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Executive Summary

Overview

USAC continued ongoing efforts for staff professional development, university support and assistance programs, and diversity and inclusion. Additionally, USAC launched a Health and Wellness taskforce in fall 2016.

The 2016-2017 USAC Story

The Staff Compensation & Benefits Subcommittee (SCBS) conducted a survey seeking feedback on what USAC should be advocating for on behalf of staff. Governance Subcommittee redoubled efforts to improve utility and value of professional development funds. Support and Assistance Programs (specifically Employee Emergency Fund – EEF) were vetted in collaboration with the Employee Assistance Program (EAP) to improve access and sustainability. Diversity and Inclusion uncovered opportunities for centralization to improve impact. Health and Wellness inaugural year laid the foundation for a strong network of support for educating and engaging staff on available resources.

Discoveries

SCBS Staff Survey
- 990 OSU Staff responses from across the institution collected and analyzed
- Desire for Career Mapping and Professional Development

Professional Development
- High quality grant proposals; only one in four can be awarded
- Strong Response to Inaugural Manager Conference and Desire for More

University Support and Assistance Programs
- Changes to Employee Emergency Fund to promote access and viability
- Seeking funding support for sustainability

Diversity & Inclusion (D&I)
- Opportunity to centralize a network of staff as Diversity Liaisons
- Prioritize Enhanced Processes and Employee Resource Groups (ERGs)

Health & Wellness (H&W)
- Dedicated robust H&W Support and Resources
- Centralized collaborative H&W Leadership across university
Outreach and Engagement (O&E)

- Continue support of university goals through community outreach and staff leadership events

Recommendations

1. Increase Staff Career Development Grant Funding from $75,000 to $125,000
2. Double available seats in the Manager Conference from 125 to 250
3. Increase impact and sustainability of Employee Emergency Fund with $50,000 in annual funding
4. Appoint a central unit/team responsible for supporting diversity efforts for staff across the university
5. Support H&W collaboration with OHR to create Manager Toolkits and H&W metric on Performance Evaluations

Stakeholder Collaboration

USAC engaged this year with representatives across the university to share ideas, strengthen relationships, and impact staff resources in a meaningful way

- Office of Academic Affairs
- Office of Diversity and Inclusion
- Office of the Vice Provost for Academic and Strategic Planning
- Office of Administration & Planning
- Office of Human Resources – Learning and Development
- Office of Human Resources – Benefits
- Office of Human Resources – Special Events
- The Ohio State University Health Plan
- Employee Assistance Program
- Kirwan Institute for the Study of Race and Ethnicity
- OSU Wexner Medical Center Diversity Council
- President & Provost Council on Women
- Association of Staff & Faculty Women
- Women’s, Gender, and Sexuality Studies
- The Women’s Place
- Office of the Treasurer
- OSU College of Veterinary Medicine
- One University Health and Wellness Council (OUHWC)
- College of Nursing
- The Office of Student Life
Staff Compensation & Benefits Sub-committee (SCBS): Staff Feedback and Observations Survey

Overview

SCBS conducted a month long survey in fall 2016 to ensure committee efforts aligned with staff concerns. The survey was sent via the USAC newsletter and 990 responses were collected. A demographic summary of the survey is in Appendix A. Major findings from the feedback are:

- **Classification and Compensation** – Merit Increases, Career Mapping, Professional Development
- **Benefits** – Health Care Benefits & Associated Cost, Financial Benefits & Additional Benefits

SCBS identified action items to guide work next year. SCBS will continue to engage with staff to adapt their plans as needed in consultation with senior leadership and the USAC Chair.

Findings

**Classification & Compensation**
Classification and compensation was the most prominent opportunity from the survey as 36% of respondents thought USAC should focus on this. Additionally, 64% of the staff indicated they would leave the institution over lack of career paths. Three themes emerged as SCBS reviewed feedback surrounding classification and compensation.

1. **Merit Increases**: Staff reported rising costs and changes to the benefits package seem to negate annual merit increases. Additionally, respondents reported frustration in continued parking cost increase alongside modest merit increases.
2. **Career Mapping**: Staff noted lack of clear career pathing and position requirements across the institution. Staff further noted inconsistencies in classification and compensation across Ohio State and the need to move departments and/or leave the university to advance careers.
3. **Professional Development**: While staff development grants have been a great success in promoting professional development, feedback indicated staff would like more professional development opportunities across campus.
Benefits
Roughly 30% of responses of the “most important issues USAC should focus on” were benefits related.

1. **Health Care Benefits & Associated Cost**: Respondents noted increased health care costs the past few years while compensation remained fairly stagnant. Respondents stated changes to the 2016-17 health care plan were not communicated well.
2. **Financial & Additional Benefits**: Respondents specifically listed flexible work arrangements, tuition remission, paid time off, and paternal leave as needing attention.

Recommendations
Although there are no recommendations at this time. We have a number of ongoing opportunities that the committee is considering.

Action Items

1. Spend efforts anticipating how future changes will impact the staff experience at Ohio State including physical spaces on campus, benefits and parking.
2. Partner with OHR to help move Enterprise Project initiative forward including Classification and Compensation and impact on career mapping.
3. Benchmark tuition remission and leave accrual programs at peer institutions.
4. Publicize opportunities for professional development within the university, confirm increased funding for grants.
5. Partner with OSU Health Plan to communicate changes to health coverage effectively, collaborate with USAC O&E to prepare staff for changes.
Governance: Professional Development

Overview

Staff Career Development Grants (SCDG) are awarded for education and training related to job and/or career goals. Staff Manager Development Grants (SMDG) provide financial support to staff managers seeking to sharpen management skills and enhance behaviors that support university values. The Office of Human Resources reallocated some SMDG funds to a Staff Manager Conference in fiscal year 2017 to better meet the needs of managers.

SCDG and SMDG funding was $150,000 in fiscal year 2017. University senior leadership was supportive of our 2016 funding request to expand the programs by $150,000 totalling $300,000 although the request was not in time to be funded in the budget. We suggest a targeted increase to allow OHR to raise funding for the SCDG program by $50,000 to fund additional worthy applications. An estimated $25,000 in additional funding would double the size of the Staff Manager Conference allowing the program to reach over 250 managers.

Findings

The high quality number of grant proposals submitted shows the need for greater funding as only one in four applicants are awarded grants. Additionally, as the Staff Manager Conference filled in four hours, increased funding could expand the conference’s reach.

2016-2017 At a Glance

Staff Career Development Grants
- 400 applications
- 131 approved
- $130,000 awarded

Staff Manager Conference
- 110 attendees

Projected 2017-18 (assuming funding increase)

Staff Career Development Grants
- Estimated 400 applications
- Estimated 180 grants approved
- $180,000 to award

Staff Manager Conference
- 250 attendees

Need Demonstration
- 445 applications on average are submitted per year
- Only one in four applications are awarded
- Average minimum review score awarded is a near-perfect 90
- 32% of proposals are also strong and score between 80-89
Staff Career Development Grant (SCDG)

Funding of the SCDG program was significantly expanded in 2013 to $75,000 annually. The University Staff Culture Survey conducted after this increase funding showed growth across the board. While impact of the program cannot be isolated, it is reasonable to infer some rise resulted from it.

Each year more applications worthy of funding are submitted than can be funded. Numbers remained consistently high in 2016-17 with 400 applications received. $130,000 was allocated to the SCDG due to lack of demand for SMDG allowing 131 applications to be funded, significantly higher than the usual 100 applications in previous years. An additional 50 applications were clearly worthy of funding this year (scoring 85 or higher, out of 100), but were not awarded due to lack of funding.

Staff Manager Development Grant (SMDG)

The SMDG program created in 2013-14 to provide $75,000 annually to staff members for development of managerial and leadership skills. SMDG applications have declined due to lack of diversity and number of managerial courses available, loss of several popular courses, and insufficient communication to managers regarding training opportunities. It is clear SMDG is no longer an attractive program, and we recommend the SMDG application process be fully retired.

Due to dwindling applications for the SMDG program, the Office of Human Resources implemented moved from a grant application process to a one-day Staff Manager Conference event, held in May 2017. The 125-person reservation list filled within fewer than four hours. 110 managers attended and preliminary reviews were thoroughly positive. The success of the Staff Manager Conference is a strong signal from managers that a conference is a desirable and useful approach. We recommend the conference be an annual event funded to allow for 250 attendees at an additional $25,000 expense.

A more thorough history, including detailed statistics is available in the 2016 SCDG and SMDG Program Evaluation document, presented last year and available upon request.

Recommendations

1. Raise annual funding for Staff Career Development Grant program by $50,000 to fund additional worthy applications
2. Retire Staff Manager Development Grant application process
3. Fund the Staff Manager Conference to expand attendance to 250 people, provided through two annual events, or a larger single event (estimated additional cost: $25,000)
University Support and Assistance Programs

Overview

Ohio State is committed to being a healthy workplace including benefits to help staff manage life’s challenges. The Ohio State Employee Assistance Program (EAP) started the Employee Emergency Fund (EEF) in April 2009 to ease the stress of staff financial shortfalls in an emergency. Donations are solicited through the Campus Campaign program. The first grant was awarded January 2011 and since then 200 grants have been awarded totaling $96,609. The average award is $483 per application. The EEF current funds balance is $19,000.

Findings

EEF Grant Program Utilization

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<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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EEF Application Process

Eligibility criteria for the Employee Emergency Fund

- Must be an active university staff or faculty member
- Must have a temporary financial hardship because of an emergency situation
- Must be at least a 50% or greater; full time equivalent
- Must have a least 12 months of continuous paid employment at the time of application
- Have considered other possible resources which were not available or are not sufficient to meet the need

Applications are put into a standardized format after submission that limits personal identifying information. They are then submitted for review by a six member committee with members from across the university. The Director of the Employee Assistance Program votes in order to break a tie. An employees name is submitted to OHR to determine if an employee is in good standing if an award is agreed upon. Finally, the approval goes to payroll who disperses the funds to the employee.
EEF Grant Awards

105 individuals contacted the EAP in 2015 regarding EEF and 100 in 2016. According to recent data, 30% of the requests are for medical gap or disability coverage issues; they are waiting for approval of disability coverage and/or benefits as a result of surgery or a medical problem that interferes with their ability to work.

The next four types of requests at 13% each are housing, serious illness, funeral expenses and utility bills.

![Awards by Type](chart)

About 34% of the applicants are not approved because they do not meet the criteria set forth in the application process. Typically the need does not meet the definition of emergency. The 34% does not include employees screened out by the EAP who don’t meet the initial application process criteria. Nor does the amount of funds awarded realistically cover what is needed to truly assist the employee. The debt amount usually exceeds the maximum amount that can be awarded. It only provides limited financial relief as other sources of money are required to assist.

Recommendations

1. Adjust the award maximum from its current $500 level to $1,000 per application. Due to of this change, there will be funding shortfalls unless additional funding is obtained. It is estimated by the EAP that an annual allotment of $50,000 will cover the need.

Action Items

USAC in consultation with EAP has agreed to implement the following:

- Increase grant from $500 to a maximum of $1,000 per application.
- Change award from once in a lifetime to a 5 year renewable grant.
- Decrease the eligibility wait period from one year to six months of continuous service.
Diversity & Inclusion

Overview
The Diversity & Inclusion Taskforce was created by USAC in 2015 to examine staff diversity and
models of inclusion at Ohio State and lead toward positive change for staff in the university
environment.

As the second largest population on campus, staff fill an important role as both forward-facing and
behind-the-scenes agents in daily interactions with campus populations. The strength of staff
diversity not only directly influences the individual experience, but also speaks to the university’s
values as a whole by maintaining an environment free from bias and discrimination. It is with this in
mind that we recommend the continuation of the USAC Diversity & Inclusion Taskforce.

Findings

Training and Awareness
In August 2016, initial discussions were held about how the university could expand its many on-
going efforts to increase diversity awareness, including expansion of diversity awareness through
Your Plan 4 Health (YP4H) and BuckeyeLearn. The Wellness Innovator program was identified as a
model to create a network of staff as Diversity Liaisons across Columbus and regional campuses to
encourage collaborative learning and sharing opportunity for units. The College of Veterinary
Medicine’s Community of Inclusion Certificate Program, The College of Nursing Diversity and
Inclusion in Healthcare Certificate Program, and The Women’s Place Advocates and Allies for
Equity initiative are effective onboarding/orientation examples for Diversity Liaisons.

The Training and Awareness team connected with Diversity and Inclusion stakeholders to
discuss collaboration and implementation of meaningful and constructive dialogue for staff around
discrimination, prejudice, and micro-aggressions and the possibility of offering opportunities through
BuckeyeLearn.

There is significant research that indicates marginalized/underrepresented individuals experience
more stress than their white counterparts, which can contribute to serious ongoing mental and
physical health issues. Further discussions with Melissa Walters (YP4H) focused on expanding the
definition of wellness to “thriving, happy, healthy & having purpose”. This would bring diversity into
the definition and enable on-going challenges in lieu of one-time campaigns. In addition, Diversity
and Inclusion efforts and opportunities available to employees at other Big 10 Universities were
benchmarked and these findings are noted in the Diversity and Inclusion Appendix C.

Enhanced Processes and Employee Resource Groups (ERGs)
Building on the recommendations set forth by USAC in the 2015-2016 Special Report, the
implementation of ERGs emerged as the main priority for the academic year.

ERGs would allow employees with shared interests, life experiences, or a common bond or
background to join together to create a positive work environment by actively contributing to Ohio
State’s mission and diversity and inclusion goals. More importantly, this project would provide a
sense of community to underrepresented staff, assist in employee recruitment and retention, and
would serve as a mechanism to achieve university-wide diversity goals. The team gathered data to
assist with a campus-wide ERG implementation strategy, including benchmarking data to analyze ERG roles, implementation, and assessment from comparable higher education institutions. Tom Blincoe, Executive Director of Wexner Medical Center Outreach, also shared best practices of their established ERG program.

**Recommendations**

1. Appoint a central unit/team that would be responsible to supporting these efforts centrally in a consistent fashion for staff across the entire university.

2. Work with the Communication Co-Chair to develop a page on the USAC website dedicated to staff diversity initiatives, programs, and resources.

**Action Items**

- Organize Staff Diversity and Inclusion Listening Sessions to focus on professional development opportunities around diversity and inclusion. Diane Florian from The Women’s Place (TWP) has identified university employees trained in the Art of Hosting (AoH) to facilitate and encourage meaningful dialogue that will meet the objectives of the sessions.

- Research and discuss best practices for ERG implementation after data from the Listening Sessions is analyzed; understanding staff maintain multiple social identities that may not be accommodated by demographically-based ERGs, although it is often the standard protocol.

- Rethink how to better engage staff already dedicated to issues of diversity and inclusion; understanding the positionality of staff, their loyalties or preferences to continue serving in existing professional groups, and the importance of being thoughtful and purposeful regarding diversity work.
Health & Wellness

Overview

The Health and Wellness (H&W) Taskforce was established in fall 2016 as a branch of the Staff Compensation and Benefits Subcommittee. We identified and met with various stakeholders and Health and Wellness leaders to establish a rapport, discuss our goals, and convey our support of initiatives already in place. We held two successful REACH trainings and joined the inaugural Faculty and Staff Sub-Council. We compiled an exhaustive list of the university’s extensive investment into health and wellness including Employee Assistance Programs and promoted these on various platforms throughout the year.

Findings

Communication and Collaboration
We met with the One University Health and Wellness Council (OUHWC), members from Student Life, the Ohio State University Health Plan, and the College of Nursing. Members of the OUHWC familiarized the Taskforce with the university’s 2016-2019 Wellness Strategic Plan and its vision to be the healthiest university and community in the world. Simultaneously, we posted programs, benefits, and self-development opportunities as a resource on the USAC website. We also promoted these programs at the Rally for Wellness in the fall. We showcased various benefits available to staff followed by each program’s name. Anecdotal feedback from staff showed this was useful in realizing how programs could actually be utilized.

REACH Training
In order to promote an open dialogue about mental and emotional health, we coordinated and sponsored two REACH suicide prevention trainings. Our presentations targeted USAC committee members, alumni, local Staff Advisory Councils, and the general staff population. 75 people attended in total and spurred an additional 150+ staff member groups to engage in REACH trainings. The REACH program trained over 5,000 members of the university community at the conclusion of 2016-2017 school year.

Employee Assistance Program (EAP)
USAC highlighted EAP’s programs and website on reusable tote bags given to 750+ staff at the 2017 Hidden Benefits Fair. In a presentation to USAC, the EAP Director, Sharon Sia, described the EAP as a “front door” to services where employees and their families can receive services at OSU or hometown and updated us on a revamp of EAP’s branding. We offered to help communicate this new branding and continue to promote programs and opportunities sustained by the EAP.

Faculty and Staff Sub-Council
The One University Health and Wellness Council established a Faculty and Staff Sub-Council in 2016 comprised of faculty and staff from units across campus and the medical center. The H&W taskforce members were invited to join, and we participate in brainstorming activities to expand communication to faculty and staff. The Sub-council meets bi-monthly and meetings are led by Bern Melnyk, Beth Steinberg and Kristin Conners serve as co-chairs on the Sub-council.
Recommendations

1. Include REACH trainings to staff onboarding by collaborating with unit human resource professionals. Host quarterly USAC sponsored REACH trainings.
2. Develop and distribute a managers’ toolkit that includes the list of programs and resources identified by the taskforce, an accountability/habit tracker, and a resistance band/workout pamphlet.
3. Include measurable Health and Wellness components in self-evaluations and annual reviews.

Action Items

- Strengthen USAC connections with the Health and Wellness Community. Continue current USAC member sit on Faculty and Staff Sub-Council.
- Collaborate with HR to develop a Health and Wellness component for the Staff Professional Development Grants. This could provide funding for stand-up desks, ergonomic chairs, free weights, stretch bands, yoga mats, etc.
- Sponsor a health and or wellness challenge through Your Plan for Health.
- Continue to utilize our social media platforms to share health and wellness events and information from OUHWC and the EAP.
- Connect with Molly Driscoll to analyze Manager Health Athlete Program and its reach.

Outreach and Engagement

Overview

The Outreach and Engagement Subcommittee (O&E) coordinates events to support the goals of USAC and engage both the university and city of Columbus communities. These efforts align with Health and Wellness (Social and Spiritual Wellness in particular), personal development for staff, community outreach, and expanding communication to staff across the campus.

2016-17 events included activities to support these USAC initiatives:

Community events

1. Volunteered with the Special Olympics
2. Volunteered with Star House, an OSU affiliated center for homeless youth in central Ohio
3. University wide School Supply Drive benefiting City of Columbus elementary schools

Staff and Leadership

1. Hidden Benefits Fair showcasing vendor discounts available to OSU employees
2. Town Hall Forum with President Michael V. Drake
3. Staff Appreciation Week to recognize staff members’ contributions to the university
4. Volunteered with Rally for Wellness focused on health and wellness-related activities
5. Assisted with Annual Staff Arts & Crafts Exhibit celebrating faculty and staff creative talents
6. USAC’s 30th year Celebration Event
Appendices

SCBS APPENDIX A

USAC SURVEY SUMMARY
Staff Compensation & Benefits Subcommittee conducted a “touch base” survey that was distributed via the USAC Quarterly newsletter. A summary is included below. Further analysis of the survey is being conducted and will be available for future use by USAC.

Demographics

Employment Background
- 37% (306) respondents employed at OSU for 0-5 years
- 21% (178) respondents employed at OSU from 6-10 years
- 15% (131) respondents employed at OSU for 11+ years
- 76% (630) A&P job classification

Career Mapping
Is a lack of career mapping a reason why you would leave OSU?

What suggestions do you have to support the need for a clear career mapping?

Themes
- Need for “revamped” Classification & Compensation system, appropriate compensation
- Offer more certification and/or education courses, unity across the university to support employees furthering their education
- Formalized mentoring program
- Move departments or leave the university in order to move up
- Transparency from senior leadership and supervisors regarding how to advance

USAC Next Steps
What is the most important issue USAC should be focusing on?
- Top Categories
  - Benefits (185) – increased cost of benefits, lack of sufficient merit increase
  - Compensation (214) – increased compensation to compete with other companies
  - Parking
  - Professional Development
  - Communication and transparency from Administration
  - Campus Culture – safety, diversity, inclusion, equality
  - Staff Retention
  - Diversity & Inclusion
- Compensation had the most responses, main themes within compensation
  - Merit increases
  - Equality across university
- Professional Development
  - Career Mapping
  - Retaining Staff
University Support and Assistance Appendix B

Benchmarking Peer Institutions
In review of several colleges’ websites for similar types of programs, institutions typically provide local or third party programming supported by the department or institution, but do not appear to provide funding or grants for staff to engage in professional development outside of these programs. However, there are some universities that do provide financial support for additional opportunities, a number of which are highlighted below:

- University of Michigan has a grant program that awards up to $800.00 per application with a 50% or higher FTE employment waiting period of 6 months to be eligible. They allow renewal after a 5 year wait period and require the applicant to submit the invoice or bill to be covered so they can pay it directly. Their funding source was derived through an infinity agreement with a local credit union for 10 years. That agreement has ended and they now rely on a hybrid endowment and current use fund.
- University of Illinois has a grant program that does not have an award limit but provides full funding to approved applications. They also have a 50% or higher FTE employment waiting period of 6 months to be eligible. They require the applicant to submit the invoice or bill to be covered so they can pay it directly. Their funding source is structured as a current use fund via employee contributions.
- Penn State University has a grant program that does not have an award limit but provides full funding to approved applications by their committee. They have no waiting period or renewal restrictions. They require the applicant to submit the invoice or bill to be covered so they can pay it directly. Their funding source is structured as an endowment fund.
- University of Maryland has a loan program that awards up to $1,000.00 per application with no employment waiting period to be eligible. It can be renewed as often as every six months as long as the recipients account is in good standing. They recover the loan through payroll deduction. Funds are distributed without any accounting for how they are being used.
- University of Texas has a grant program that does not have an award limit but is restricted to 100% FTE staff only. Faculty are not eligible. They have an eligibility waiting period of 1 year and allow renewal after a 2 year wait period. Their funding source is structured as a current use fund via employee contributions.
D&I Appendix C

Benchmarking of the Diversity and Inclusion efforts and opportunities other Big 10 Universities offer their employees, particularly staff. This list is categorized by institutions that have units within Human Resources (for employees only) and the University Community (students, faculty, and staff) as well as those who have centralized units for the entire University Community.

Within HR and University Community
1. Northwestern University
   b. Office of Institutional Diversity and Inclusion: “implementing ways to create and support diverse and inclusive campus community.”
2. University of Wisconsin-Madison
   a. Cultural Linguistic Services through Office of Talent Management: “mission to enhance communication, cultural understanding, and learning in multilingual work environments.” CLS has 3 Principles of Practice:
      i. Community through Respect & Civility: It is critical to promote respect and the practice of civility in the workplace community.
      ii. Excellence through Diversity: Diversity of gender, ethnicity, ability, religion, sexual orientation, culture, position, job function, language, and years of service are crucial components in the pursuit of excellence.
      iii. Success through Learning: Continuous professional development is vital to individual and organizational success.
   b. Division of Diversity, Equity, and Educational Achievement, Office of the Provost: “works to create a diverse, inclusive, and excellent learning and work environment for all students, faculty, staff, alumni, and others who partner with the university.”
3. Pennsylvania State University
   a. Diversity and Inclusion statement: “committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusive excellence that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusive excellence as a core strength and an essential element of our public service mission.”
   b. Affirmative Action Office: “service organization that supports and enhances the University’s commitment to diversity, providing expert advice and leadership to colleges, departments, faculty and staff in their efforts to recruit and retain a diverse workforce and ensure an environment free from discrimination and harassment.”

University Community Only
1. Purdue University
   a. Division of Diversity and Inclusion, Office of the Provost:
      i. Create and sustain a welcoming campus where all students can excel
      ii. Increase and retain the number of historically underrepresented and diverse students, faculty and staff at Purdue, and 3) Prepare all students to thrive in our diverse, global environment.”
2. University of Illinois at Urbana-Champaign
a. "Inclusive Illinois, one campus, many voices, is the University’s commitment to cultivating a community at Illinois where everyone is welcomed, celebrated, and respected."

b. Inclusive Illinois Committee Diversity Statement

3. Michigan State University-Inclusion and Intercultural Initiatives: leads and supports efforts to advance a diverse and inclusive campus community, consistent with MSU’s core values. In addition to providing leadership for university-wide initiatives on inclusive excellence, the office works with campus and community partners to:
   a. Design and deliver education and training for students, faculty, and staff
   b. Coordinate programs to celebrate the legacy of Martin Luther King Jr. and Cesar E. Chavez
   c. Coordinate grants to promote and enhance diversity and inclusion on campus
   d. Coordinate scholarships for community-involved students
   e. Recognize through awards the efforts of Spartans to support an inclusive campus
   f. Conduct and support research on inclusion-related topics
   g. Monitor faculty and staff recruitment and hiring practices

4. University of Minnesota-Twin Cities-Office of Equity and Diversity: "We all share responsibility for equity and diversity—it’s everybody’s everyday work. Diversity goes well beyond numeric representation and access. Far from just enriching campus life or the academic experience, equity and diversity are critical to issues of campus culture and climate, and fundamental to everything we do at the University of Minnesota." Services and initiatives include:
   a. Business and Community Economic Development (BCED)-Community Outreach, Retention, and Engagement (CORE) Program: focus on male students of color
   b. Conflict Resolution: for staff-Disability Resource Center: for students, faculty, and staff
   c. Equal Opportunity and Affirmative Action (EOAA): for students, faculty, and staff
   d. Gender and Sexuality Center for Queer and Trans Life: for students, faculty and staff
   e. Multicultural Center for Academic Excellence: for undergrad students
   f. NorthStar STEM Alliance: for underrepresented undergrad students in STEM
   g. Women's Center: for students, faculty, and staff

5. University of Texas at Austin
   a. Office for Inclusion and Equity: “advances a diverse, equitable, and supportive campus culture through our commitment to fulfilling the spirit of equal opportunity laws and policies, as well as building awareness within the University community.”

6. University of Michigan
   a. Office of Institutional Equity: "serves as a vital resource and leader in promoting and furthering the university’s commitment to diversity and equal opportunity for all members of its community."
   b. Staff Committee on Diversity, Equity, and Inclusion Report (2015)

7. University of Iowa
   a. Diversity Offices: “Diversity, broadly defined, is essential to the educational experience and central to all parts of the University's mission. The University of Iowa embraces our responsibility to create a welcoming environment for all members of the community, including underrepresented faculty, staff, and students; persons with disabilities; lesbian, gay, bisexual, and transgender persons; persons of disadvantaged socioeconomic status; and nontraditional and international students.”
H&W Appendix D

The H&W Taskforce is comprised of four members from wide-ranging units of the university that include the Wexner Medical Center, OSU’s Health Plan, Student Life Administration and Recreational Sports. The H&W Taskforce is co-chaired by Marisha Goldsmith and Nikole Prete who work alongside members Tom Gessells and Kris Myers.

Rally for Wellness Survey Results: Preferred Method of Communication*

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(100 people surveyed)

Ohio State Approved Vendors: Stand-up Desk and Ergonomic Chair Cost Breakdown **

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<td>Varidesk - Height Adjustable Standing Desk</td>
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<td>Ergosource - Stand Up Desk Converter</td>
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