Summary of PPCW Recommendations

Grand Challenge	Focus area	6-12 months (2022-2023)	1-3 years (2023-2025)	3-5 years (2025-2027)	University Partners
Workplace Culture: Consistently apply Ohio State's core values of trust, transparency, and integrity	Diversity and inclusion transparency and accountability	Publish Diversity Dashboard and use data to inform a diversity action plan	Direct college/unit leaders to have an inclusive excellence plan for their respective area		Office of Academic Affairs; Office of Diversity and Inclusion
	Office of Ombuds Services	Provide a central ombudsperson for staff	Expand ombuds office to include ombudspersons for major institutional areas	Fully staff ombuds office	Office of Academic Affairs; Office of Institutional Equity
	Climate and culture measurement	Deploy culture/climate survey pilot in Wexner Medical Center and share findings with full university	Deploy university-wide culture/climate survey and share results with full university; redeploy every 18 months	Identify and address gaps/needs revealed from surveys and track progress	Office of Human Resources
Pay Equity: Eliminate the pay gap for women in all disciplines and all levels and especially for women of color.	Career Roadmap and equity analyses	Check 2022 merit increases of those who disagreed with their Career Roadmap job profile to ensure no penalty was applied to those who disagreed. Conduct Career Roadmap equity reviews on pay and career level distribution.	Provide bridge funding over two fiscal years to address career roadmap inequities.	Continue to use Career Roadmap to track pay equity and promotions for staff	Office of Human Resources; Office of Academic Affairs
	Fair, transparent pay equity process	Develop and communicate gender pay equity process for faculty and staff. Provide PPCW with faculty/staff pay equity data in order to conduct further analysis.	Create a guide with clear step-by-step instructions for faculty and staff on how to engage in pay equity appeals process.	Demonstrate leadership on pay equity issues within Columbus Women's Commission.	Office of Human Resources
Work-Life Integration: Normalize the use of Flexible Work policy across the institution	Flexible work appeals process	Revise flex and remote work policy, adding process for employees to appeal rejections of a request and additional support for managers who supervise people who work remotely.			Office of Human Resources
	Faculty and flexible work options	Communicate transparent flex/remote work options to recruit/retain faculty who benefit from being dually located.	Brief deans and other leaders on policies supporting remote work as a tool for retaining faculty.		Office of Academic Affairs

Grand Challenge	Focus area	6-12 months (2022-2023)	1-3 years (2023-2025)	3-5 years (2025-2027)	University Partners
Senior Leadership Representation: Achieve equal representation of women (~50%) in senior leadership roles across the institution	Minority representation in senior leadership	Provide data to PPCW on minority representation in executive roles.at Ohio State	Gather gender, race and ethnicity data for senior leadership roles from peer institutions and compare to Ohio State.	Monitor progress in senior leader representation to ensure advances are maintained through recruitment and retention.	Office of Human Resources
	Embed gender equity throughout search processes for senior leaders	Ensure PPCW representation during senior leader search processes (e.g., service on search committees, interviews with final candidates, onboarding new leaders).	Implement best practices for recruitment, retention and succession of talented women, using College of Medicine as model.	Track the internal job placement record of Ohio State women faculty and staff who have completed sponsored leadership programs, such as HERS and the Academic Leadership Program	Office of Academic Affairs
	Create a common understanding of gender equity and senior leadership representation	Define senior leadership for purposes of further analysis, including use of Career Roadmap.	Connect equitable gender representation (including minority women) in senior leader searches to shared values and strategic goal of retaining diverse talent		Office of Human Resources, Office of Diversity and Inclusion

1. **Task Force Members**

Jasmine Roberts-Crews (chair)	Lecturer	School of Communication
Christine O'Malley	Senior Communications Consultant	Human Resources
Shannon Morrison	Assistant Director, Academics and Program Assessment	Center for Aviation Studies
Athena Yiamouyiannis	Manager	Mathematics Advising
Sherry McNary	Advancement Chair and Director of Stewardship	Association of Staff and Faculty, Office of Corporate Relations
Sara Childers	Director, Strategic Diversity Planning, Training, & Assessment	Office of Diversity and Inclusion
Kristy Townsend	Director, Women in Medicine and Science (WIMS)	Department of Neurosurgery

2. **Charge:** Develop recommendations that help consistently apply Ohio State's core values of trust, transparency, and integrity across all units to enhance the university's culture and guide policy and practice.

3. **Process/Activities:** The task force met to discuss the grand challenge and review results from the university's climate survey in 2014 (faculty and staff), and 2018 (faculty only). The task force also revisited Ohio State's Shared Values Initiative to better align the recommendations and analyzed results from the Shared Values survey distributed in 2019. Furthermore, the group examined previous PPCW reports specifically on the Office of Ombuds to assess the progress in creating an ombudsperson for staff employees. Individual task force members researched whether comparable institutions have a public diversity dashboard for faculty and staff, which points to a commitment to transparency and assists with recruiting and maintaining women, especially women of color. Lastly, members of the task force sought guidance from ODI, The Women's Place, OHR, OAA, and OIE.

4. **Results/Findings**
   a. While the Shared Values Initiative emphasizes integrity and respect, the most recent faculty and staff climate survey indicates a decrease in overall satisfaction of the workplace culture. Staff data report a decrease in understanding the university's ethos and mission and decreased satisfaction with the university's application of transparency.
   b. The Shared Values Initiative also mentions inclusion, equity, diversity, and innovation as core values, yet Ohio State still lacks a public-facing diversity dashboard for faculty and staff. Comparable organizations such as The University of Michigan and Michigan State University both have data publicly available and accessible that details the race/ethnicity and sex breakdown of faculty and staff populations. Furthermore, Ohio University provides a clear diversity dashboard for faculty and staff. However, it is important to note that while not yet published, OAA is currently in a review process of the dashboard which signals progress on this issue. Transparency about gender and racial diversity are key components to recruiting and maintaining women at Ohio State, particularly women of color.
   c. Since the last PPCW workplace taskforce report, Ohio State's still does not have an ombudsperson for staff employees, which is critical to support an inclusive culture and expand accountability parameters.
   d. Climate surveys are inconsistently applied, as indicated in the 2021 PPCW workplace taskforce report. We lack recent climate survey data on staff across all units. The most recent comprehensive survey was distributed to staff in 2014. University senior leaders are aware of the matter and are hoping to streamline the climate survey process and implement this to the university community by Fall 2022.

5. Recommendations (See appendix for additional resources and examples)

a. Diversity and Inclusion Transparency and Accountability: Publish diversity dashboard by December 2022, using the data to inform a diversity action plan by May 2023. Direct college/unit leaders to have an inclusive excellence plan by December 2024. Partners: Office of Academic Affairs, Office of Diversity and Inclusion.

b. Fully leverage Office of Ombuds Services: Provide a central ombudsperson for staff by December 2022. Over the next 2-3 years, expand the ombuds office to include ombudspersons for major institutional areas. A fully staffed ombuds office should be in place by 2025. (Partners: Office of Academic Affairs, Office of Institutional Equity)

c. Climate and culture measurement: In 2022, deploy culture/climate survey pilot in Wexner Medical Center and share findings with full university. Follow the pilot with a university-wide survey in 2023 for both faculty and staff, and share the findings with the full university. Redeploy the survey every 18 months. Over the long term, identify and address the gaps revealed from the surveys and track progress. (Partner: Human Resources)

1. Task Force Members

Katrina Lee (co-chair)	Director, Program on Dispute Resolution; Clinical Professor of Law	Moritz College of Law
Aparna Dial (co-chair)	Senior Director, Sustainability and Strategic Services	Office of Administration and Planning
Quanetta Batts	Program Director, Outreach and Engagement	University Libraries
Kristen Convery	Senior Director, Marketing Content	University Marketing
Bella Mehta	Chair, Professor-Clinical, Pharmacy Practice & Science	College of Pharmacy

2. Charge

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

3. Process/Activities

a. Reviewed and revisited previous reports and assessed in light of COVID-19 pandemic and President and Provost's stated priorities.

b. Inquired about status of Diversity Dashboard and potential to include faculty and staff salaries along with race and gender demographics.

c. Discussed pay assessment and equity tools with Jeff Risinger, Senior VP of Talent, Culture and Human Resources

d. Developed an understanding of current faculty pay equity appeals policy available through OAA

e. Reached out to USAC to assess potential overlap between PPCW and USAC pay equity initiatives

f. Explored viability of a Pay Equity Toolkit, which would outline the salary appeals process, offer negotiation strategies for employees, and recommend salary review strategies for managers

g. Reached out to Faculty Senate Diversity Committee and Faculty Compensation and Benefits Committee to ascertain potential areas of collaboration

h. Attended and spoke at Faculty Senate Diversity Committee meeting

4. Preliminary Results/Findings

a. In her investiture speech, President Kristina M. Johnson committed to a strategic focus in talent and culture. To attract and retain women faculty and staff, Ohio State must achieve pay equity.

b. The Diversity Dashboard has been developed but is currently not publicly available to the university community.

c. Salary data resides with HR and has not been included in the Diversity Dashboard.

d. Senior VP Risinger has expressed an openness to thinking about the dashboard as a more comprehensive employee data dashboard, with information available about but not limited to diversity. Information about career retention and mobility could also be included, thereby offering more than demographic data about employees.

e. Ohio State is a founding adopter of the Columbus Commitment, a pledge by local large employers to eliminate the pay gap for women. There is no current Ohio State representative listed as a member of the Columbus Women's Commission (see Commission website).

5. Next Steps

a. Create a list of proposed pay data fields for future addition to the appropriate university dashboard platform.

b. Seek access to the Diversity Dashboard to determine type of information that is currently included.

c. Seek public release of the 2019 Mercer faculty compensation study results to the university community and propose new post-COVID-19 faculty compensation study to be conducted in 2024.

d. Work with USAC and university HR to:

- Understand the process for appeals related to Career Roadmap including applying a gender equity lens.

- Ensure that employees are not penalized if they request a review of their Career Roadmap job assignment during the employee review process.
- Recommend a process to track appeals and their resolution and a process to solicit feedback from managers and employees about the utility of the appeals process.
- Increase faculty and staff awareness of information about applicable pay equity appeals processes including latest updates.

6. **Recommendations**
    a. Career Roadmap and equity analyses: After 2022 merit increases are in place, compare merit increases for those who agreed and disagreed with their Career Roadmap job profile to ensure no penalty was applied to those who disagreed. During the 2022-23 academic year, conduct Career Roadmap equity reviews on pay and career level distribution. Over the next two fiscal years, address Career Roadmap inequities by providing bridge funding to colleges and units. Continue over the long term to track pay equity and promotions for staff using Career Roadmap. Partner with HR and OAA.

    b. Fair and Transparent pay equity process: Develop and communicate a gender pay equity process for faculty and staff over the next 12 months. By January 2023, provide PPCW with faculty/staff pay equity data in order to conduct further analyses and inform future recommendations. Over the next 2-3 years, once the pay equity process is in place, create a guide with clear step-by-step instructions for faculty and staff on how to pursue pay equity appeals. In the long term, demonstrate leadership on pay equity within the Columbus Women's Commission, starting with ensuring university representation on the commission. Partner with HR.

Work Life Integration Task Force Final Report

1. Task Force Members

Cynthia Callahan (chair)	Associate Professor of English	Arts & Sciences, Mansfield Campus
Donna Bobbitt-Zeher	Associate Professor of Sociology	Arts & Sciences, Marion Campus
Molly Driscoll	Senior Director, Talent Acquisition	Office of Human Resources
Njeri Kagotho	Associate Professor, Chief Diversity Officer	College of Social Work
Nancy Wygle	Senior Marketing Manager	Office of Student Academic Success
Sunny Zong	Engineering Research Operation	College of Engineering

2. Charge
   a. Normalize the use of the Flexible Work Policy across all campuses and units

3. Process/Activities
   a. Reviewed conclusions by last year's Work-Life Integration Task Force for context and continuity
   b. Reviewed HR staff flexible work resources, many of which have been updated in the past year in response to the university's COVID-specific return-to-work plans
   c. Located and reviewed other relevant documents, including USAC/PPCW Flexwork Toolkit, HR's forms and supplemental information, linked to on HR page here, and Arts and Sciences Flexwork pilot policies
   d. Identified contacts in the University Staff Advisory Committee (USAC)—Steven Loborec, Chair, and Laurel Van Dromme, Chair-Elect, for further collaboration on improving flexible and remote work options for staff.
   e. Identified a contact in HR—Amy Burns, Employee and Labor Relations Consultant—as a preliminary partner to clarify the factors that contribute to crafting effective flex work policy
   f. In response to feedback from senior leadership, met with Senior Vice Provost Kay Wolf to discuss merits of a formal flexible work policy specific to faculty.
   g. Considered additional feedback from Provost Gilliam regarding the preservation of organizational culture in a flex work environment, the need for benchmark data from peer institutions, and a literature review on remote work, culture, and climate.

4. **Preliminary Results/Findings**
   a. HR's Staff Flex Work Policy and resources are currently articulated in relationship to 2021 "Return to Campus" planning. As such, these resources do not provide guidance on how an employee can make flex work permanent or how to achieve and manage permanent remote work options.
   b. Post-pandemic planning around flex work in all its forms will need to reflect an ongoing culture of flexibility at the university in order to ensure maximum work-life integration. The supporting documents around the current policy, helpfully made more robust by the return to campus guidance, will need to be further clarified.
   c. Updates to the Flex Work policy should include robust resources, including recourse/mediation for employees whose requests for flexible work are rejected, and support for managers including training for overseeing hybrid staff.
   d. We discussed with Senior Vice Provost Kay Wolf the pivotal role units and departments should play in promoting flex work. Provost Wolf noted that flexibility for all faculty might best be achieved through clarifying existing options for remote work for faculty and emphasizing to department and unit leaders the value of remote work as a tool for retaining faculty who may be forced to relocate due to circumstances beyond their control. We see the opportunity of remote work for faculty as an important edge that OSU would have in recruiting and retaining excellent faculty and

could be an invaluable tool to support the Race, Inclusion and Social Equity (RAISE) initiative.

e. Regarding Provost Gilliam's suggestion to consider the impact of flexible and remote work policies on university culture and morale, the task force observed the lack of institutional data to serve as a baseline to assess the potential effect of remote and flexible work on campus culture. The most recent institution-wide culture climate survey was conducted in 2014. To augment institutional data, the task force may consider conducting a review of scholarship documenting the effects of remote and flexible work on workplace culture.

5. **Next Steps**
   a. Meet with Helen Malone, Vice Provost for Academic Policy and Faculty Resources, to identify opportunities to communicate with department chairs and unit leaders about the value of remote work as a tool in retaining faculty and clarify to faculty the process they should follow to pursue remote work as an option.
   b. Meet with Amy Burns, HR Employee and Labor Relations Consultant, to better understand the factors that contribute to crafting effective flex work policy and to discuss options for creating guidelines for implementation of permanent flexible work practices, including resources that allow employees to appeal rejections of a request and that provide support for managers who supervise people who work remotely.
   c. Meet with Steven Loborec and Laurel Van Dromme, USAC leadership, to coordinate efforts to clarify permanent flexible and remote work policies.
   d. Analyze the results of HR's return to work survey conducted in January 2022 (when released) and the ASC remote work pilot program for guidance on what worked for employees and what might need adjustment
   e. Drawing from the sources mentioned in steps a-d above, work with OAA to propose a harmonized definition for flex work and remote work as it relates to faculty at OSU.

6. **Recommendations**
   a. Flexible work appeals: By summer 2023, a revised flexible and remote work policy will be in place, including resources that allow employees to appeal rejections of a request and that provide support for managers who supervise people who work remotely. (HR)
   b. Faculty and flexible work options: By summer 2023, communicate transparent flexible/remote work options for faculty, with particular attention to an inclusive approach for retaining and recruiting faculty who benefit from being dually located. Over the following one to two years, deans and other academic leaders will be briefed on policies supporting remote work as a tool for recruiting and retaining faculty (OAA/Helen Malone, Vice Provost for Academic Policy and Resources)

1. **Task Force Members**

Name (chair)	Title	Unit/college
M. Monica Giusti (Co-chair)	Distinguished Professor	Food Science and Technology, CFAES
Ruby Pentsil-Bukari (Co-chair)	SEVIS Policy Analyst, Compliance Officer	OIA-Office of International Affairs, International Students and Scholars
Zarine Shah	Associate Professor, Chair-elect	Radiology, College of Medicine
Sandra Lopez	Legislative Advisor	Division of Community Engagement, Columbus City Council
Sheila Craft-Morgan	Senior Resource Planning Analyst	Academic Affairs, Institutional Research & Planning
Andreá Williams	Director, Associate Professor	TWP, College of Arts and Sciences - English

2. **Charge**
   a. Achieve equal representation (~50 percent) women in senior leadership roles across the university — including significant representation of racial/ethnic minority women.

3. **Process/Activities**
   a. Clearly define "Senior Leadership" so we can accurately gather data and measure change. Senior leadership should be defined: (1) According to the internal definition of senior leadership at the Ohio State University and (2) According to definitions used by external organizations that evaluate performance of academic institutions nationwide
   b. Identify the gaps and determine reasons for those gaps to develop strategies for improvement: e.g., leadership training, mentorship and sponsorship, promote national reputation. Understand gender and demographic distribution of staff and faculty at senior leadership ranks in different disciplines.
   c. Understand reasons why individuals trained for leadership leave the university. Provide adequate support and have concrete ideas for succession planning.

4. **Preliminary Results/Findings**
   a. A clear definition of senior leadership was not available. However, we worked with Human Resources to identify the positions that better represented senior leadership roles, and for the purpose of this report, we evaluated women representation in executive roles at Ohio State (see appendix). Careful examination of this information revealed the following:
   - In Autumn 2021, women represent 46.6% of all executives at Ohio State, achieving close to parity with male representation. This reflects similar progress made at the highest levels of senior leaders over the last two years.
   - Women are more likely to be in an assistant or associate role than men (such as assistant dean or associate vice provost). Only 41% of women executives occupy a senior level role; 54.7% of male executives are in a senior role.
   - Despite the fact that women represent 46.6% of the executive roles, as a whole, they receive only 36.5% of the total salary paid to executives, and only 33% of the total salary invested in senior executive roles.
   - The very top female executive earns less than several of the very top male executives, and the weighted average of salaries for women in assistant or associate roles is lower than the weighted average salary for men in the same roles ($218,820 compared to $359,591).
   - No information was available to our task force on the racial or ethnic distribution of these executive roles.
   b. A report published by the American Council of Education in 2020 (see appendix) shows women's representation among department chairs and senior administrators in academic institutions. This report reveals that women represent ~ 40% of department chair positions, and ~43% of administrators, with the overwhelming majority of them being white. Also, women's representation is not evenly distributed among various fields, with women being highly represented in certain fields, and minimally represented in others.

5. **Next Steps**
   - We will work with HR to gather additional information on minority representation in executive roles
   - We will continue our key partnership with The Women's Place, and reach out to OAA to work together on defining senior leadership
   - We will work with HR to create an information sharing process to better understand how Career Roadmap can help us to define senior leadership at the University, including the definitions of M4-5 and S4-5 positions. A clearer definition of senior leadership at The Ohio State University is expected to be developed through Career Roadmap and the job architecture at the University
   - Gather gender, race and ethnicity representation data for senior leadership roles from peer institutions e.g. other Big 10 institutions and compare with data at OSU.
   - Put together a proposal for best practices for recruitment, retention and succession of talented women. We will reach out to the College of Medicine to learn from the best practices that they have in place.

6. **Recommendations**
   a. Minority representation in senior leadership: HR to provide data to PPCW on minority representation in executive roles at Ohio State in fall 2022. Over the next two years, gather gender, race and ethnicity data for senior leadership roles from peer institutions and compare to Ohio State.
   b. Embed gender equity awareness throughout search processes for senior leaders: Ensure PPCW representation during senior leader search processes (e.g., service on search committees, interviews with final candidates, onboarding new leaders). Over the next 2-3 years, implement best practices for recruitment, retention and succession of talented women, using College of Medicine as model.
   c. Create a common understanding of gender equity and senior leadership representation: Over the 2022-23 academic year, confirm the definition of senior leadership for purposes of further analysis, including use of Career Roadmap. Over the next 2-3 years, connect equitable gender representation (including minority women) in senior leader searches to shared values and strategic goal of retaining diverse talent.
   d. Long-term action steps include continuing to monitor progress in senior leader representation to ensure advances are maintained through recruitment and retention. In addition, track the internal job placement record of Ohio State women faculty and staff who have completed sponsored leadership programs, such as HERS and the Academic Leadership Program
   e. Women's representation in leadership positions must come with pay equity to be meaningful. Address priorities identified by the Pay Equity task force.

KEY PARTNERS: we are currently working with HR and The Women's Place, and we will reach out to OAA and the College of Medicine. We are also collaborating with the PPCW Pay Equity task force to share resources.

Appendix 1: Workplace Culture Additional Resources

Recommendation #1: Diversity and Inclusion Transparency and Accountability: Publish diversity dashboard by December 2022, using the data to inform a diversity action plan by May 2023. Direct college/unit leaders to have an inclusive excellence plan by December 2024. Partners: Office of Academic Affairs, Office of Diversity and Inclusion.

The Shared Values Initiative lists diversity and innovation as one of the university's shared values. A public-facing diversity dashboard serves as an accountability and transparency tool for the university. Furthermore, a diversity dashboard aids in determining whether current diversity and inclusion policies and efforts are successful. This also provides the opportunity to identify and institutionally address sex/racial gaps that result from systemic exclusions. Setting clear diversity and inclusion key performance indicators is one way the university ensures its shared values of diversity, innovation, inclusion, and equity are at the forefront of decision-making processes. The diversity dashboard should include a faculty and staff count by race, sex, rank (ex: tenure, tenure-track, non-tenure track, manager, director, etc.) as shown in this example from the University of Michigan. This benchmark data will help the university to work on increasing women faculty in tenured positions and women staff in leadership/supervisor positions.

The diversity dashboard should be a part of a broader conversation that articulates the university's unwavering commitment to diversity, equity, and inclusion. Therefore, an analysis of common themes or challenges from data provided via the dashboard should be reported out to university stakeholders along with preliminary action steps identified that align and enhance ODI's Strategic Diversity Planning. An example of this is the Brown University comprehensive diversity action plan that includes recent history of diversity, equity, and inclusion efforts at the university, climate surveys, an explanation of the action plan process, resources, training, and accountability parameters. This action plan can be published on a separate website that stands alone or under ODI's current Strategic Diversity Planning on their main website. Furthermore, this information should also appear on Ohio State's homepage so that the public can locate it more easily.

Every unit should work with ODI and OAA to use the diversity dashboard in their strategic planning to support the university's Shared Values Initiative. For example, ODI provides guidance on how to create an inclusive excellence plan. Departmental plans should appear on the proposed university's diversity action plan by December 2024. Doing so helps to improve organization culture. Once more, Brown University's diversity action plan has an example of how to include departmental plans into the institution's overall diversity action plan, for both academic units and administrative units. Furthermore, we should keep key stakeholders informed by publishing updates on progress made as well as areas to improve every 18 months. There is an example of progress reports on Brown University's diversity action plan.

Recommendation #2: Fully leverage Office of Ombuds Services: Provide a central ombudsperson for staff by December 2022. Over the next 2-3 years, expand the ombuds office to include ombudspersons for major institutional areas. A fully staffed ombuds office should be in place by 2025. (Partners: Office of Academic Affairs, Office of Institutional Equity)

A faculty ombudsperson position was created in 2010, and a graduate/professional student ombudsperson was created in 2021. Yet staff still do not have access to an ombudsperson who would provide a safe,

neutral, and impartial space to address concerns regarding ethics and the execution of university policies and rules. According to the Ohio State University's Ethics and Values survey, only 37% of staff believe they can question the decisions of their supervisor without fear of retaliation. Furthermore, only 40% of staff feel comfortable raising concerns about violations of Ohio State's policies and rules. Creating a staff ombudsperson is a critical step in ensuring staff have a neutral vehicle to resolve conflicts or concerns, which will help to uphold parts of the university's Shared Values initiative.

An ombudsperson for staff should report to OIE and to work with USAC to understand the specific needs and resources staff populations need to be supported. The staff ombudsperson should be a confidential resource to assist in discussing issues or concerns within the university. Per guidance from the International Ombuds Association, this ombudsperson should also "bring systemic concerns to the attention of the organization for resolution."

Creating an ombudsperson for each major unit at the university will help spread ombudsperson responsibilities and provide more unit-specific support, making the ombudsperson role more effective in upholding the university's ethics and values. For example, in addition to the university faculty ombuds, the University of Michigan has unit ombuds who are available as a source of unit-based information concerning university policies and for assistance in the resolution of disputes.

An ombuds office is essential to provide more robust support for faculty and staff. Currently only two people share ombudsperson responsibilities for the entire university. Both individuals are women. University leaders need to make sure that women do not disproportionately account for the institutional responsibilities that help the university uphold its values and ethics. An ombuds office with more staff for the entire university should be created by 2025. Comparable organizations have extended ombudspersons services. For example, The University of Wisconsin (Madison) has an established ombuds office with several staff available for their university community. Furthermore, the Office of the Ombudsperson should work with the Office of Compliance and Integrity to create an anonymous, voluntary reporting system for faculty and staff that would allow individuals to report grievances at the university. For example, the University of Georgia has a compliance and ethics hotline available for their university community. The Office of the Ombudsperson would be a place to monitor this kind of reporting.

Recommendation #3: Climate and culture measurement: In 2022, deploy culture/climate survey pilot in Wexner Medical Center and share findings with full university. Follow the pilot with a university-wide survey in 2023 for both faculty and staff, and share the findings with the full university. Redeploy the survey every 18 months. Over the long term, identify and address the gaps revealed from the surveys and track progress. (Partner: Human Resources)

Climate surveys are essential tools to determine how units uphold the university's policies, culture, and values as well as the type of signals the university sends to its faculty and staff. Additionally, data from university-wide climate provide guidance on further support needed to ensure all faculty and staff, especially those from marginalized backgrounds, truly experience feel safe and belonging in their work environment.

Working with an external firm will ensure objectivity in implementing climate surveys. A possible topic for the survey is an anonymous grievance reporting line.

The survey should be followed up with a report that shares the findings with faculty and staff. The report should acknowledge common themes and highlight those as areas to address moving forward. It should also include action items that are being addressed now and published on the university's broader diversity action plan website to better align strategic plans and enhance transparency. The data should be presented in both aggregate and disaggregated formats. Senior unit leaders should address any significant findings with a written action plan that is shared among the faculty and/or staff of the unit.

Acknowledge and celebrate units who serve as examples of what the university aspires to achieve in its culture, practices, and values. To improve areas of concern, targeted training should be provided to address areas for improvement identified through the survey results.

Appendix 2: Senior Leader Representation Ohio State

			Headcount	% of Headcount	Total FTE	% of FTE	Avg. Total Base Pay Annualized
Assistant Coach-Major Sports	Female	Executives	2	1.10%	2	1.10%	165,000
Assistant Vice President	Female	Executives	8	4.50%	7.3	4.10%	180,315
Assistant Vice Provost	Female	Executives	3	1.70%	2.9	1.60%	113,818
Assoc Vice Pres-Health Svcs	Female	Executives	1	0.60%	1	0.60%	446,822
Assoc VP & Deputy Gen Counsel	Female	Executives	1	0.60%	1	0.60%	350,000
Assoc Vp Student Life	Female	Executives	2	1.10%	2	1.10%	199,141
Associate Executive Director (HS)	Female	Executives	1	0.60%	1	0.60%	242,819
Associate Vice Chancellor, IPE	Female	Executives	1	0.60%	1	0.60%	216,300
Associate Vice President	Female	Executives	21	11.80%	21	11.90%	237,192
Asst Vice Pres/Assoc Gen Cnsl	Female	Executives	3	1.70%	3	1.70	243,206
Asst Vp for Govt Relations	Female	Executives	1	0.60%	1	0.60%	160,404
Asst VP for Govt Relations (HS)	Female	Executives	1	0.60%	1	0.60%	187,376
AVP, Brand Marketing & Content Strategy	Female	Executives	1	0.60%	1	0.60%	224,053
AVP, Digital Strategy & Marketing Automation	Female	Executives	1	0.60%	1	0.60%	195,143
AVP, Service Line Marketing & Growth Strategy	Female	Executives	1	0.60%	1	0.60%	234,894
CAO-Hospital Division (HS)	Female	Executives	1	0.60%	1	0.60%	640,598
Chief Nursing Officer - System (HS)	Female	Executives	1	0.60%	1	0.60%	346,080
Dean	Female	Executives	10	5.60%	10	5.70%	393,403
Exec Dir-Wx Ctr For Vis Arts	Female	Executives	1	0.60%	1	0.60%	307,530
Exec Vice Pres & Chancellor	Female	Executives	1	0.60%	1	0.60%	512,500
Exec Vice President & Provost	Female	Executives	1	0.60%	1	0.60%	600,000
Executive Director (HS)	Female	Executives	4	2.20%	4	2.30%	301,361
Head of Revenue Cycle (HS)	Female	Executives	1	0.60%	1	0.60%	284,095
President	Female	Executives	1	0.60%	1	0.60%	927,000
President & CEO Alumni Assoc	Female	Executives	1	0.60%	1	0.60%	308,250
Secretary-Board Of Trustees	Female	Executives	1	0.60%	1	0.60%	241,504
Senior Vice President	Female	Executives	2	1.10%	2	1.10%	362,138
Sr Vice Pres & General Counsel	Female	Executives	1	0.60%	1	0.60%	575,400
Vice Pres Ag Admin and Dean	Female	Executives	1	0.60%	1	0.60%	358,546
Vice President	Female	Executives	3	1.70%	3	1.70%	456,471
Vice President (Board Purview)	Female	Executives	2	1.10%	2	1.10%	411,874
Vice President-Govt Affairs	Female	Executives	1	0.60%	1	0.60%	316,054
Vice Provost	Female	Executives	2	1.10%	2	1.10%	272,497
Total			83			Mean	333,690
			46.6%	of execs		MIN	113,818
						MAX	927,000
					TOTAL	salaries	27,696,305
Administrator-Clinical Operations (HS)	Male	Executives	1	0.60%	1	0.60%	233,910
Assistant Coach-Major Sports	Male	Executives	14	7.90%	14	7.90%	641,500
Assistant Vice President	Male	Executives	9	5.10%	8.8	4.90%	209,849
Assistant Vice Provost	Male	Executives	4	2.20%	4	2.30%	155,829
Assoc Executive Dir - Finance (HS)	Male	Executives	1	0.60%	1	0.60%	339,843
Assoc Vp Student Life	Male	Executives	2	1.10%	2	1.10%	213,795
Associate Executive Director (HS)	Male	Executives	1	0.60%	1	0.60%	322,400
Associate Vice President	Male	Executives	11	6.20%	11	6.20%	249,421
Asst Vp for Govt Relations	Male	Executives	1	0.60%	1	0.60%	136,022
CCC/James-Chief Exec Officer (HS)	Male	Executives	1	0.60%	1	0.60%	733,256
Chief Administrative Officer - Ambulatory Services Division (HS)	Male	Executives	1	0.60%	1	0.60%	464,781
Chief Administrative Officer, Post-Acute & Home-Based Care Division (HS)	Male	Executives	1	0.60%	1	0.60%	430,441
Chief of Staff	Male	Executives	2	1.10%	2	1.10%	271,813
Chief Operating Officer (HS)	Male	Executives	1	0.60%	1	0.60%	1,015,000
Chief Supply Chain Officer (HS)	Male	Executives	1	0.60%	1	0.60%	400,000
Chief Technology Officer (HS)	Male	Executives	1	0.60%	1	0.60%	292,466

Dean	Male	Executives	12	6.70%	12	6.80%	309,518
Director-Athletics	Male	Executives	1	0.60%	1	0.60%	1,580,000
Exec Director - Clinical Svcs (HS)	Male	Executives	1	0.60%	1	0.60%	524,941
Exec Vice Pres & Chancellor	Male	Executives	1	0.60%	1	0.60%	1,479,000
Executive Director - Outreach (HS)	Male	Executives	1	0.60%	1	0.60%	231,528
Executive Director (HS)	Male	Executives	1	0.60%	1	0.60%	402,675
Head Coach-Major Sports	Male	Executives	3	1.70%	3	1.70%	890,508
Head of Applications (HS)	Male	Executives	1	0.60%	1	0.60%	257,481
Senior Vice President	Male	Executives	3	1.70%	3	1.70%	574,308
Special Asst To The President	Male	Executives	1	0.60%	1	0.60%	345,100
Sr Vice President-Finance,B&A	Male	Executives	1	0.60%	1	0.60%	622,208
Vice Pres & Chief Inv Officer	Male	Executives	1	0.60%	1	0.60%	750,000
Vice President	Male	Executives	8	4.50%	8	4.50%	341,770
Vice President (Board Purview)	Male	Executives	2	1.10%	2	1.10%	392,179
Vice President-Health Services	Male	Executives	1	0.60%	1	0.60%	1,170,000
Vice Provost	Male	Executives	5	2.80%	5	2.80%	279,333
Grand Total	Total	Total	95	100.00%	176.9		508,152
			53.4%	of execs		MIN	136,022
						MAX	1,580,000
					TOTAL	salaries	48,274,473

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Appendix 3: Senior Leader Representation – Race and Ethnicity in Higher Education

Extracted from "Race and Ethnicity in Higher Education," American Council on Education, 2020, Supplement Executive Summary.

Table 6.4. Academic Department Heads, by Select Discipline, Gender, and Race and Ethnicity: 2018–19

From Race and Ethnicity in Higher Education: 2020 Supplement

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	0.0%	0.0%	0.0%	23.8%	0.0%	8.8%	2.5%	1.3%	62.5%	1.3%
Area, Ethnic, Cultural, Gender, and Group	1.8%	10.9%	7.3%	36.4%	5.5%	0.0%	14.5%	3.6%	14.5%	5.5%
Biological and Biomedical Sciences	2.1%	0.9%	0.2%	32.9%	0.5%	2.6%	0.9%	1.9%	57.6%	0.2%
Business, Management, Marketing, and Related Support Services	3.2%	1.5%	1.1%	27.5%	0.4%	12.1%	2.2%	1.5%	50.2%	0.2%
Communication, Journalism, and Related Programs	0.7%	2.3%	0.7%	35.8%	1.3%	1.0%	2.3%	1.3%	54.2%	0.3%
Computer and Information Sciences and Support Services	3.5%	1.5%	1.0%	17.3%	0.5%	17.3%	3.0%	3.0%	51.5%	1.5%
Education	2.5%	5.6%	2.7%	50.1%	0.6%	1.3%	1.9%	2.1%	32.7%	0.4%
Engineering	1.4%	0.6%	0.6%	8.6%	0.3%	19.3%	4.0%	1.7%	62.6%	0.9%
Engineering Technologies and Engineering Related Fields	0.0%	1.1%	0.0%	13.5%	0.0%	3.4%	4.5%	0.0%	76.4%	1.1%
English Language and Literature/Letters	1.5%	1.3%	1.3%	46.7%	1.0%	1.0%	1.3%	1.0%	44.9%	0.0%
Family and Consumer Sciences/Human	0.0%	0.0%	3.5%	64.9%	0.0%	1.8%	3.5%	1.8%	24.6%	0.0%
Foreign Languages, Literatures, and	3.1%	0.3%	6.6%	41.9%	0.3%	2.1%	1.4%	9.3%	34.6%	0.3%
Health Professions and Related Clinical	2.3%	4.0%	1.7%	58.1%	1.4%	2.5%	0.9%	1.1%	27.5%	0.5%
History	2.1%	1.1%	0.7%	29.4%	0.4%	0.7%	1.1%	2.1%	61.3%	1.1%
Homeland Security, Law Enforcement, Firefighting, and Related Protective	0.8%	1.7%	0.8%	31.4%	0.8%	1.7%	4.2%	0.8%	56.8%	0.8%
Liberal Arts and Sciences, General Studies, and Humanities	1.9%	1.9%	0.0%	35.8%	1.9%	3.8%	3.8%	1.9%	49.1%	0.0%
Mathematics and Statistics	2.2%	0.3%	1.3%	25.3%	0.3%	8.8%	3.4%	2.5%	55.0%	0.9%
Multi/Interdisciplinary Studies	0.0%	3.1%	4.7%	42.2%	0.0%	4.7%	1.6%	0.0%	40.6%	3.1%
Natural Resources and Conservation	0.0%	0.0%	0.0%	22.4%	0.0%	0.0%	0.0%	1.7%	75.9%	0.0%
Parks, Recreation, Leisure, and Fitness	1.7%	0.6%	1.7%	33.5%	0.6%	1.7%	1.2%	0.0%	57.2%	1.7%
Philosophy and Religious Studies	1.1%	0.4%	0.7%	23.2%	0.0%	0.7%	1.4%	2.2%	69.2%	1.1%
Physical Sciences	2.2%	0.5%	1.3%	20.8%	0.2%	4.7%	1.1%	2.2%	65.8%	1.3%
Psychology	1.5%	3.0%	0.5%	39.8%	1.3%	2.5%	0.5%	1.5%	48.2%	1.0%
Public Administration and Social Service Professions	1.3%	7.4%	0.7%	51.0%	0.0%	3.4%	6.0%	1.3%	28.9%	0.0%
Social Sciences	2.6%	2.1%	1.1%	34.6%	0.5%	4.1%	2.0%	1.7%	50.9%	0.6%
Theology and Religious Vocations	0.0%	0.0%	0.0%	14.7%	0.0%	2.7%	5.3%	0.0%	76.0%	1.3%
Visual and Performing Arts	1.3%	0.5%	2.5%	37.4%	0.3%	0.8%	1.7%	1.8%	53.2%	0.5%
Mean	1.5%	2.0%	1.6%	33.3%	0.7%	4.2%	2.8%	1.8%	51.2%	1.0%
Total			women		39.0%			men		61.0%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-19 Academic Year.* Knoxville, TN: CUPA-HR.

Note: Totals may not add up to 100 percent due to rounding.

The CUPA-HR faculty survey utilizes 2-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018-19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

Table 6.9. Senior Administrators, by Gender and Race and Ethnicity: 2018–19
From Race and Ethnicity in Higher Education: 2020 Supplement

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Chief Accounting Officer/Controller	2.5%	2.9%	3.1%	56.1%	0.7%	0.7%	0.9%	1.2%	31.8%	0.1%
Chief Athletics Administrator	0.0%	0.6%	0.6%	18.2%	0.0%	0.0%	6.6%	0.8%	72.6%	0.6%
Chief Development/Advancement Officer	0.3%	1.9%	1.2%	41.5%	0.1%	0.4%	1.6%	0.8%	51.9%	0.3%
Chief Facilities Officer	0.3%	0.6%	0.1%	7.8%	0.3%	1.1%	2.8%	3.5%	82.5%	1.1%
Chief Human Resources Officer	1.1%	9.7%	4.3%	58.2%	1.1%	0.1%	2.3%	1.2%	21.5%	0.5%
Chief Information Officer	1.0%	0.6%	0.5%	17.4%	0.3%	2.8%	3.8%	2.1%	70.3%	1.2%
Chief Student Affairs/Student Life Officer	0.9%	8.2%	2.2%	41.2%	0.7%	0.8%	10.8%	2.2%	32.4%	0.5%
Chief Student Financial Aid Officer	0.8%	5.2%	3.7%	56.2%	0.5%	0.6%	2.6%	2.3%	28.0%	0.1%
Police Chief/Chief Campus Security Administrator	0.1%	2.0%	0.1%	6.6%	0.7%	0.6%	11.7%	4.9%	71.9%	1.4%
Provost/Chief Academic Affairs Officer	1.1%	2.7%	1.3%	38.1%	0.3%	1.8%	2.5%	1.8%	49.6%	0.8%
Registrar/Chief Student Registration or Records Officer	1.1%	4.7%	3.9%	58.0%	0.6%	0.6%	2.4%	1.0%	27.6%	0.1%
Mean	0.8%	3.6%	1.9%	36.3%	0.5%	0.9%	4.4%	2.0%	49.1%	0.6%
Total			women		43.1%			men		56.9%

Source: Pritchard, Adam, Jingyun Li, Jasper McChesney, and Jacqueline Bichsel. 2019. *Administrators in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018-19 Academic Year.* Knoxville, TN: CUPA-HR.

Note:

Totals may not add to 100 percent due to rounding.

The complete report may be found at https://www.equityinhighered.org/data-tables/race-and-ethnicity-in-higher-education-2020-supplement/

The information was accessed on January, 2022.