

# **Task Force on Women in Leadership**

## **Findings and Recommendations**

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**Stanford University  
September 2016**

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- A. Taskforce members and support team
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## Executive Summary

At the request of Provost Etchemendy, the Task Force on Women and Leadership developed recommendations to help improve the leadership climate on campus and move Stanford towards fully inclusive leadership.

To help formulate our recommendations and understand perceptions around leadership and inclusivity, we conducted over 50 interviews with current and former leaders on campus and organized five open workshops. What we learned about challenges and barriers to women in leadership on campus in these conversations is mostly consistent with published research. In that sense, Stanford is not unique amongst peers. But, we also found strong enthusiasm among current leaders to effect change, and to help build a more inclusive and supportive environment for current and future leaders. Stanford is in a position, with commitment and support, to be a leader on inclusive leadership. For Stanford, this will also improve morale and support retention of faculty and faculty leaders. For academia as a whole, Stanford could serve as a guide and inspiration.

The data we collected through our campus wide discussions, together with internal deliberations, outcomes of the ad-hoc committee on women in leadership in 2013-2014<sup>23</sup>, and additional research, helped us develop a total of 15 recommendations. These recommendations are needed to achieve inclusive leadership and to improve the leadership climate on campus for all faculty regardless of gender or race.

### ***Recommendations:***

1. *Reduce barriers to attaining leadership*
  - a. Promote an environment where leaders are rewarded and recognized;
  - b. Provide sufficient and equitable resources to reduce the professional and personal opportunity cost of assuming a leadership role, with particular attention to work-life balance concerns;
  - c. Identify inherent and/or structural barriers to leadership within each unit and propose mechanisms to address them.
  
2. *Nurture individuals with leadership potential, with particular attention to inclusiveness*
  - a. Explore aspirations, skills, opportunities, and timing issues for leadership for faculty at the appropriate stage in their career through mentoring activities;
  - b. Provide training, networking opportunities, and mentorship for aspiring leaders;
  - c. Enhance awareness of pathways and strategies towards leadership positions.
  
3. *Strengthen processes for inclusiveness in the selection of leaders*
  - a. Create a website to inform faculty about leadership opportunities;
  - b. Identify mechanisms for faculty to indicate potential interest in such positions;

- c. Improve transparency around identification, recruitment, and selection of leaders.
  
4. *Promote the success of current leaders at all levels*
  - a. Provide leadership training, networking opportunities, and mentorship for leaders;
  - b. Develop mechanisms for evaluation and feedback to strengthen leadership skills and preparation for leadership challenges;
  - c. Provide equitable and sufficient resources to sustain the effectiveness and motivation of leaders.
  
5. *Ensure institutional commitment to inclusive leadership through accountability and regular reporting*
  - a. Identify, track and report metrics for assessing inclusive representation in leadership;
  - b. Assign accountability for implementing recommendations at each organizational level;
  - c. Set and attain goals and milestones for inclusive leadership throughout the University.

## Chapter 1.

### Women in Leadership at Stanford and in Wider Academia

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The task force was convened out of concerns for women's underrepresentation in leadership at Stanford. Some of these concerns were highlighted in a March 2014 report to the faculty senate on "Women and Leadership at Stanford" from an ad-hoc group of 9 faculty across 6 of Stanford's 7 schools<sup>23</sup>. The group presented publicly available data on the status of women leadership at Stanford and provided several recommendations, including formation of a task force to study the issue further. Provost Etchemendy formed the task force shortly thereafter.

In this chapter, we summarize the current state of female faculty on campus to help put leadership numbers in perspective, describe the current state of faculty women in leadership, and discuss what is happening outside Stanford.

#### 1.1 Current state of female faculty at Stanford

Detailed statistics on women faculty per school and department and associated with different ranks can be found in the annual report on faculty diversity, which is downloadable from:

[https://facultydevelopment.stanford.edu/sites/default/files/report\\_faculty\\_9-1-2014.pdf](https://facultydevelopment.stanford.edu/sites/default/files/report_faculty_9-1-2014.pdf).

Here, we highlight numbers critical to our report.

The percentage of women faculty at Stanford based on AY 2013-2014 was 27.2%. This number has risen slowly, but steadily over the years. The male to female ratio varies by faculty line: among university tenure line (UTL) faculty, the percentage of women is 25%; among medical center line and non-tenure line faculty it is nearly 33%.

Women comprise 23% of tenured faculty and 34% of non-tenured faculty in UTL. 70% of women in UTL are tenured, as compared to 80% of men.

Figure 1 shows gender composition by line and rank across the university.

**Figure 1. Faculty Composition by Gender, Line and Rank**

Professoriate Line	Line Total	Rank (broad)	Female	Male	Total
UTL	1,475	Assistant Professors	35%	65%	306
		Associate Professors	32%	68%	257
		Professors	20%	80%	912
NTL	135	Assistant Professors	57%	43%	14
		Associate Professors	44%	56%	36
		Professors	27%	73%	85
MCL	490	Assistant Professors	41%	59%	133
		Associate Professors	30%	70%	138
		Professors	26%	74%	219
SF/CF	18	Senior/Center Fellows	28%	72%	18

Notes:

1. Line abbreviations: UTL = Univeristy Tenure Line; MCL = Medical Center Line; NTL = Non-Tenure Line; SF/CF = Senior Fellow or Center Fellow.
2. Rank are broadly defined to include parenthetical titles (i.e., research, teaching, performance).

(Source: [https://facultydevelopment.stanford.edu/sites/default/files/report\\_faculty\\_9-1-2014.pdf](https://facultydevelopment.stanford.edu/sites/default/files/report_faculty_9-1-2014.pdf))

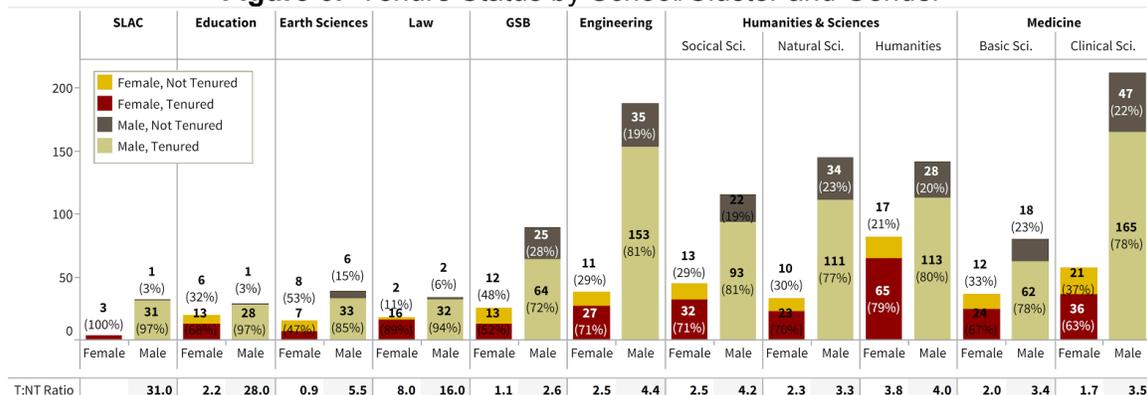
Gender composition of the faculty as a whole, as well as the tenure status of faculty, vary widely across the schools, as shown in Figures 2 and 3.

**Figure 2. Faculty Composition by School/Cluster**

School	School Total	Cluster	Female	Male
<b>Ind. Labs/Centers</b>	18		28% (5)	72% (13)
<b>SLAC</b>	38		8% (3)	92% (35)
<b>Education</b>	56		43% (24)	57% (32)
<b>Earth Sciences</b>	59		27% (16)	73% (43)
<b>Law</b>	61		34% (21)	66% (40)
<b>GSB</b>	115		22% (25)	78% (90)
<b>Engineering</b>	246		15% (38)	85% (208)
<b>Humanities &amp; Sciences</b>	579	Social Sci.	29% (47)	71% (117)
		Natural Sci.	18% (33)	82% (148)
		Humanities	37% (87)	63% (147)
<b>Medicine</b>	946	Basic Sci.	33% (41)	67% (84)
		Clinical Sci.	29% (237)	71% (584)

(Source: [https://facultydevelopment.stanford.edu/sites/default/files/report\\_faculty\\_9-1-2014.pdf](https://facultydevelopment.stanford.edu/sites/default/files/report_faculty_9-1-2014.pdf))

**Figure 3. Tenure Status by School/Cluster and Gender**



(Source: [https://facultydevelopment.stanford.edu/sites/default/files/report\\_faculty\\_9-1-2014.pdf](https://facultydevelopment.stanford.edu/sites/default/files/report_faculty_9-1-2014.pdf))

## 1.2 Proposed metrics and data for leadership positions at Stanford

Leadership positions within Stanford vary widely. Administrative leaders set the strategic direction of the university or one of its units. Administrative leadership positions may be primarily internal or they may have significant impact far beyond campus. There are leadership roles with significant power and influence, as well as service roles that support critical university functions in research and teaching. There are also leaders without titles – well-respected and experienced faculty who may significantly influence strategic and tactical decisions despite not having a formal leadership role. We will refer to such leaders as “faculty of influence”, and we consider endowed chairs to fall in this category.

The wide range of leadership positions at Stanford raises the question as to what metrics should be used to fully capture them as well as the nuances associated with roles that may have the same rank or title yet have different resources, headcount, and impact. This section proposes specific metrics associated with various leadership categories to capture these nuances, along with available data on the percentage of women leaders at Stanford with respect to these categories. The data has been obtained by multiple sources including the Office of Faculty Development and Diversity (OFDD), the Academic Secretary’s Office, and the Stanford Budget Book. There are errors and inconsistencies across these different data sets, in part because they are collected at different times and from different sources. Statistics on the percentage of women on university-wide committees, in pipeline leadership roles, and in leadership programs are not current kept. In Section 5 we summarize our recommendations on tracking and reporting leadership metrics annually. Such reporting requires a systematic and unified method to collect the aggregate statistics and individual leadership data associated with the recommended metrics.

### Academic administrative positions

Academic administrative positions include academic senate members, advisory board members, department chairs, IDP directors, deans, vice-provosts and vice-presidents, provost, and president. Individuals in these positions have significant impact on both research and education; they oversee faculty hiring, graduate student admission and funding, graduate and undergraduate academic programs, along with staff and budgets.

Table 1 provides a snapshot of women's representation across these administrative positions in AY 2000-2001, AY 2007-2008, and AY 2013-2014 as well as an average from 2000-2014.

**Table 1: Percentage of Women in Faculty Positions of Academic Leadership**

Position	2000-01			2007-08			2013-2014			Average % Women '00-'14
	Men	Women		Men	Women		Men	Women		
President and Provost	2	0	0%	2	0	0%	2	0	0%	0%
Vice Provost	2	1	33%	1	3	75%	2	3	60%	58%
Deans & SLAC Director	6	2	25%	5	3	38%	4	4	50%	36%
Assoc. Dean	26	3	10%	21	7	25%	16	9	36%	22%
Depart. Chair	57	12	17%	61	10	14%	55	10	15%	18%
IDP Director	21	11	34%	23	8	26%	23	9	28%	29%
Academic Senate	40	15	27%	41	14	25%	36	18	33%	31%
Advisory Board	3	4	57%	3	4	57%	3	4	57%	38%
Endowed Chair	268	33	11%	383	82	18%	426	101	19%	16%

Note: Percentage data shown for 3 specific years: 2000, 2007, and 2013, as well as average percentage over all year from 2000-2014.<sup>1</sup>

Table 1 indicates that representation of women leaders has strongly improved since 2000 in the categories of Vice Provost and Dean, with over 50% representation as of the

<sup>1</sup> Notes on Leadership Categories:

- All counts exclude leadership positions occupied by emeriti faculty.
- Vice Provosts include the Dean of Research, the Vice Provosts for Undergraduate and Graduate Education, the Vice Provost for Faculty Diversity and Development and, from 2013, the Vice Provost of Teaching and Learning.
- Associate Deans include senior associate deans in Engineering, the GSB, H&S, and Medicine; the vice deans in Law; associate deans in Earth Sciences, Education, H&S, Law; the associate deans for Research and Graduate Policy (in historical data); and the deputy director(s) of SLAC.
- Department Chairs include the chair of the Division of Literatures, Cultures and Languages in H&S but not the chairs/directors within the division. Also included are the two chairs in SLAC.
- IDP Directors include directors, co-directors, acting directors, and interim directors of degree-granting Interdisciplinary Programs in AY13-14.

latest statistics. Yet, the leadership positions below these Cabinet level positions have lower percentages that do not correspond to the diversity of the professoriate. Of particular note is the low percentage of department chairs in 2013-2014, 10 out of 55 or approximately 18%. Moreover, the detailed data on specific leadership roles held by faculty that year (which had slightly different numbers, 13 women chairs out of 69 total chairs) indicate that women department chairs are primarily concentrated in only two schools: four in the SoM clinical sciences and seven in H&S Humanities and Social Sciences<sup>2</sup>; In these data, there were no women department chairs in the School of Earth, Energy & Environmental Sciences or in H&S Natural Sciences, and only one woman department chair in the School of Engineering and in the School of Medicine Basic Sciences. Moreover, the percentage of women who are IDP directors or department chairs has been mostly static since 2000, with the latest statistics indicating percentages of 28% and 15%, respectively. The percentage of women with the endowed chair distinction has remained between 16% and 20% since 2004.

Positions within the same category, e.g. department chairs, deans, vice provosts, may preside over units with vastly different sizes in terms of faculty, students, staff, and budgets. Table 2 gives approximate numbers, which were obtained from the 2014/2015 Stanford Budget Book, faculty/student/staff headcount numbers from the Budget Office Unit Profiles, and departmental data from the OFDD. We emphasize that these data are not separately tracked by the university and were collected by us separately. This table computes the statistics both with and without the School of Medicine since, when included, the very large faculty and staff headcount as well as the budget of the SoM relative to other units heavily impact these overall statistics.

**Table 2: Resources within each Faculty Leadership Category**

Position	Faculty under Position		Students and Postdocs under Position		Non-Teaching Staff Under Position		Unit Revenues and Transfers (millions)	
	Men Leaders	Women Leaders	Men Leaders	Women Leaders	Men Leaders	Women Leaders	Men Leaders	Women Leaders
Vice Provost	X	X	X	X	153	641 (81%)	48.3	210.6 (81%)
Dean	1696	366 (18%)	8488	6095 (42%)	3146.8	527.1 (17%)	2438	522 (18%)
Dean (w/o SoM)	750	366 (33%)	6281	6095 (49%)	787	527.1 (40%)	588.9	522 (47%)
Dept. Chair	1807	255 (12%)	not available	not available	not available	not available	not available	not available
Dept. Chair (w/o SoM)	979	137 (12%)	not available	not available	not available	not available	not available	not available

*Note: Category Men versus Women: AY 2014-2015. Faculty, Non-Teaching Staff, and Student/Postdoc count from 2014 Budget Office's Unit Profiles. Unit Revenues and Transfers from Stanford 2015 Budget Book. Data on faculty per department from the VPFDD Office. Student and staff headcount as well as budget per department not available (na) from existing documents.*

<sup>2</sup> In H&S women chair the following departments: anthropology, art and art history, history, political science, theater and, performance studies, and Slavic division of literatures, cultures and languages and literature. In the SoM clinical sciences women chair the following departments: comparative medicine, psychiatry and behavioral sciences, radiation/oncology and urology.

Table 2 sheds a different light than the numbers in Table 1. In particular, 81% of the budget and staff resources at the vice provost level are controlled by women faculty, in large part due to the large budget and staff of the Vice Provost and Dean of Research (75% and 68% of the totals, respectively). On the other hand, while women make up 50% of the percentage in the Deans/SLAC director category of leadership, women deans oversee only 18% of the total budget and faculty for all schools. Of course, this number is also heavily skewed by the large budget, faculty, and students within the three largest schools: the School of Medicine (1700M budget, 946 faculty, 462 students); the School of Humanities and Sciences (456M budget, 579 faculty, 4525 students); and the School of Engineering (381M budget, 246 faculty, 4850 students). In fact, the change in the School of Engineering Dean in AY 2014-2015 from a man to a woman improved these statistics significantly over those from the previous academic year, when the deans of these largest three schools were all men.

### ***Research leadership positions***

In addition to administrative positions, there are several categories of research leadership positions within Stanford, including the directors of independent laboratories, institutes and centers. Stanford's laboratories, institutes and centers direct interdisciplinary research or scholarly programs involving faculty from more than one school. They are mostly not degree-granting, although there are exceptions. They are directed by a tenured faculty member or members and most fall under the auspices of the Dean of Research. Faculty billets are only in designated policy institutes as senior fellows. Institutes generally focus on policy whereas centers and laboratories focus on research. As with administrative positions, the directors of institutes, centers and laboratories have widely varying budgets and headcounts. Directors for independent laboratories, institutes and centers just started being tracked in AY 13-14. In that year, 7 of the 23 Directors (30%) were women. However, based on the available budget data from the office of the Dean of Research, these women directors tended to lead the smaller institutes, centers and laboratories in terms of annual budget, i.e. those with annual budgets of 4 million dollars or less. In particular, of the seven largest institutes, centers and laboratories in terms of budget – those with annual budgets of 10-30 million dollars - only one (14%), the Precourt Institute for Energy (with the smallest budget among these seven), was led by a woman.

### ***Senate and academic council committees***

The faculty senate, consisting of the elected representatives of the university faculty, is responsible for setting academic and research policy. The senate consists of 15 ex-officio members from the university administrative leadership, as well as 55 elected members from different electoral units across the university. These elected members in turn select the senate chair and steering committee to lead the senate and formulate its agenda. The steering committee selects the Committee on Committees (CoC) from elected senators, which is responsible for staffing all 7 academic council committee and also makes recommendations for other important ad-hoc and search committees throughout the university. In particular, the CoC often staffs the search committees for important leadership roles in the university such as deans, vice provosts, provost, and president. The CoC also staffs all academic council committees, including C-RUM, C-

UAFA, C-GS, and C-USP, which make recommendations to the Senate on academic policy, and C-RES, which together with the Dean of Research makes recommendations regarding research policy. Senate and academic council committee membership often serves as a springboard to other leadership positions within the university. Representation of women in the senate was shown in Table 1, but representation on the academic council committees is not currently tracked, although the membership of academic council committees is available from the Academic Secretary. Based on these data, women's representation in the senate committees is presented in Table 3. The data reflect that women are well represented as senate chairs and in the committees that set the senate agenda and staff its committees. However, women are not well represented as chairs of the academic senate committees; in addition to a running average of 18% from 2005-2015, twice during this period there was not a single woman chair in the 8 academic council committees, and in two other years there was only one woman chair.

**Table 3:** Representation of Women Leaders within the Academic Senate and Academic Council Committees: 2005-2015

Position	2005-2006			2009-2010			2013-2014			Aver.% Women 2005-2015
	Men	Women	%	Men	Women	%	Men	Women	%	
Senate Chair	1	0	0%	0	1	100%	1	0	0%	44%
Senate Steering Committee	5	2	28%	5	3	38%	7	1	14%	30%
Committee on Committees	4	3	43%	4	3	43%	3	4	57%	45%
Academic Council Committee Chairs	3	5	63%	8	0	0%	8	2	25%	18%

### ***University committees***

Committees often form around setting new strategic directions for the university or its units. Recent examples include the Presidential Advisory Committee on Technology in Higher Education, the Study of Undergraduate Education at Stanford (SUES) Committee, and the Strategic Planning Committee in the School of Engineering. The university does not generally track leadership and membership of such ad-hoc committees, and therefore we cannot report gender numbers here.

### ***Pipeline roles to leadership positions***

Most faculty serve in one or more key roles within their department, school, or in the Provost's office (at Stanford, or elsewhere) before being tapped for the leadership positions presented in the earlier tables. Such roles include service and administration positions as well as department committee chairs responsible for faculty hiring, graduate student admissions, and academic programs. In addition, a position on the Budget Group provides widespread visibility about the institution and hence can serve as a pipeline for other leadership roles. Statistics on women's representation on three committees of pipeline roles are collected annually: for the Appointments and Promotions Committees of the School of H&S and the School of Medicine, as well as the School of Medicine Assistant Professor Review Committee. Other data are not available at this point.

### ***Participants in leadership programs***

There are a number of programs that tap current or potential leaders for leadership training, including the Stanford Leadership Academy, Leadership@Stanford, and Stanford Fellows. Participants in these programs are nominated by their Dean or a Cabinet Member. Statistics on women's representation in these programs are not currently kept.

## **1.3 Outside Stanford: women's underrepresentation in leadership in academia**

The concerns that gave rise to this task force are by no means unique to Stanford. The problem of women's underrepresentation in leadership is widely acknowledged. For example, at a time when women constitute over half of undergraduate and master's degree students, they account for less than a quarter of college presidents and a third of chief academic officers at doctoral institutions [1]. At top ranked universities, women hold about 16 percent of provost positions [2]. Women, particularly women of color, are still underrepresented in these and other leadership roles for much the same reasons as in other occupational fields: unconscious bias, in-group favoritism, and work/family conflicts.

A major obstacle to women seeking academic leadership positions in academia involves lingering and largely unconscious gender bias. Some male-dominated administrations and boards of trustees doubt women's ability to lead large complex institutions or to balance work and family obligations [3]. Empirical research finds that women still do not enjoy the presumption of competence enjoyed by white men [4]. An illuminating case study of such bias came from Yale researchers in 2012. They asked science faculty at six major universities to evaluate an applicant for a lab manager's position. All of the professors received the same description of the applicant, but in half the descriptions the applicant was named John, and in the other half, Jennifer. Professors rated John more competent and more likely to be hired and mentored than Jennifer [5].

So too, female academic leaders frequently report needing to work twice as hard and be twice as good in order to be viewed as equal to men [6]. In a 2014 study of female university presidents, participants recalled having their abilities questioned concerning finances, facilities, and athletics [7]. Other common complaints include not being listened

to and not being taken as seriously as male colleagues [8]. Women of color are particularly likely to report having their competence and credentials questioned [9]. Many are assumed to be beneficiaries of affirmative action, and often experience marginalization and tokenism [10]. They are made aware of their unique status yet “feel” compelled to behave as though this difference did not exist.” [11]

Women, particularly women of color, also find that peers and superiors are often intolerant of their mistakes. This can be costly, for a poor judgment in an unforgiving environment can waylay a career [12]. Women who worry that they will be judged more harshly than their male counterparts may avoid risks that could provide substantial professional development. Many women also internalize prevailing stereotypes and discount their own leadership potential. Lack of confidence and fear of failure can keep women from even aspiring to top positions. In one study of women university presidents, none had a career path targeted at a presidency [13].

A related problem is that qualities associated with leadership are not viewed as attractive in women. As a result, the women confront a double bind and a double standard [14]. They can appear too assertive or not assertive enough, and what is assertive in a man can be seen as “overbearing” in a woman [15].

Another obstacle for aspiring women leaders involves in-group favoritism. Much research documents the preferences and loyalty that individuals feel for members of their own groups. [16]. Women in traditionally male-dominated settings often remain out of the loop of support available to their male colleagues [17]. And because the numbers of women in upper-level academic administrative positions lag behind those of men, there are fewer female mentors and sponsors for aspiring colleagues [18]. Again, this shortage is particularly pronounced for women of color [19].

A third barrier to women in academic leadership involves work-family conflicts. Colleges and universities are what sociologists label “greedy institutions.” [20] The time demands of running complex organizations, coupled with evening and weekend events, pose challenges for anyone with significant caretaking commitments. Despite men’s increasing assumption of family responsibilities, women continue to assume a disproportionate burden in the home. They spend over twice as much time on care of children as men, and over three times as much time on household tasks [21]. Women’s disproportionate family responsibilities makes it harder for them than for their male colleagues to achieve tenure, to assume academic leadership roles, and to compile performance records that would equip them for such administrative positions [22]. For most female administrators, the path to advancement usually begins with a tenured position. And the timeline for tenure, the first seven years of an academic appointment, usually coincides with women’s peak childbearing years. Women’s professional and biological clocks are ticking on the same schedule, and women who sacrifice academic for family concerns typically take themselves out of the leadership pool.

## Chapter 2.

### Recommendations

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The data we collected through our campus wide discussions, together with internal deliberations, outcomes of the ad-hoc committee on women in leadership in 2013-2014<sup>23</sup>, and additional research, helped us develop five main areas of recommendations, with three recommendations each.

#### **2.1: Recommendation 1 Reduce barriers to attaining leadership**

##### **1a. Promote an environment where leaders are rewarded and recognized**

Faculty members may be discouraged from seeking leadership roles for various reasons. Faculty members may be dissuaded by colleagues and mentors because of the perception that leadership is merely “management” or “administration” and, as such, detracts from activities that advance scholarship and intellectual innovation that are at the heart of the academy. Faculty members with the capacity for leadership also may be perceived as self-promoting - or as focused on the appearance of success rather than the ideals of academic life. A faculty member, especially in early career, may develop an impression that a leadership post is onerous and a mostly-avoidable “tour of duty,” rather than a role in which one may foster scholarship, may advance the missions of the institution, and may grow, professionally and personally. Faculty members who assume leadership roles, moreover, may in fact take on duties that interfere with their ability to attain career milestones or financial opportunities, and, yet, the wellbeing of the university relies on their leadership service. Many universities struggle with these issues that disproportionately affect faculty members who do not have role models who resemble themselves in the leadership structure above them.

We recommend that Stanford University promote an environment in which leaders are rewarded and recognized for their contributions. We recommend that each school or unit of the university undertake a process of reflecting on the explicit and implicit negative messages that may be communicated to faculty members regarding the desire to attain leadership roles. Within the ecology of each school or unit, we recommend that financial or other rewards be defined and allocated for excellence in leadership. We further recommend that specific efforts to recognize meritorious leadership be explored and implemented.

##### **1b. Provide sufficient and equitable resources to reduce the professional and personal opportunity cost of assuming a leadership role, with particular attention to work-life balance concerns**

Leadership roles in academic institutions involve significant service, and most faculty members who undertake leadership roles endeavor to serve the university while also advancing their own scholarly work and facilitating the work of their colleagues and mentees. Many academic leaders also engage in service to their larger profession.

Harmonizing professional responsibilities may pose considerable challenges. At different stages of one's academic career, different issues arise as each faculty member seeks to balance the family and academic imperatives. It is well recognized that academic faculty, particularly at an elite institution, may make personal sacrifices in order to fulfill their work duties, and these sacrifices may be considerable for faculty who assume leadership roles.

We recommend that Stanford University provide sufficient and equitable resources to reduce the professional and personal opportunity cost of assuming leadership roles. These resources may encompass financial support to preserve time devoted to academic goals, funding to attend leadership training programs, or additional university programs that provide childcare, elder care, transportation, home care, or other services that are attuned to the special challenges encountered by individuals in leadership roles.

**1c. Identify inherent and/or structural barriers to leadership within each unit and propose mechanisms to address them.**

Leadership roles and especially high-ranking leadership positions, by their nature, may not be plentiful within a university. Leadership stability is advantageous to a university system, and learning how to lead within a given position, moreover, takes time. Some leadership roles have built-in "term limits" and yet, for other roles, such limits may run counter to the interests of the institution. Faculty members with leadership aspirations also may not be aware of the many opportunities for leadership that exist on campus, at times beyond their immediate School or unit. These, taken together, suggest that certain leadership roles may become available relatively infrequently on a university campus.

Some higher leadership roles also may require knowledge and experience that cannot be easily obtained through lower level (preparatory) positions on campus, such as budget management, fund-raising, or strategic planning. Faculty may then seek such experiences at other academic institutions or in non-academic settings, leading to a loss of internal upward mobility. Units on campus should work to prevent unnecessary departures of talented leaders seeking such experience by providing opportunities for them within Stanford.

In addition, it may be helpful to the mission of our university to recruit faculty leaders with new thinking or new approaches from other institutions. For these reasons, faculty members at Stanford University may not always have the opportunities they would prefer to progress to leadership roles on our campus.

We recommend that each school and unit at Stanford reflect on the inherent and/or structural barriers that may exist in their domains and work collaboratively with their faculty to propose mechanisms to address the barriers. Examples of mechanisms may include the introduction of novel leadership pathways, the creation of specific training for rate-limiting skills or experiences, the adoption of term-limits, or the development of new communication and search procedures.

## **2.2 Recommendation 2**

### **Nurture individuals with leadership potential, with particular attention to inclusiveness**

#### **2a. Explore faculty aspirations and opportunities for leadership after their reappointment on a regular basis**

The primary focus of junior faculty is on scholarly work. Annual faculty reviews and mentoring activities are typically focused around research and teaching. In interviews and workshops conducted by the task force, junior faculty frequently mentioned that they are not aware, and/or not made aware, of the breadth of leadership opportunities, nor of pathways to leadership. Faculty also reported that there are limited ways for them to make aspirations to leadership known. Both junior and mid-career faculty have many questions about leadership as part of their academic career: will it be valued and/or rewarded; can it co-exist with a research career; what are common pathways; how should they prepare; and what are the best times to take on leadership roles.

We recommend that Stanford University explore aspirations and opportunities for leadership as part of regular mentoring and faculty development activities after reappointment. Such exploratory discussions will raise awareness of leadership opportunities, help faculty prepare for possible leadership functions, and create a way for faculty to express interest in leadership as part of their Stanford career.

#### **2b. Provide training, networking opportunities, and mentorship for aspiring leaders**

Faculty are hired and promoted based on scholarly potential and achievements. Faculty who aspire to leadership positions frequently report feeling insufficiently prepared because they lack critical leadership skills and effective support networks. Stanford provides several in-house training programs that serve a limited number of aspiring as well as current leaders.

We recommend that Stanford University provide training, networking opportunities, and mentorship for aspiring leaders, and that the effectiveness of these programs be tracked. We recommend that training programs include courses in critical skills, such as facilitating meetings, conducting difficult conversations, negotiating and active listening, and also that trainees receive exposure to a variety of leadership styles and approaches.

#### **2c. Enhance awareness of pathways and strategies towards leadership positions**

There are many pathways to leadership on campus, as is also discussed in part 5. The awareness of leadership paths and the breadth of opportunities on campus are currently inadequate.

We recommend that Stanford University enhance awareness of pathways and strategies towards leadership positions. We recommend that pathways (part 5 and appendix D), are published centrally, regularly updated and disseminated to faculty through websites, leadership training programs, mentoring activities, and faculty development.

## **2.3 Recommendation 3**

### **Strengthen processes for inclusiveness in the selection of leaders**

#### **3a. Create a website to inform faculty about leadership opportunities**

As the report illustrates in other sections, leadership positions at Stanford are very heterogeneous. Moreover, many positions not necessarily seen as leadership positions often serve as steps on a logical trajectory toward such positions. Faculty awareness of openings is hardly universal; certainly the timing of possible appointments for these openings is not always well known.

We recommend that Stanford University creates a website that describes leadership opportunities. The need for better information does not pertain to every level: We all know when there is to be a new president or dean. But when deans need to pick new associate deans, or the provost must pick a vice-provost, and especially when a new position is created or an old one is significantly reconfigured, faculty should have access to a website that gives at least basic information about the nature of the position. That information should include at a minimum the process on which selection is made and by which potential appointees can either informally indicate their interest or ask questions about the job, or can formally apply. Where a more local leadership position must be filled and a formal process is infeasible (i.e., for chairs or members of certain university or school or department committees), deans or chairs should, where it is practical, take extra steps to alert colleagues about an opening to be filled and invite questions or expressions of interest.

#### **3b. Identify mechanisms for faculty to indicate potential interest in such positions**

As indicated above, better access to information about leadership appointments can be the occasion for faculty making inquiries about the nature of an opening and formally or informally expressing interest.

We recommend that Stanford University ask deans, chairs, and faculty mentors to develop ways to elicit interest in leadership even when no appointment is imminent or where new appointments are only anticipated. Because many faculty tend to be wary of expressing general interest in leadership (out of fear of appearing too ambitious, or of conveying a sense that they are putting their research aside, etc.), these overtures probably need to be done discreetly and informally, but current leaders can surely commit themselves to undertake them regularly. In addition, especially in their contacts with junior faculty, current leaders can seize occasions in individual or small group settings to offer faculty a “terrain map” of leadership positions relevant to their own places in the University as well as less obvious but potentially very attractive positions in the wider University. Mentors of junior faculty will, of course, ensure that their mentees focus on the research and teaching by which they will be evaluated for tenure. However, the mentors can at least plant seeds regarding this subject. And when a faculty member is reappointed or achieves tenure, this is the ideal time for a chair or someone with a higher or broader position to sit down with them to explore their interests and ambitions.

### **3c. Improve processes and transparency around identification, recruitment, and selection of leaders**

Transparency can mean many things, and in the sensitive world of academic institutions, it cannot be an absolute value. But selection of university leaders probably remains unnecessarily opaque to most faculty. Too often faculty are not even aware of, or lack much detailed information about, upcoming appointments. Even where the opening is well-known and formally publicized, many faculty probably remain unclear on how things happen. Who decides who the selecting officials are? What criteria are they guided by (beyond the most obvious vague and generic ones)? What are the mechanisms for inquiring, within Stanford or outside Stanford, about attractive candidates? When and by what criteria might the selectors decide to focus on outside versus inside candidates? Are unsolicited applications taken seriously? What are the steps taken, at least in general terms, to vet or solicit views on candidates under consideration? How formal is this process? When and how does a search committee make a short list?

An interesting and very timely example is the selection of a new Stanford president. The search is “transparent” in the sense that the opening is of course public and the members and chairs of the search committee are now known. But most faculty are probably unaware of how the chairs and members were picked and what their procedural marching orders are. Especially for a position of this importance, full transparency may not be possible in at least one key sense: Rarely do faculty know who the leading candidates are. While some universities undertake very public competitions, with candidates for president or dean openly making their cases to the faculty, staff, and students, Stanford tends to the circumspect end of the spectrum on this matter. Presumably the reason is the fear that we would lose excellent candidates if they ran the risk of being identified as losers in the competition. But this limit on transparency should not bar other transparency along some of these other dimensions.

We recommend that Stanford University improve processes and transparency around the identification, recruitment and selection of leaders, at the university level as well as the school level.

## **2.4 Recommendation 4**

### **Promote the success of current leaders at all levels**

#### **4a. Provide leadership training, networking opportunities, and mentorship for leaders**

While the university now runs a number of leadership programs for junior faculty members, more can be done to enable the success of new leaders once they are in place. A good example is the tradition of the quarterly Chair's Institute in which the provost and other officials give presentations to department chairs (including many who are new in that role) to update them on important university programs, budget and benefit issues, and appointments processes, along with occasional strategic advice on special challenges for addressing faculty needs and interests.

We recommend that Stanford University establish, in addition to the Chair's Institute, a new leader orientation program for positions beyond the role of department chair. In addition, whether by formal or informal means, the university should take further steps to ensure that newly appointed leaders have met their co-equals in other departments, schools, or centers, and should help link them to more senior or former leaders in similar positions, and should mentorship relations, parallel to the typical mentorship for junior faculty members, whereby new leader appointees can seek confidential advice.

#### **4b. Develop mechanisms for evaluation and feedback to strengthen leadership skills and preparedness for leadership challenges**

Many leaders formally report to more senior leaders who evaluate them for purposes of compensation and possible reappointment. These senior leaders also may provide an orientation and regular feedback. But this process should be enhanced, perhaps through consultations with leadership and organizational behavior experts.

Moreover, many key leadership positions (and ones that often are steps to higher positions) are more ad hoc, such as chairs of search committees, and do not fall into a formal reporting line. Deans or other senior or former leaders could help prepare such ad hoc leaders for the challenges of their tasks and could serve as sounding boards during the ad hoc leader's appointment. In addition, to impart general strategic wisdom that cuts across disciplines, a parallel to the Chair's Institute might be devised for each year's round of new search committee chairs, or others in important ad hoc positions. After the leader's specific ad hoc function is complete, deans or others can provide a post-assignment briefing to offer feedback and guidance for future leadership work.

We recommend that Stanford University develop mechanisms for regular evaluation and feedback to strengthen leadership skills and preparation for leadership challenges. We emphasize that this is especially important in times of flux, and increased stress amongst faculty, staff or students.

**4c. Provide equitable and sufficient resources to sustain the effectiveness and motivation of leaders**

While any new leader whose job includes allocating resources must accommodate certain budget constraints, that person should not merely inherit financial restrictions that can preclude effectiveness or creativity in the position.

We recommend that Stanford University ensures that appointment of new leaders include a fresh assessment of access to funds for specific purposes as well as a reasonable share of discretionary funds to enable a new leader to innovate. Staffing needs should also be evaluated to ensure the new leader has the logistical and administrative help to achieve the goals that motivated her to seek the new position. Finally, while resources have to be tailored to the challenges of a particular position at a particular time, leaders at levels that are formally or effectively equal in the University structure should be given reasonably comparable resources.

## **2.5 Recommendation 5**

### **Ensure institutional commitment to inclusive leadership through accountability and regular reporting**

#### **5a. Identify, track and report metrics for assessing inclusive representation in leadership**

Part of the charter for the task force was to propose “the appropriate metrics for determining the gender make-up of leadership at Stanford.” These metrics should, ideally, fully capture the multiple leadership roles within the institution as well as the nuances associated with roles that may have the same rank or title yet have different resources, headcount, and impact.

We recommend that Stanford University develop appropriate metrics, and track these metrics for assessing inclusive representation. The metrics proposed by the task force for this purpose are described in chapter 6. These metrics span administrative leadership positions, research leadership positions, senate and academic council leadership positions, strategic direction leadership positions, and leadership pipeline positions. The metrics include not only the percentage of women faculty in each position but also, when applicable, the percentage of budget controlled and/or faculty and students impacted. It is recommended that the metrics be computed regularly by the administration based on a systematic process for data collection, and reported, preferably in an open forum such as the faculty senate. This will both raise awareness regarding inclusiveness of leadership at Stanford and quantitatively track the effectiveness of the initiatives to improve it.

#### **5b. Assign accountability for implementing recommendations at each organizational level.**

An ambitious vision of inclusive leadership will require commitment and effort at each organizational level of the university.

We recommend that Stanford University require that deans, department chairs and institute directors set and meet goals regarding inclusive leadership, including execution of the proposed recommendations.

#### **5c. Set and attain goals and milestones for inclusive leadership throughout the University**

We recommend that Stanford University ask each organizational unit of the university to establish concrete goals, and milestones along the way to achieving them, and to do so at the university level as well. Progress towards the milestones and goals should be monitored and achievements documented. The university’s vision for achieving inclusive leadership in the form of concrete goals and initiatives could serve as a role model for other universities.

## Chapter 3.

### Taskforce Approach

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The task force gathered data through interviews, workshops and research to help formulate its recommendations. Additional data was provided by the Vice Provost for Faculty Development and Diversity and the ad-hoc committee on women and leadership that convened in 2013-2014<sup>23</sup>.

#### 3.1 Interviews

A total of 50 faculty were interviewed across campus. Interviewees were selected from all schools and from central administration and included both men and women at different seniorities. A full list of interviewees is provided in appendix B3. The questionnaire that was used as the interview guide is given in appendix B2. A summary of the observations and recommendations is given in chapter 4 and a complete list of observations and recommendations in appendix B1.

The conversations were organized around five areas:

- Leadership desirability and selection
  - What types of leadership positions are considered desirable on campus?
  - What do current leaders consider advantages and disadvantages of their position? Is there a significant difference between men and women leaders?
  - Do current leaders feel valued and supported in their position?
  - Are leadership positions considered equally attainable by men and women?
  - What are markers for leadership selection? Do markers applied to men and women differ?
  - Are selection processes for leadership positions transparent?
- Leadership training and support
  - What training programs are available on or off campus, and what is their effectiveness?
  - What are effective ways for Stanford, and its schools, to help faculty develop the knowledge, experience and skills for leadership roles?
  - 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?
- Pathways to leadership on campus
  - What are pathways to leadership on campus?
  - Do pathways to leadership differ significantly between men and women?
  - Do pathways to leadership differ significantly across schools?
- Barriers and challenges experienced by current or aspiring leaders
  - What are challenges/barriers to leadership for faculty?
  - Do men and women experience different challenges/barriers?
  - Are there significant differences in barriers and challenges across the schools?
- Recommendations to lower/remove barriers and enhance opportunities
  - What can Stanford do to remove barriers and/or enhance opportunities for faculty to go into leadership if desired?

- What can Stanford do to remove barriers and/or enhance opportunities specifically for women in leadership?
- What can specific schools do to remove barriers and/or enhance opportunities for all faculty, and for women in particular?
- What metrics can/should be used to measure success?

### **3.2 Workshops**

Five workshops were organized with a total number of 100 participants from

- Stanford Fellows program - February 12, 2015
- Faculty Women's Forum - February 24, 2015
- School of Medicine - March 31, 2015
- School of Earth, Energy & Environmental Sciences - May 12, 2015
- School of Engineering - May 14, 2015

Reports on each of the workshops are given in appendices C.

In each workshop, small groups of attendees were asked to discuss one or more questions for a short period and report back to the plenary group with their thoughts and ideas, followed by a plenary discussion. The workshops were moderated by Margot Gerritsen, chair of the task force.

#### ***Stanford Fellows and Faculty Women's Forum***

The main questions asked in the workshops with Stanford Fellows were:

- What are top 4 definitions/demonstrated values/competencies of leadership at Stanford?
- What do you consider the most desirable and/or most valued leadership positions on campus?
- Give a quick reflection on leadership selection on campus. What are the first things that come to mind?

The questions in the Faculty Women's Forum workshop included:

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

#### ***School workshops***

Workshops in the School of Medicine, the School of Engineering and the School of Earth, Energy and Environmental Sciences were initiated after conversations with faculty led us to think that there are (significant) differences in culture and potential challenges and barriers for women in leadership across campus. Of the three workshops, the SoM workshop was best attended. The SoE and SE3 workshops provided good information to

the task force, but the number of attendees was too small to draw any conclusions about the schools themselves.

The questions asked in the school workshops were:

- What do you consider desirable leadership positions in your school and the wider campus?
- Do you believe the selection process for these positions is transparent?
- Do you believe that these positions are attainable equally for men, women and underrepresented minorities? If not, what are the main factors that cause these differences?
- What do you think are effective ways for your school and/or Stanford to help faculty develop the knowledge, experience and skills for leadership roles?
- 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?
- In your opinion, what are the perceived or concrete barriers for men, women, and URM to leadership in the school, and on the wider campus?
- What can the school and/or Stanford do concretely to remove such barriers and enhance opportunities for all faculty to go into leadership if they are interested?

### **3.3 Research**

#### ***Pathways to leadership data***

To understand pathways to leadership on campus, data were collected from the public C.V.s, profiles and news archives of 96 current and former Stanford faculty members who have held leadership positions going back approximately 20 years.

Individuals were selected from the task force interview list and from the online records of Stanford Deans, Vice Provosts, Provosts, and Presidents. The common university leadership positions were ranked and numbered. Leadership positions outside of academia were excluded unless they fell into the general categories of 'Committee Member' or 'Research Center Director.'

Chapter 5 contains a more detailed description of the pathways, and a complete collection of pathway graphs is presented in appendix D.

#### ***Gender make-up of Stanford leadership positions***

The Vice Provost for Faculty Development and Diversity, as well as the report from the Women and Leadership ad-hoc committee 2014 supplied information on gender make-up of Stanford leadership positions<sup>23</sup>. The data are summarized in chapter 1.

#### ***Metrics***

In the recommendations, a recurring theme is the need for metrics to measure current state, progress and success. Section 6 contains a discussion of our recommendations for leadership metrics, as well as how they should be tracked and reported.

## Chapter 4.

### Summary of Interview and Workshop Outcomes

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An extensive list of comments and suggestions made by the interviewees is given in appendix B. Full workshop reports are provided in Appendix C. In this report, all comments are non-attributed to ensure confidentiality. Where necessary, sensitive information that may have given away the identity of the provider was removed.

Below is a summary of the most common opinions, suggestions and recommendations made in conversations with the 50 interviewees and in the workshops. They are organized around the five categories listed in chapter 3, followed by a list of the most popular recommendations.

#### 4.1 Leadership desirability and selection

1. *What types of leadership positions are considered desirable on campus?*

Most interviewees prefer positions that allow for new ideas and/or positions with significant decision-making power and resources. Most commonly identified positions are department chairs, directors of large institutes or centers, senior associate deans, deans, vice-provosts, provost, and president.

2. *What do current leaders consider advantages and disadvantages of their position? Is there a significant difference in these (dis)advantages between men and women leaders?*

The most cited benefits/advantages of leadership positions include control of resources, institution building, and the ability to make positive contributions. On the other hand, high workload, lack of control over one's own schedule, reduced research and teaching output, and in some cases, lower prestige and sense of isolation, were mentioned as disadvantages.

When asked if men and women experience different advantages or disadvantages in leadership roles, both women and men believe that people are less respectful towards women, that women are more affected by family commitments than men, and that women are more likely to experience conscious or unconscious bias. On a positive note, women are seen as more collaborative and less likely to have a large ego.

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

Overall, current leaders feel valued and supported. However, most leaders also report inadequate formal mentoring and the absence of regular and formal performance reviews.

4. *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, and often more difficult, challenges in becoming leaders.

5. *What are markers for leadership selection? Do markers applied to men and women differ?*

A strong ability to listen, excellent people skills and visionary skills are cited as the three most important characteristics of an effective leader. In contrast, interviewees believe that Stanford selects leaders based mainly on experience, people skills and a strong commitment to the leadership position and Stanford. Some interviewees also believed that women are often being penalized for having the same qualities that are considered positive in men.

6. *Are selection processes for leadership positions transparent?*

The majority of interviewees deem current selection processes insufficiently transparent, with the exception of those interviewees in higher leadership positions.

## **4.2 Leadership training and support**

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

A complete list of training programs that interviewees participated in is given in appendix B1.2. Most training programs are deemed valuable for networking and mentoring. Both men and women generally participate when offered the possibility to do so. Most leaders on campus have completed one or more training programs. Women more than men tend to look for (additional) training programs off campus. Few training programs have developed effective metrics to measure effectiveness.

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

Most common recommendations include the development of (more) effective training programs, on-the-job training, and incentive and reward systems. Faculty also recommend improved ways to find leadership positions and express ambitions.

3. *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?*

The top recommendations are to network, express interests explicitly, and actively seek mentors.

## **4.3 Barriers and challenges experienced by current or aspiring leaders**

1. *What are challenges/barriers to leadership for faculty?*

The most commonly mentioned challenges are: opportunity costs, particularly concerning research and teaching, and a perceived loss of prestige; lack of financial incentives; competing family commitments; high pressure environments; lack of support and preparation; and anxiety related to leadership positions.

2. *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, including family/life matters (particularly around

children and elder care), lack of self-confidence in qualifications, reduced time for research/academia, scrutiny and criticism, over commitment because of tokenism, and gender bias.

Men and women assess these challenges differently. Men believe, for example, that a lack of self-confidence is a strong barrier for women, whereas women believe that family/life matters or opportunity costs are more important. Men are also twice as likely as women to cite family/life matters as the most critical barrier in the advancement of women leadership.

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

There is a strong sense from the (limited) data that barriers and challenges vary across the schools. This was the main reason that workshops were organized in three different schools. We refer to appendix C that gives the reports of the workshops held in SoM, SoE and SE3.

#### **4.4 Recommendations to lower/remove barriers and enhance opportunities**

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

Interviewees recommended improved guidance, advising and mentoring, better support structures including financial and administrative support, increased recognition of leadership, and more opportunities for leadership through term limits and improved inclusiveness in leader selection.

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

In addition to the recommendations given above, more and better support structures for women should be developed concerning mentoring, career coaching and advice, and opportunities for networking. Also, (un)conscious biases should be addressed at the university level and in organizational units.

3. *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.

## 4.5 Summary of most popular recommendations from workshops and interviews

### *Recommendations provided by participants that would benefit all faculty*

1. *Track leadership, gather data*
  - Maintain a list of leadership positions that are easily accessible by faculty
  - Maintain a database of leadership activities by faculty
  - Exchange information with peer institutions/collaborate with peer institutions
  - Solicit interest in leadership positions from faculty
2. *Develop and implement effective metrics for measuring the effectiveness of leadership*
  - Develop performance metrics for leadership positions
  - Regularly provide feedback to leaders at all levels
3. *Increase transparency*
  - Publish up-to-date list of available leadership positions on campus
  - Clarify selection processes for positions
  - Understand ambitions of faculty and take them into account in leadership selections
4. *Guide, advise and mentor*
  - Create a leadership pipeline – from the start of a career, create set opportunities to get into a ‘leadership’ track that include mentoring, entrée-level leadership positions, and regular career advice and feedback on leadership roles
  - Provide effective leadership training programs with incentives to participate (release, summer salary)
  - Track effectiveness of training programs in short and long term
5. *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
  - Support and promote inclusive networking events
  - Design a Stanford leadership website to increase cross-pollination and communication among disciplines at Stanford, as well as highlight leadership paths and inspire future leaders
  - Create decanal level positions for faculty development
6. *Recognize and reward*
  - Compensate leadership roles, financially and by providing release from other duties
  - Provide discretionary funding for leaders to help maintain research programs (summer salary, research support)
  - Celebrate and reward leadership activities
7. *Provide leadership opportunities*

- Limit terms to allow more frequent turnover in key positions (chairs, division chiefs) and 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 and bottom-up leadership

***Additional recommendations to promote and enable effective leadership for women***

1. *Track leadership, gather data*
  - Track leadership positions held by women and URM
2. *Develop and implement effective metrics for measuring diversity in leadership*
3. *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
4. *Equity*
  - Guarantee equal pay
  - Increase awareness of unconscious bias, particularly in appointments and promotions
5. *Develop more and better support structures for women*
  - (Additional) release for leadership from teaching or other tasks
  - 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
  - Rewards for current leaders who identify, mentor and support promising women leaders

## Chapter 5.

### Recommendations for Metrics and their Reporting

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We recommend that the metrics described in Section 1.2 be tracked and presented annually, including running averages and annual percentage changes relative to certain time increments (e.g. 5 years, 10 years) to capture long-term trends.

In particular, the specific metrics we recommend be tracked and reported annually include the following:

1. Representation of women administrative leaders (Table 1)
2. Resources within each faculty leadership category: men versus women (Table 2, data on resources available to department chairs currently not available)
3. Percentage of women that direct Stanford independent laboratories, institutes and centers and their associated budgets (data currently not available)
4. Percentage of women in the academic senate, in its academic council committees, and in senate leadership positions (Table 3, data not currently collected but can be determined from senate website). In addition to making this data widely available, it should be provided to the Senate Steering Committee and CoC prior to its staffing of committees each year.
5. Percentage of women in the leadership pipeline roles of associate vice provost, associate/vice department chair, division chief, chair: faculty search/appointment and promotions committees, chair: graduate admissions or studies, chair: undergraduate studies, budget group (data currently not available)
6. Percentage of women participating in the Stanford Leadership Academy, Leadership@Stanford, and Stanford Fellows (data currently not available)
7. Percentage of women recipients of Stanford significant honors and awards that are not selected by students (data currently not available).

As described in Section 1.2, Tables 1-3 have data that is currently collected at different times throughout the academic year and from different sources, which has led to errors and inconsistencies in the reported data. Moreover, as indicated in the above list, much of the data associated with the recommended leadership metrics is not currently collected at all. In order to accurately track the proposed metrics, a systematic and unified method to collect the aggregate statistics and individual leadership data associated with the recommended metrics is needed. This will require additional resources and expertise for the office or person within the university that bears the responsibility for this data collection.

## Chapter 6.

### Pathways to Leadership on Campus

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To understand pathways to leadership on campus, data were collected from interviews, the public C.V.s, profiles and news archives for 96 current and former Stanford faculty members who have held leadership positions going back approximately 20 years, the public information on leadership opportunities on campus, and knowledge of task force members. A full list of the leaders included in pathway graphs is given in appendix D.

Individuals were selected from the task force interview list and from the online records of Stanford deans, vice provosts, provosts, and presidents. The common university leadership positions were ranked and numbered. Leadership positions outside of academia were excluded unless they fell into the general categories of 'committee member' or 'research center director.'

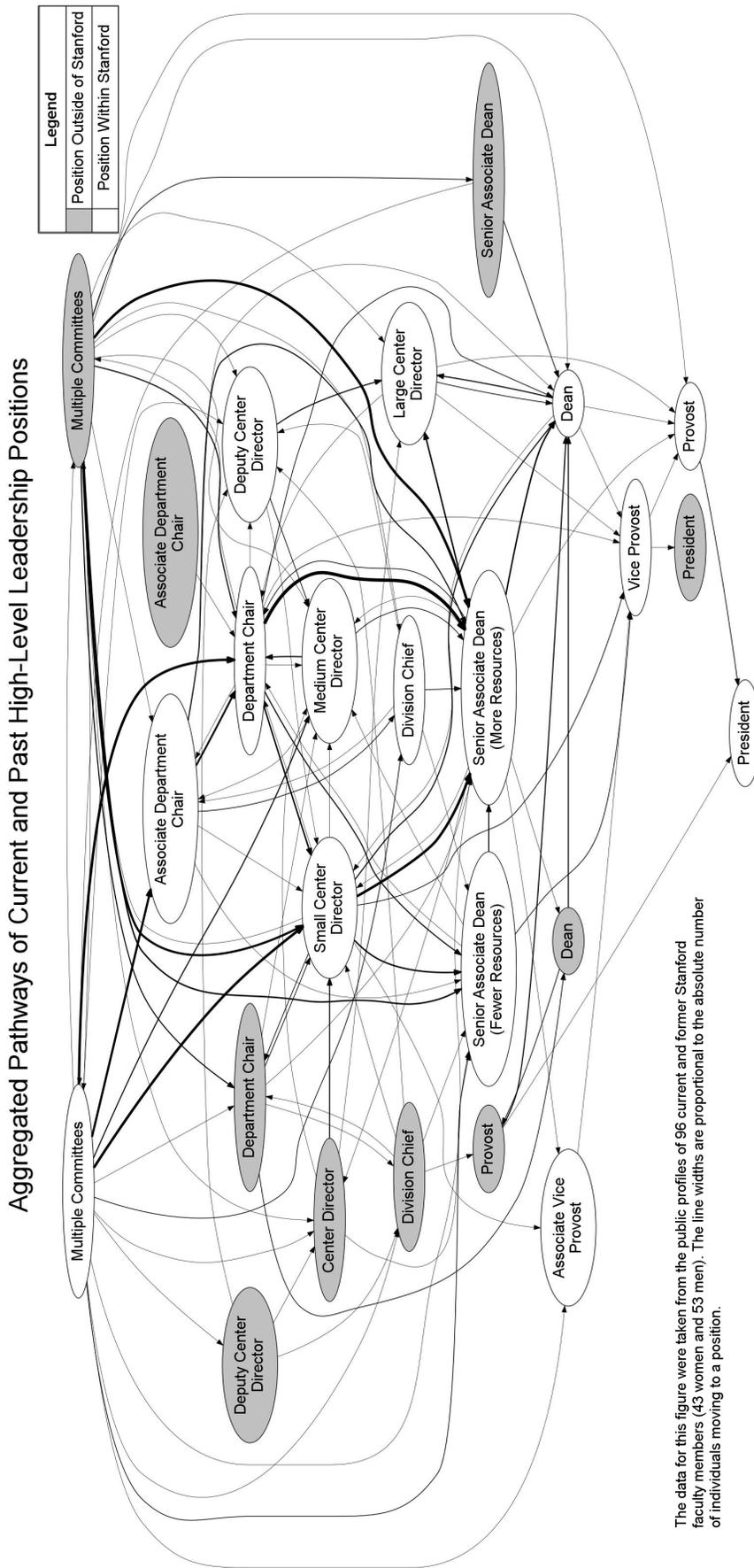
The leadership positions described in public profiles were manually translated into numerical entries using the position's index. For the aggregated pathway figures, a Python script automatically generated a Graphviz .gv file from the numerical entries. For the individual path figures, the .gv file was created manually. The final figures were then generated from these .gv files using the Graphviz Graph Visualization Software ([www.graphviz.org](http://www.graphviz.org)).

A total of 15 pathway graphs were created and all are displayed in appendix D. They include pathways to high-level leadership positions, including the president, provost and deans, pathways for men and women separately, and pathways for each of the schools.

As example, Figure 4 shows the aggregated pathways of all 96 leaders. Both internal and external pathways are included. Figure 5 shows pathways for all men and for all women in the group of 96 leaders separately for comparison.

Apart from these comprehensive pathway graphs, we also generated graphs that show paths to and from particular positions, such as dean, provost and president. As an example, Figure 6 displays the pathways of current and past deans. Here, each color represents one specific individual.

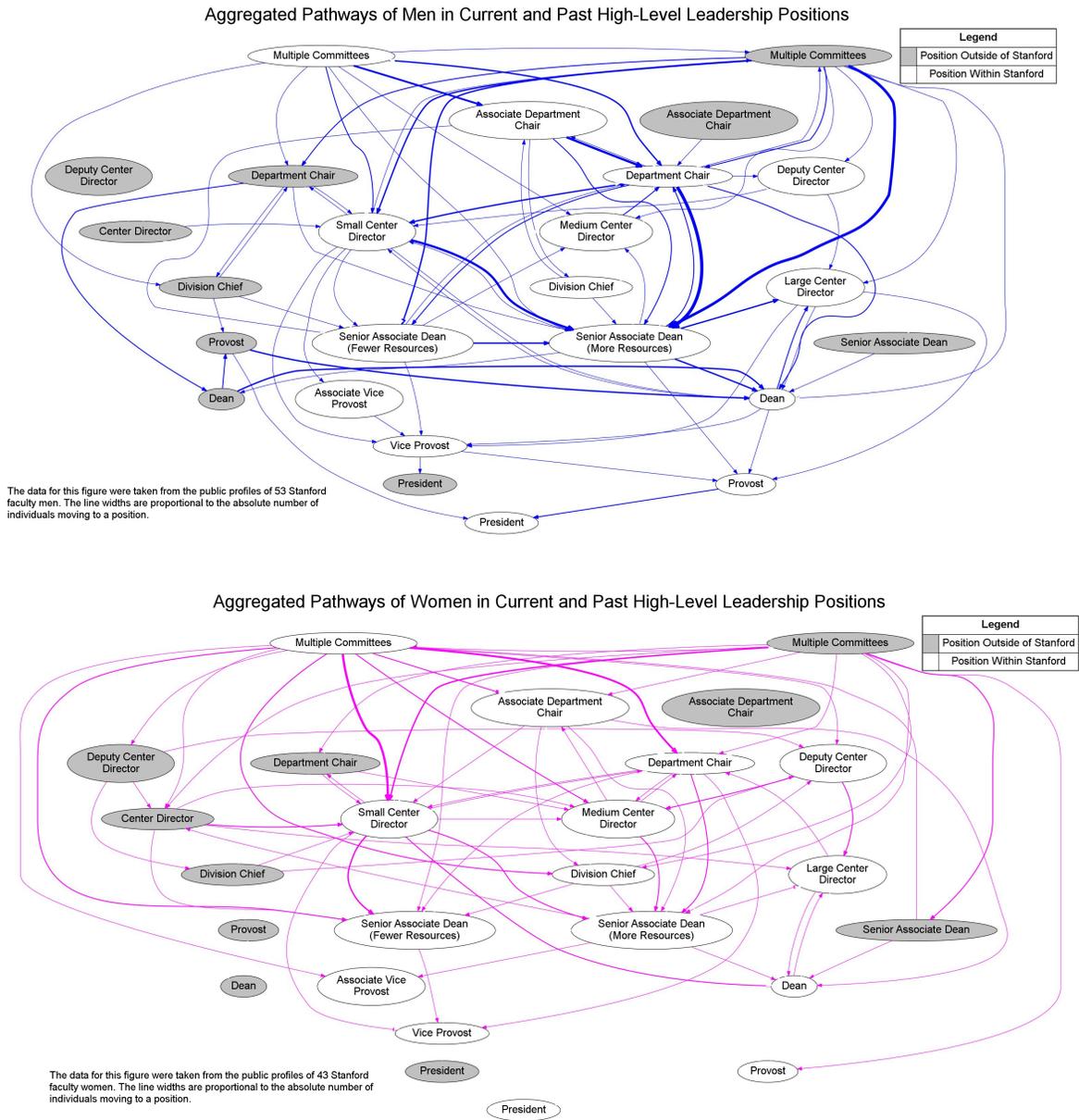
The large variation is seen by most faculty that view these graphs as positive: there are many roads that lead to Rome. This is particular true for junior faculty members who sometimes believe that pathways to leadership on campus are limited.



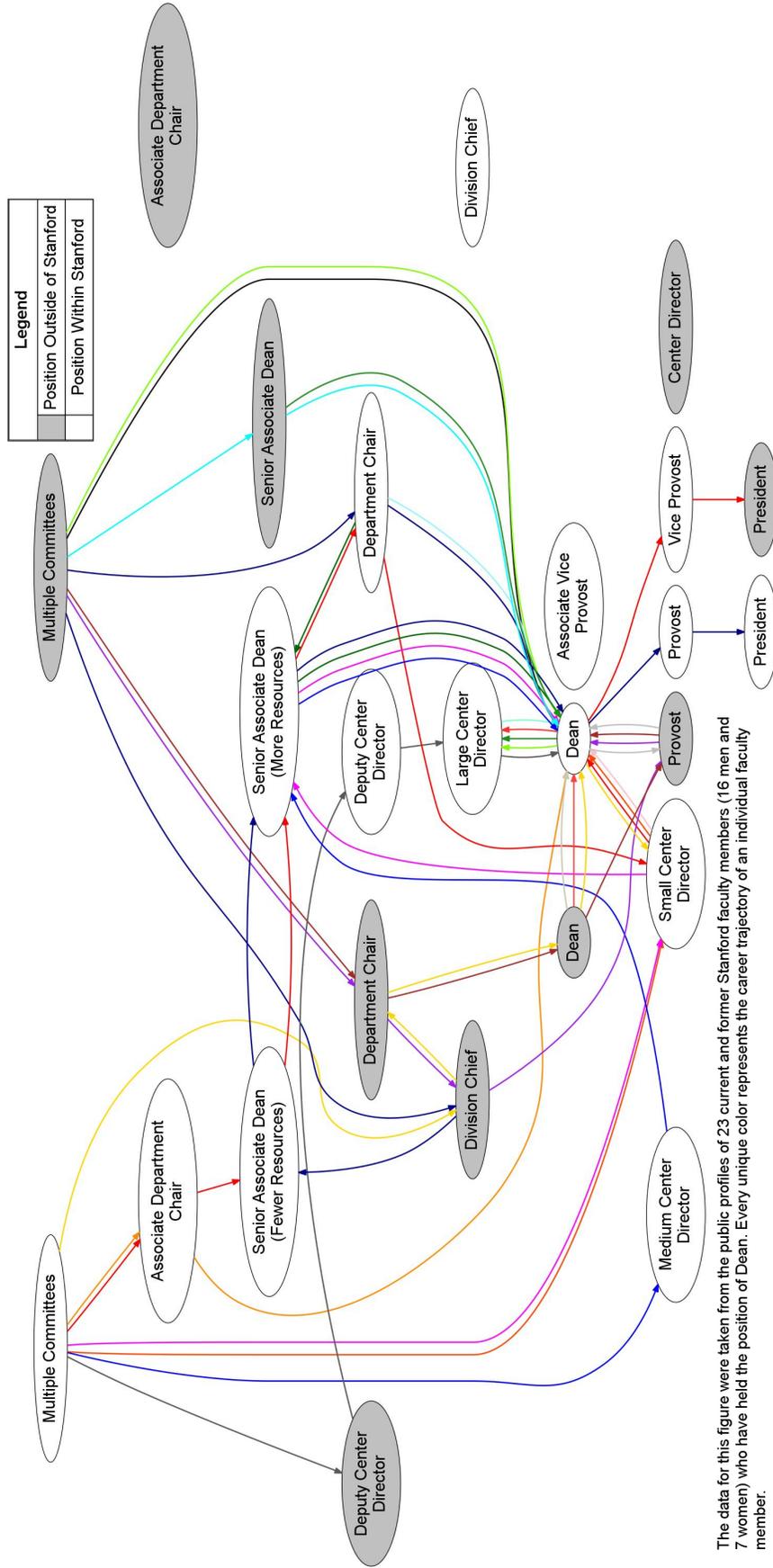
The data for this figure were taken from the public profiles of 96 current and former Stanford faculty members (43 women and 53 men). The line widths are proportional to the absolute number of individuals moving to a position.

**Figure 4.** Aggregated pathways of current and past high-level leadership positions on Campus. The data was compiled from the careers of 96 faculty from approximately 1990-2015

**Figure 5.** Aggregated pathways for men (top) and women (bottom) in current and past high-level leadership positions. The data is gathered from the careers of 43 women and 53 men between approximately 1990 and 2015.



## 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.

**Figure 6.** Individual pathways of current and past deans. The data was compiled from the careers of 96 faculty from approximately 1990-2015

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