1. **Task Force Members**

# Task Force Mid-Year Report: Workplace Culture

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| --- | --- | --- |
| Athena Yiamouyiannis, co-chair | Manager, Academic Advising | Department of Mathematics |
| Shannon Morrison, co-chair | Manager, Curriculum & Assessment | Center for Aviation Studies |
| Aparna Dial | Senior Director | Office of Administration and Planning |
| Quanetta Batts | Director for Outreach & Engagement | University Libraries |
| Elaine McLoughlin-Overholt | President | Association of Staff & Faculty Women |
| Nikole Patson | Associate Professor | Marion Campus |
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## Charge

Develop recommendations that help foster a culture that prioritizes Ohio State’s core values of integrity, transparency, and trust, and ensures that these values are consistently upheld and universally used to guide policy, process, and practice.

1. **Process/Activities:** The group examined previous PPCW reports to assess progress and/or determine status on previous workplace culture initiatives as well as the previous year’s ombuds recommendation. New information was obtained from various sources, including from discussion with the OSU Faculty Ombuds, the OSU GPS Ombuds, the OSU HR’ Department’s Employee & Labor Relations staff, as well as [the 2021-22 Annual Report](https://ombuds.osu.edu/sites/default/files/documents/2022/10/2021-2022-annual-report.pdf) of The Office of the Ombuds for Faculty and Graduate/Professional Students. Benchmark data on other Big Ten universities and Ohio colleges who offer Ombuds services was collected/compiled in collaboration with the University Staff Advisory Committee who is also advocating for a Staff Ombuds. Members of the task force also sought information and guidance from ODI, The Women’s Place, OHR, OAA, and OIE.

## Results/Findings

Over the past year, significant progress has been made by OSU leadership in support of a variety of diversity and inclusion initiatives which have helped demonstrate the importance of equity and inclusion as an important part of the OSU campus climate.

* + Additional DEI staff members have been hired to assist departments and units in the diversity planning process, including the development of concrete plans to hire a more diverse faculty and staff.
	+ The [OSU shared values initiative](https://oaa.osu.edu/shared-values-initiative#Shared-Values-Initiative) which includes a focus on diversity (welcoming differences), inclusion & equity (upholding equal rights and advancing institutional fairness) and care & compassion (putting people at the center) have resulted in additional forums, trainings, and collaborative communications as well as improved health-related benefits (e.g., lifestyle assistance fund) and family support (childcare program).
	+ The support of employee well-being through extra holiday time off and continued flex time policies post covid have also helped with campus culture and employee morale.

Significant progress has been made, but there is still work to be done. As mentioned in last year’s report,

* + “To create a culture that facilitates engagement and achievement, employees must be empowered to raise concerns, with full trust that managers/leaders will respond with integrity and transparency about how policies are applied. When the culture of Ohio State prioritizes and upholds core values of integrity, transparency and trust, gender equity will be one of the many positive results.”
	+ “When integrity, transparency, and trust guide our actions, our behavior matches our policy, and people visibly display these values. The university culture is transformed into an environment that values differences in opinion and leverages conflict to affect change.”

One of the ways to identify workplace culture issues has been through use of university culture surveys. The most recent culture surveys were conducted at Ohio State in 2014 for staff and 2017 for both faculty and the Wexner Medical Center. Action was taken last year to create and distribute a new OSU climate survey so that action could be taken to address current areas of concern; unfortunately, survey distribution plans repeatedly have been put on hold with no set distribution date identified/communicated. This is problematic as various groups may be holding off on developing

departmental/unit action plans while waiting for a university climate survey that is continually postponed.

According to the [International Ombuds Association](https://www.ombudsassociation.org/value-of-organizational-ombuds),

*Ombuds provide confidential, neutral, informal, and independent guidance to people in organizations. In an era increasingly defined by conflict and accelerated change, ombuds have an important service to offer. Ombuds are trusted advisors engaged by people and organizations to inform critical decisions for a lasting and positive impact. An ombuds serves as a safe, off the record resource for employees, students, and faculty . . . seeking ways to identify and address workplace issues and other concerns. They use their unique skillset to help people develop options for addressing these issues, separate from, but often complementing the work of HR, legal, and compliance. Ombuds today understand that addressing a difficult issue is often the crucible through which individuals and organizations must pass before fairness, positive change and progress can be achieved.*

At OSU, there is a Faculty Ombuds (50% FTE) and a Graduate/Professional Ombuds (50% FTE established in January 2021), but currently, there is no one serving in the Staff Ombuds role, (although years ago there was a person who served as OSU Staff Ombuds). The OSU Ombuds [2021-2022 Annual Report](https://ombuds.osu.edu/sites/default/files/documents/2022/10/2021-2022-annual-report.pdf) includes data on number of visitors, the types of issues, etc. They indicate “OSU’s Office of the Ombuds has strengthened over time. Just adding a GPS Ombuds has allowed the office to serve so many more people at the university, and the number of faculty served has also increased.” They indicate that the ombuds practice continues to grow in academic settings across the nation, with a number of Big Ten schools having ombuds available to all. ***Ombuds data for Big Ten and Ohio schools is included in the appendix.***

The current Faculty and GPS Ombuds rely upon the College and Departmental POA (Pattern of Administration) governance documents to assist in providing guidance on policy issues. Some of those POA documents used to be hard to find, but OAA has now made those [Pattern of Administration (POA) Governance documents](https://oaa.osu.edu/policies-and-procedures-handbook) more accessible/online in a central location. (Note: The university policy requires updating POA’s every five years or within the first year of a new departmental chair; however, some POA’s haven’t been updated in accordance with that policy.) Also, although progress has been made, university values are not recognized and embraced across all levels and units, and are inconsistently applied, with policy and practice oftentimes disconnected.

## Next Steps

Where do people who are disenfranchised from the aspirational culture go to seek guidance and/or assistance in resolving problems or conflicts without fear of retaliation for raising concerns?

## Identify the roadblocks that may be preventing the hiring of a Staff Ombuds.

* + - There appears to be a separate but unequal process for addressing staff concerns compared to faculty and grad student concerns. Instead of a neutral Staff Ombuds, the committee was informed that staff members can seek guidance from an HR Employee and Labor Relations representative who can provide similar services. The HR ELR conflict resolution webpage conveys a vastly different tone compared to the friendly/neutral ombuds services available to Faculty and GP students.
		- Staff concerns related to lack of confidentiality exist and there is fear that issues raised with HR ELR may become part of the employees HR file.
		- According the International Ombuds Association, when such services are housed in the HR department, they are viewed as non-neutral parties.
	+ **The Pattern of Administration (POA) governance documents** contain the official policies of the College, Department or Unit.
		- Who is responsible for ensuring the policies are updated? And followed?
		- Have these documents been reviewed through a DEI lens?

## Additional considerations for the Culture Survey

* + - When disseminated, the university leaders should ensure widespread promotion and public encouragement

for faculty and staff to participate in the survey.

* + - The data must be able to be segmented to allow for appropriate comparisons (e.g., Business unit or college, campus location, women of color/white women; women/men; faculty/staff).
		- The final survey results must be widely shared in both an aggregate and disaggregated form, with appropriate measures to ensure confidentiality.
		- Senior unit leaders should be asked to address any significant findings with a written action plan that is shared among the faculty and/or staff of the unit.
		- Targeted training should be provided to address areas for improvement that are identified through the survey results.
		- If a survey report is to be developed from the data, we recommend that diverse representation (e.g., PPCW reps on review group) be considered to include the perspective/lens of the underrepresented populations.

## Recommendations

1. **Governance documents.** Conduct a review of the POA documents through a DEI lens to ensure that they are updated and sufficiently reflect the OSU shared values of diversity, equity, and inclusion. During new faculty and new staff orientation, educate employees about the existence and purpose of these documents.
2. **Expand the Office of the Ombuds to also include an OSU Staff Ombuds.** When work conflict issues arise, Faculty members have access to the Faculty Ombuds (a neutral party/sounding board) who can provide a listening ear and guidance, Undergrad students have access to Student Advocacy, and Graduate/Professional students have access to the GPS Ombuds. Adding a Staff Ombuds helps ensure that when work conflicts arise, OSU employees, regardless of Faculty, Staff, or GPS status have equal access to this important/neutral workplace conflict resolution resource. ***Note: The recommendation to add a Staff Ombuds*** *has been supported by this Task Force, the University Staff Advisory Committee as well as the two current OSU Ombuds.*
3. **Conduct a university-wide culture survey** for Ohio State faculty and staff and ensure appropriate attention & follow up are taken on identified issues. See Next Steps above for additional considerations related to the survey. Conducting regular assessments will help address immediate issues, particularly for underrepresented and/or marginalized populations.

# PPCW Pay Equity Task Force Final Report – April 2023

## Task Force Members

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| --- | --- | --- |
| Katrina Lee (co-chair) | John C. Elam/Vorys Sater Professor in Law, Clinical Professor, Director ofProgram on Dispute Resolution | Moritz College of Law |
| Jasmine Roberts-Crews (co-chair) | Lecturer | School of Communication |
| FuWaye Bender | Data Service Specialist | Office of Research |
| Kristen Convery | Head of Enterprise Storytelling | Office of Marketing and Communications |
| Aimée Moore | Senior Lecturer | Knowlton School of Architecture |
| Christine O’Malley | Senior Communications Consultant | Office of Human Resources |

1. **Charge**
	1. 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.

## Process/Activities

* 1. Explored the possibility of working with USAC Inclusive Excellence Subcommittee on Pay Equity
	2. Connected with Provost’s Faculty Compensation Committee, met with Chair Brad Harris
	3. Inquired about access to Mercer report
	4. Developed tentative data request fields
	5. Created Teams site for Task Force
	6. Task force member Christine O’Malley engaged in meeting with Provost and reported back that Provost asked

PPCW for general guidance on best practices specific to gender and faculty hiring

## Preliminary Results/Findings

* 1. Received access to Mercer and FCC report (access is limited; documents/links reside on the Task Force Teams site)
	2. Task Force co-chairs serve on the Provost’s Faculty Compensation Committee (FCC) and have attended meetings
	3. Task Force has provided feedback to the FCC on the proposed Total Compensation Philosophy document developed by the FCC
	4. The FCC has indicated that this summer the Committee will develop a timeline for addressing non-tenure track faculty compensation
	5. USAC Inclusive Excellence Subcommittee on Pay Equity is open to coordinating and collaborating with our Task Force
	6. Provost request of PPCW leaders to provide general guidance on best practices specific to gender and hiring; PPCW immediate past chair Christine O’Malley advised that the guidance should come from this task force

## Next Steps

* 1. Continued service on the Provost’s Faculty Compensation Committee
	2. Continue to discuss and deliberate on whether the task force will make a data request and what it should look like
	3. Investigate what other resources and tools are available to achieve pay equity for staff
	4. Connect with the USAC Inclusive Excellence Subcommittee about possible future collaborations and meetings; plan

is for a task force member to join a meeting with the subcommittee

* 1. Investigate what other potential partners are currently doing pay equity review, particularly for staff
	2. The task force will continue to look at the Mercer Report to provide further recommendations
	3. Gather general guidance concerning best practices specific to gender and faculty and staff hiring, per Provost.

## Recommendations

* 1. Develop and publicize a timeline for progress in pay equity, with key milestones and commitments by September 2023. This timeline should also include a clear definition of pay equity and a shared understanding of this among university senior and unit leaders.
	2. Career Roadmap and equity analyses: After 2023 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 2023-24 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.
	3. 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 2024, 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.
	4. Ensure inclusion of nontenure track faculty in the work of the Faculty Compensation Committee. Conduct an analysis of nontenure track faculty pay within 12 months.
1. **Task Force Members**

# Work Life Integration Task Force Final Report

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| --- | --- | --- |
| Nancy Wygle (Chair) | Senior Marketing and Commications Manager | Office of Student Academic Success |
| Sunny Zong | Engineering Research Operation | College of Engineering |
| Njeri Kagotho | Associate Professor, Chief Diversity Officer | College of Social Work |
| Molly Driscoll | Senior Director, Talent Acquisition | Office of Human Resources |
| Zarine Shah | Associate Professor and Vice Chait | Department of Radiology |

## Charge

Create an environment where women are encouraged and empowered to define (and redefine) a personal work/life balance, without stigma. Managers actively explore ways to promote this balance and help their teams excel.

Priority recommendations:

- Normalize the use of the flexible work policy across all units and campuses.

## Process/Activities

* 1. Reviewed conclusions by last year’s Work-Life Integration Task Force for context and continuity.
	2. Reviewed the current HR website for flex work policy for staff and the associated resources that are available including the USAC/PPCW toolkit.
	3. Reviewed available resources for training and supporting managers and unit heads that are responsible for implementing flex work arrangements with their staff.
	4. Reviewed available guidance on flex work for faculty.
	5. Identified a contact in Employee and Labor relations to discuss consolidation of [current](https://hr.osu.edu/wp-content/uploads/policy612-faq.pdf) policy and FAQs.
	6. B1G benchmarking

## Preliminary Results/Findings

* 1. HR flexible work policy is in place for staff: <https://hr.osu.edu/policies/flexible-work/> and <https://hrconnection.osu.edu/esc>, information varies by site and is not all current. **Note:** the actual policy is specific to staff not faculty.
	2. There are multiple models of flexible work in addition to remote work (Compressed workweek, Flexplace, Flextime, Job Sharing, Telecommuting, Temporarily changing appointment percentage)
	3. It is unclear how the flexible work policy is being utilized and tracked.
	4. Does an appeals process exist and how it is being interpreted, implemented and reported.
	5. It is unclear if the flexible work option is being communicated widely to all new and current employees. Recognize this type of benefit can bring significant value in recruiting and retaining diverse talent.
	6. Recognizing that the utilization of flex work arrangements is unique for faculty, is there a process to communicate that a flexible work arrangement can be made between faculty and the department/unit head/dean? Based on feedback from members of the council, it would be beneficial to ensure awareness among faculty to discuss this with leadership in their department/ college and understand the opportunities for alternative work arrangements.
	7. It would be beneficial to provide guidance to navigate situations where faculty ask for a flexible work arrangement.

## Next Steps

* 1. Work with the contact in Employee and Labor relations to understand the process of appeals for denials.
	2. Continue acquiring information about awareness of and utilization of the flex work arrangement university wide.

## Recommendations

### Centralized resources

* Streamline and update content on websites with appropriate links to current and relevant information (internal –

HRConnection and external – HR.osu.edu).

* Use consistent language and terms.
* Provide information about the appeals process and the process for appealing denied decisions.

### Better communication

* Standardize the expectations to keep the Flexible Work Agreement and approval process current and up to date. Determine a standard timeline for completion (e.g., January 1 each year) or a triggered reminder in WorkDay for managers and individuals.
* Enhanced messaging and communication to all employees about the available resources for flex work and the updated policy and appeals process.
* Raise awareness of multiple models of flexible work as available in Flex Work Policy 6.12

## Enhanced support

* Training for managers is lacking. Leading Today for Tomorrow training sessions were provided in July-Aug 2021, however, training should be an ongoing resource for managers to ensure that they are current with the most updated policy and with other institutional guidelines related to this policy.
* Provide resources/training upon hiring/promotion to inform managers how to implement the policy.
* Provide resources/training during onboarding for all new employees.
* Recommend faculty flexible work model based on unit-specific guidelines with guidance from OAA.
* Provide resources to candidates during the recruitment and selection process.

## Data and analytics

* Gather data to track implementation, including denials and appeals. Share data reports and analyze to determine usage and implementation across the university.

# Senior Leadership Task 2022-2023 Year Report, January 2023

## Task Force Members

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| --- | --- | --- |
| 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 |
| Sandra Lopez | Legislative Advisor | Division of Community Engagement, Columbus City Council |
| Kristy L. Townsend | Associate Professor & Director | Department of Neurological Surgery, Women in Medicine and Science (WIMS) |
| Shu-Hua Wang | Professor of Medicine | Division of Infectious Diseases, Dept of Internal Medicine, College of Medicine |
| Andreá Williams | Director, Associate Professor | TWP, College of Arts and Sciences - English |

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

## Process/Activities

* 1. Examine the representation of women in senior leadership roles at Ohio State. Senior leadership definition at Ohio State is not clear. We are including all “executive roles” in our assessment but consider a clearer definition of Senior Leadership is needed.
	2. Identify the disparities in representation and explore the reasons for those gaps to develop strategies for improvement: e.g., leadership training, mentorship and sponsorship, compensation. Understand gender and demographic distribution of staff and faculty at senior leadership ranks in different disciplines.
	3. Examine the leadership training opportunities available to female Ohio State employees that show leadership potential, interest in leadership roles, or both. A preliminary list is attached in the Appendix 3.
	4. Understand reasons why individuals trained for leadership leave the university. Provide adequate support and have concrete ideas for succession planning.

## Preliminary Results/Findings

* 1. We worked with Human Resources to obtain data on all “executive roles” at the University, identified with position title, gender, and salary, to analyze women representation at Ohio State (Appendix 1). Careful examination of this information revealed the following:
		+ Over the last 3 years, women representation in executive roles at Ohio State has stayed just below 50% (or above 45.5%), close to parity with male representation.
		+ When considering race, female minorities represented 10% or less of the executive roles at Ohio State, with this percent decreasing slightly over the last few years, and comparable to data published for other institutions in the 2019 (Appendix 2)
		+ A lack of diversity among leadership (executive roles) was evident, with only 14 positions out of 178 being occupied by minority women (11 black or African American, 2 Latine, and 1 two races of more in 2023). Other races are not represented.
		+ In addition, among women in executive roles more were in assistant or associate positions, while more men occupied senior roles (~58% males, 42% females).
		+ Ohio State is investing a disproportionate amount of funds on male leader’s salaries as compared to female leaders. Despite women representing ~46 % of the executive roles, they receive only ~36% of the total salary paid to executives, and only ~33% of the total salary invested in senior executive roles.
		+ When comparing female and male salaries on the exact same job title, females tend to earn much lower salaries (as low as 1/3) than males (with few exceptions).

b) There are a number of opportunities for women to further develop their leadership skills, a summary of some options available is included in Appendix 3. Unfortunately, some female leaders leave Ohio State to look for leadership opportunities at other institutions.

## Next Steps

* We continue to work with HR to gather additional information and to disaggregate the data for faculty and staff and investigate the reasons for disparities.
* 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
* 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.
* Partner with the Women’s place in examining demographics and better document the placement of women completing leadership training programs at Ohio State.

## Recommendations

* 1. **Minority representation** in senior leadership: Provide leadership training to more women with diverse representation that show leadership skills or show interest in leadership positions.
	2. **Embed gender equity awareness** throughout search processes for senior leaders: Recommend PPCW representation during senior leader search processes (e.g., service on search committees, interviews with final candidates, onboarding new leaders). Nominate women for leadership positions, particularly those that have received leadership training. Over the next 2-3 years, implement best practices for recruitment, retention and succession of talented women, using College of Medicine as model.
	3. **Create a common understanding** of gender equity and senior leadership representation: Over the year 2023, clarify 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.
	4. **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
	5. 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.

***Note: Summary tables and appendices with data and additional information are provided in the archived pdf copy of this report.***