



Annual Report 2022-2023



THE OHIO STATE UNIVERSITY

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Executive Summary

The University Staff Advisory Committee (USAC) was established in 1986 under President Jennings as an advisory body to the University President and the President's Cabinet members. The purpose of the committee is to provide a forum in which staff, who number almost 39,000 this year, can raise, discuss, and make recommendations to enterprise leaders on current concerns and events. USAC has evolved over the years to include 30 members, who work across the enterprise in multiple general service units, colleges, the Wexner Medical Center, and regional campuses. The composition of USAC this year has been broad, such that members are employed by 10 colleges, 9 general service units, 6 hospitals, and 2 campuses, and from all employment classifications: Classified Civil Service, Administration & Professional and Senior Administration & Professional.

USAC is guided by the Executive Committee. The tangible work of the committee is divided among four subcommittees: Inclusive Excellence, Governance, Outreach and Engagement, and Staff Affairs. USAC also completed the work of its Communications Task Force, which began in spring 2022.

USAC Achievements 2022-2023

1. Worked with OHR to update the [FAQs](#) for the [Weather or Other Short-Term Closure Policy, 6.15](#) to clarify expectations for when a decision is made to close university offices and cancel classes, to reflect greater detail on the option of telework given the increased capability of many staff, who can work remotely, and/or who live in different counties with different road conditions during inclement weather. December 2022/January 2023
2. Enjoyed second Academic Recess for much rest and recovery between the federal holidays of Christmas and New Year's Day. December 2022
3. Worked with OHR and One University Health & Wellness Council to add clarifying language to the [FAQs](#) for the [Paid Time Off Policy, 6.27](#) indicating that sick time may be used for mental health conditions such as acute anxiety and depression. May 2023
4. Held 2nd Annual All-Staff Wellness Event in partnership with the Office of the Chief Wellness Officer, Office of Human Resources and Your Plan 4 Health. November 4, 2022
5. Received 24 applications from staff for 10 open positions on USAC for the 2023-2026 term (this is the second year of increasing interest in USAC since the pandemic started). February 2023
6. Appointed 2 new Staff Senators, who will serve two-year terms in University Senate. May 2023
 - i. Steven Mentz – OHR, Business Partner 3
 - ii. Kevin Petrilla – WOSU, Manager, Radio Operations & IT
7. Identified locations on Columbus Campus for the installation of Naloxboxes in collaboration with Wexner Medical Center, Office of Administration & Planning, and Office of Student Life for a project funded by ADAMH of Franklin County. September 2023

USAC Recommendations to Senior Leadership

The members of USAC are grateful for our collaboration with Office of the President, President's Cabinet members, and Staff Senators. This year, USAC is proud to make the following recommendations to senior leadership in support of improving staff retention and enhancing staff morale and well-being, which are essential to a positive culture. USAC looks forward to developing these recommendations with senior leaders to reach a stage of implementation. The [Shared Values](#) initiative guides our decision-making, and we see these recommendations as exemplifying the principles and behaviors affiliated with each pair of values.

1. Make Academic Recess permanent, including an equitable solution for Wexner Medical Center and essential employees
2. Establish a cost-of-living adjustment (COLA) for employees in addition to the existing merit pool
3. Normalize the vacation accrual process so that all exempt A&P staff accrue at the same rate as exempt Senior A&P staff
4. Develop definitions of Pay Equity, Pay Equality and conduct compensation analysis
5. Establish a full-time Staff Ombuds Office to support the more than 39,000 full-time and part-time staff members at Ohio State with a reporting structure directly to the Office of the President, perhaps through the Chief of Staff
6. Create and implement an institution-wide stay and exit interview process

Please see appendices for background information on and rationale for each of these recommendations.



USAC Annual Luncheon with President Johnson, SVP Jeff Risinger, and Chief of Staff JR Blackburn
October 10, 2022

Executive Committee



Laurel Van Dromme, MA - Chair
Chief of Strategic Partnerships & Special Projects
College of Nursing



Allison Jones - Vice Chair-Secretary/Treasurer
Director, Career Management & Corporate Relations
Fisher College of Business



Debbie Pond - Chair-Elect
Program Director, The Center for FAME
College of Medicine



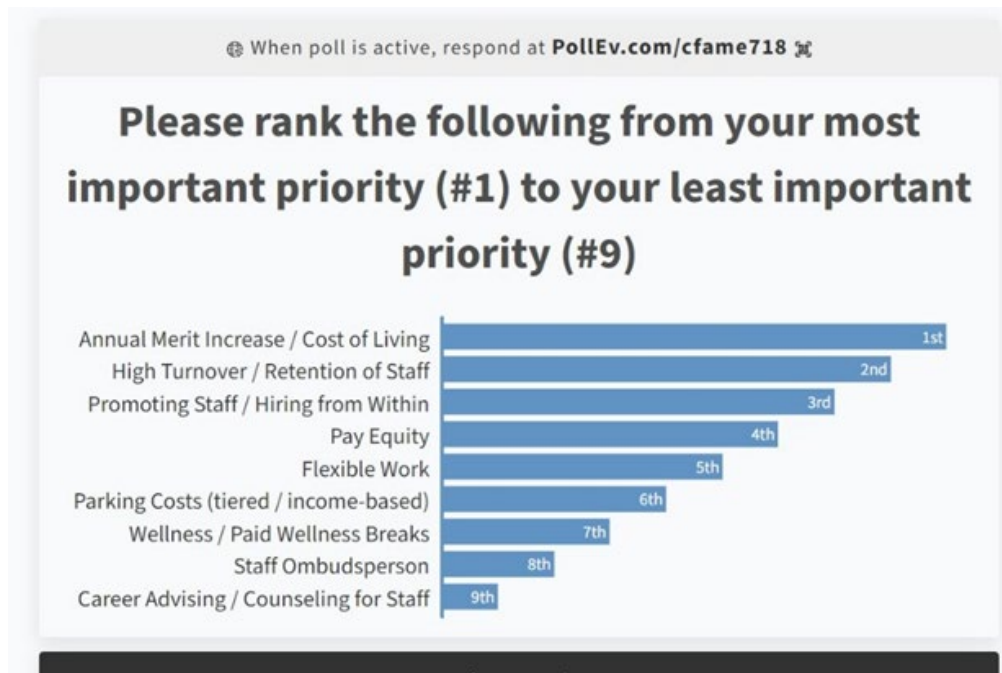
Shelby Dawkins, MHA - Vice Chair-Communications
Outreach Relations Manager
The James Center for Cancer Health Equity

The USAC Executive Team works closely with the leads of our 4 Subcommittees, and we meet regularly with senior leaders to discuss and advance issues of interest to staff across the enterprise. USAC communicates with staff via its newly relaunched website <https://usac.osu.edu/>, monthly e-newsletter, and cross-promotion in other mediums.

- USAC's monthly e-newsletter includes key information about USAC, highlights two new Staff Spotlight honorees, and began including pulse surveys; promotes important enterprise-wide announcements and opportunities for professional development training; and highlights university and hospital events, health and wellness initiatives, news, and opportunities for engagement. USAC has maximized its outreach and continues to grow our engagement through continued cross-promotion via HealthBeat Hub at the Wexner Medical Center and OnCampus daily e-newsletter.
- We collaborated with the Office of Marketing and Communications for input on re-designing and launching USAC's new website <https://usac.osu.edu/>. More information is now easily available for staff across the enterprise to learn about USAC's advocacy to senior leaders. Staff can readily navigate USAC's website now, including more easily contacting USAC with questions or comments.
- USAC strives to host inclusive, accessible events that enable all staff, including individuals with disabilities or who work on any campus or remotely, to engage with us fully. We accept requests for disability accommodation and welcome inquiries about accessibility.

The 2023 fiscal year saw notable change across the enterprise including the resignations of key leaders: and the hiring of a new executive vice president and chief executive officer of the Wexner Medical Center. Despite the uncertainty that can occur during such transitions, USAC remained focused on its top priorities. They were determined during USAC's annual strategic planning exercise in August and September 2022. USAC elected to continue several [Outstanding Initiatives](#) shared with senior leaders in June 2022, and also rank ordered *new* topics for exploration. The new issues that were explored by

USAC during the past year, and which informed current Recommendations to Senior Leaders for future development, are listed below.



The USAC Executive Committee and each subcommittee then evaluated these topics of interest, and members planned their work for the year accordingly. A brief summary of each USAC Subcommittee’s activities for the past year follow.

Governance Subcommittee

The Governance Subcommittee is responsible for several operational tasks, including leading the application review process for Staff Career Development Grants, appointing staff as representatives to University Senate and other enterprise-wide committees, managing the election of Staff Senators and ensuring USAC follows the Bylaws and Operations and Procedures manual that governs it. This year the subcommittee also led two task forces whose work is summarized in the next section of this report.

Task Forces

- **Staff Career Development Grant:** The Governance Subcommittee partnered with the Inclusive Excellence Subcommittee to develop a task force to ensure the Staff Career Development Grants (SCDG) are being administered within a diversity, equity, and inclusion framework. Specifically, the task force wanted to promote awarding SCDGs more equitably across staff classifications, having greater and/or equal access to SCDG information and resources, removing confusing or unnecessary verbiage from SCDG application and rubric, having a more clearly defined and transparent award period and process, and greater congruence and efficiency across the entire process (e.g., marketing, website, application, rubric, and communication). The task force met over 3 months and made multiple recommendations to USAC and OHR regarding the SCDG application, rubric, and administrative processes. After the recommendations were outlined in a report (please see Appendix G), the Governance Subcommittee Co-Chair has worked with OHR regarding the implementation of task force recommendations and overall changes to simplify and streamline the SCDG process. At the time of this Annual Report, the Subcommittee Co-Chair and OHR colleagues are partnering to develop new SCDG standard operating procedures, which will be rolled out in Summer 2023.
- **Establishing a Staff Ombuds Office:** The Governance subcommittee formed a task force of USAC members to gather information and further explore the opportunity for Ohio State to establish a staff ombuds office to support all staff employees at the institution. Their work included meetings with various constituencies at the university, along with research and benchmarking of similar offices at other higher education institutions. The outcome of this task force's work led to the recommendation for a full-time staff ombuds office (please see Appendix E).

Operational Work

- **Staff Career Development Grants:** In Fall 2022, the subcommittee led the SCDG application review process by USAC, which evaluated 104 applications from across the enterprise. More than \$100,000 in professional development funding was then awarded by OHR for this cycle.
- **Staff Senator Selection:** In Spring 2023, the Governance Subcommittee led the annual selection of Staff Senators: one Staff Senator, Steven Mentz, was re-appointed for a second term, and Kevin Petrilla was appointed to his first term as Staff Senator. Two other candidates, Liana Crisan-Vandeborne and Jacob Decot, were selected as Staff Senator Alternates.
- **External Committee Appointments:** This year, the subcommittee led the appointment of 11 staff members to multiple committees across the institution. It also streamlined the application process by moving it to Qualtrics and no longer requiring a formal resume from applicants. The subcommittee is also in the process of appointing 4 more staff members to other committees before July to ensure a smooth transition into the coming academic year.

Members: Casey Henceroth (Co-Chair), Jason Homan (Co-Chair), Jennifer Elliott, Theresa Hazelwood, Karie Kennedy, and Ashley Van Hesteren

Inclusive Excellence Subcommittee

The Inclusive Excellence (IE) Subcommittee's internal focus is ensuring inclusive practices within USAC to promote our committee's commitment for diversity, equity and social justice. Externally, the committee establishes and maintains collaborative relationships with university stakeholders to enhance the staff experience by advocating for fairness, inclusivity, and equality.

In recent years, IE has focused on initiatives such as USAC membership demographics and recruitment strategies to help diversify our ranks and benchmark to that of the OSU staff community, in addition to contributing to the larger conversation around staff pay equity at The Ohio State University. IE routinely works with our other subcommittees to bring inclusive excellence into all that we do, ensure equity and representation in our programming, and ensure that our work aligns closely with the Shared Values Initiative.

Annual Activities

Demographic Survey

IE leads an annual demographic survey of USAC membership and applicants to USAC to compare with university employee demographics to ensure representation of the greater university community (please see Appendix H).

Annual Priorities

This year the IE Subcommittee focused on two of USAC's top priorities for the year.

- IE collaborated with the President and Provost's Council on Women (PPCW) pay equity task force and the Office of Institutional Equity to explore the topic of pay equity at the university. This ongoing dialogue led to our recommendation to develop definitions of Pay Equity, Pay Equality and conduct compensation analysis. The full recommendation can be found within this report.
- IE also took the lead on researching the use of stay and exit interviews at the university in support of our USAC priority focused on staff retention. Our research led to a formal recommendation to create and implement an institution-wide stay and exit interview process (please see Appendix F).

Members: Courtney Gandy - Chair, Tracey Boggs - Vice Chair, Trisha Ritter, Daniel Rodriguez, Leo Taylor, and Patrick Weeks



Outreach and Engagement Subcommittee

The Outreach and Engagement Subcommittee focused our efforts on sharing information about staff affairs updates, resources and USAC's advocacy work for the 2022-2023 year. The chair and vice-chair set the following strategic goals to shape outreach for the year:

- Increase the visibility and awareness of University Staff Advisory Committee and its advocacy for staff across the enterprise, and
- Continue promotion of staff health and wellness and increase awareness of wellness resources for staff.

All-Staff Wellness Event



Outreach and Engagement planned the All-Staff Wellness Event on November 4, 2023. This event emphasized the University's commitment to staff health and wellness and connected staff with wellness resources available to them as a staff member. This event was hosted in collaboration with the Office of the Chief Wellness Officer and Office of the President. During the event, staff heard from university leadership, participated in a gentle stretching facilitation led by a fellow staff member, joined Brutus for pictures, and learned about health and wellness resources available to employees during a table fair. In-person and virtual modalities were offered to make the event accessible to all staff.

- 237 people registered to attend the event in-person, 475 people registered to attend virtually.
- 11 health and wellness offices or departments across the University and Wexner Medical Center participated in the resource fair, including Buckeye Paws, Ohio State Employee Assistance Plan, Integrative Health Services and Clinic, Ohio State Health Plan, and Your Plan for Health.
- President Kristina Johnson, Chief Wellness Officer Bern Melnyk and Senior VP of Talent, Culture and Human Resources Jeff Risinger provided remarks to staff during the event.

Outreach to local Staff Advisory Committees (SACs) and Employee Resource Groups (ERGs)

Outreach and Engagement members reached out to local Staff Advisory Committees and Employee Resource Groups to offer a presentation on USAC's advocacy, upcoming programming, and opportunities for staff to get involved including USAC New Member Recruitment and Staff Senators. This is the first year Outreach and Engagement expanded their outreach to ERGs.

- Outreach was made to 24 local SACs and 24 ERGs.
- Presentations were given to 25 groups as of May 31, with more planned.

Proposed Activities for 2023-2024

Throughout our outreach efforts in 2022-2023, our subcommittee continued to hear the need for consistent and transparent information, connection to resources and emphasis on staff connection. Therefore, we recommend the following activities for the upcoming year.

1. Continue to host the All-Staff Wellness event to emphasize the University's commitment to and prioritization of staff health and wellness.
2. Host a town hall series introducing new senior leaders featuring the next President; Executive Vice President and WMC CEO John C. Warner, MD; and the next SVP for OHR.

Members: AnnaBell Kinsel - Chair, Elizabeth Hosket - Vice Chair, Mallory Allen, Amy Jo Baughman, Tiffany Halsell, Shannon Hand, and Laura Goodrich

Staff Affairs Subcommittee

This year the Staff Affairs Subcommittee continued to work with university leadership to add a permanent Academic Recess to the academic calendar, as well as providing an equitable benefit to our Medical Center and essential staff that must work during this time. Once again, the university's Weather or Other Short-Term Closing policy, 6.15 was invoked, and the academic campus was closed from December 27-30, 2022. Feedback from staff across the enterprise regarding Academic Recess has been overwhelmingly positive and USAC will continue to work toward a permanent solution. Additionally, the subcommittee is happy to report that the Office of Human Resources has added clarification regarding mental health and wellness to the FAQs associated with the Paid Leave Policy. Lastly, we collaborated with the Office of Human Resources to add a small financial incentive to the Staff in the Spotlight recognition award. This fiscal year, we recognized 22 outstanding staff for their contributions to Ohio State and their commitment to our Shared Values.

The subcommittee began collecting data on staff opinions regarding a range of topics through short pulse surveys in the USAC monthly e-newsletter. This year, 3 pulse surveys were conducted on the following topics and results are available at this link: [USAC Initiatives](#) on our website:

- Benefits Survey – January 2023,
- Ohio State as an Employer of Choice in Central Ohio – February 2023, and
- Professional development – April 2023.

Members: Tina Bogac - Chair, Kynthia Droesch - Vice Chair, Ana Casado, Kari Fox, Ivana Grozdic, Justin Lahmers, and Margaret Nevrekar

Appendix A – Academic Recess

Make Academic Recess permanent, including an equitable solution for Wexner Medical Center and essential employees.

This proposal has been under consideration for the past 4 years. Benchmarking data has been gathered and passed on to senior leadership for review. Permanent winter closure already occurs during the week between Christmas and New Year’s Day at the following institutions of higher education.

- 13 other Ohio colleges and universities, including 2 in central Ohio:
 1. University of Akron
 2. Bowling Green State University
 3. Case Western Reserve University
 4. Columbus State Community College
 5. University of Cincinnati
 6. Kent State University
 7. Miami University
 8. Northeast Ohio Medical University
 9. Ohio University
 10. Ohio Wesleyan University
 11. Shawnee State University
 12. University of Toledo
 13. Wright State University
- 9 Big Ten universities, plus 2 variants*:
 1. University of Illinois
 2. University of Maryland
 3. University of Michigan
 4. Michigan State University
 5. University of Nebraska
 6. Northwestern University
 7. Penn State University
 8. Purdue University
 9. Rutgers University
 - * Indiana University – held in 2022
 - * Iowa University – one additional day
- 14 major peer and aspirational institutions across the country

The university closed for academic recess in December 2021 and December 2022. Various forms of positive feedback on the closure have been received by USAC members. Comments included increased staff morale, employee rejuvenation period, and a much-appreciated mental health break. USAC conducted a pulse survey on employee benefits, with one question being “what new benefit would you like to see Ohio State offer employees?” Seven percent of the respondents answered, “making winter recess permanent.” It is imperative that when adding a permanent winter recess to the academic calendar that we consider equitable options, such as floating days off to be used during the winter months for our Wexner Medical Center staff and essential employees as well.

Appendix B – Cost-of-Living Adjustment

Establish a cost-of-living adjustment (COLA) for employees in addition to the existing merit pool

The cost-of-living increase for individuals receiving social security was 5.9% in 2022 and 8.7% in 2023, due to high levels of inflation. Annual inflation rates have been above 5% since 2021 and hovered from 1.5-2.3% from 2015-2020. According to research published on Zippia.com, the average annual raise in the US was 7.2% in 2022. The average salary increase when changing jobs is **14.8%**, while wage growth is **5.8%** for those who remain at their job. In Ohio, the average salary increase was 7.5% in 2022 (<https://www.zippia.com/advice/average-annual-raise/>).

With the Ohio State merit pool traditionally set at 2-3% each year, most Ohio State employees have not received an annual increase to keep up with inflation since 2021, and barely above the rate of inflation since 2015. While this pool of money is intended for rewarding employees for exemplary performance, in practice it is used to cover inflation for all employees and has diminished the incentive of the merit-based system. A cost-of-living increase tied to the annual Consumer Price Index will aid in keeping salaries in line with market conditions and allow for the merit pool to truly reward high performing employees, thereby improving employee retention and morale.

Appendix C – Vacation Accrual

Normalize the vacation accrual process so that all exempt A&P staff accrue at the same rate as exempt Senior A&P staff

Vacation accrual should not be based on the classification of a position. All exempt employees should be given the opportunity to have the same work-life balance by accruing time off at the same rate. In the USAC benefits pulse survey conducted in January 2023, we asked, “what new benefit would you like to see Ohio State offer employees?” and 6% of respondents said that they would like to see quicker vacation accrual, more time off or equity in vacation accrual. While USAC understands that some adjustments are being made to vacation accrual for M2 and above, C3 and above, and S4 and above level positions, this will most likely affect a relatively small number of staff. Normalizing the accrual process will help enhance staff recruitment and retention, and improve morale, mental health and wellbeing.

Appendix D – Pay Equity, Pay Equality & Compensation Analysis

Recommendation to develop definitions of Pay Equity, Pay Equality and conduct compensation analysis.

To date, The Ohio State University does not have clear, socialized definitions of pay equity nor pay equality. While “pay equity” was a cited outcome of the Career Roadmap process, there was no definition to guide that work, nor did Career Roadmap address issues of inequity based on protected classes. Definitions of both pay equity and pay equality should be created to acknowledge both comparisons between types of roles at the institution and differences in the individuals holding those roles and to create a standard guideline to inform compensation decisions.

Now that Workday and Career Roadmap have been implemented, an equity analysis process should be created and conducted and used with regularity in the future to assess the current state of pay disparity based on [protected classes](#). The results of this analysis should be made transparent along with a timely plan to rectify disparities should they be found.

A “peer equity review” process exists within HR Compensation, although this information has not been widely socialized nor is information on how to navigate requesting a review widely available. A toolkit should be developed to define the process for staff who wish to make an equity appeal. Such a resource would shed transparency on the process and empower staff, especially those of a protected class, to advocate for themselves. With the institution’s recent commitment to investing in talent and culture, including under the Shared Values initiative, working to achieve pay equity is a necessary step to support the recruitment and retention of staff who are of a protected class.

Appendix E – Staff Ombuds

Recommendation to establish a full-time Staff Ombuds Office to support the approximately 39,000 full-time and part-time staff members at Ohio State with a reporting structure directly to the Office of the President, perhaps through the Chief of Staff

University support of a staff ombuds is in line with the [university's value](#) of Care and Compassion and the associated principle of putting people at the center of all we do. An ombuds “assists individuals and groups in the resolution of conflicts or concerns.”^[1] An ombuds “operates in a manner to preserve the confidentiality of those seeking services, maintains a neutral/impartial position with respect to the concerns raised, works at an informal level of the organizational system, and is independent of formal organizational structures.”^[2]

Background:

- Ohio State once employed a staff ombuds for a period of time, beginning in 1988.
- Ohio State has ombuds for faculty and graduate and professional students, but no longer has one for staff.
- In 2013, USAC made the recommendation to form a Staff Ombuds or create an Ombuds office similar to university faculty:
 - USAC formed an Ombuds task force. The Ombuds task force reviewed historical data, interviewed the Office of Human Resources (OHR) and listened to historical concerns raised from Legal Affairs;
 - Members of the task force realized support for an ombuds or similar was not likely to be approved or supported at that time;
 - Members of the task force met with OHR’s Employee Labor Relations (ELR) and the Employee Assistance Program (EAP) to determine a way to advocate for staff who requested their services in ways similar to an ombuds;
 - While both offices were supportive of USAC efforts to promote their services, apprehension from ELR were raised regarding increased workload with current staffing levels;
 - USAC, ELR, and EAP agreed to meet twice a year to review staff concerns as well as to review workload within ELR and EAP, however this effort waned over time.
- Recently a renewed interest in exploring the possibility of a staff ombuds has resurfaced.
- Other areas of the university inquiring about a staff ombuds include the President’s and Provost’s Council on Women and the Task Force on Racism and Racial Inequities.

Key Information:

- Staff who identify conflict in their role at work often do not know how to best approach resolving the conflict.
- An ombud’s role is to maintain neutrality and impartiality when working with others. The goal of an ombuds is to manage conflict within an organization, not to use adversarial approaches.^[3]
- An effective ombuds has several activities and functions such as:
 - “Listens and understands issues while remaining neutral with respect to the facts. The ombuds does not listen to, judge or decide who is right or wrong. The ombuds will listen

to understand the issue from the perspective of the individual. This is a critical step in developing options for resolution;

- Assists in reframing issues and developing and helping individuals evaluate options. This helps individuals identify the interests of various parties to the issues and helps focus efforts on potential options to meet those interests;
 - Guides or coaches individuals to deal directly with other parties, including the use of formal resolution resources of the organization. An ombuds often seeks to help individuals improve their skill and their confidence in giving voice to their concerns directly;
 - Refers individuals to appropriate resolution resources. An ombuds may refer individuals to one or more formal organizational resources that can potentially resolve the issue;
 - Assists in surfacing issues to formal resolution channels. When an individual is unable or unwilling to surface a concern directly, the ombuds can assist by helping give voice to the concern and/or creating an awareness of the issue among appropriate decision-makers in the organization;
 - Facilitates informal resolution processes. An ombuds may help to resolve issues between parties through various types of informal mediation;
 - Identifies new issues and opportunities for systemic change for the organization. The unique positioning of the ombuds serves to provide unfiltered information that can produce insight to issues and resolutions. The ombuds is a source of detection and early warning of new issues and a source of suggestions of systemic change to improve existing processes.”^[4]
- Several large academic institutions employ ombuds for staff, including 10 of the current 14 Big Ten institutions. USAC is prepared to discuss the benchmarking completed in detail.

^[1] International Ombuds Association, “What is an Organizational Ombuds?”, Located at: [What Is an Organizational Ombuds \(ombudsassociation.org\)](https://www.ombudsassociation.org/what-is-an-organizational-ombuds/). Last accessed December 18, 2022.

^[2] International Ombuds Association, “What is an Organizational Ombuds?”, Located at: [What Is an Organizational Ombuds \(ombudsassociation.org\)](https://www.ombudsassociation.org/what-is-an-organizational-ombuds/). Last accessed December 18, 2022.

^[3] International Ombuds Association, “Frequently Asked Questions About Ombuds” at #5 “How does an ombuds differ from a lawyer?” Located at: [Frequently Asked Questions About Ombuds \(ombudsassociation.org\)](https://www.ombudsassociation.org/frequently-asked-questions-about-ombuds/). Last accessed December 18, 2022.

^[4] International Ombuds Association, “The Organizational Ombuds—Role and Function”, Located at: [What Is an Organizational Ombuds \(ombudsassociation.org\)](https://www.ombudsassociation.org/the-organizational-ombuds-role-and-function/). Last accessed December 18, 2022.

Additional data supporting Staff Ombuds Recommendation

Number of staff currently served by the Office of Ombuds Services at Ohio State:

According to the current faculty ombudsperson at Ohio State, Mollie Blackburn, of the 93 total visitors they met with in 2021-22, approximately 9 staff visited (10%). As of May 2023, they have met with 81 total visitors in 2022-23, and approximately 8 staff visited (10%).

Benchmarking Summary: Big Ten institutions of higher education

University	Have an Ombuds	Number of Staff	Full-time Status	Audience Served
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Illinois	Yes	1	Part-time	Faculty, staff
Indiana	Yes	2		Faculty, students
Indiana - Bloomington	Yes	1		Faculty only
Indiana - IUPUI campus	Yes	Team of 2-5	Part-time	Faculty only
Iowa	Yes	3	1 Full-time, 1 Part-time, 1 Admin	Faculty, staff, students
Maryland	Yes	4		Faculty, staff, students
Michigan	Yes	29		Faculty, staff
Michigan State	Yes			Students only
Minnesota	Yes*			Faculty, staff
Nebraska-Kearney	Yes	1		Faculty, staff, students
Nebraska-Lincoln	Yes	2		Faculty only
Nebraska Med Ctr.	Yes	2		Faculty, staff, students
Nebraska-Omaha	Yes	3		Faculty, staff, students
Northwestern	Yes	2		Faculty, staff, students
Ohio State	Yes	2	Both part-time	Faculty, grad students
Penn State	Yes	Over 40		Faculty, staff, grad students
Purdue	Yes			Faculty, staff, students
Rutgers	Yes			Students only
Wisconsin-Madison	Yes			Faculty, staff

Benchmarking Summary: Ohio institutions of higher education

University/College	Have an Ombuds?	Number of Staff	Full-time Status	Audience Served
Ashland University	No			
Baldwin Wallace University	No			
Bowling Green State University	Yes	3		Admin staff only
Capital University	No			
Case Western Reserve University	No			
Cleveland State University	Yes	1		All members of CSU community

Denison University	Yes	1		Faculty only
Heidelberg University	No			
John Carroll University	No			
Kent State University	Yes	1		Students only
Kenyon College	Yes	1		Faculty, staff, students
Malone University	No			
Miami University	No			
Northeast Ohio Medical University	Yes			Faculty, staff, students
Oberlin College	No			
Ohio Northern University	No			
Ohio University	Yes	1		Faculty, staff, students, alumni, parents, community members
Ohio Wesleyan University	Yes	1		Faculty, staff
Otterbein University	No			
The College of Wooster	Yes			Faculty, staff
The Ohio State University	Yes	2	Both part-time	Faculty, grad students
The University of Findlay	Yes			Students only
Tiffin University	No			
University of Akron	No			
University of Cincinnati	Yes	4	2 Full-time, 2 50% Grad Assts.	Faculty, staff, students, alumni, parents, community members
University of Dayton	No			
University of Mount Union	No			
University of Toledo	No			
Wright State University	Yes	1	Part-time	Faculty, staff, students
Xavier University	No			
Youngstown State University	Yes			Students only

Benchmarking Summary: Additional Peer Institutions

University	Have an Ombuds?	Number of Staff	Full-time Status	Audience Served
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Clemson University	Yes	2	Both full-time	Faculty, staff, students
Texas A&M	Yes			Faculty, staff, students
UCLA	Yes			Faculty, staff, students
University of Arizona	Yes	Committee		Faculty, staff, students
University of Florida	Yes	1		Faculty, staff, students
University of Houston	Yes	2		Faculty, staff, grad/professional students
University of North Carolina-Chapel Hill	Yes			Faculty, staff, students
University of North Carolina-Charlotte	Yes			Faculty, staff

Number of Staff Served at Other Institutions (2021-22)

University/College	# Staff Served	% of Visitors	Notes
University of Iowa	304	46%	Serve faculty, staff and students.
University of Maryland	70	50%	Serve faculty, staff and students.
Northwestern University	361	32%	Serve faculty, staff and students. First year of newly established office
University of Wisconsin-Madison	197	305	Serve faculty and staff. 14% increase in visitors over previous year.
Ohio University	62*	25%*	Serve faculty, staff, students, alumni, parents, and community members.
University of Cincinnati	155	N/A	Serve faculty, staff, students, alumni, parents, and community members.
Wright State University	5	8%	Serve faculty, staff and students. Ombuds is 10% FTE.
Clemson University	241	N/A	Serve faculty, staff and students.
University of Arizona	25**	41%**	**Data is from July 2022-March 2023. Committee serves faculty, staff and students.
University of North Carolina-Chapel Hill	175*	35%*	Serve faculty, staff and students.

*Data is an approximate number or annual average

Appendix F – Stay & Exit Interviews

Recommendation to create and implement an institution-wide stay and exit interview process

Background: While stay and exit interviews are offered in some areas across the institution and medical center, they are currently not offered universally nor with consistency in process. In a survey directed to local staff advisory committees, two of 19 respondents verified that their respective units offered stay or exit interviews. Both reporting units stated that there wasn't a formalized process in offering these interviews, and the two processes described did not match each other. Anecdotally, a current member of USAC shared that they have implemented a stay interview process with their broader team of 40+ staff with great success. USAC believes that creating a universal process to be executed at the unit level will improve staff engagement and retention, relationships with their managers, and help the institution better understand why dissatisfied staff move between colleges and units or leave Ohio State entirely. The Medical Center is seriously considering implementing this practice currently and is open to partnership which would help access to this offering being expanded across the institution.

Rationale: As the city of Columbus grows, bringing in new industry and jobs, The Ohio State University must be active in its efforts to remain competitive and an employer of choice. Offering stay and exit interviews as a standard practice will help staff retention and recruitment at the local level through relationship building with managers by highlighting why employees choose to stay in their roles. When employees do choose to leave the institution, exit interviews can provide insight into practices that need improved upon and competitive employment opportunities elsewhere.

Stay interviews should be conducted at the local level with managers and separate from the performance review process. Where performance reviews often focus on ways employees can improve and develop role-specific goals, stay interviews focus on how leaders can support their staff and improve their engagement. Hearing directly from leaders that the employee is valued and that there is interest in their growth and development positively impacts the employee-leader relationship and encourages the employee to stay. Stay interviews encourage the consideration of staff retention and engagement at the local level, resulting "in a clear understanding that retention and engagement lies with individual supervisors, who are in the best position to influence and drive improvements."^[1] As reported by the currently serving USAC member, conducting stay interviews with their staff has improved their understanding of staff goals, their ability to adequately support staff who need it, and their rapport and comfort level of their team to address workplace concerns.

Stay interviews offer an opportunity to directly target populations that are underrepresented and/or are historically difficult to retain at the enterprise, as well as identifying and discussing growth for high performing staff. Employee engagement in the United States has dropped from 36% in 2020 to 32% in 2022, and this particularly impacted younger employees, women, and racially minoritized employees^[2]. The average age of new employees at the enterprise is approximately 29 years, approximately 62% of employees identify as woman, and racially minoritized populations are underrepresented across the enterprise, making up 28% of employees currently.

^[1] 2018. <https://www.shrm.org/ResourcesAndTools/hr-topics/employee-relations/Pages/Stay-Interview-How-To.aspx>

^[2] 2023. <https://www.gallup.com/workplace/468233/employee-engagement-needs-rebound-2023.aspx>

Appendix G – Staff Career Development Grants Report

February 2023

Analysis by USAC Members:

Tracey Boggs, Vice Chair, Inclusive Excellence Subcommittee

Courtney Gandy, Chair, Inclusive Excellence Subcommittee

Casey Henceroth, Co-Chair, Governance Subcommittee

Karie Kennedy, Member, Governance Subcommittee

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Section I: INTRODUCTION

A special task force was developed in Summer 2022 by University Staff Advisory Committee (USAC) members who expressed a desire to evaluate Ohio State's Staff Career Development Grant (SCDG) process to ensure the biannual award is being executed within a diversity, equity, and inclusion framework. Specifically, the task force wanted to ensure:

- 1) The University is awarding SCDG equitably across all staff classifications.
- 2) All staff have equal access to information and resources regarding the grant application process.
- 3) Removal of confusing and/or unnecessary verbiage from the application and rubric.
- 4) A clearly defined award period which allows staff to be more planful with future career development opportunities.
- 5) Greater congruence and efficiency across the entire application process (*e.g.*, marketing, website, online application, rubric).

The task force held multiple meetings from October through December 2022 to assess the parts of the SCDG process that are the most "front facing," in terms of direct impact on staff. The task force did not address SCDG processes under the purview of the Office of Human Resources or any business and finance procedures. In the analysis, the task force divided the SCDG process into 4 components, noted below. The following sections of the report correlate with these components and provide recommended considerations related to each.

- 1) Application (*e.g.*, readability, clarity of language, questions, info required, etc.)
- 2) Rubric & Scoring (*e.g.*, scoring model, clarity of language, etc.)
- 3) Logistics (*e.g.*, marketing, outreach, website, newsletters, frequency, audience, submission guidelines/deadlines, etc.)
- 4) Support (consultation resources, info sessions, 1:1s, etc.)

Section II: APPLICATION

Consideration #1: Language is vague about describing benefit to individual, department, and University; Difficult to identify or define benefit to the University, especially for individual applications.

- > Recommend moving "and/or" before the word "University", so it reads "benefit to career, unit/department, and/or University/Medical Center."
- > For group applications, recommend requiring listing benefits to unit/department and

the University/Medical Center.

Consideration #2: Enhance directive for supporting documentation related to budget.

- > Give examples on what should be included.
- > Provide clear instructions on where each document gets uploaded.
- > Recommend allowing use of weblinks; converting to PDFs may not be easy.

Consideration #3: Request staff member's supervisor information instead of fiscal associate.

- > Many staff members do not know their "fiscal associate."
- > Supervisors should be point-of-contact for issues or questions related to budget/funding.
- > Supervisor information easily found in Workday.

Consideration #4: Adding required information regarding funding for requests that exceed the maximum award amount.

- > Consider asking how remaining costs will be covered.
- > Consider adding an acknowledgment checkbox for requests over the max award amount (e.g., "I acknowledge any amount over the maximum reimbursement amount will need to be covered by personal or department funds.").

Consideration #5: Provide more information on the SCDG post-award survey; This survey is mentioned inconsistently but is required as a precursor to releasing funds.

- > Ensure the post-award survey requirement is highlighted in all appropriate marketing, website, training, application, and communication materials.
- > Consider providing survey examples or more info on website.

Additional questions to consider:

1. *Is the question about department funds relevant? Is there a different way we can obtain that information?*

Section III: RUBRIC & SCORING

Consideration #1: Simplify and clarify language to remove subjectivity.

- > "Compelling" is subjective - convincing, very exciting, interesting; suggested replacement "strong" or "supportive of development."
- > Simplify and clarify descriptions for excellent, good, average, below (see below).

Consideration #2: Better alignment between application and rubric; All score-based components on rubric must be mentioned appropriately on application (and website and marketing materials where appropriate).

- > Application states "provide a brief purpose for your application" with no mention of supporting documentation in this section, but rubric addresses supporting documentation in this section.
- > For group applications: One only needs to explain benefit to unit/group and organization, but this is not indicated on rubric, so grader would not be aware and

could inaccurately withhold points.

Consideration #3: Better alignment between rubric and training slides.

- > Training slides should mimic the scoring approach of Category 2 and Category 3 (slides #6 and #7 in current training slide deck).

Consideration #4: Simplify grading for Category 1 (professional development proposal) and Category 2 (benefits to applicant, unit, and university).

- > Recommended grading for Category 1:

Below Average: Vague and no supporting documentation

Average: Two areas are present (What, Why, How, Support)

Good: Three areas present (What, Why, How, Support)

Excellent: All areas present (What, Why, How, Support)

- > Recommended grading for Category 2:

Below Average: Vague

Average: Benefit to one area is present (Applicant, Unit, University)

Good: Benefits 2 areas are present (Applicant, Unit, University)

Excellent: Benefits to 3 areas are present (Applicant, Unit, University)

*** Also recommended: Including "Medical Center" with "University" as noted in consideration #1 under application section.*

Consideration #5: Modify grading for Category 3 (budget).

- > Current grading rewards attachments but penalizes links to websites; Recommend broadening acceptable materials to include links to websites for budgetary information.
- > Should we "score" supporting documentation for budget? Should this be a yes/no check box instead?

Section IV: LOGISTICS

Consideration #1: Recommend adding clear apply "button" near top of webpage.

- > Online Application is buried parenthetically on SCDG Gateway to Learning webpage; difficult to find without significant scrolling/reading.

Consideration #2: Keep application template open all year, so staff can get resource support they need over a period of 12 months, with allows for more planning and coordination.

- > This provides increased flexibility, allowing staff to be more planful with both scheduling and funding.

Consideration #3: Broaden channels used to publicize SCDG; Current channels appear to be limited to OnCampus, USAC Listserv, and G2L Webpage. Additional considerations below.

- > HR listserv? HR Connection?

- > Printed signage for units that are predominantly not office based.
- > Staff onboarding.
- > Digital billboards in common areas across the enterprise.

Consideration #4: Increased clarity & consistency of timeframe in using the grant funding and the application cycle. Recommend implementing 365-day award period from the application deadline.

- > Funding period is ambiguous and there appears to be overlap of funding periods between cycles.
- > Example 1: “award must be used within one year (365 days) of the SCDG grant application deadline.”
- > Example 2: If application deadline is August 30, “SCDG can be used on any professional development opportunity that will take place through August 29 of the following year.”

Consideration #5: Keep award cycles consistent from year to year. Award cycles have fluctuated in the last few years.

- > Recommend award cycles in 6-month increments that open on March 1 and September 1 each year.

Consideration #6: Ensure we are awarding grants across the spectrum of staff classifications, including classified vs unclassified and less experience vs more experience. Examples below.

- > Award a minimum of X (or X %) SCDGs at the entry level (T1/C1/S1) and X (or X%) SCDGs at the experienced level (T2/C2/S2) in the individual contributor career bands in the career roadmap.
- > Award a minimum of X (or X%) of SCDGs to classified civil service staff.

Additional questions to consider:

1. Do applicants get a receipt of their application once submitted?
2. Is SCDG information, including application, available in a mobile-friendly format?

Section V: SUPPORT

Consideration #1: Advertise writing supports and resources in all SCDG marketing and communication.

- > Promote The Writing Center.
 - Center for the Study of Teaching and Writing, College of Arts and Sciences
 - Serves all populations at the university.
 - Offers both in person and virtual appointments.
 - Can support both Columbus and regionally located staff, staff working remotely.

(Concerns: Limited support for ESOL speakers (ASL supported); Availability can be extremely limited during certain periods of the year.)

Consideration #2: Create USAC Alumni network team that specifically serves as a resource for prospective SCDG applicants who would like 1:1 guidance in completing application.

- > Member of alumni network can be linked with prospective applicant for 1:1

consultation.

- > Serves as impartial support for understanding application and rubric.
- > Consultation can be in person or virtual (serves all campuses and/or those who work fully remote).

[Concerns: dependent on USAC alumni interest (level unknown at this time), ability to provide guidance/consultation may change if SCDG process is overhauled.]

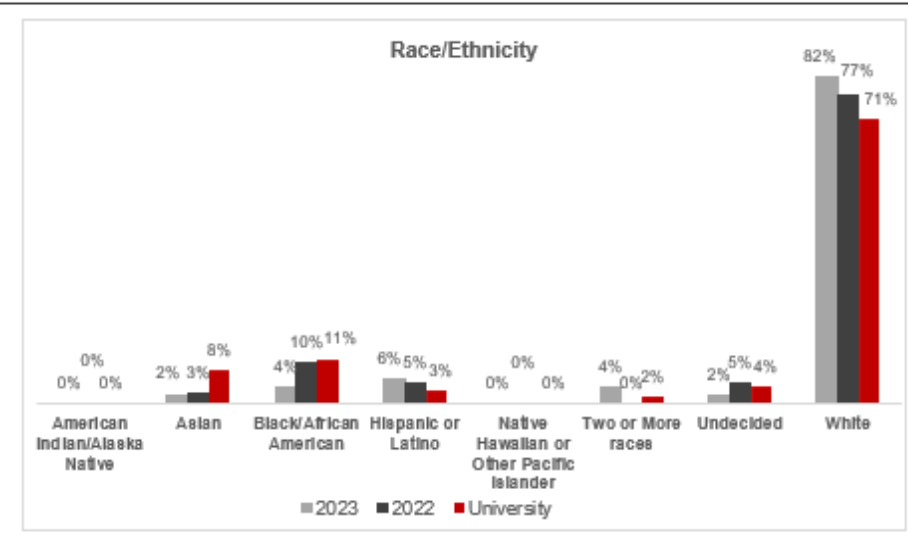
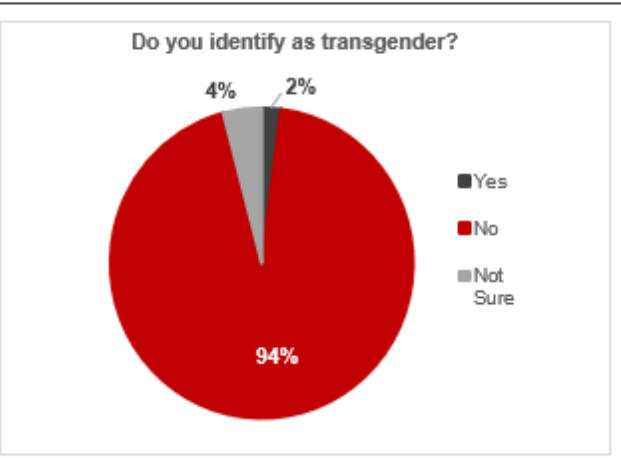
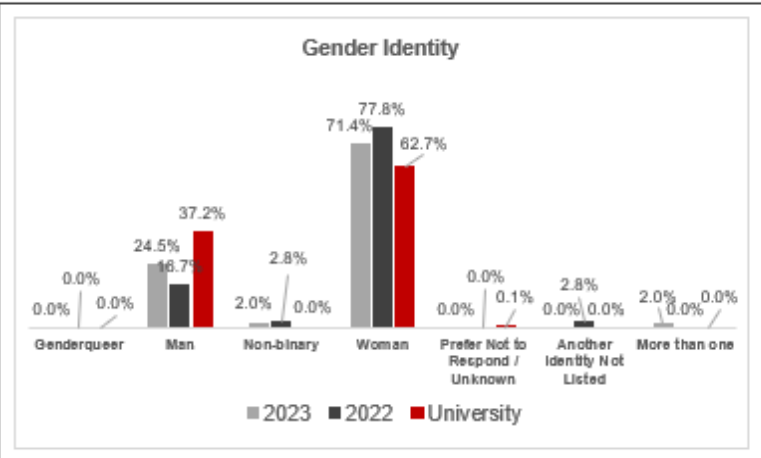
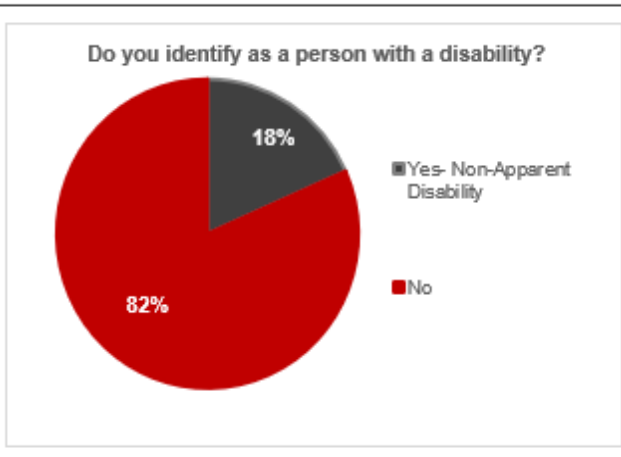
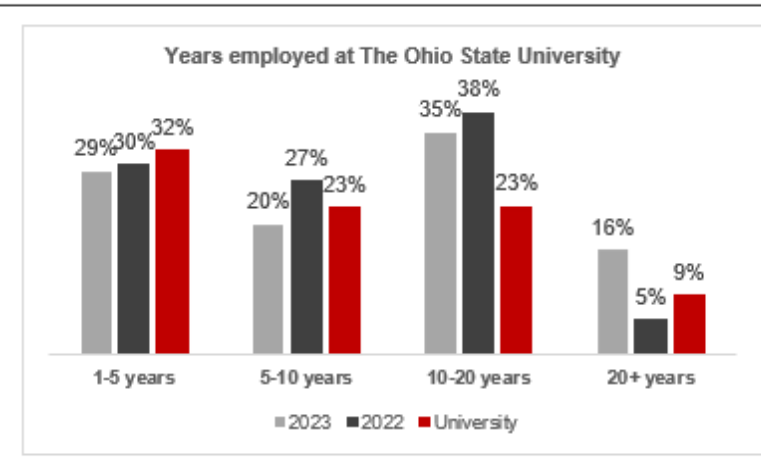
Consideration #3: Promoting better access and increasing visibility to SCDG application assistance.

- > Create survey mechanism to request 1:1 consultation for application assistance;
Survey maintained by USAC governance subcommittee, no one from OHR has access.
- > Support resources and requests for assistance should “live” on USAC webpage (but G2L website should link to USAC page and include clear support prompts and direction).
- > Recommend posting examples of funded SCDG applications (with removal of identifying information).

Section VI: FINAL RECOMMENDATIONS

It should also be noted that while there are a few recommendations related to training in this report, the overall task force recommendation is that following any forthcoming changes to the SCDG process, training should be comprehensively reevaluated and edited to ensure alignment, clarity, and consistency with SCDG-related marketing, websites, application, and rubric. The task force also recommends a joint annual review of the SCDG process including the Office of Human Resources and USAC to discuss follow-up needs, process improvement, and other relevant analysis from the previous year.

Appendix H – Demographics for Applicants to and Current Members of USAC



Notes:

University data as of September 30, 2022

University data is inclusive of all campuses, Wexner Medical Center, faculty, and staff. Data does not include contingent workers, nonemployees, intermittent employees, or students.

Not showing: University less than 1 year and University null results which equal 12.8%

No responses: Yes- Visible Disability

USAC collected responses on a broader selection of gender identities. These responses are shown here compared to the sex identities tracked by the University where relevant.