pandemic has normalized flexible work arrangements for many across the university, across all levels from hourly workers to senior leaders. As such, the lessons learned from this experience can contribute to renewed policies and a workplace culture that support flexible work arrangements to their fullest extent. Encouraging flexible work arrangements, especially from senior leaders, can mitigate the number of women who either delay their career progression or leave the workforce entirely.

Resources and strategies for maintaining work-life integration, including an explanation of the Flexible Work policy, should be available during new employee orientation and new supervisor training, and readdressed yearly. Additionally, there should be a committed effort to track the use of flexible work arrangements across the university and share the results on an annual basis.

### **Recommendation #3: Update the Ohio State Paid Time Off Policy (6.27) to reflect diverse paradigms of kinship**

Background: PPCW was charged with examining this initiative during the initiation of the 2018-2020 council year.

Justification: The designation of extended family should be expanded to include “niece,” “nephew,” “aunt,” “uncle,” and “cousin” as well as an option for “other loved one” where the employee is trusted and time off usage monitored to prevent abuse of expanded policies.

These updates would recognize the varied arrangements of modern families, the intergenerational and extended model of families of color and immigrant communities, and relationships beyond immediate (spouse or domestic partner; biological, adoptive, step, or foster parent; individual who stood in loco parentis to an employee when the employee was a child; biological, adopted, step, or foster child; a legal ward; or a child of a person standing in loco parentis) and extended family (Any one of the following: sister, brother, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandparent-in-law, grandchild-in-law, or corresponding relatives of the employee's domestic partner) structures which are already defined in the policy. While current policies are broader than Chapter 123:1-32 of the Ohio Administrative Code where only “the employee, the employee's spouse or a child residing with the employee” or “immediate family” are given consideration in leave policies, revising the Ohio State policy language would better accommodate care for and by unmarried, unpartnered, and childfree people who are not identified as “an immediate family member” or “extended family member” in the current policy. For example, an employee may be next of kin or geographically closest to a great-aunt who requires temporary or permanent care, necessitating the use of employee sick time. In addition, the current policies do not acknowledge employees’ possible responsibilities for non-relatives for whom they may permanently or temporarily serve as caregiver.

- Develop projections for expanding on-site childcare services available to Ohio State faculty, staff, and students by 25% by 2025.
- Develop expanded options for backup and emergency caregiving services.

### **Recommendation #4: Develop a long term plan for caregiving support across the continuum**

- Create community partnerships to provide access to adult day care options

Background: The recommendation is taken from the “Closing the Loop” Report (page 4 in original document). The 2004 Faculty Survey (2005 PPCW Report, p. 13) and PPCW focus groups in 2016 (2016 PPCW Report, p. 3 and 7) both address the need for caregiving support from childcare to elder care.

[previous PPCW reports](#)

Justification: Childcare is consistently identified as an impediment to women at The Ohio State University. In a list the PPCW compiled for 2002-2016 “documented areas that impede the development of women at Ohio State and slow the attainment of parity for women in the workplace,” childcare appears on four separate occasions. The existing onsite childcare program has limited space and a lengthy waitlist for parents seeking a spot. Furthermore, the so-called “sandwich generation” has a growing need for robust resources for eldercare. Mid-career faculty and staff employee promotion and retention is particularly at risk without adequate eldercare options as this is when childcare needs lessen but caring for aging loved ones becomes a harsh reality.

There has been a long-standing need to expand the availability of childcare options by instituting a long term projection for a new childcare facility and/or contracting additional childcare services with an external vendor such as Bright Horizons [Family Solutions for Employers](#), which is a provider locally to Nationwide Children’s Hospital, OhioHealth and Battelle Research Institute. The OSUWMC has partnered with [Juggle](#) beginning in 2019 to provide backup/emergency childcare for medical center faculty and staff. This benefit is not available to faculty and staff outside of the medical center and it is therefore recommended that the University evaluate the feasibility of offering this benefit to faculty and staff across all campuses.

# President and Provost's Council on Women (PPCW)

## Task Force Report: Pay Equity

March 2021

### Task Force Members

Joyce Chen (co-chair)	Associate Professor	Ag., Environ., and Development Economics
Kristen Cole (co-chair)	Senior Director of Operations	Comprehensive Cancer Center
Bella Mehta	Professor	College of Pharmacy
Andrea Williams	Director	The Women's Place
Grace Johnson	Chief of Staff	Office of Diversity and Inclusion

### Grand Challenge

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

### Context

Ohio State took the first step by publicly committing to pay equity. Aligning practices and policies with that commitment will ultimately erase the gender pay gap. When the pay gap is eliminated in an organization, it transforms the workplace. Retention rates rise, engagement and productivity increase, and more women reach senior leader roles.

Ohio State is a founding member of The Columbus Commitment: Achieving Pay Equity and has publicly stated its support of pay equity. We believe significant, sustained effort must be made to achieve this goal at Ohio State. In-depth analysis of Ohio State faculty pay has shown a persistent gap between men and women faculty, even when considering discipline, years in career, and other factors. Analysis of staff pay is not easily done with the current inconsistent classification and job levels. Career Roadmap will help enable a more robust analysis of the pay gap between men and women staff.

### Rationale and data

Ohio State strives to be the employer of choice in central Ohio. As a recognized leader in the community, and a founding signer of "[The Columbus Commitment: Achieving Pay Equity](#)" the University must fulfill this commitment and should be among the first employers in central Ohio to achieve true gender pay equity.

As documented in the Faculty Compensation and Benefits Committee's [2017-18 Annual Report](#) and in a [peer reviewed publication](#) co-authored by Joyce Chen, PPCW chair-elect, **the gap in faculty annual base salary due to gender ranges from 9-11% at Ohio State**, even after accounting for factors such as years of service, clinical appointments, department, and race. This gap increased dramatically in 2012 and has not yet declined (2006-2011: min = 6.8%, max = 10.4%, mean = 7.9%; 2012-2016: min = 13.0%, max = 14.4%, mean = 13.4%). The **magnitude of the gender pay gap for staff is unknown** as comparable staff positions cannot be identified in the absence of a career framework and job family model.

Due to an insufficient number of faculty women of color at Ohio State, the intersectionality of this issue cannot be assessed as rigorously. However, the overall gender pay gap at Ohio State is very similar to the gender pay gap for the US more broadly, suggesting that national "equal pay days" can also serve as a reference for the extent to which race exacerbates the gender gap at the University. According to the [American Association of University Women](#), in 2021,

- Asian American and Pacific Islander Women's Equal Day is March 9. Asian American and Pacific Islander women are paid 85 cents for every dollar paid to white men.
- All Women's Equal Pay Day is March 24. Women working full time and year round are paid 82 cents for every dollar paid to a man who works full time and year round.
- Black Women's Equal Pay Day is August 3. Black women are paid 63 cents for every dollar paid to white men.

- Native American Women’s Equal Pay Day is September 8. Native women are paid 60 cents for every dollar paid to white men.
- Latina’s Equal Pay Day is October 21. Latinas are paid 55 cents for every dollar paid to white men.

A review of Ohio State policies related to pay equity revealed that the burden of pursuing equitable pay falls on the individual. Faculty must initiate a grievance process, while no formal process exists for staff pursuing equitable pay. This is not consistent with the University’s shared values, which instead imply that

- Pay equity is an institutional, not individual, responsibility that should be addressed proactively.
- Adjudication of pay equity concerns should be done transparently.
- University leaders and managers must be accountable for inequities that persist in their units.

## Recommendations

### **Recommendation #1: Equip the Diversity Dashboard to include disaggregated assessment of pay disparities for faculty.**

- Increase transparency regarding assessment of pay disparities and practices both across and within units/colleges/campuses.
- Publish findings from recent Mercer faculty compensation study.

### **Recommendation #2: Establish a policy and process for staff pay equity appeals, similar to the faculty policy ([OAA Policy, Volume 1, Chapter 3, 2.0](#))**

### **Recommendation #3: Require unit heads to review and establish a plan to remedy all pay disparities at or exceeding 5%.**

- Empower grievance committees to review and adjudicate cases as needed.
- HR provides support to identify patterns related to external equity (parity with peer institutions), internal equity (parity with peers with unit/college/university), and salary compression/inversion.
- Provide funds for equity adjustments outside of AMCP. Funds available for retention should be available for equity as well.
- Require periodic (three year cycle) pay equity reviews. Recurrent inequities should be addressed with mentoring and performance plans, with assistance from HR.

### **Recommendation #4: Assess gender disparities in total compensation.**

- Make data on supplemental pay, bonuses, etc. available via the public-facing HR platform and the Diversity Dashboard.
- Assess gender differences in utilization of benefits.
- Address role of pay disparities in the perpetuation of the gender wealth gap.

### **Recommendation #5: Implement career framework and job family model (e.g., Career Roadmap).**

- Ensure consideration of gender issues by including representatives of PPCW and USAC in the design and implementation processes.
- Establish a policy and process for appeals of job classifications.

### **Recommendation #6: Review hiring and compensation practices for non-tenure track faculty including clinical, research, practice, lecturers and adjuncts.**

- Assess pay disparities within the university and in comparison, to peer institutions.
- Assess pay disparity with tenure track faculty in view of differences in position descriptions as well as contributions to the University’s mission.

*President and Provost’s Council on Women (PPCW)  
Task Force Report: Senior Leadership Representation  
March 2021*

---

**Task Force Members**

Kim Doran (co-chair)	Dir. Instructional Support Svcs/Chief of Staff	SASSO/Athletics/OAA
Elena Foulis (co-chair)	Senior Lecturer	Spanish & Portuguese
Emily Caldwell	Asst. Dir., Research Communications	Office of the President
Sheila Craft Morgan	Senior Research Planning Analyst	Office of Strategic and Competitive Intelligence
Wendy Karavolos	Executive Assistant, Legal Affairs	ASFW President
Jasmine Roberts	Lecturer	School of Communication
Shannon Winnubst	Professor and Chair	Women’s, Gender and Sexuality Studies
Sunny Zong	Contract and Agreement Manager	Engineering Research Operation

**Grand Challenge**

Achieve at least 50 percent representation of women in senior leader roles across the university — including significant representation of women of color.

**Context**

Ohio State will have achieved this goal when women fill half or more of the senior leadership roles at the university. The definition of senior leader varies across the institution and can generally be defined as assistant vice president and above for staff, and department chair or dean and above for faculty. Achieving gender balance in leadership will transform our organization and clearly signal to all women at Ohio State that they have the ability to achieve.

**Rationale and data**

Previous attempts to evaluate gender and racial diversity among senior leaders have been incomplete due to variation in definitions across business and academic units. The task force recommends university-wide recognition of the leadership positions/titles that are applicable to the Grand Challenge.

Information for both Ohio State and national benchmarks indicate that women — particularly women of color — are underrepresented in leadership. Over the past two decades, the status of all women of color working in the academy has seen only minimal gains and, in some cases, decline.

According to The Eos Foundation’s 2021 study, [“The Power Gap among Top Earners at America’s Elite Universities”](#), women represent only 10% of top earners at Ohio State and early only 7% of the pay in this group. While this has improved dramatically under President Johnson, this progress also highlights the importance of strong efforts from the President and Provost to improve representation among senior leaders.

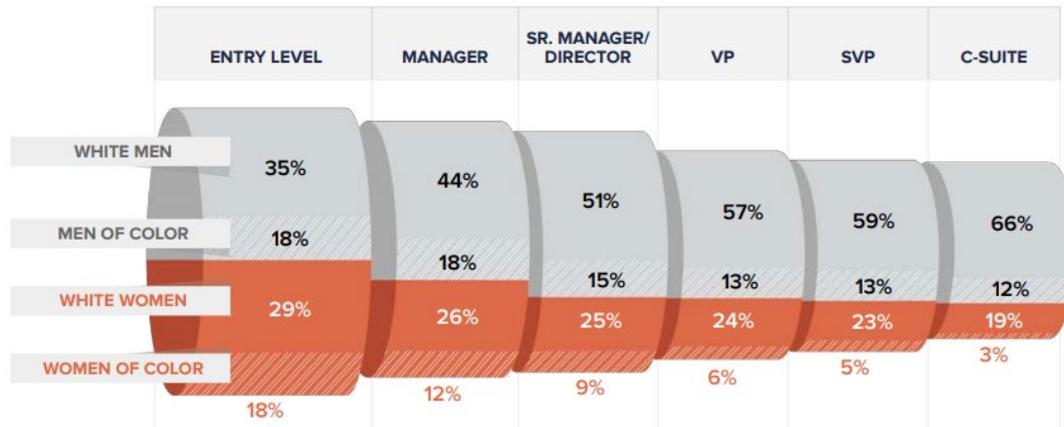
Women in the Workplace, 2020 (McKinsey & Company and LeanIn.Org) [full report](#)

“At the beginning of 2020, before the Covid-19 pandemic began in the United States, the representation of women in corporate America was slowly trending in the right direction. This was most pronounced in senior management: Between 2015 and 2020, the share of women grew from 23 to 28 percent in SVP roles—and from 17 to 21 percent in the C-suite. Women remained dramatically underrepresented, particularly women of color, but the numbers were slowly improving.”

**REPRESENTATION OF CORPORATE PIPELINE BY GENDER AND RACE**

■ MEN ■ WOMEN

% of employees by level at the start of 2020



The Women’s Place, 2020 Status Report on Women (data from September 2019):

- At the highest levels: 7 of 17 vice presidents (41%) are women, with 1 woman of color; 25% of senior vice presidents are women; 26% of deans are women, with 1 of 6 a woman of color; and 29% of vice provosts are women, but none is a woman of color.
- Among 98 Department Chairs, 30 (31%) are women, and 8 of those are women of color.

Analysis of data from past University Culture Surveys and Wexner Medical Center Employee Engagement Surveys showed that areas in which women faculty and staff reported less satisfaction than men included: for faculty, lack of responsiveness, transparency and equal treatment from unit head; for staff, a lack of potential for and clear paths for career progression and lack of supervisor support. Knowing that men hold more leadership positions than women across the university, these findings suggest equity among the leadership may lead to higher faculty and staff satisfaction in the workplace.

## Recommendations

### **Recommendation #1: Revise the Staff Recruitment and Selection Policy 4.10 to include additional instruction on interim positions, search committees and search firms for senior leadership positions.**

Ensure these same practices are applied to policies for senior faculty leadership positions.

Background: PPCW originally submitted this recommendation in January 2020 through the formal policy review process. The PPCW Position Statement on Racial Equity ([link](#)) in September 2020 again requested that the university examine and establish equitable recruitment practices.

Justification: Ohio State strives to set the standard for diversity, equity, and inclusion. The ad hoc nature of interim positions, when applied to senior leadership roles, raises clear concerns about diversity of candidates, inclusion of stakeholders, and equity in promotion. This is of particular concern given that individuals in interim roles are often selected to fill the position permanently. PPCW urges the university to consider outlining a process for the selection of interim candidates for senior leadership positions and how this can enable us to achieve greater gender and racial parity.

Significant gaps remain in the gender and racial makeup among senior leadership positions. Defining situations when a search committee should be used will increase involvement of interested parties to assemble a diverse applicant pool. A separate consideration is the use and effectiveness of external search firms. When search firms are used, the university should hold them accountable – in writing – for advancing a specific number or percentage of candidates for senior/executive positions who are women and women of color. Minority-owned search firms may be given priority.

Policies from benchmark institutions:

University of Illinois (page 34): [guidelines for interim appointments](#)

University of Maryland: [policy on interim appointments](#)

Penn State University: [positions requiring national search process](#)

### **RECOMMENDATION #2: Include PPCW representative (or designee) in the recruitment and selection process for senior leadership positions.**

Background: PPCW leadership has informally made this request during previous discussions with university leaders. Adding the request as a formal recommendation is intended to create an actionable process for moving this forward.

Justification: This recommendation seeks to utilize women faculty and staff who have, by their self-selection into leadership roles or training initiatives, are uniquely qualified to provide advice on filling senior leadership positions. The President and Provost's Council on Women (PPCW) advocates to the president and provost for all women faculty and staff and is called to provide leadership in the development of policies and practices. Current and former members represent women from all areas of campus and through their participation in PPCW have developed an understanding of gender equity issues and have demonstrated a commitment to the university's diversity and inclusion values.

Ohio State provides significant commitment and support to The Women's Place ([TWP](#)), which exists to "serve as a catalyst for institutional change to expand opportunities for women's growth, leadership and power in an inclusive, supportive, and safe university environment". TWP serves both units and individuals seeking to find creative solutions to barriers impacting the retention and advancement of women. With 20 years of providing high quality training and programming, The Women's Place has created a cadre of established and developing women leaders around the university who would also be called upon to fulfill this need.

### **Recommendation #3: Adopt and implement a policy on faculty mentoring.**

Background: Recommendations for a faculty mentoring policy were mentioned in PPCW's final report in 2018 and a draft policy was included in the final report for [2019](#) (page 33).

Justification: In 2017, a PPCW task force was charged with inventorying faculty mentoring resources at Ohio State. The results ([final report, page 5](#)) showed that few programs recognize differential mentoring needs of women and men. Other general gaps include development of junior faculty beyond initial promotion, and lack of written guidelines and publication of existing resources on department websites. There are notable best practices including the College of Medicine – Center for Faculty Advancement, Mentoring and Engagement (FAME) and Ohio State – ADVANCE, created to increase the representation, advancement and recruitment of women faculty in academic STEM careers.

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

#### **Recommendation #4: Establish an Administrative Fellowship Program for staff employees**

Administrative fellows who undergo a structured learning and professional growth experience would create a clear pipeline of eligible, skilled and qualified women and women of color candidates for top leadership positions at the university.

Background: In 2017, a PPCW task force was charged with inventorying staff mentoring resources at Ohio State and found that there was no coherent and institutionalized focus on mentoring for employees. Staff represent 28,000 individuals and a majority (67% or 19,000) are women. PPCW task forces have continued to collect internal and external data in 2018, 2019 and 2020 and have issued annual recommendations to make improvements in mentoring, especially as professional support for women and women of color who seek to advance their careers at the university.

Such a program could be designed and structured in a number of ways, with the principal goal being promoting excellence and inclusiveness by enlarging the pool of qualified Ohio State personnel who would bring institutional knowledge and the lessons learned from a “curriculum” deliberately designed to equip women and underrepresented minority candidates with the skills, insights and qualifications needed to fill top administrative posts.

Justification: The fellowship program dedicated to mentoring would inspire and support staff at Ohio State in their pursuit of this critical form of professional development. Administrative fellows who undergo a structured learning and professional growth experience would create a clear pipeline of eligible, skilled and qualified women and women of color candidates for top leadership positions at the university. Administrative fellows, selected as part of a competitive process, would be paired with a senior leader at Ohio State. The fellows would continue in their existing positions while participating in a formalized mentoring relationship focused on leadership development in a defined set of skills, matching the fellows’ aspirations and university needs, and for a specific, pre-determined term.

PPCW has collected information on isolated staff mentoring programs around the university including: University Libraries personnel, Administrative Professionals, Women Empowering Women Program in Dept of Athletics and the Chemistry Dept. Mentoring Program. A staff Administrative Fellowship Program would bring some parity to the multiple faculty fellowship positions that have successfully developed careers.

Benchmark institution

Penn State Administrative Fellows Program): [program summary](#) and [application process](#)