

# **APPENDICES**

**to the report from the  
Taskforce on Women in Leadership**

**September 2016**

# Appendix A.

## Taskforce members and support team

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Karen Cook (advisor)	VP FD&D
Margot Gerritsen (chair)	SE3
Sabine Girod	SoM
Andrea Goldsmith	SoE
Ellen Markman	H&S
Chiqui Ramirez	GSE
Deborah Rhode	Law
Laura Roberts	SoM
Lara Tiedens	GSB
Bob Weisberg	Law

### Task Force support team

Rebecca Wolkoff	Grad student ME
Sevy Harris	Grad student EE
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Emily Roberts	ICME

## **Appendix B.**

### **Interview outcomes, questions and participants**

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This appendix provides a full summary of the interview outcomes. A short summary is presented in the main report in Chapter 4. Raw data were made available to the provost only.

To ensure anonymity, all information that could have revealed the identity of the interviewee(s) was removed.

The interview outcomes are organized along the five main categories listed in Chapter 3 of the report.

## **B1. Interview outcomes**

### **B1.1 Leadership desirability and Selection**

#### ***What type of leadership positions are considered desirable on campus?***

Most common responses:

- positions that allow for thought leadership and new ideas
- positions with significant decision-making power / resources

Specific leadership positions mentioned most often:

- department chairs
- directors of large institute or centers
- senior associate deans
- deans
- vice provosts
- provost and president

*University committees* are generally regarded as less attractive, with many interviewees noting that these are primarily service roles. Junior faculty are often not aware of the existence of such committees.

*Senior associate dean* positions are seen as widely varying in their attractiveness, with the positions with fewer resources, such as those governing student affairs, seen to be less desirable.

Frequent comments made by faculty when answering this question:

- Few faculty aspire to leadership positions, and many faculty regard leadership positions as necessary, but undesirable, service. Research careers are valued stronger, leadership functions take time away from research and leadership positions are not incentivized and/or rewarded.
- The main criterion, if not sole criterion, in appointing junior faculty is research potential. Leadership potential is not selected for. This likely means that many faculty do not have leadership aspirations, and that most leaders find themselves into such positions rather than actively seek them out.

When asked if they have ever been discouraged to take on leadership positions, the majority of male leaders and just under half of female leaders report being discouraged, mostly due to the loss of prestige and time for research associated with leadership positions.

***What do current leaders consider advantages and disadvantages of their position? Is there a significant difference between men and women leaders?***

Most cited benefits/advantages of leadership positions by all respondents:

- control of resources
- ability to make positive contributions and changes
- ability to build and/or grow something
- enjoyment (fun, excitement, happiness)

Most cited disadvantages of leadership positions:

- high workload and large time commitment
- lack of control over schedule
- reduced research and teaching output
- lower prestige
- sense of isolation

When asked if men and women experience different advantages or disadvantages in leadership roles *women* report that

- people are less respectful towards women,
- women are more affected by family care,
- women lack access to administrative support,

which are all disadvantages, but also that

- women are less likely to have a large ego,
- women are more collaborative,

which are considered advantages.

When asked if men and women experience different advantages or disadvantages in leadership roles *men* report that

- women are given less respect and are attributed less authority
- women are more affected by family care,
- women are affected by bias (conscious and unconscious)

which are all disadvantages.

Nearly three quarters of all interviewees believe that men and women experience different advantages and/or disadvantages, and express an overall concern for the disadvantages experienced by women.

### ***Do current leaders feel valued and supported in their position?***

Overall, most current leaders on campus feel valued and supported. Only a fifth of the interviewees feel that they are little valued or not valued.

However, most leaders report a lack of formal mentoring and the absence of formal performance reviews, and most express a desire to receive those.

Several respondents currently not in leadership positions also lament the fact that current leaders are not evaluated, and mentored, on a regular basis. This is seen to be especially important as little formal training and/or natural aptitude for leadership positions exists amongst Stanford faculty.

### ***Are leadership positions considered equally attainable by men and women?***

In interviews, nearly all men and around half of women think that leadership positions are equally attainable. However, a frequent comment is that women face different, often more difficult, challenges in becoming leaders.

The most cited challenges for women are

- women tend to be less entitled and less likely to self-promote
- women are less likely to be part of informal networks
- women are more heavily scrutinized
- men are promoted faster than women.

### ***What are markers for leadership selection? Do markers applied to men and women differ? Are selection processes for leadership positions transparent?***

The most often cited qualities a leader should possess are, in decreasing order of frequency mentioned

- strong ability to listen
- excellent people skills
- strong and exciting vision
- ability to inspire
- integrity
- open-mindedness.

When asked if those are the same markers that Stanford uses to select leaders, interviewees reported a (strong) discrepancy in that in their opinion selected leaders typically do not possess a strong ability to listen, are not sufficiently visionary nor inspirational. Instead, experience was cited as one of the main criteria for leadership selection on campus, alongside people skills and a strong commitment to the leadership position and to Stanford.

When asked if the markers for leadership selection that are applied to men and women are the same, the interviewees are divided: approximately 40% believe they are the same, 40% believe they are different and the remaining 20% is unsure. The most cited causes for differences are:

- male qualities are seen as leadership qualities
- men are more aggressive and assertive and that is seen as positive in a male leader
- women are perceived as insufficiently assertive, not taking charge
- assertive or aggressive women are seen as too bossy or pushy. In other words, women are being penalized for having the same qualities that are considered positive in men

### ***Are selection processes for leadership positions transparent?***

Amongst the interviewees, 40% of men and 70% of women believe that selection processes on campus are not transparent, or not sufficiently transparent. There is general agreement that at many levels, the selection processes can be made more transparent.

Interviewees in higher leadership positions generally believe the process is transparent or as transparent as can be, whereas other faculty generally believe it is not.

Specific comments related to transparency:

- for many committees and leadership roles, it is not advertised in advance that the position is available and what the selection criteria are
- leadership selection is through who-knows-who
- clear leadership ladders are not defined

Recommendations expressed by (many) interviewees:

- make opportunities more visible: disseminate information about leadership selection processes and when possible advertise open positions
- create ways for faculty to express interest in leadership positions outside of existing social networks

## **B1.2 Leadership training and support**

### ***What training programs are available on or off campus, and what is their effectiveness?***

Interviewees and workshop participants provided feedback on several internal and external leadership training programs. They are listed below with comments regarding their effectiveness and usefulness.

Overall, 75% of interviewees found the training programs they attended helpful. The vast majority of leaders interviewed attended one or more training programs.

Men and women make equal use of training programs when offered. Women more than men tend to look for (additional) training programs off campus.

Few leadership programs have developed effective metrics to measure their effectiveness in the short or long term. It is recommended that all internal training programs conduct evaluations not only directly after each training program, but also some time later to see if participants have found the training useful in their subsequent positions and careers.

#### *Voice and Influence Program (VIP), Clayman*

Main values seen to be in

- networking
- identifying and improving weaknesses
- improved understanding of shared concerns for women in leadership

#### *Stanford Fellows program*

Main values seen to be in

- networking
- improving understanding of university governance and complexities
- strategic/long term thinking
- mentoring

#### *Stanford Leadership Academy*

Main values seen to be in

- networking
- teamwork
- negotiation skills

#### *Chairs' Workshops, organized by the Provost Office*

Main values seen to be in

- networking
- mentoring
- sharing experiences and best practices

#### *Leopold Leadership program*

Main values seen to be in

- identifying and improving weaknesses
- developing own style of leadership
- teamwork
- public speaking skills
- stress reduction and effective handling of stress
- self-development and self-acceptance

Other training programs that faculty have been involved in, but did not provide specific feedback on:

- Joe Hopkins Leadership Development Program (external)
- Stanford Physician Leadership Development
- ELAM (external)
- Pew Scholars (external)

***What are effective ways for Stanford, and its schools, to help faculty develop the knowledge, experience and skills for leadership roles?***

Below are the main areas and most commonly heard recommendations.

*Training programs*

- track effectiveness of existing leadership training programs
- advertise available training programs openly. Do not select only through a nomination process, but allow faculty to register and join when they want to
- expand leadership training to include
  - courses in facilitating meetings, having difficult conversations, negotiations, active listening
  - a variety of leadership styles and approaches, not just Stanford leadership style
  - a larger number of potential and current leaders
- explore a placement component at the end of training programs

*On-the-job training*

- expose junior faculty to entrée-level leadership roles, such as ad-hoc committees at the departmental or school level
- provide mentoring for beginning as well as advanced leaders
- evaluate leaders in positions (performance eval) and provide constructive feedback
- set term limits / increase turnover frequency at key positions to groom new leaders

*Incentives/rewards*

- reward leadership, recognize academic leaders as well as scientific heroes
- incentivize leadership training by giving (some) release of teaching or summer salary support

*Increase transparency*

- disseminate information about leadership roles and opportunities associated with them
- ask faculty about ambitions in leadership on a regular basis at department, school and university level. Could be coupled to yearly performance evaluations.

***What are effective ways for faculty to develop the knowledge and skills for (future) leadership roles, and to make their interest in such roles known?***

Below are the most commonly heard recommendations.

- network, through formal and informal networks and participation in events
- express interest through annual reviews and/or performance evaluations
- actively seek mentors
- actively solicit feedback on entrée-level leadership positions
- volunteer to chair departmental committees or other beginning level tasks
- jump in – learn by doing and be actively engaged
- participate in leadership training programs
- get involved in university committees

## **B1.3 Barriers and challenges**

### ***What are challenges/barriers to leadership for faculty?***

Around one third of the men and women interviewed faced challenges in reaching and/or attaining current leadership positions.

Half of the men and close to three quarters of the women interviewed had one or more issues that caused them pause as they considered current or past leadership positions

Below is a summary of the main challenges / barriers that came up during interviews and workshops.

#### *Opportunity costs*

- cost to research
- perceived loss of prestige – underappreciated leadership
- cost to teaching

#### *Lack of incentives*

- insufficient financial incentives, particularly for research programs/summer support

#### *Personal issues*

- relocating home/family
- family conflicts
- work/life/family balance
- lack of control over own time
- 24/7 commitment

#### *Pressure cooker*

- over commitment
- too much pressure on women/URM to join committees because of tokenism
- too much pressure in the job – too many other things going on

#### *Lack of support structure*

- lack of mentorship/advice on career paths
- career pathways not known, lack of direction
- lack of qualified administrative assistants, except at very senior levels

#### *Preparation*

- insufficient knowledge / training / experience to be effective in position
- lack of confidence
- insufficient opportunity to engage administratively – not many active committees
- lack of knowledge in faculty of necessary skills for leadership positions
- little understanding of process
- unclear description of roles
- no info on leadership positions and opportunities
- lack of leadership training

- perceived ineffectiveness of current leaders
- lack of effective role models (particularly women)

*Anxieties about*

- feeling of isolation, non-collaborative job nature
- loss of privacy, own time, control over time
- 24/7
- bias, scrutiny
- politics
- dealing with different and difficult personalities/politics

***Do men and women experience different challenges/barriers?***

Over 80% of people interviewed believe that women aspiring to be leaders face different challenges than men do. The main challenges that women face, more so than men, according to both men and women interviewed are

- family/life matters, particularly around (young) children and elder care
- lack of self-confidence in qualifications
- reduced time for research/academia (opportunity costs)
- scrutiny and criticism
- over commitment because of tokenism
- bias, both conscious and unconscious.

How critical each of these challenges is perceived different by men and women. Men believe, for example, that a lack of self-confidence is a strong barrier, whereas women consider that much less important than family/life matters or opportunity costs. Men are also twice as likely as women to cite family/life matters as the most critical barrier.

Below is a complete list of challenges that interviewees and workshop participants gave as being of particular concern to women (but not necessarily uniquely to women).

*Family/life matters*

- women (still) have more family responsibilities
- women have less mobility and flexibility in timing of leadership positions (e.g. biological clock, childcare)

*Opportunity costs*

- less time for research

*Over commitment*

- many women in male-dominated units on campus report being overburdened by committee work - tokenism
- some women express discomfort with saying no to requests, leading to over commitment
- some women and men believe that women are overrepresented in low status/service jobs

*Bias/cultural barriers*

- scrutiny and criticism: women express that they are scrutinized and criticized more than men in leadership roles
- narrower acceptable roles for women in leadership: women who show what are perceived to be strong traits in men, such as assertiveness, aggressiveness, and directness, are often seen as too pushy. At the same time, women who are less assertive or aggressive are seen to lack confidence and be weaker. Women leaders report having to walk a fine line between these two perceptions.
- women are seen to lack self-confidence, mostly by men
- self-promotion is seen as distasteful in women
- lack of role models
- pipeline problem, both academic and in leadership
- active exclusion from predominantly male networks

***Are there significant differences in barriers and challenges across the schools?***

There is a strong sense from the (limited) data that barriers and challenges do vary across the schools. This was the main reason that workshops were organized in three different schools (SoE, SE3, SoM). It is highly recommended that workshops are held in other schools as well.

## **B1.4 Lower/remove barriers and enhance opportunities**

### ***What can Stanford do to remove barriers and/or enhance opportunities for all faculty to go into leadership if desired?***

Answers to this question were generally in one of four categories as outlined below,

#### *Train, advise and mentor*

- create a leadership pipeline, that is from the start of a career, create a set opportunities to get into a 'leadership' track that include mentoring, entrée-level leadership positions, and regular feedback and career advice.
- provide effective leadership training programs that are open to all interested faculty, with incentives to participate (release, summer salary)
- track effectiveness of training programs in short and long term
- increase transparency by publicizing opportunities and expectations openly and disseminating information about selection processes to faculty
- develop performance metrics for leadership positions
- regularly provide performance evaluations to leaders

#### *Improve support structures*

- increase administrative support to reduce burden on faculty – reduce number of hours spent on tasks that could be delegated/outsourced
- create more family care programs at Stanford University
- organize more networking events, particularly for women
- design a Stanford leadership website to increase cross-pollination and communication amongst disciplines at Stanford, as well as highlight leadership paths and excite/inspire future leaders
- create decanal level positions for faculty development

#### *Incentivize*

- compensate leadership roles, financially and by providing release from other duties
- recognize academic leaders

#### *Provide leadership opportunities*

- limit terms to allow more frequent turnover at key positions (chairs, division chiefs) to groom new leaders
- cast a wider net when selecting people. Understand ambitions of all faculty, and give those interested in gaining leadership experience the chance to build experience through ad-hoc committees/ bottoms-up leadership

***What can Stanford do to remove barriers and/or enhance opportunities specifically for women in leadership?***

Women generally expressed a strong desire for Stanford to implement the suggestions made in answer to the previous question. In addition, the following suggestions were made:

*Develop more and better support structures for women*

- (additional) release for leadership from teaching or other tasks
- support (discretionary funding) to help maintain research programs while in leadership positions
- administrative assistants to help reduce burden
- career coaching and advice
- training, specifically for women in a male-dominated environment
- regular mentoring with constructive feedback on performance and encouragement
- active networks of people to rely on/receive advice from
- reward current leaders who identify, mentor and support promising women leaders

*Promote women leaders*

- actively nominate women for leadership training on and off campus
- actively nominate women for leadership opportunities on and off campus
- publish and celebrate successes of women leaders on campus
- systematically search for women leaders on campus and off campus
- promote/hire women internally

*Equity*

- guarantee equal pay
- increase awareness of (unconscious) bias, particularly in appointments and promotions

***What can specific schools do to remove barriers and/or enhance opportunities for all faculty, and for women in particular?***

We refer to appendix C that reports on the workshops held in SoM, SoE and SE3.

## **B2. Interview questions**

### **For all interviewees**

1. General questions about leadership on campus
  - a. If you had to list the three or four main qualities a leader possesses, what would they be?
  - b. What markers are used you think to identify leaders on campus? If there is a discrepancy between your answers to a and b, explain
  - c. Are these markers the same for men and women? If not, why not?
  - d. What leadership positions do you think are considered the most desirable on campus and for what reasons?
  - e. Do you believe that these most desirable positions are attainable equally for men and women? If not, what are the factors that cause this difference?
  - f. Do you believe women aspiring to be leaders face different challenges than men do? Explain
  - g. Are there particular issues/challenges/problems/situations which may cause women pause as they consider leadership positions? How does that compare to men?
  - h. What can Stanford do to remove barriers and/or enhance opportunities for women faculty to go into leadership?
  
2. Questions related to aspirations
  - a. What future leadership roles can/do you envision yourself holding, in the short time or long term **on campus**? Why this/these role(s)?
  - b. What selection criteria do you think are applied to these leadership positions on campus? How are leaders in these positions chosen, you believe?

Do you think the selection processes for these positions are transparent?
  - c. What do you think is the most effective path to reach the position(s) you strive for?
  - d. How are you preparing yourself?

Are you developing a support network?  
Do you have a mentor?  
Have you discussed your aspirations with current leaders?  
Are you taking any leadership development training?

- e. If you were not selected for these position, would you consider accepting a similar position outside campus?
- f. Do you think that this positions/these positions are equally attainable for men and women?
- g. What (future) leadership roles can you envision yourself holding in the near or long term future **off-campus**, if any? Why this/these roles?

### **For current leaders**

#### 3. Questions about current leadership position

- a. *[Selection to current position]* How did you come to be in your **current** leadership position?

To what extent did you seek out being a leader in the university versus just finding yourself as one?

- b. Have you ever turned down a leadership position offered to you? If so, for what reason(s)?

- c. *[Positive factors]* Looking back, what do you think are the main factors that lead you to being in your current leadership role?

people, situations, networks (self organized or existing), training programs, ....

- d. *[Training programs]* What training programs, if any, have you attended, and how useful where these programs in preparing you for current or previous leadership positions? In particular, give feedback on the Stanford programs (Fellows, Leadership Academy, Clayman VIP). If you participated in outside leadership programs, would you recommend them?

- e. *[Challenges]* What, if anything, got in the way of (or was a challenge to) you getting the current position?

people, situations, ....

- f. *[En/Discouragement]* Did anyone discourage you from becoming what you are now? If so, what kind of discouragement did you get, and did it give you pause when thinking about taking on your current leadership position?
- g. Were there particular issues/challenges/problems/situations which caused you pause as you considered this or other/previous leadership positions?
- h. *[(dis)advantages current position]* What are benefits/advantages of being in your current position? What are the disadvantages?  
Do you think men and women experience different advantages or disadvantages of being in this leadership role? Describe any differences that you observe.
- i. *[Value/support]* Do you feel valued and supported in your current position?  
  
Are you well mentored?  
With whom do you usually discuss challenging situations or ask for advice?  
Do you receive (regular) feedback? If so, in what way? Is it effective?
- j. *[Expectations vs reality]* Is the position as you expected it to be? In what ways.

### **For high level leaders who select faculty to leadership positions**

- 4. Leadership selection
  - a. In selecting leaders (chairs, institute directors, deans), what markers do you look for? Why do you believe these markers are indicative of effective leadership?
  - b. How do you (help) prepare future leaders?  
Do you mentor others? Do you provide training? In what ways?
  - c. What are the most common barriers to promotion to leadership for faculty?
  - d. Have you noticed any differences between men and women in:
    - preparedness for leadership positions
    - barriers to promotion to leadership
    - how they apply for a position / react to being nominated for a position

What have been some effective measures to identify/encourage/select women leaders?

### B3. List of interviewees

John Hennessey	President
John Etchemendy	Provost
Ann Arvin	Dean of Research
Persis Drell, SoE	Dean SoE
Elizabeth Magill, Law	Dean Law
Pam Matson, SES	Dean SE3S
Lloyd Minor, SoM	Dean SoM
Richard Saller	Dean H&S
Garth Saloner, GSB	Dean GSB
Deb Stipek, GSE	Dean GSE
John Bravman	Former VPUE
Jim Plummer	Former Dean SoE
Phil Pizzo	Former Dean SoM
Sharon Long	Former Dean H&S
Pat Jones	Former VP FD&D
Karen Cook	VP FD&D
Patti Gumpport	VPGE
Stefanie Kalfayan	VP AA
Stephen Graham	S.A.D Faculty Affairs, SE3S
Jennifer Widom	S.A.D. Faculty Affairs, SoE
Susan McConnell	SUES
Maureen McNichols	Budget Group
Julie Kennedy (CRUM)	CRUM
Sheri Sheppard	Senate Steering Committee
Sally Benson	Director Precourt, GCEP
Stacey Bent	Director TomKat
Jeff Koseff	Director Woods
Chaitan Khosla	Director ChemH
Carla Schatz	Director BioX/Clark
<b>Participants by school</b>	
<i>School of Engineering</i>	
Alex Aiken	CS
Sarah Billington	CEE
John Bravman	ME (former)
Persis Drell	MSE
Abbas El Gamal	EE
Bernd Girod	EE

Ken Goodson	ME
John Hennessey	CS
Chaitan Khosla	ChemE
Jeff Koseff	CEE
Jelena Kovacevic	EE
<i>School of Earth, Energy and Environmental Sciences</i>	
Sally Benson	ERE
Scott Fendorf	Chair ESS
Stephen Graham	GES
Julie Kennedy	Earth Systems
Kate Maher	GS
Pam Matson	ESS
Jonathan Payne	GS
<i>School of Humanities &amp; Sciences</i>	
Shelley Correll	Sociology
Martha Cyert	Biology
Carol Dweck	Psychology
John Etchemendy	Philosophy
Pat Jones	Biology
Hazel Markus	Psychology
Susan McConnell	Biology
Richard Saller	History
Carla Shatz	Biology
<i>School of Law</i>	
Barbara Fried	
Amalia Kessler	
Elizabeth Magill	
<i>School of Medicine</i>	
Ann Arvin	Pediatrics
Ben Barres, Ph.D	Developmental Biology
Cheryl Gore-Felton	Psychiatry
Iris Gibbs	Radiation Oncology
Odette Harris	Neurosurgery
Quynh Le	Head and Neck Surgery
Anna Messner	Head and Neck Surgery
Lloyd Minor	Head and Neck Surgery
Beverly Mitchell	Oncology
Julie Parsonnet	Health Research and Policy
Suzanna Pfeffer	Biochemistry
Lucy Shapiro	Developmental Biology
David Stevenson	Pediatrics
<i>Graduate School of Education</i>	
Prudence Carter	
Patti Gumpert	

Deborah Stipek	
Myra Strober	
<i>Graduate School of Business</i>	
Maggie Neale	
Garth Saloner	
Sara Soule	

# **Appendix C.**

## **Workshop reports**

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### **C1. Stanford Fellows, February 12, 2015**

#### **Agenda**

12 – 12:10

Introduction and lunch collection

12:10 – 12:40

Group discussion

Groups were asked to collect thoughts on 3 questions:

- I. What are top 4 definitions/demonstrated values/competencies of leadership at Stanford?
- II. What are most desirable and/or most valued leadership positions on campus?
- III. Quick reflection on leadership selection on campus. First things that come to mind?

12:40 – 1

Groups reported back, 4 minutes each

Participants: 14 Stanford Fellows (from 2011-2015 cohorts)

I. What are top (4) definitions/demonstrated values/competencies of leadership at Stanford?

<ul style="list-style-type: none"> <li>• Good listener</li> <li>• Persuasive</li> <li>• Quantitative understanding</li> <li>• Good communicator</li> <li>• Passionate, yet objective</li> <li>• Good judgment</li> <li>• Willing to seek/take advice</li> <li>• Ability to absorb &amp; synthesize the fire hose</li> <li>• Have/develop collective vision</li> <li>• Knowing how to prioritize</li> <li>• Ability to delegate (not micro-manage)</li> <li>• Support/motivate success of others</li> <li>• Ability to develop leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Team player</li> <li>• Caring about students</li> <li>• Excellence</li> <li>• Courage/conviction</li> <li>• Communicator/influencing</li> <li>• Listener</li> </ul>
<ul style="list-style-type: none"> <li>• Inspiration – scholarship + teaching</li> <li>• Conscientious</li> <li>• Interpersonal skills</li> <li>• Vision for team + university</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to make decisions with consultation and confidence</li> <li>• Strategist: big picture, future-oriented, goal-setting</li> <li>• Motivate &amp; inspire</li> <li>• Management ability – accepts responsibility to be authority</li> </ul>
<ul style="list-style-type: none"> <li>• Broad vision</li> <li>• See the larger picture</li> <li>• Consensus builder</li> <li>• Manage diversity</li> <li>• Take action when needed</li> <li>• Ambition for the organization, not self</li> <li>• Ability to listen</li> <li>• Clear communicator</li> <li>• Build teams; develop talent</li> <li>• Ensure the system can continue beyond the leader</li> </ul>	

II. What are most desirable and/or most valued leadership positions on campus?

<ul style="list-style-type: none"> <li>• President/provost</li> <li>• Deans</li> <li>• Center/institute directors</li> <li>• Initiative directors (collaborative across university)</li> </ul> <p><i>Department chairs more service, but seem avenue to dean? Advisory board?</i></p>	<ul style="list-style-type: none"> <li>• President/provost</li> <li>• Deans</li> <li>• Vice Provosts</li> <li>• Dean of Research</li> <li>• Center/institute directors</li> </ul>
<ul style="list-style-type: none"> <li>• Provost</li> <li>• Vice-provosts</li> <li>• Deans</li> <li>• Center/institute directors</li> </ul>	<ul style="list-style-type: none"> <li>• President/provost</li> <li>• Deans</li> <li>• Dean of research</li> <li>• Vice provost UG/GE</li> <li>• Center/institute directors</li> <li>• Department chairs</li>   <li>• Vice presidents</li> <li>• Administrative unit leaders</li> </ul>
<ul style="list-style-type: none"> <li>• Lead a research team</li> <li>• Recognition in area of focus</li> <li>• Respected by colleagues even when disagreement</li> </ul>	

III. Quick reflection on leadership on campus: first things that come to mind

<p><u>Focus on transparency</u></p> <ul style="list-style-type: none"> <li>• Dean and department chairs very consultative in SoE and SE3S</li> <li>• Department chairs in some departments (H&amp;S) opaque</li> <li>• Center/institute directors opaque</li> </ul>	<p><u>Focus on transparency</u> Thorough search process</p> <p><u>Focus on markers</u></p> <ul style="list-style-type: none"> <li>• Excellence in discipline</li> <li>• Team leadership</li> <li>• Caring for academic mission</li> </ul>
<p><u>Focus on transparency</u></p> <ul style="list-style-type: none"> <li>• Not transparent</li> <li>• Highly subjective</li> </ul> <p><u>Focus on markers</u></p> <ul style="list-style-type: none"> <li>• Demonstrated competence in leadership role</li> <li>• Visibility</li> <li>• Respect of colleagues</li> </ul>	<p><u>Thoughts on academic leaders</u></p> <ul style="list-style-type: none"> <li>• Based on academic credentials, not leadership skills</li> <li>• High prize for academic service</li> <li>• “good citizen”</li> <li>• “go along, get along”</li> <li>• Management experience not a requirement</li> </ul> <p><u>Thoughts on non-academic leaders</u></p> <ul style="list-style-type: none"> <li>• Mysterious selection process</li> <li>• “tapped”</li> <li>• “who you know”</li> <li>• Knowledge of Stanford highly prized</li> <li>• Hard to come in from outside</li> </ul>
<ul style="list-style-type: none"> <li>• Academic process clearer than non-academic process</li> <li>• HR rollout <b>not</b> providing clarity to the leadership path</li> </ul>	

## **C2. Faculty Women's Forum, February 24, 2015**

### **Agenda**

Participants spread themselves over six different tables (estimated 5-7 people per table)

12 – 12:10

Introduction to taskforce, explanation of process

12:10 – 12:20

Each participant takes 15 minutes to reflect on the following topics:

- I. What do you consider desirable leadership positions on campus? Are there any in which an increased presence of women will, in your opinion, have a positive impact on the university?
- II. What can individual women do to develop the needed knowledge, experience and skills for leadership roles, and to have their leadership interests known?
- III. Are there (perceived or concrete) barriers to leadership on campus? What can Stanford do to remove such barriers and enhance opportunities for women faculty to go into leadership?

Personal thoughts are written on separate sheets (one per topic) and collected. The sheets are distributed back to the group, with each topic assigned to two tables.

12:20 – 12:45

In table groups, participants discuss the given topic using the sheets as basis and form a collective answer, which they document on poster post-its

12:45 – 1:10

Tables report back to the group (3 minutes per table maximum) and share thoughts and recommendations

Participants: 41 members of the Faculty Women's Forum 2015

- I. What do you consider desirable leadership positions on campus? Are there any in which an increased presence of women will, in your opinion, have a positive impact on the university?

Desirable leadership positions – more women in these positions would have a strong positive impact:

1. Positions that control money and select people
  - board of trustees
  - deans
  - president
  - provost
  - lab directors
  - institute directors
  - department chairs
  - search committee chairs
  - chair of faculty senate
2. Thought leaders
  - chair of faculty senate
  - appointments and promotions committees

- II. What can individual women do to develop the needed knowledge, experience and skills for leadership roles, and to have their leadership interests known?

Common themes:

- mentorship (coaching, mentoring)
- building skills, knowledge and reputation through committee or leadership roles
- networking

Other ideas:

- University should ask women (and men) about their interests in committee work and leadership positions. Comment was made that the Committee on Committees does not have a clear idea of who is interested in what when it makes recommendations
- Apprenticeship, sponsorship structures

III. Are there (perceived or concrete) barriers to leadership on campus? What can Stanford do to remove such barriers and enhance opportunities for women faculty to go into leadership?

Identified barriers:

- lack of transparency in leadership selection, across the board. For many committees and leadership roles, it is not advertised in advance that the position is available and what the selection criteria are
- lack of role models
- male networks
- overload of responsibility
- women overrepresented in low status/service roles
- stigma
- lack of leadership development
- active exclusion
- insufficient inclusion
- narrower acceptable roles for women in leadership; women may not want to push women's issues to avoid being marginalized; cannot necessarily use all strategies/tactics that men use and still be perceived as effective leaders; and can wind up being the go-to person in leadership for people seeking a "mom"
- tokenism
- pipeline problems, both academic pipeline as well as leadership pipeline
- biological clock
- unconscious bias
- lack of proactive self-promotion: self promotion distasteful in women
- Insert graph
- lack of time
- inadequate rewards
- more family responsibilities and less mobility and flexibility in timing of leadership positions for women

Possible remedies:

- training: leadership, career development, procedure and policies
- intentionally broadening pipeline
- engaging men
- education and buy-in to the larger community
- actively create opportunities
- actively create network
- more open selection process
- better performance metrics

Some individual quotes from the FWF workshop:

*I. Desirable positions*

“An increased presence of women would have a huge positive impact – diversifying ways of thinking, increasing understanding of womens’ needs on campus as faculty and staff”

“When women have money and resources things change for the better”

“Women have generally not been represented in the most powerful leadership positions: president, provost, dean of SoM, H&S (with short not particularly successful exceptions). More women on the board of trustees would also add diversity of thought”

“Women are different biologically, socially and developmentally than men and thus are likely to have different approaches to problems, different definitions of what problems are, and different solutions to them. Leadership of women begats leadership of women.”

“Like all universities, it seems that many of the top leaders of Stanford are old, white men”

*II. What can individual women do?*

“We should be asked about our interests, not be responsible for bringing it forward”

“Women who are good at being identified are often not the best leaders”

“Don’t train the women: train those in positions of influence how to recognize and develop female leadership talent”

“Take on a progression of smaller confidence building roles to build skills”

“Create and engage in communities of like-minded women to support & promote each other in explicit ways”

“I do not like the tone of this question. I think they (women) already have too much to do”

*IIIa. Barriers*

“Current male leaders choosing other male leaders”

“A few senior men take all the leadership positions and share them back and forth”

“Parental leave policy is still different for men and women”

“Insufficient early career opportunities. Lack of mentoring and support”

“Institutionally based unconscious bias against female leadership is a big barrier”

“Tendency for women to be less outspoken and self-promoting, or even to make choices in a different way that cause them to perceive themselves as inadequate or unqualified”

*IIIb. Solutions*

“Training on how to disarm aggressive male colleagues (bullies)”

“Transparency: we need to know **how** Stanford works”

“There could be/should be an annual call for interested volunteers. Many committees are self-replacing making a strong founder effect around fields and friends of current members”

“Create (more) opportunities for 1<sup>st</sup> time leadership positions”

### **C3. School of Medicine, March 31, 2015**

#### **Agenda**

Participants spread themselves over six different tables (estimated 5-7 people per table)

7:10 – 7:25

Each participant takes 15-20 minutes to reflect on three topics related to leadership in SoM and on the wider campus.

Personal thoughts are written on separate sheets (one per topic) and collected. The sheets are distributed back to the group, with each topic assigned to two tables.

7:25 – 7:50

In table groups, participants discuss the given topic using the sheets as basis and form a collective answer, which they document on poster post-its

7:50 – 8:20

Tables report back to the group (3 minutes per table maximum) and share thoughts and recommendations

Participants: 33 SoM faculty (11 men, 22 women).

*Topic 1 : Leadership in SoM – attainability and selection*

a. What do you consider desirable leadership positions in SoM and the wider campus?

- division chief
- chair
- associate chair
- dean
- associate dean
- chief of staff
- chief medical officer
- leaders of research institutes
- endowed chairs
  
- provost
- president

b. Do you believe the selection process for these positions is transparent?

- lack of transparency when there is not a search process
- often unclear when positions are open, and what positions are available
- mechanism for expressing interest in leadership positions is not available
- clear leadership ladder is not defined, and little info is given about any ladders

c. Do you believe that these positions are attainable equally for men, women and URM? If not, what are the main factors that cause these differences?

Overall consensus was that because of the lack of transparency, positions were not equally attainable. People appointed were thought to be given the opportunity because of:

- personal relationships
- good old boys networks
- like promotes like

Also mentioned as barriers to equal attainability were

- low numbers of available women and URM, leading to an overburdening of these groups (too much service)
- lack of visibility that women and URM have

It was deemed very critical to

- self promote
- have good supportive mentors and advocates

*Topic 2 : Leadership training/preparation*

- a. What do you think are effective ways for SoM and/or Stanford to help faculty develop the knowledge, experience and skills for leadership roles?

*If you attended SoM or Stanford leadership course(s), we are also interested to hear:*

- *Which one(s)?*
- *How useful were these programs in preparing you for current or previous leadership positions? [not useful, somewhat useful, very useful]*
- *Has your participation in these training programs led to leadership opportunities in SoM or the wider campus? [yes, no, to some extent]*

90% of participants were part of one or more of the following leadership programs:

- Hopkins Leadership Course
- SOS
- CELT
- Stanford Faculty Fellows
- Coaching/career counseling
- Women Faculty Development
- WISE: Clayman Institute

Feedback on leadership courses:

- somewhat to very useful
- focused on Stanford leadership style
- networking most helpful aspect
- coaching helpful after course/individual mentoring and coaching helpful
- have not really helped in attaining leadership positions

Recommendations for training and development:

- leadership programs need a placement component at the end of the program
- expose and immerse junior faculty with coaching into leadership roles (with an identified mentor, on the job training)
- knowledge re: opportunities and transparency on selection process
- expand leadership training so it's not just Stanford leadership style

### Topic 3 : Barriers/challenges

a. In your opinion, what are the (perceived or concrete) barriers for men, women, and URM to leadership in the SoM, and on wider campus?

- lack of awareness
- little understanding of process
- clear description of roles unavailable
- no info on leadership positions and opportunities
- “it’s who you know”
- like hires like
- women/URM less likely to be tied into informal networks
- lack of leadership promotion (mentorship)
- club mentality
- lack of networks
- lack of transparency, especially for internal positions
  
- lack of leadership training for faculty
- no formal pathway internally to be a leader
- lack of self-promotion and negotiating skills
  
- time: early mornings, late nights
- time, expectation of 24/7 availability via email
- opportunity cost: time, academic work, family
- work-life balance
- silo-ing
  - funding
  - architecture/space not conducive to sharing ideas across disciplines
- lack of discretionary time/RVU productivity
- bias with respect to specialties
- too many committees
  
- organizational structure of leadership
- current leaders in power too long – lack of turnover in key positions
- perceived deficiencies in current leaders
  
- unconscious bias
- gender/URM bias (hard to self-promote)
- women/URM are held to higher standards
- lack of realistic role models

- b. What can SoM and/or Stanford do concretely to remove such barriers and enhance opportunities for all faculty to go into leadership if they are interested?
- d. School model
    - flattened hierarchy
    - open spaces to stimulate discussion, collaboration, thin boundaries between silos
    - design thinking in many aspects of the school (research, education, management, strategic thinking)
  - increase admin support to reduce burden on faculty (reduce number of hours spent on tasks that could easily be outsourced)
  - publicize opportunities and expectations openly and communicate to all faculty
  - incentives to participate in leadership opportunities (intensive skill building)
  - offer a variety of leadership programs to faculty
  - increase transparency in appointment processes
  - increase networking opportunities for women
  - design a Stanford leadership website to increase cross-pollination and communication amongst disciplines at Stanford, as well as highlight leadership paths and excite/inspire future leaders
  - create a decanal level position for faculty development
  
  - ask all leaders need to actively mentor and support someone to be a leader, part of annual review
  - continue to fund leadership programs
  - measure effectiveness/impact of leadership programs (career paths of faculty post leadership training)
  - intentionally groom URM and women for leadership early in career
  - create a pipeline early in career
  - bring VA leaders into SOM

## **C4. School of Earth, Energy & Environmental Sciences, May 12, 2015**

### **Agenda**

12:00 – 12:05

Short introduction (Margot)

12:05 – 12:20

Each participant takes 15 minutes to reflect on three topics related to leadership in SE3 and on the wider campus, listed below.

Personal thoughts are written on separate sheets (one per topic) and collected.

12:20 – 12:45

Group discussion about personal reflections. Exchanges of ideas

Participants: 5 SE3 faculty (3 men, 2 women)

*Topic 1: Leadership in SE3 and Stanford – attainability and selection*

- a. What do you consider desirable leadership positions in SE3 and the wider campus?
- positions that come with significant decision-making power
  - committee chair of policy making university committees (e.g., CGS, C-RUM)
  - department chairs
  - dean
  - provost
- Other comments:
- leadership is a service, not something that is desirable
  - belief that most faculty in SE3S do not aspire to leadership beyond their research group
- b. Do you believe the selection process for these positions is transparent?
- most faculty felt process is not transparent on the whole, and if transparent not necessarily effective
- c. Do you believe that these positions are attainable equally for men, women and URM? If not, what are the main factors that cause these differences?
- overall feeling is that the positions are equally attainable
  - (unconscious) biasing seen to make it harder for women/URM to be effective

Topic 2. Leadership training/preparation

- a. What do you think are effective ways for SE3 and/or Stanford to help faculty develop the knowledge, experience and skills for leadership roles?
- provide mentors
  - entrée-level leadership opportunities (committees)
  - leadership training opportunities for current and potential leaders
  - disseminate information about leadership roles and opportunities associated with them
  - reward leadership, particularly at the lower level where benefits might not be obvious

*If you attended SE3 or Stanford leadership course(s), we are also interested to hear:*

- Which one(s)?
  - provost chairs' workshops
  - Leopold Leadership training
- How useful were these programs in preparing you for current or previous leadership positions? [not useful, somewhat useful, very useful]

very useful

- Has your participation in these training programs led to leadership opportunities in SoE or the wider campus? [yes, no, to some extent]

N/A

- b. What do you think are effective ways for faculty to develop the knowledge, experience and skills for (future) leadership roles, and to make their interest in such roles known?
- volunteer to chair departmental committees, associate chair positions, or other beginning level tasks
  - jump in: learn by doing, be actively engaged
  - express interest via annual reviews (collected with performance evaluations)
  - engage in activities that help develop a thicker skin

Topic 3. *Barrier/challenges and recommendations*

- a. In your opinion, what are the (perceived or concrete) barriers for men, women, and URM to leadership in SE3, and on wider campus?
- unclear incentives and lack of rewards for leadership roles
  - insufficient opportunity to engage administratively – not many active committees
  - too much pressure in the job – too many other things going on
  - lack of knowledge in faculty of necessary skills for leadership positions
  - lack of awareness at dean's office of what faculty are interested in what positions
- b. What can SE3 and/or Stanford do concretely to remove such barriers and enhance opportunities for all faculty to go into leadership if they are interested?
- provide more entrée-level leadership positions
  - incentivize leadership: financially and through reduced teaching
  - recognize academic leaders
  - set up a mechanism for faculty to get formal training and provide release time/summer salary for participation in leadership training
  - provide leadership mentors – and specifically help faculty prioritize and deal with pressures and requests coming at them from every part of the university
  - make opportunities more visible: disseminate information about leadership selection processes and when possible advertise open positions
  - Stanford/SE3 could say explicitly that a leadership position is expected of all faculty periodically in their career
  - understand ambitions of faculty, and give those interested in gaining leadership experience the chance to build experience through ad-hoc committees/ bottoms-up leadership

## **C5. School of Engineering, May 14, 2015**

### **Agenda**

12:00 – 12:05

Short introduction

12:05 – 12:20

Each participant takes 15 minutes to reflect on three topics related to leadership in SoE and on the wider campus, listed below.

Personal thoughts are written on separate sheets (one per topic) and collected.

12:20 – 12:45

Group discussion about personal reflections. Exchanges of ideas

Participants: 8 SoE faculty (6 men, 2 women)

*Topic 1: Leadership in SoE and Stanford – attainability and selection*

a. What do you consider desirable leadership positions in SoE and the wider campus?

- positions that allow for thought leadership and new ideas – such as SoE Future committee
- undergraduate admissions and undergraduate curriculum
- external relations
- positions with a budget or at least significant possibility for action
- senate chair
- departmental chairs
- senior associate dean positions: make difference in day-to-day life students and faculty
- dean
- provost

Comments about departmental chair:

- particularly challenging because of need to balance competing views with little access to resources
- seen as a good compromise between leadership and active research

b. Do you believe the selection process for these positions is transparent?

- opaque – processes might be followed, but most faculty unfamiliar with processes
- unclear what leadership positions are available – seldom advertised
- sense that leadership selection is through who-knows-who (networking, “EE effect”)
- because of emphasis on networking, it is tough for faculty who are externally focused and spent less time networking internally to get into influential positions

c. Do you believe that these positions are attainable equally for men, women and URM? If not, what are the main factors that cause these differences?

- overall feeling is that the positions are equally attainable
- biases exist leading to additional challenges for women/URM
- women/URM may be overburdened because of tokenism

Topic 2. Leadership training/preparation

- a. What do you think are effective ways for SoE and/or Stanford to help faculty develop the knowledge, experience and skills for leadership roles?
- provide courses in facilitating meetings, having difficult conversations, negotiations, active listening. Incentive going to courses by giving relief elsewhere
  - provide confidence and experience building entrée leadership positions
  - provide good mentoring for beginning, as well as more advanced, leaders
  - be transparent about what leadership positions are available
  - create opportunities to show interest

*If you attended SoE or Stanford leadership course(s), we are also interested to hear:*

- *Which one(s)?*
  - Provost chairs' workshops
  - Leopold Leadership training
- *How useful were these programs in preparing you for current or previous leadership positions? [not useful, somewhat useful, very useful]*

useful
- *Has your participation in these training programs led to leadership opportunities in SoE or the wider campus? [yes, no, to some extent]*

N/A

- b. What do you think are effective ways for faculty to develop the knowledge, experience and skills for (future) leadership roles, and to make their interest in such roles known?
- volunteer to chair departmental committees or other beginning level tasks
  - ask for, and accept, feedback
  - lead conference sessions, special issues of journals
  - jump in: learn by doing

Topic 3. *Barrier/challenges and recommendations*

- a. In your opinion, what are the (perceived or concrete) barriers for men, women, and URM to leadership in SoE, and on wider campus?
- pretenure – pressure to focus on research and publish
  - post tenure – lack of peer recognition for assuming leadership roles
  - lack of qualified administrative assistants, except at very senior levels
  - qualified people that are invisible – break the cycle of selecting the same people over and over
  - too much pressure on women/URM to join committees because of tokenism
- b. What can SoE and/or Stanford do concretely to remove such barriers and enhance opportunities for all faculty to go into leadership if they are interested?
- increase quality and reduce quantity of administrative staff (pay more)
  - recognize academic leaders as well as scientific heroes
  - set up a mechanism for faculty to get formal training and provide release time/summer salary for participation in leadership training
  - provide leadership mentors – and specifically help faculty prioritize and deal with pressures and requests coming at them from every part of the university
  - make opportunities more visible: disseminate information about leadership selection processes and when possible advertise open positions
  - more frequent turnover at key positions (chairs) to groom new leaders
  - cast a wider net when selecting people. Understand ambitions of all faculty, and give those interested in gaining leadership experience the chance to build experience through ad-hoc committees/ bottoms-up leadership

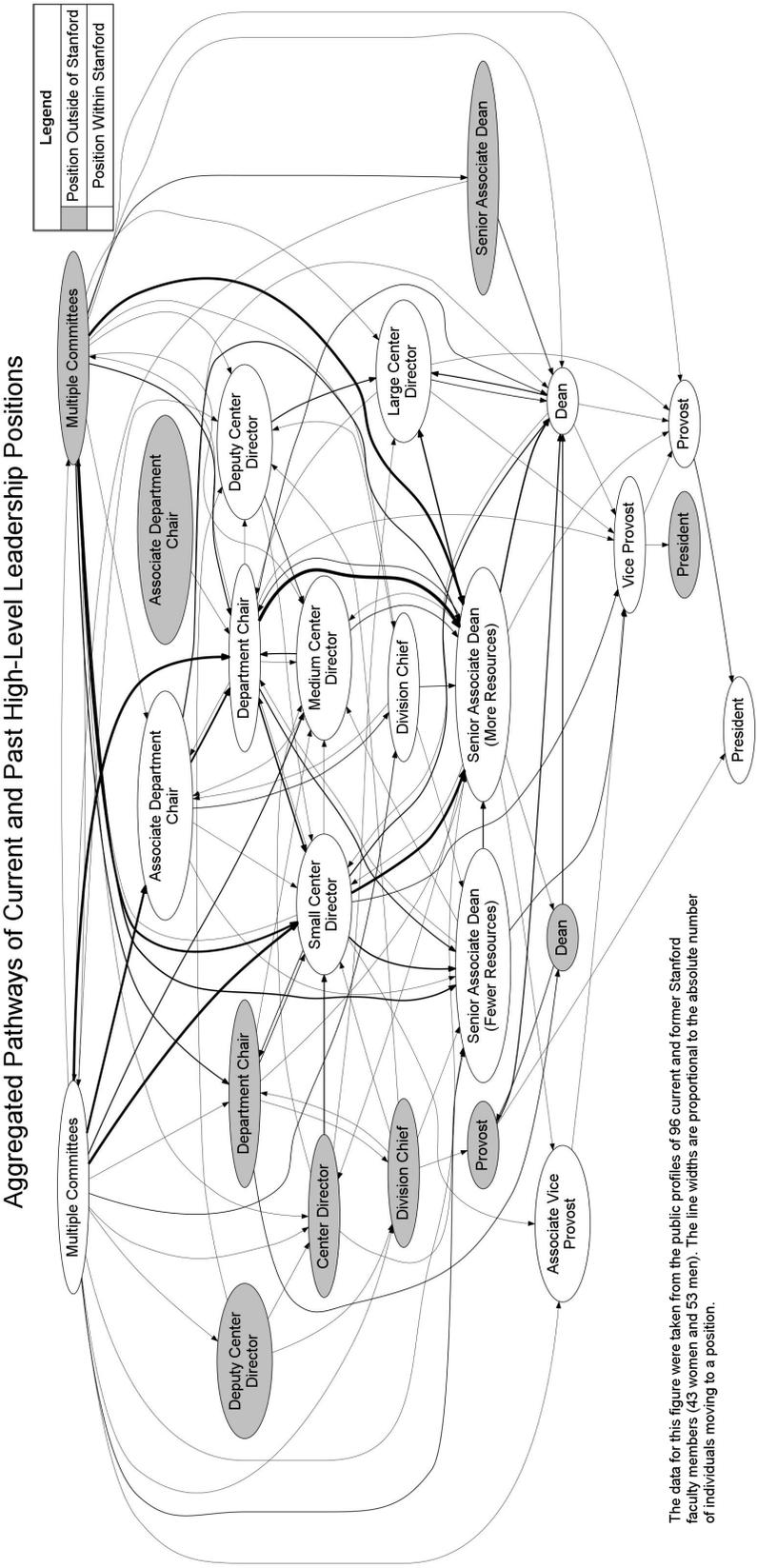
## **Appendix D.**

### **Complete pathways to leadership on campus**

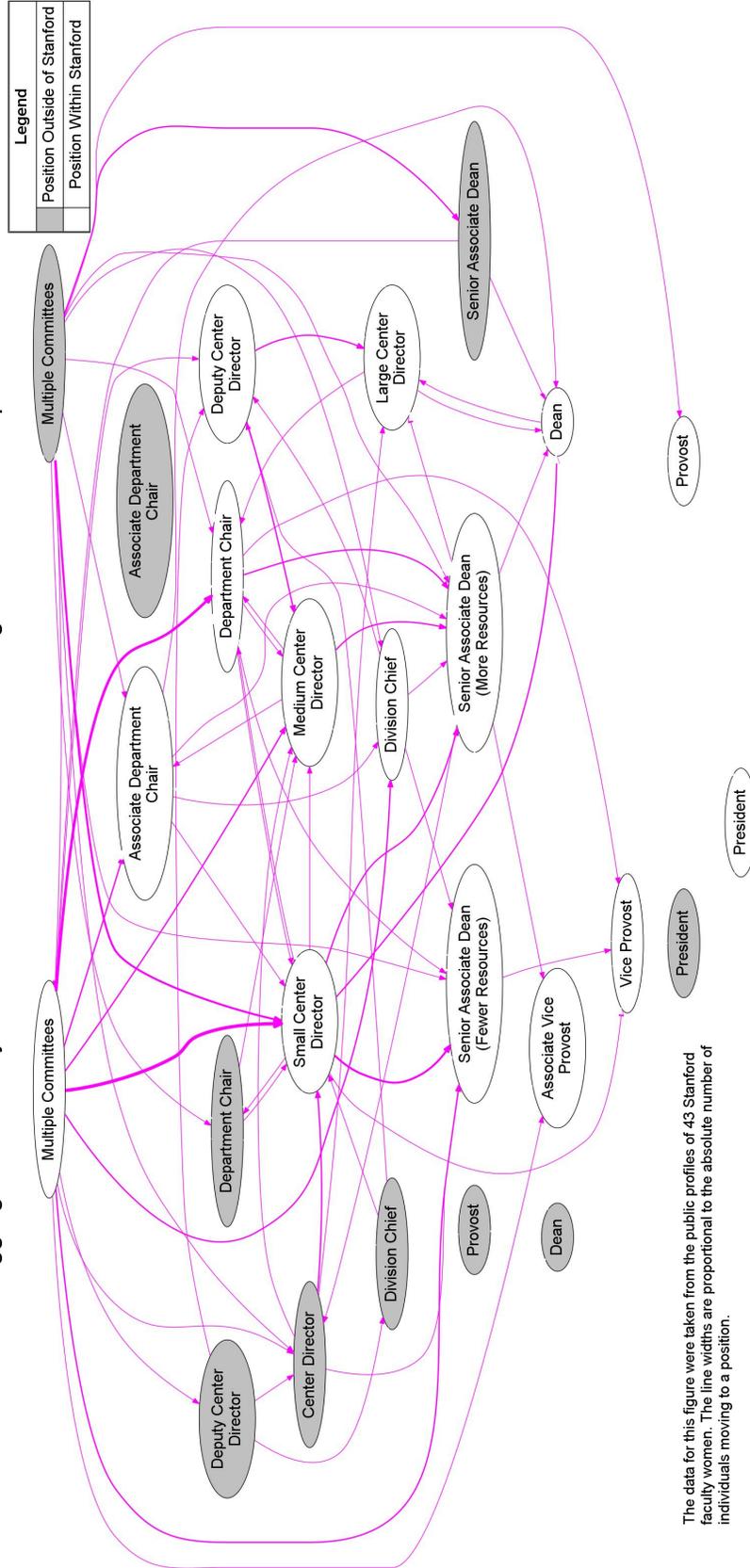
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- D1. Pathways of current and past high-level leadership positions
- D2. Pathways of current and past presidents and provosts
- D3. Pathways of current and past vice provosts
- D4. Pathways of current and past deans
- D5. Pathways within the Graduate School of Business
- D6. Pathways within the School of Earth, Energy & Environmental Sciences
- D7. Pathways within the Graduate School of Education
- D8. Pathways within the School of Engineering
- D9. Pathways within the School of the Humanities & Sciences
- D10. Pathways within the Law School
- D11. Pathways within the School of Medicine

# D1. Pathways of current and past high-level leadership positions

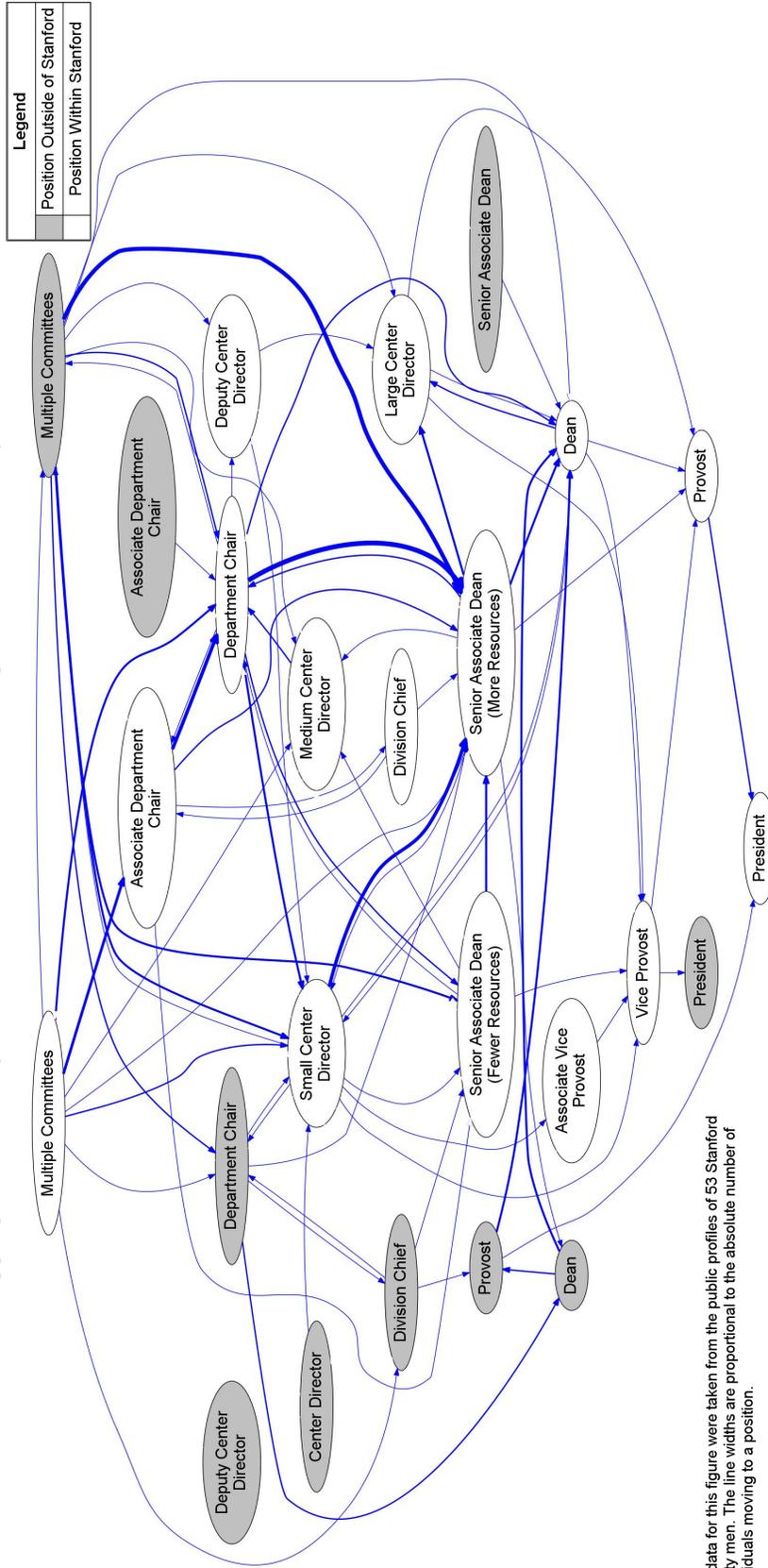


# Aggregated Pathways of Women in Current and Past High-Level Leadership Positions



The data for this figure were taken from the public profiles of 43 Stanford faculty women. The line widths are proportional to the absolute number of individuals moving to a position.

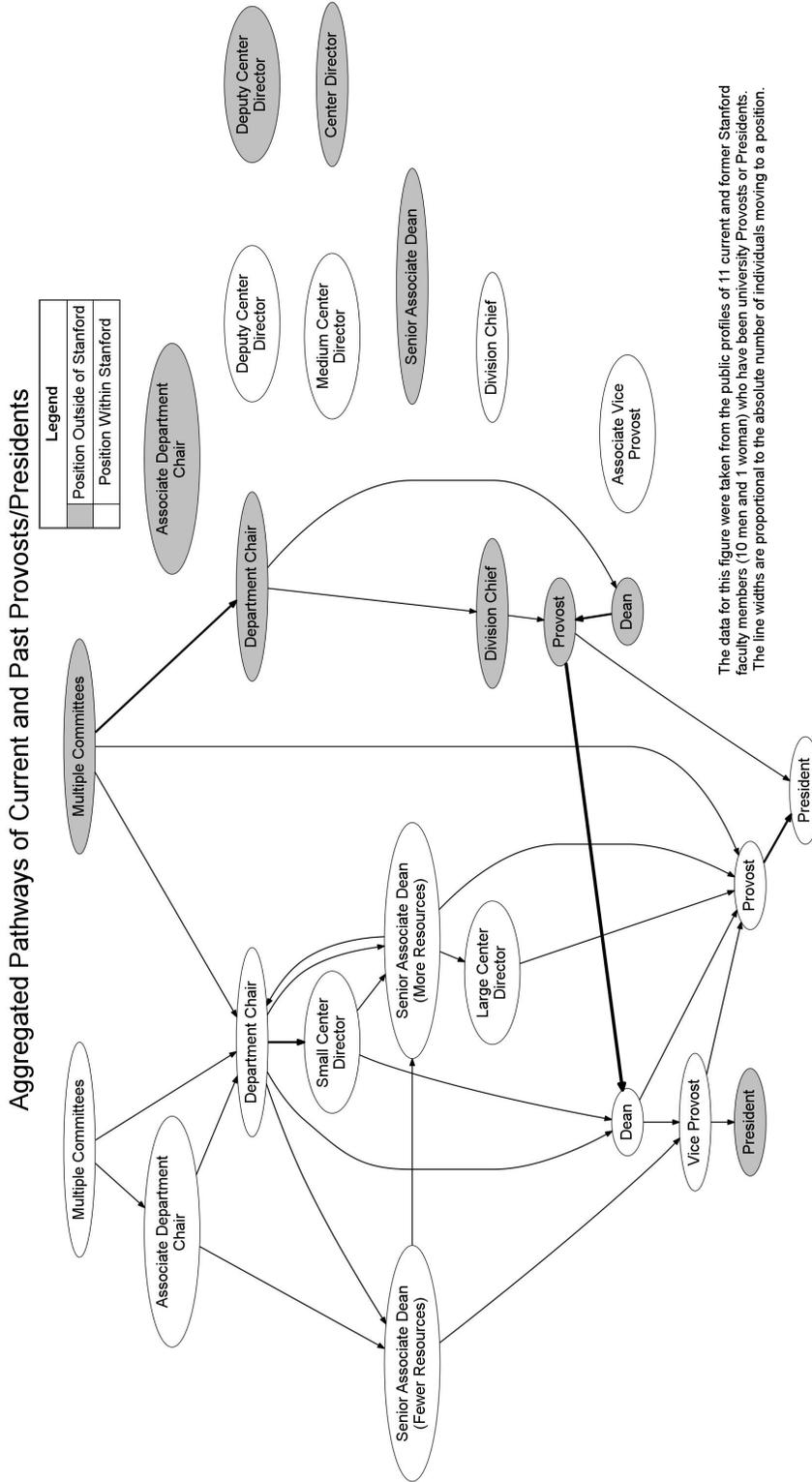
# Aggregated Pathways of Men in Current and Past High-Level Leadership Positions



Legend	
	Position Outside of Stanford
	Position Within Stanford

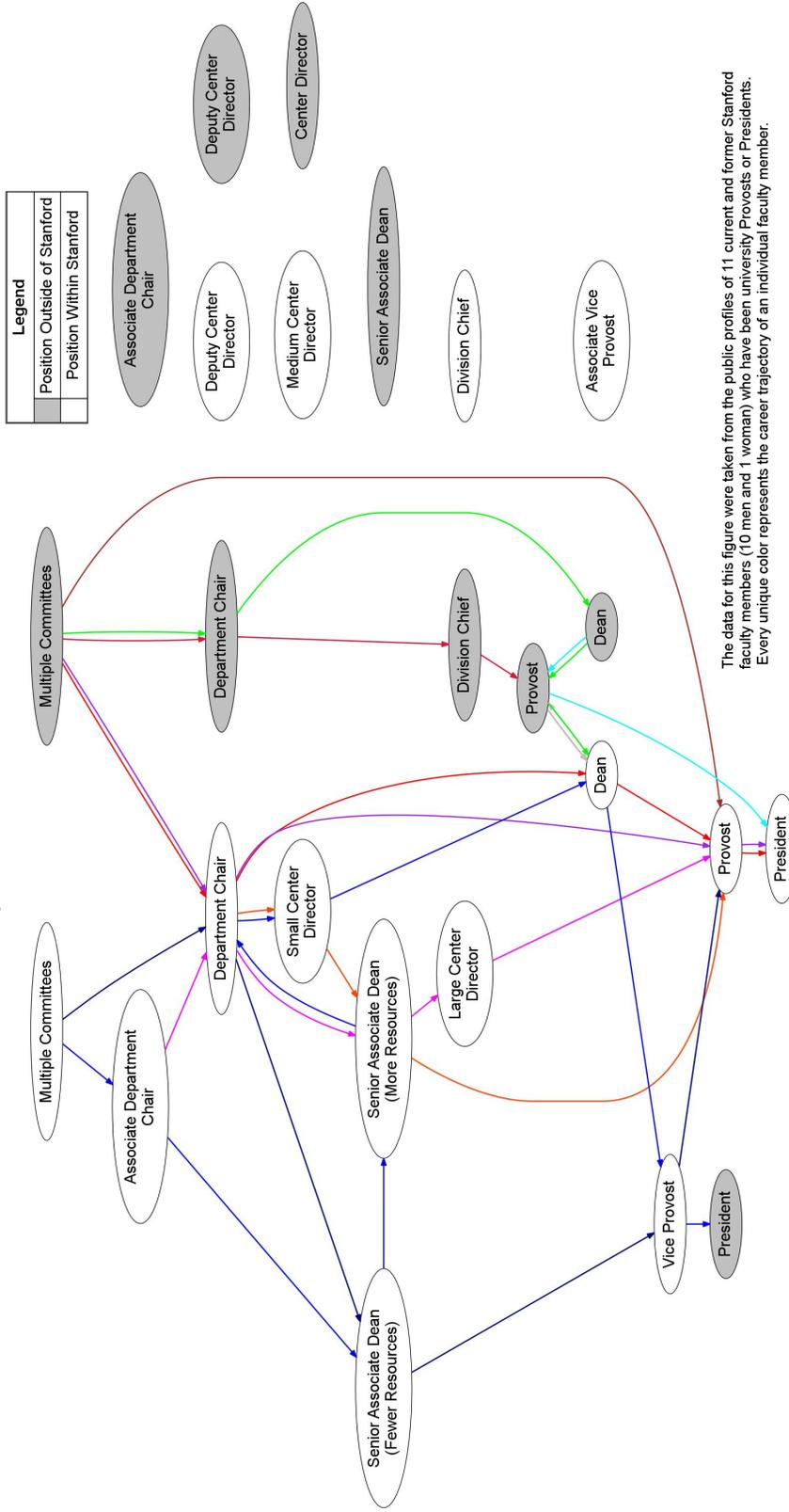
The data for this figure were taken from the public profiles of 53 Stanford faculty men. The line widths are proportional to the absolute number of individuals moving to a position.

## D2. Pathways of current and past provosts/presidents



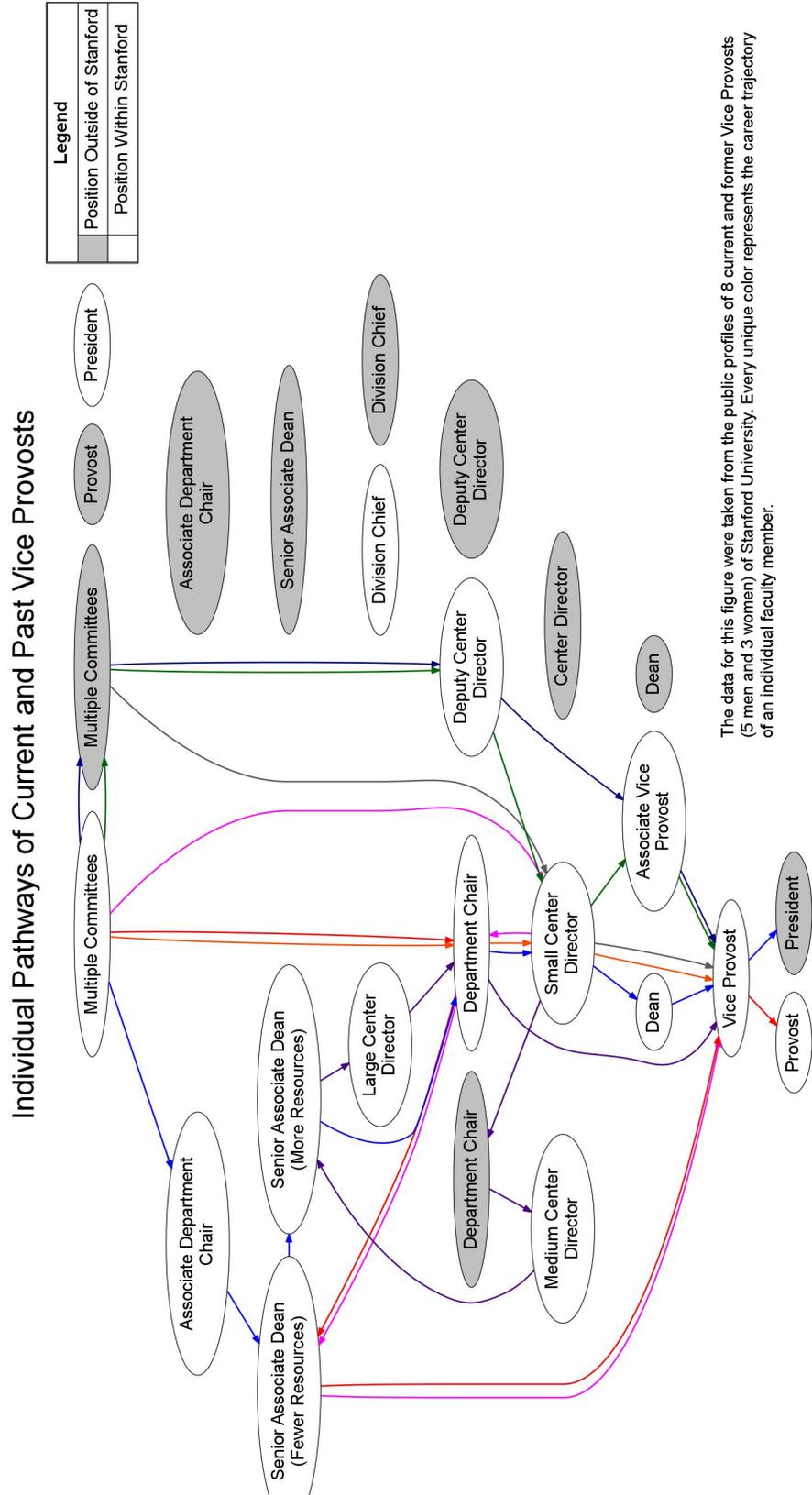
The data for this figure were taken from the public profiles of 11 current and former Stanford faculty members (10 men and 1 woman) who have been university Provosts or Presidents. The line widths are proportional to the absolute number of individuals moving to a position.

## Individual Pathways of Current and Past Provosts/Presidents



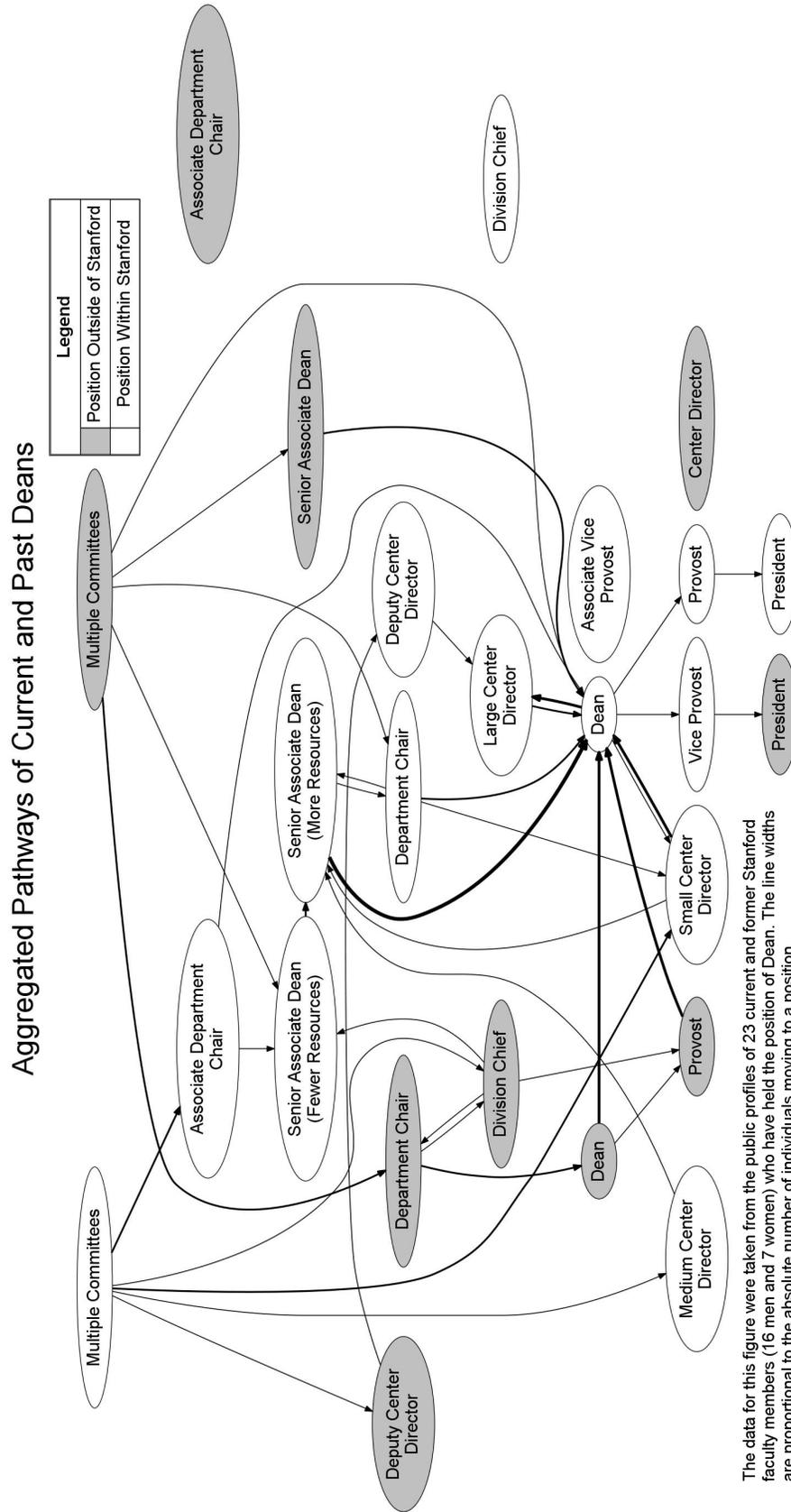
The data for this figure were taken from the public profiles of 11 current and former Stanford faculty members (10 men and 1 woman) who have been university Provosts or Presidents. Every unique color represents the career trajectory of an individual faculty member.

### D3. Pathways of current and past vice provosts

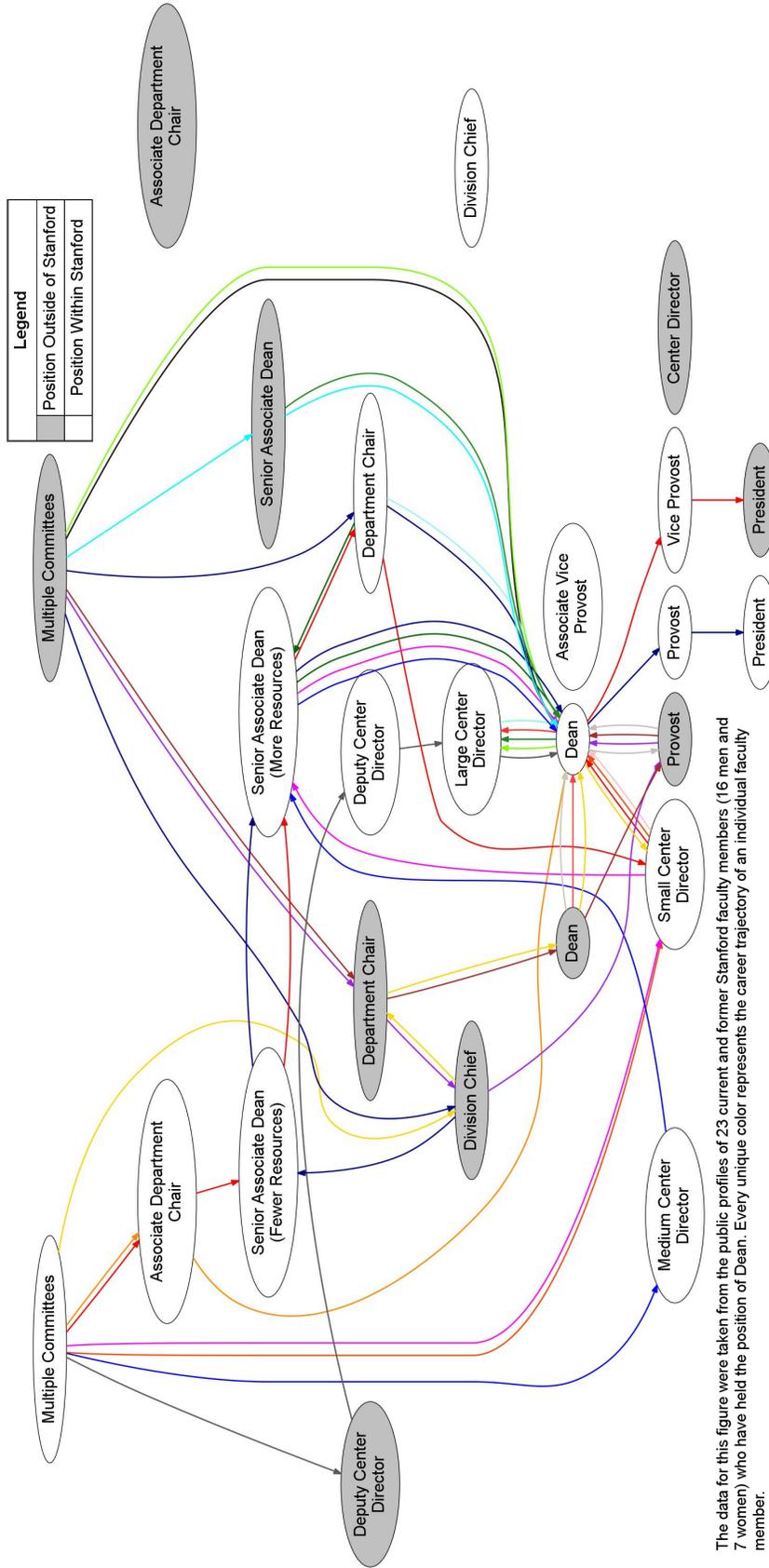


The data for this figure were taken from the public profiles of 8 current and former Vice Provosts (5 men and 3 women) of Stanford University. Every unique color represents the career trajectory of an individual faculty member.

## D4. Pathways of current and past deans



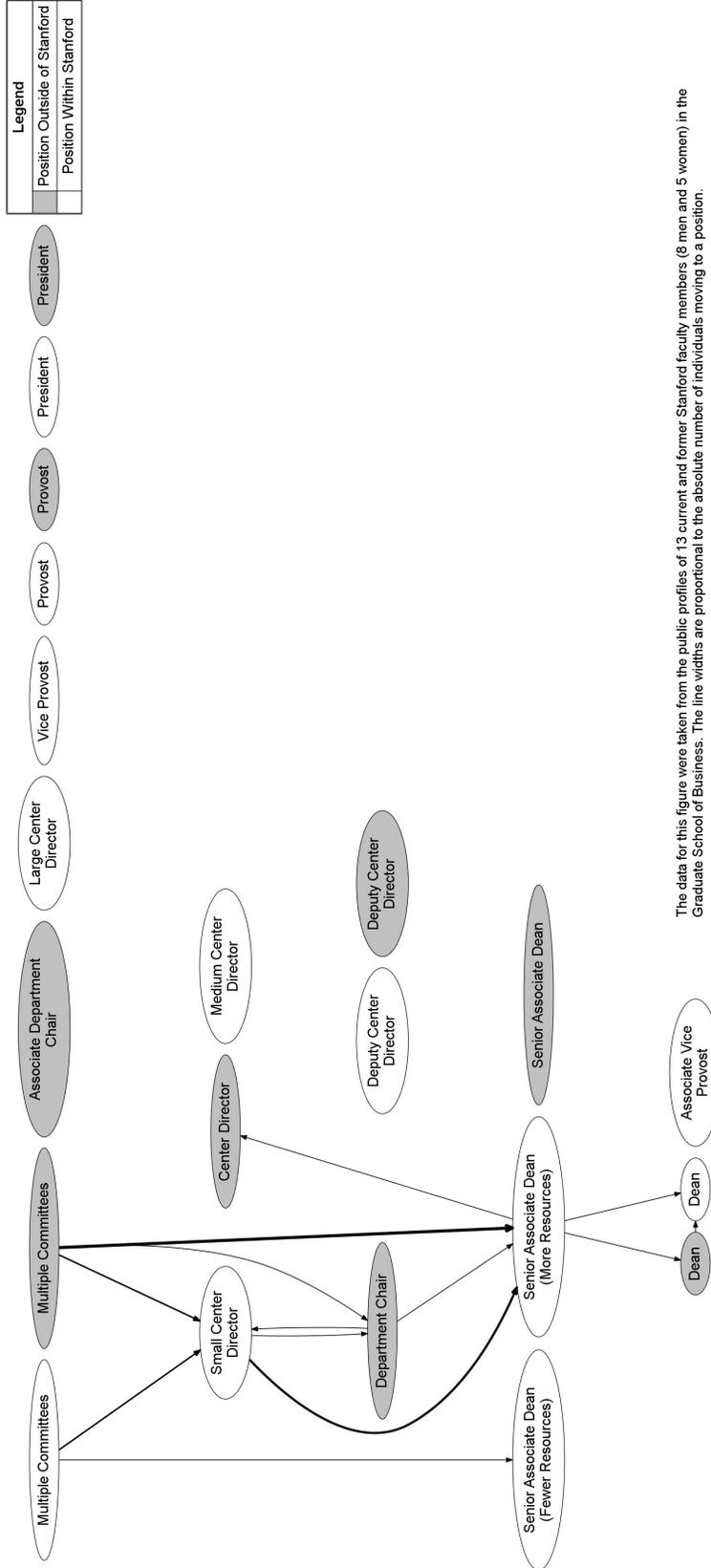
# Individual Pathways of Current and Past Deans



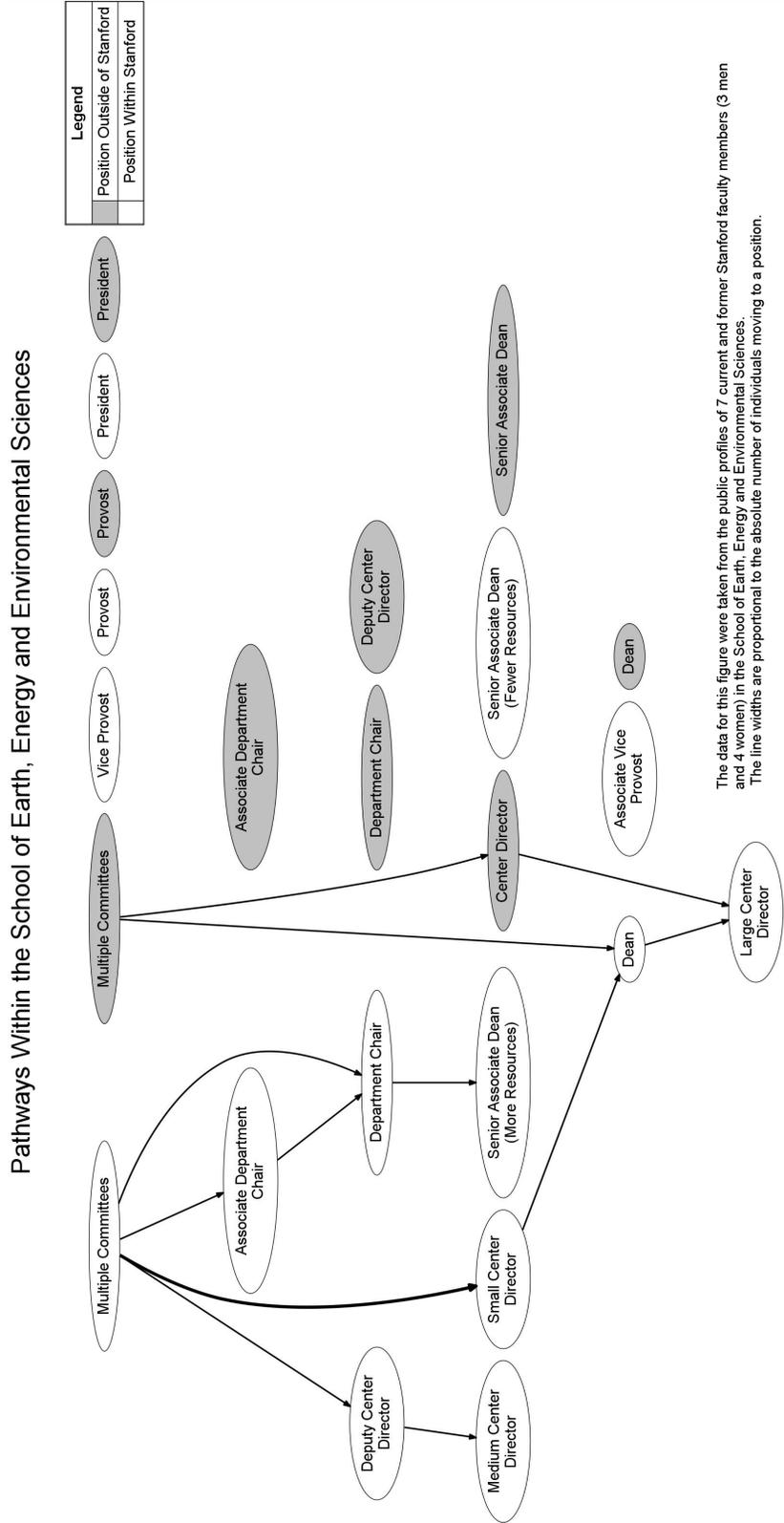
The data for this figure were taken from the public profiles of 23 current and former Stanford faculty members (16 men and 7 women) who have held the position of Dean. Every unique color represents the career trajectory of an individual faculty member.

# D5. Pathways within the Graduate School of Business

Pathways Within the Graduate School of Business



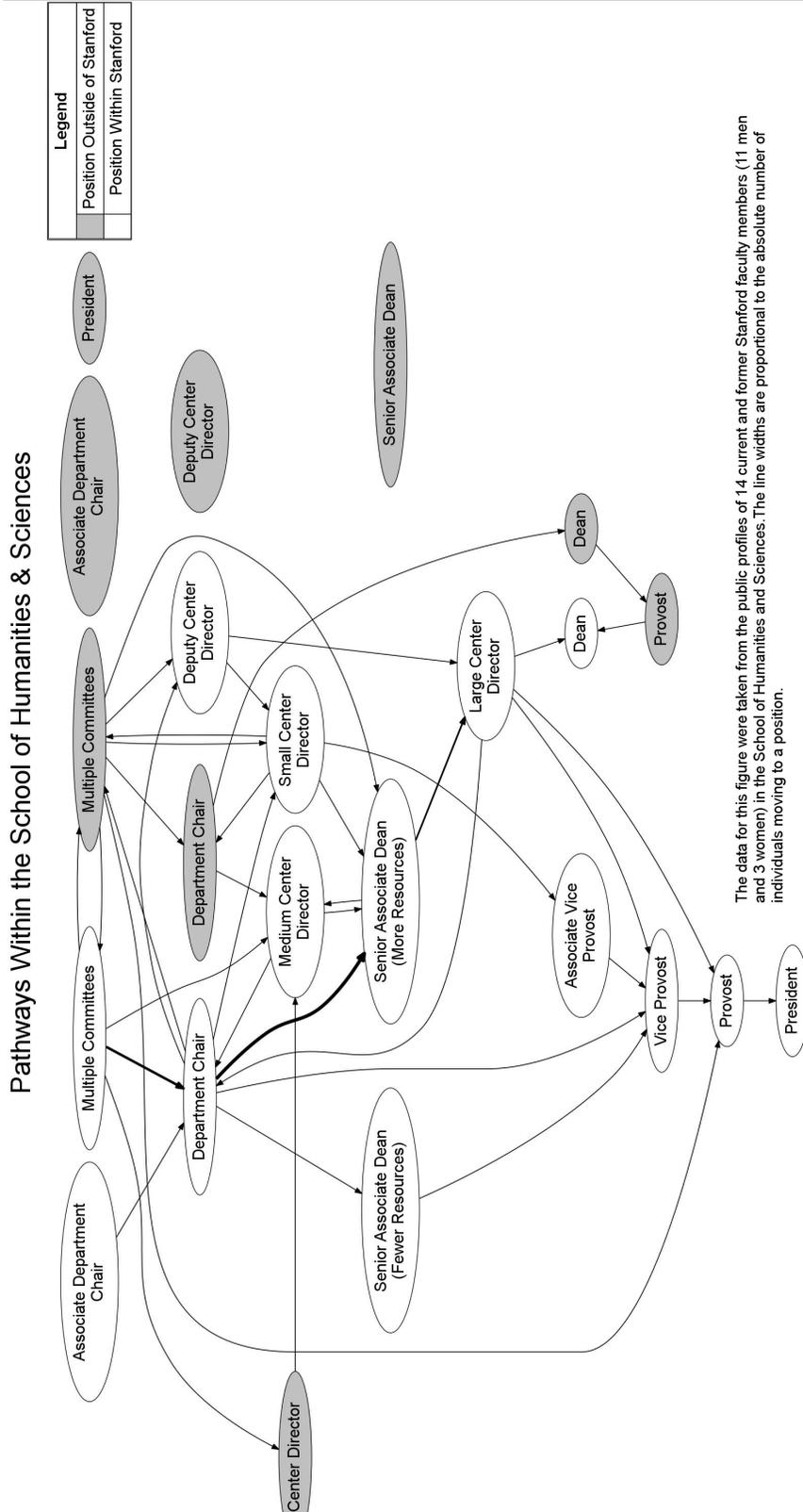
# D6. Pathways within the School of Earth, Energy & Environmental Sciences







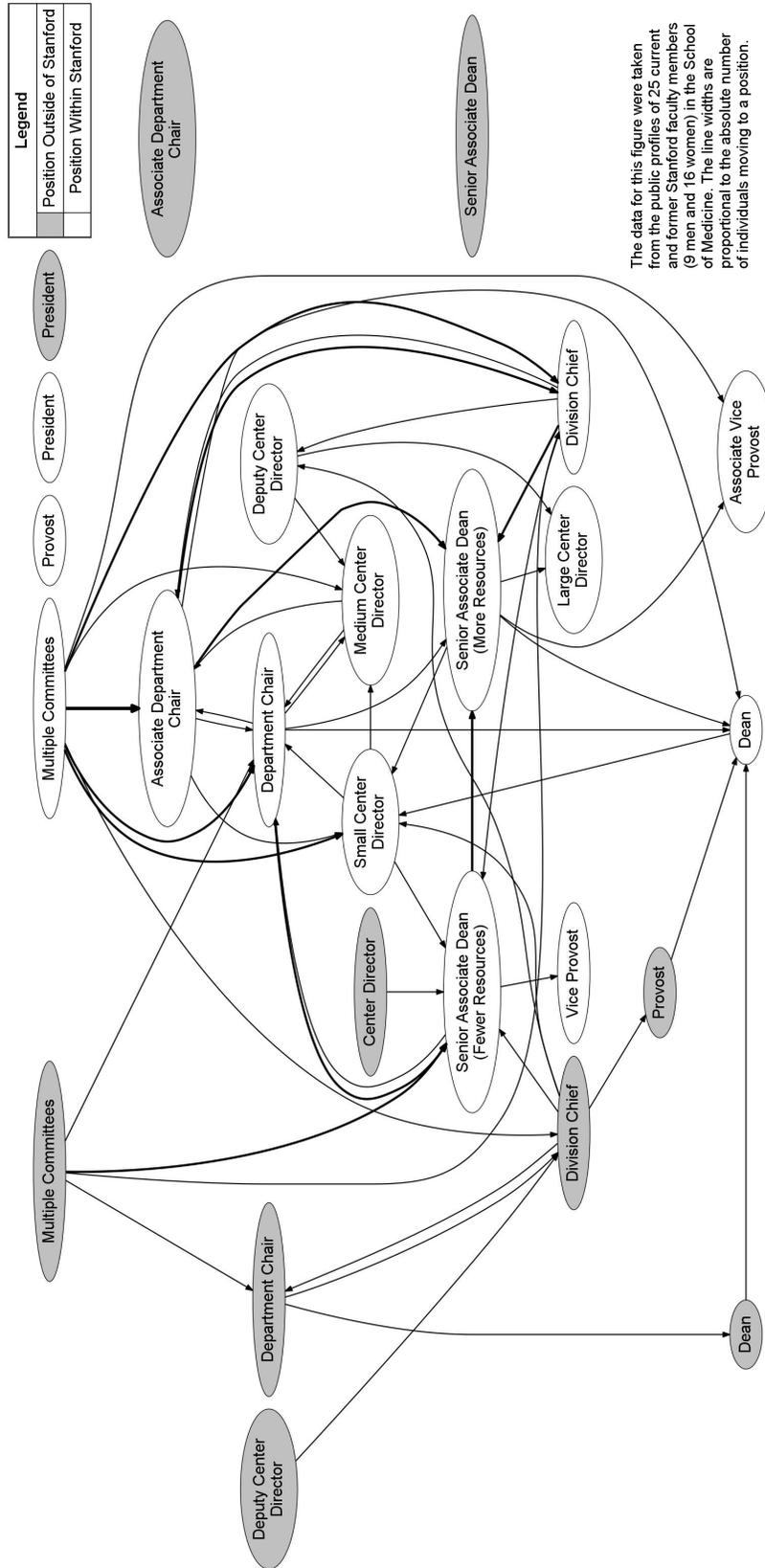
# D9. Pathways within the School of Humanities & Sciences





# D11. Pathways within the School of Medicine

Pathways Within the School of Medicine



## **D12. List of Faculty Included in the Pathway Graphs**

Alex Aiken	Donald Kennedy	A. Michael Spence
Ann Arvin	Amalia Kessler	Claude Steele
Mary Barth	Chaitan Khosla	David Stevenson
Eugene Bauer	Jeff Koseff	Deborah Stipek
Malcolm Beasley	Larry Kramer	Myra Strober
Sally Benson	Stephen Krasner	Kathleen Sullivan
Arthur Bienenstock	David Kreps	Larissa Tiedens
Sarah Billington	Sunil Kumar	Hannah Valentine
John Bravman	Quynh Le	Jennifer Widom
Julie Brodie	Gerald Lieberman	
Glenn Carroll	Sharon Long	
Prudence Carter	Elizabeth Magill	
Gerhard Casper	Kate Maher	
Diane Chin	Yvonne Maldonado	
Ralph Cohen	Ellen Markman	
Karen Cook	Jenny Martinez	
Shelley Correll	Gil Masters	
Martha Cyert	Pam Matson	
Persis Drell	Thomas McBride	
Abbas El Gamal	Anna Messner	
Harry Elam Jr.	Lloyd Minor	
John Etchemendy	Beverley Mitchell	
Martin Fejer	John Mitchell	
Scott Fendorf	Maggie Neale	
Curtis Frank	William Nelson	
David Freyberg	Lynn Orr	
Margot Gerritsen	Julie Parsonnet	
Iris Gibbs	Suzanne Pfeffer	
Bernd Girod	Paul Pfeleiderer	
Catherine Glaze	Philip Pizzo	
Ken Goodson	Jim Plummer	
Cheryl Gore-Felton	John Pringle	
Stephan Graham	Charles Prober	
Harry Greenberg	Condoleezza Rice	
Peter Gregory	Eric Roberts	
Patricia Gumport	James Rosse	
Ed Haertel	Richard Saller	
Odette Harris	Garth Saloner	
John Hennessey	Lucy Shapiro	
Deborah Hensler	Carla Schatz	
Stephen Hinton	Richard Shavelson	
Patricia Jones	Daniel Siciliano	
Robert Joss	Ken Singleton	
Julie Kennedy	Sara Soule	