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The 2018 – 2019 year for the University Staff Advisory Committee (USAC) has been very productive. Our committee has partnered with many key leaders, University initiatives, and staff in order to advance the mission of the University. As the President's staff advisory committee, USAC is dedicated to positively advocating on behalf of staff.

USAC continues to deliver on our multi-year plan that began in 2017. This consistency in our vision and focus over the past two years strengthens our efforts and progress. Many of our successes have been due to the strength of our four sub-committees. Their dedication to the work we do is paramount to our advocacy.

The enclosed annual report contains this year’s recommendations, updates on key initiatives and next steps.

USAC appreciates your continued commitment and confidence in USAC and the work we do to advocate on behalf of staff.
USAC's University Shared Governance Proposal

USAC leadership took on an important initiative this year to evaluate the make-up of University Senate and the nineteen (19) Senate Committees, especially as it relates to staff presence across Ohio State’s shared governance body.

We discovered that faculty, students and administrators are well represented across various senate committees. We also discovered there was minimal staff presence within senate, although, staff represent more than 57% of all Ohio State employees. Specifically, we found...

- University Senate currently consists of 137 voting senators, none of which are voting staff members. There is one staff member on University Senate (the USAC Chair), however, that seat is non-voting.
- Senate is also comprised of nineteen (19) separate senate committees. In aggregate, there are 319 members on these 19 committees. Of the 319 members, 17 of them (5%) are staff.

Staff are valuable partners in the success of the University and Medical Center. Their roles and focus include professionals in every aspect of this complex and successful organization: academic advisors, student life, career services roles, instructors, facilitators, health care providers, business support, public safety, and many more. Staff play a critical role in the implementation of important campus initiatives such as the University’s and HR’s strategic plans and the Enterprise Project. The University owes much of the strength of its reputation and success to the hard work of its dedicated staff. As such, we felt the staff role on Senate needed to be increased.

USAC leadership analyzed the current structure and worked with various leaders and constituencies across campus in order to develop and submit a comprehensive proposal to increase staff presence within University Senate and within specific Senate Committees. USAC’s proposal includes adding five (5) voting staff senators to University Senate as well as adding a staff member to six (6) of the nineteen (19) Senate Committees.

USAC’s proposal aligns with the University’s Time and Change Strategic Plan by providing diverse views and considerations as part of Ohio State’s decision-making process.

On November 15, 2018, USAC leadership presented this proposal to the Senate Steering Committee. Senate Steering formed a special sub-committee to evaluate USAC’s proposal and to incorporate other changes steering was looking to make within University Senate. The combined proposal has been shared with leadership, Faculty Council and the Rules Committee. The next step is to take the combined proposal to University Senate; and, assuming this passes, the proposal will move onto the Board of Trustees in May for approval.

**USAC’s recommendation** is for the University to adopt our proposal. In doing so, Ohio State’s shared governance process will be more robust with diverse perspectives from faculty, students, administrators and staff. Additionally, Ohio State has the opportunity to be a leader amongst per institutions with regard to university governance, with views from faculty, students, administrators and staff.
Flex Work Arrangement

In collaboration with the President and Provost’s Council on Women (PPCW), USAC explored the University’s *Flexible Work Policy (6.12)* and implementation across campus. Complete details regarding the work accomplished this year are listed in the Staff Compensation and Benefits Subcommittee (SBCS) section on page 12-13 of this report. The PPCW Flex Work Policy Task Force Report is also included as an appendix.

**USAC’s recommendation** echoes PPCW’s recommendation to update the Flexible Work Arrangement proposal form to include a justification on the form, requiring managers to provide a business reason for denying a flexible work request. This simple, but effective addition to the form, will provide enhanced clarity around flexible work decisions, reduce inconsistencies in the approval of flex work requests within units, and ensure proper communication between employees and their supervisors.

Enhancements to Ohio State Parking System

Through various discussions with staff and leaders, USAC has begun to formulate a recommendation to tier the cost of parking based on salary levels of staff. Today, an employee making $30,000 per year pays the same for parking as an employee making $200,000 per year. Our recommendation would align with Ohio State’s current healthcare and prescription insurance premiums, which are currently based on an employee’s salary range.

Based on conversations to-date with CampusParc and the Office of Administration and Planning, additional analysis will be necessary to determine a comprehensive parking fee structure that will provide appropriate cost tiering based on salary levels while also ensuring a financially neutral outcome for CampusParc.

**USAC’s recommendation** is to continue partnership with CampusParc and the Office of Administration and Planning to perform a detailed analysis over the next 10-12 months in order to finalize a suitable recommendation to submit to the Parking Advisory Committee (PAC) to be implemented in July 2020.
Three Floating Holidays

Through various discussions this past year with staff and leaders, USAC identified and analyzed low cost, high impact, innovative changes to improve the staff experience. Ideas generated were:

- Provide staff with additional time off between the holidays of Christmas and New Year’s. We researched peer institutions and found many of them had some type of time-off benefit over the holidays. Examples included closing the week between Dec 25 and Jan 1 or providing “floating holidays” for staff to use.

- Advocate for flexible/floating holiday(s) to accommodate cultural religious, non-Christian, celebrations and holidays outside of the designated University holidays.

- Provide staff with paid leave to be used towards community engagement or volunteer service.

- Provide staff with opportunities to engage in “wellness days” in order to promote a culture of wellness across the University. Today, it is likely that staff may use vacation or sick days in place of wellness days.

- Provide staff with paid leave in celebration of their birthday.

- Change to a consistent summer schedule for the University. Examples could be 7:30am - 4:30pm during business days or providing an opportunity to work a flexible schedule of four 10-hour days.

**USAC’s recommendation** is for the University to adopt three (3) paid floating holidays, in addition to their current allocation of vacation days, for staff members to apply to any of the above situations (or others). USAC also recommends further partnership with the Office of Human Resources and the Enterprise Project to perform a detailed analysis over the next 10-12 months in order to finalize suitable rules or policy changes to support a July 2020 implementation.

In order for the University to offset the cost of this recommendation, one option may be to reallocate three (3) sick days to be used for the “floating” holidays. Based on USAC’s research in partnership with the Office of Human Resources’ Data Analytics team (see Appendix C for a full analysis), the median number of sick days for staff members of 75-100% FTE with at least one (1) year of state service across the University and Medical Center is 36 days with the average being 61 days.
USAC is committed to regular engagement with staff and maintaining a consistent voice advocating on behalf of staff. The chart below summarizes key initiatives and activities from 2017-18 and includes new initiatives and focus areas in 2018-19. These areas align with the pillars of USAC’s multi-year plan as well as the University’s Strategic Plan, Enterprise Project and USAC’s Mission. The intent is to update this plan periodically to ensure our focus is aligned with key University initiatives.

- Continue to prioritize our efforts in the four existing subcommittees: Governance, Inclusive Excellence (IE), Outreach and Engagement (O&E), and Staff Compensation and Benefits (SCBS)
- Focus on diversity and inclusion to create a culture of equity for staff across the University
- Cultivate relationships with key leaders to represent the needs of staff
- Enhance our involvement with the Enterprise Project, Career Roadmap, and other University-wide initiatives
- Increase staff presence in University governance
- Increase collaboration with staff advocacy groups across the Big Ten Academic Alliance

This chart emphasizes USAC key initiatives and activities that are a priority to USAC.

<table>
<thead>
<tr>
<th>Major USAC Initiative/Activity</th>
<th>Pillars for USAC EDU Report</th>
<th>Strategic Alignment</th>
<th>Fiscal Year 2018</th>
<th>Fiscal Year 2019</th>
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<tr>
<td></td>
<td>[Ohio State Strategic Plan]</td>
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<td>[Cultivate relationships with senior leaders]</td>
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<td>[University Shared Governance]</td>
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<td>[Involvement in University leaders search committees]</td>
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<td>Governance focus areas</td>
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<tr>
<td>Staff Career Development Grants</td>
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<td>Outreach &amp; Engagement focus areas</td>
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<td>Listening Sessions</td>
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<td>Improve partnerships with PPCW, Senate Diversity and CDU</td>
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<td>&quot;USAC Diversity Development&quot;</td>
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*MF/Initiative for FY 23
Big Ten Collaboration on Staff Advocacy

In years past, USAC received inquiries from other peer institutions such as the University of Nebraska and Penn State University regarding our committee structure, how we advocate on behalf of staff and how we have addressed certain staff issues.

During the summer of 2018, USAC leadership led a coordinated effort with other Big Ten institutions with the purpose of collaborating on staff advocacy. We have conducted three quarterly conference calls with staff advocacy leaders across the Big Ten, with our fourth meeting to occur in May 2019. Ten (10) of the fourteen (14) Big Ten institutions have been represented on these calls. To date, we have spent time sharing overviews of our respective staff advocacy groups as well as collaborating on various staff related topics.

Earlier this year, we contacted the Big Ten Academic Alliance (BTAA) to inquire on establishing this group as a formal BTAA peer group on staff advocacy across Big Ten institutions. BTAA is supportive of this peer group and has provided BTAA branding information for this group to use.

In order for this group to be sustainable beyond these initial quarterly calls, a smaller group met to determine a steering-type structure for the larger group. This resulted in three roles being identified... Chair, Vice-Chair and Secretary. The Chair role provides vision and leadership for the larger group. Since the Chair of Ohio State’s USAC is currently leading this initiative, he was identified as the Chair of the Big Ten Collaboration on Staff Advocacy. The group identified a staff advocacy leader from the University of Iowa to be the Vice-Chair, who will succeed the Chair annually on July 1st. The Secretary role serves as an administrative leader of the group ensuring our roster and access to a collaboration site is maintained. A staff advocacy leader from the University of Wisconsin was identified to be Secretary.

Next Steps
USAC will remain actively engaged in this collaboration peer group. The USAC Executive team will continue to serve on this group as active members.

Regional Campus Staff Engagement

To promote collaboration between USAC and the regional campuses, USAC members attended regional staff meetings in early 2019 meeting with 135 staff members and traveling over 400 miles. During this opportunity to engage with regional staff members, USAC shared progress updates on key initiatives for the 2018-19 year, highlighted current opportunities for staff, which included Staff Career Development Grants as well as the USAC new member recruiting process.

There was quality discussion on how to best engage with regional staff and ensure USAC is advocating on behalf of all staff across the state. Each campus was also granted $500 from USAC to be used to advocate on behalf of staff.

Next Steps
USAC will continue regional campus engagement which includes hosting a fall 2019 Regional Staff Advisory Committee Retreat as well as increased marketing regarding Staff Career Development Grants and new member recruitment to regional campuses.
University Leadership Search Committees

Members of USAC leadership have also served on various Ohio State leadership search committees. These include Executive Vice President & Chancellor for Academic Health Care; Associate Vice President for Talent, Diversity and Leadership within the Office of Human Resources; as well as the Associate Vice President for Institutional Equity housed within the Office of Academic Affairs.

Veterinary Medicine Staff Advisory Committee

This past December, staff members from the College of Veterinary Medicine College Staff Advisory Council (CSAC) presented to USAC Executive Committee a proposal on Recommendations for Workplace Culture Improvement. The purpose of their proposal was to identify areas of concern and recommend solutions the University could implement to better the work environment and well-being of staff. From a survey that was conducted, the following areas were identified as being important to the 90 staff respondents 1) career advancement, compensation and benefits 2) faculty/staff relations 3) interdepartmental relations and 4) leadership and management relations. Of these key areas, CSAC identified recommendations that would be important to the staff at-large 1) increase the amount of paid personal leave for staff 2) implement a graduated fee structure for employee parking permits. In relation to increasing the amount of paid personal leave for staff, CSAC’s point of concern states staff are awarded paid time off significantly lower than faculty and senior administration, particularly for employees in their first 10 years of service which can contribute to job burnout. The proposed recommendation is 1) increase vacation accrual rate for staff, starting at 15 annual days for new employees or 2) award all full-time staff three personal days each year. For the graduated parking permit fee structure, CSAC’s point of concern is related to availability and cost. The proposed recommendation is to implement a graduated scale, or tiered structure for parking permits that is equitable among all employees.

Next Steps

USAC will incorporate Vet Med’s recommendations into USAC’s work and recommendations, especially as there are consistent with themes USAC has heard from staff across campus.

Ohio State University Young Professionals Network

One Employee Resource Group (ERG) that USAC Executive team partnered with this year is the Ohio State University Young Professionals Network (OSUYPN). USAC collaborated on committee structure, engagement ideas in order to increase membership and connecting OSUYPN to senior leaders.

The current employee landscape at Ohio State is changing. As of September 2018, there are more than 25,000 staff employed and almost half (49%) are under that age of 40. OSUYPN is working hard to engage the young staff at Ohio State and help individuals find their place amongst the 25,000+ faculty and staff at our university. Professional development opportunities, networking events, mentoring program, and more are offered by OSUYPN.

Next steps

USAC will continue collaboration with OSUYPN to create awareness around all that Ohio State has to offer.
The Staff Compensation and Benefits Subcommittee (SCBS) charge is to evaluate and make recommendations on policies and issues affecting staff compensation and benefits, health and wellness, and the staff experience as a whole. Members include:

<table>
<thead>
<tr>
<th>USAC Member Name</th>
<th>Staff Role</th>
<th>College/Unit</th>
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<tbody>
<tr>
<td>Megan Hasting, Chair</td>
<td>Assistant Director, CLAS</td>
<td>Office of International Affairs</td>
</tr>
<tr>
<td>Courtney Sanders, Co-Chair</td>
<td>Grad Program &amp; Chair Coord</td>
<td>Political Science</td>
</tr>
<tr>
<td>Kate Blevins</td>
<td>IT Business Operations</td>
<td>Med Ctr/IT Administration</td>
</tr>
<tr>
<td>Morgan Buckner</td>
<td>Manager Executive</td>
<td>James Cancer Hospital</td>
</tr>
<tr>
<td>Kaitlin Hohenberger</td>
<td>Assistant Career Counselor</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>Tim Lombardo</td>
<td>Instructional Designer</td>
<td>Distance Education &amp; eLearning</td>
</tr>
<tr>
<td>Sandy Otis</td>
<td>Asset Business Analyst</td>
<td>Office of Business &amp; Finance</td>
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<tr>
<td>Katie Watkins</td>
<td>Prgm Director, UGrad Studies</td>
<td>College of Pharmacy</td>
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In Summer 2018, the Staff Compensation and Benefits Subcommittee (SCBS) identified the following goals that would drive much of the subcommittee work throughout 2018-19:

- Promotion of local level rewards & recognition best practices
- Continued engagement with the Enterprise Project
- New employee engagement through the New Buckeye Welcome event
- Creation of a campaign to raise awareness regarding the Flex Work Policy

LOCAL LEVEL REWARDS & RECOGNITION PROMOTION

Key Accomplishments

Research shows that praise and commendation from managers was rated the top motivator for performance, beating out other noncash and financial incentives, by 67% of workers. As noted in the 2017-18 USAC Annual Report, the resolution to the Rewards and Recognition Task Force was to maintain status quo with university-wide events managed by OHR. As a point of interest for SCBS last year, the subcommittee collected feedback from units across campus related to staff awards and recognition offered at the unit or department level.

This year, SCBS utilized this information to guide conversations with USAC partners in exploring options to promote local level (unit-based) rewards and recognition activities for university and medical center staff. The goal was to integrate recognition activities at a grassroots level in order to promote a culture of recognition university-wide.

Action Items: To provide a central resource with streamlined information regarding current rewards and recognition programs, SCBS compiled a list of all known local rewards and recognition programs at Ohio State and posted it on USAC’s website. The subcommittee also designed a “6 Easy Ways to Appreciate Your Team” infographic to encourage units and managers to promote rewards and recognition activities within their unit. This infographic suggests high impact, low cost ways that unit-level managers and staff can incorporate rewards and recognition into their daily practices.

1 "Motivating People: Getting beyond Money, 2009"
Direct Impact to Staff - Staff Compensation and Benefits

**Work Remaining**
SCBS will spend March and April 2019 widely publicizing these resources to the university community including unit-level managers.

**Next Steps**
SCBS will continue to investigate opportunities to promote and encourage a culture of recognition at the unit-level.

CONTINUED ENGAGEMENT WITH THE ENTERPRISE PROJECT

**Key Accomplishments**
The Enterprise Project will transform the workplace into one that will better support the University's strategic plan as well as the teaching, research, service, and patient care missions of Ohio State. USAC is viewed as a key partner in this project and continues to provide support and feedback in the areas of communication and change management. In addition to meeting with key Enterprise Project leaders, SCBS, in particular, has established a connection with the change management team.

A member of the Organizational Change Management (OCM) team (typically William Ashley, Director of Strategic Communications & Engagement for the Enterprise Project) has attended monthly SCBS meetings to share updates related to the Enterprise Project, including Workday 101 and HR Service Delivery updates. In addition, a SCBS liaison (Courtney Sanders) has now been placed on the OCM Advisory Committee. We believe these partnerships will allow for continued engagement and exchange of information between USAC and the Enterprise Project team as the project continues to develop.

**Next Steps**
SCBS will continue to strategically engage with the Change Management team through the rest of the 2018-19 year.

**Key Partners**
William Ashley, Strategic Communications and Engagement Director, Organizational Change Management

NEW EMPLOYEE ENGAGEMENT

**Key Accomplishments**
Newly hired Ohio State staff members hold a unique view of the staff experience at the University and Medical Center. In June 2018, USAC piloted a New Buckeye Welcome with the support of the Office of Human Resources to engage newly hired staff. The first of its kind, this pilot paved the way for future employee welcome events. Over 40 new hires attended, providing USAC and OHR with an opportunity to welcome new staff to campus and provide an opportunity to network across the University. This year, SCBS took the lead on continuing the New Buckeye Welcome pilot program, hosting a second iteration of the event during the March Staff Benefits and Wellness Expo (SBWE).

During the Expo, SCBS held a New Buckeye Welcome luncheon, with over 130 registrants. Combining the New Buckeye Welcome with the Expo doubled registration, reduced overall cost per attendee, and ensured that USAC programming was inclusive of campus partners, including OHR, employee resources groups, and others.
CAMPAIGN TO RAISE AWARENESS AROUND THE FLEX WORK POLICY

Key Accomplishments
The current Flexible Work Policy (6.12) has been in place at Ohio State since 2011. As stated by the policy, “Workplace flexibility provides a way to successfully manage people, time, space, and workload. The university supports flexible work arrangements to achieve a highly productive work environment that enables staff to balance work and personal needs while providing workforce predictability and stability. Workplace flexibility is a strategy for using resources most efficiently and providing the best environment for talent.”

While the policy is clear about the possibility of and benefits to a flexible working arrangement, the execution of this policy is inconsistently applied throughout various units and colleges at the University. To address this gap, USAC and PPCW began collaborating in Autumn 2018 to create a “Flex Work Tool Kit”, to provide valuable resources that managers and employees can utilize when having conversations around flex work.

USAC and PPCW met in early October 2018 to discuss questions, ideas, and concerns surrounding the flexible work policy. Key concerns from staff included: lack of awareness or understanding of the Flexible Work Policy across campus, reluctance by managers to consider flexible work proposals, and uneasiness around requesting flexible work arrangements.

To develop the tool kit, members of SCBS interviewed employees and managers across campus to gain a better understanding of the benefits and challenges around flexible work arrangements. The tool kit, which will be housed on the USAC website, will include the following resources:

- Flex Work Power Point, to provide an overview of the policy
- Flex Work Scenarios, to help employees better understand the possible application of the policy to their specific situations
- “How to Discuss Flex Work with Your Manager” guide, to discuss communication strategies, performance tools, and negotiation tips to help set up a flexible work arrangement
- Flex Work Spotlight video, to highlight the successes of individuals and units who have successfully implemented flexible work arrangements

Next Steps
SCBS will determine future plans for additional New Buckeye Welcome events in the future.

Key Partners
Office of Human Resources
Work Remaining
As of the writing of this report, SCBS is finalizing the resources that will make up the tool kit. Once complete, SCBS will work with PPCW to potentially host a “Flex Work Road Show” to educate managers and employees regarding the policy and how the tool kit can be utilized to assist with having these types of conversations. SCBS will widely publicize the Flex Work Toolkit across the university community throughout Spring 2019.

Next Steps
From this work, SCBS has recognized the incredible influence that front-line and mid-level managers have on the ability to promote flexible work arrangements and emphasize the importance of staff recognition. To this end, SCBS plans to explore the possibility of creating a USAC Manager Award to recognize the efforts that managers make to create a productive and flexible work environment within their units.

SCBS also found a lack of data in regards to the usage of flexible work arrangements throughout the university. Currently, there are no mechanisms in place at the unit or university-level to track flex work data, to know how many employees use flexible work arrangements, or how such arrangements are implemented or monitored. This leads to potential issues of inequity and disparities around how flexible work is made available, and does not provide university leadership with a clear indication of the impact that flexible work has on the staff community.

In order to continue promoting The Ohio State University as a workplace of choice, SCBS believes that data collection reporting regarding this policy is imperative. SCBS echoes the recommendation of PPCW to track the use of flexible work arrangements university-wide and share that data annually.

Data collection may include:

- Number of formal requests for flexible work arrangements received by the unit each year
- Number of requests approved
- Number denied and justification for denial
- Number of current, ongoing flexible work arrangements
- Demographics of employees requesting flexible work arrangements

The university is in an optimal position to consider creating a process for Flexible Work data collection as the Enterprise Project and overall business transformation continues to be built out. To this end, SCBS plans to have conversations with key partners over the course of the next twelve (12) months to recommend such data collection be integrated into the new business processes being established.

Key Partners
President and Provost’s Council on Women to include Christine O’Malley, Chair, PPCW Flexible Work Policy Task Force
Office of Human Resources
The Governance Subcommittee oversees USAC Bylaws, Operations & Procedures Manual, and is responsible for the appointment of a staff representative on Senate and university-wide committees. Governance receives reports from those that serve on these committees and brings relevant topics to the full committee. Representatives from Governance help facilitate the Staff Career Development Grant process in partnership with the Office of Human Resources and appoint a representative on the Distinguished Staff Award Selection Committee.

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<tr>
<th>USAC Member Name</th>
<th>Staff Role</th>
<th>College/Unit</th>
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<tr>
<td>Lisa Mayhugh, Chair</td>
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<tr>
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<tr>
<td>Stacey Copley</td>
<td>Training Coordinator</td>
<td>Wexner Medical Center</td>
</tr>
</tbody>
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**STAFF CAREER DEVELOPMENT GRANTS (SCDG)**

**Key Accomplishments**

In spring 2018, the Office of Human Resources (OHR) and the USAC Governance Subcommittee put forth a proposal for changes to be made to the Staff Career Development Grant (2017-2018 USAC Annual Report, Appendix C), recommending an increase in annual funding by $50,000 and a tiered system for group award. This proposal was approved and funds were infused effective July 2018.

<table>
<thead>
<tr>
<th></th>
<th>Before July 2018</th>
<th>After July 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Up to $1,000</td>
<td>Up to $1,250</td>
</tr>
<tr>
<td>Group</td>
<td>Up to $1,500</td>
<td>Group of 2-10: up to $1,750 Group of 11+: up to $2,000</td>
</tr>
</tbody>
</table>

For the July 2018 grant cycle, total sixty-seven (67) individuals and eleven (11) groups received $95,375 for their professional development needs, which reflects a 73.4% increase of total amount granted and 30% more requests supported compared to the same cycle in 2017. For the January 2019 grant cycle, $91,104 was awarded to seventy-seven (77) applications, sixty-four (64) individuals and thirteen (13) groups. This represents a 35.8% increase of total award and 8.5% more applications supported compared to the same cycle last year per OHR’s 2018 Staff Career Development Grant Analysis (for detailed report please see Appendix H). As a result, Governance has been working closely with OHR to understand the business process from both sides including the impact of travel policy on grant reimbursement process, in the effort to better communicate, evaluate and promote the professional development resources available to staff and managers.

Through the Staff Career Development Grant, the university provides access to invaluable learning opportunities beyond what the college/units can provide due to tighter budgets and decreased funding. Grant recipient surveys completed after the reimbursement cycle ends demonstrate that the overwhelming majority of grant recipients value their professional development opportunity and that it had great impact on their career at Ohio State. Additional funding has enhanced the learning culture and made the employees feel that the university supports their professional growth and development.
Below are statistics regarding the SCDG since 2014. In addition, twenty-two (22) recipients received the grant twice, three (3) received the grant three (3) times and one (1) group have taken advantage of this support four (4) times for the team’s professional development.

The graph below highlights the number of grant applications received per year, the number of recipients per year and the total dollar amount awarded. After the 2018 USAC recommendation to increase funding for the grants, roughly $90,000 was awarded in July FY19 cycle.

Next Steps
Staff Manager Development Grant (SMDG) changes: with the fund from this grant, a one-day manager development conference was successfully conducted in May 2017. Although the conference received overwhelmingly positive feedback and requests for future conferences, it is not a sustainable approach considering the available funding and manpower. OHR and USAC has, hence, engaged multiple discussions on how to revive this comparably underutilized opportunity. Per preliminary consensus, a coaching program, similar to the executive coaching, will be developed and made available to mid-level managers to help them advance from good to great. Considering the complexity of the proposal approval, vendor screening and procurement system setup, we expect it be available by early 2020. Looking ahead, Governance will continue to work with OHR to develop, promote and implement the SMDG and to update the SMDG scoring rubric accordingly so that it aligns with the rubric used for the SCDG.
Key Accomplishments
For 2018-19, nine (9) current USAC members and six (6) alumni are appointed to seven (7) Senate and five (5) University external subcommittees. Representatives actively engage in and contribute to discussions affecting staff, students, and faculty members in general. Staff concerns are voiced for various discussions, such as

- Exposure and Disclosure of Personal Information Policy changes and necessary trainings
- Long-term investment and projects made possible from parking endowment proceeds
- Future green space and bike hub design
- Changes on university sports tickets and pricing
- Emerging mental health issues and coping strategies
- Various fee review and adjustment from Student Fee review Subcommittee under Senate Fiscal Committee

<table>
<thead>
<tr>
<th>External Committee</th>
<th>External Committee Appointee</th>
<th>External Committee Chairperson</th>
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</thead>
<tbody>
<tr>
<td>Athletic Council</td>
<td>Kevin Petrilla</td>
<td>Wendy Smooth</td>
</tr>
<tr>
<td>Council on Distance Education, Libraries, and Information Technology (CDELIT)</td>
<td>Sarah Dawson</td>
<td>Nicole Kraft</td>
</tr>
<tr>
<td>Council on the Physical Environment (COPE)</td>
<td>Lisa Mayhugh, Abby Whaley</td>
<td>Jason Kentner</td>
</tr>
<tr>
<td>Diversity</td>
<td>Derek West, Megan Sayres</td>
<td>Pat Enciso</td>
</tr>
<tr>
<td>Employee Emergency Fund (EEF)</td>
<td>Chrissy Sprouse</td>
<td>Sharon Saia</td>
</tr>
<tr>
<td>Fiscal</td>
<td>Gerhard (Gerry) Raimann, Brian Turner</td>
<td></td>
</tr>
<tr>
<td>Health Plan Oversight (HPO)</td>
<td>Megan Hasting, Randy Smith</td>
<td></td>
</tr>
<tr>
<td>Ohio Staff Council of Higher Education (OSCHE)</td>
<td>Lauren Gannon Evans, Lila Andersen</td>
<td>Jodie Joerg Andreoli</td>
</tr>
<tr>
<td>Ohio Union Council (OUC)</td>
<td>Andrew Jordan</td>
<td>Noah Bidna</td>
</tr>
<tr>
<td>Parking Advisory Committee (PAC)</td>
<td>Andrew Jordan</td>
<td>Beth Snoke</td>
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<tr>
<td>Recreational Sports</td>
<td>Stacey Copley</td>
<td>Kyle Mohler</td>
</tr>
<tr>
<td>Senate Steering</td>
<td>Tom Gessells (Chair), Meg Daly</td>
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</tbody>
</table>
EMPLOYEE EMERGENCY FUND (EEF)

**Key Accomplishments**
As part of the 2017-18 USAC Annual Report, USAC recommended obtaining one-time funding of $50,000 in order to aid in the fund sustainability to meet the needs of our employees during times of hardship. With this, the grant maximum increased from $500 to $1,000 per granted application effective January 1, 2019 which was a part of the 2016-17 USAC Annual Report recommendation. During the year, an increased number of applicants requested funds due to housing instability. Currently, housing instability or need for shelter is not listed as one of the criteria for the EEF. Sharon Saia, Director of the Employee Assistance Program (EAP), is working with legal services in order to add this as part of the application criteria. As part of this, USAC partnered with the Office of Human Resources’ Data Analytics team in order to obtain data with regards to employees at or below the poverty level of $12,140. Details regarding this data in addition to the overall EEF referrals for calendar year ending 2018 can be found in the appendix of this report.

**Next Steps**
Continue working with the Employee Assistance Program and the Employee Emergency Fund to ensure staff are aware of and utilizing these programs as needed. USAC is currently partnering with the Office of Human Resources in order to add information regarding EEF to their website. Due to the recent increase of grant amount, USAC would like to monitor this change in order to be good stewards of the fund with the possibility of 1) decreasing the eligibility wait period from one (1) year to six (6) months of continuous service and 2) partnering with the Office of Advancement to establish an endowment to support the sustainability of this program to fund these grants in the future.

SHARED GOVERNANCE STAFF APPOINTMENTS

**Next Steps**
Pending full approval of USAC’s Shared Governance Proposal to add staff as voting members to University Senate as well as staff to various Senate committees, USAC’s Governance subcommittee will assist the USAC Chair and Chair-elect with the roll out process of the shared governance model, adding five (5) staff senators to University Senate. This will include a call for applicants, application review, and appointment of staff to University Senate and Senate Committees. USAC Bylaws will be amended to reflect this change. This will be completed before the beginning of the next academic year.

**Appendix I: Employee Emergency Fund Data**
The creation of the **Inclusive Excellence (IE) Subcommittee** established USAC’s commitment and dedication to staff diversity and inclusion not only within USAC but throughout the University. The IE Subcommittee’s charge is to integrate equitable practices and foster a culture of inclusiveness within USAC. In addition, the diversity and inclusion climate at the university is extremely complex in terms of the initiatives, programming, and other efforts available to staff. Therefore, the IE Subcommittee is dedicated to strategizing ways in which these efforts can be supported and streamlined for staff.

<table>
<thead>
<tr>
<th>USAC Member Name</th>
<th>Staff Role</th>
<th>College Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesar Seguil, Chair</td>
<td>Academic Affairs Lead Admin</td>
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**DIVERSITY STATEMENT AND RESOURCES**

**Key Accomplishments**

The IE Subcommittee developed a diversity statement for USAC, which is now on USAC’s website in addition to the new member application: *“The University Staff Advisory Committee (USAC) values diversity in people and perspectives and is committed to advancing inclusion and equity internally and for staff throughout the university in collaboration with key university stakeholders.”*

The IE Subcommittee facilitated linking the University’s ADA resources to the Inclusive Excellence Resources section on USAC website.

**Next Steps**

The IE Subcommittee plans to request an accessibility assessment for the USAC website and invite Peter Bossley, Director of the Web Accessibility Center, to a USAC business meeting to speak about results of the assessment and other accessibility resources and topics. Also, the subcommittee will propose that either all USAC members or at least the Vice-Chair of Communications complete the ‘Digital Accessibility Policy’ online module from BuckeyeLearn.
ESTABLISHING AND FOSTERING RELATIONSHIPS

Key Accomplishments
The IE Subcommittee hosted Lena Tenney, Coordinator of Public Engagement, from the Kirwan Institute for the Study of Race & Ethnicity who facilitated a workshop concerning gender identity and pronouns. The outcome of this workshop included the following:

- USAC members added pronouns to email signatures and opted to have pronouns added to the member roster on the USAC website
- USAC supported the proposal to add a ‘pronouns and honorifics’ line to the University email signature generator found in the Ohio State Brand Guidelines website, which was officially added by Marketing/Communications in November 2018.

IE Subcommittee members volunteered in the planning and execution of the Hispanic Heritage Month Celebration which was hosted by the Hispanic Latino Network (HLN) Employee Resource Group (ERG). This successful event was held on October 3, 2018.

In addition, the IE Subcommittee hosted Appy Frykenberg and Alex Winkowski from the Multicultural Center (MCC) to facilitate ‘Fostering Inclusive Organizations and Spaces’ workshop during the January 23, 2019 business meeting. There was robust conversation regarding ways the University can work to be more inclusive.

Next Steps
The IE Subcommittee will continue to engage with various Employee Resource Groups (ERGs) across the University in order to establish partnerships: OSU Young Professionals Network (OSUYPN), Latinx, and LGBTQ. In addition, the IE Subcommittee will continue to partner with OHR regarding the possibility of hosting staff-focused workshops with diversity and inclusion themes.

Key Partners
In addition to working with stakeholders from the Kirwan Institute, the MCC, and the HLN, the IE Subcommittee continues to engage with:

- Dr. Tayo Clyburn, Executive Director, Mission and Strategic Partnerships, Office of Diversity and Inclusion
- Nina Brooks, Learning and Development Consultant, Office of Human Resources

This way, USAC can be informed and updated regarding diversity and inclusion initiatives that could be available to staff.
FACILITATION AND TRAININGS

**Key Accomplishments**
The IE Subcommittee shared a survey from *The Women’s Place* with USAC women members to allow them to anonymously share their experiences with gender discrimination at the University to be used as examples in Advocates and Allies facilitations. This is a significant step given that in addition to faculty women voices, staff women perspectives are also being shared through this important initiative.

Furthermore, the IE Subcommittee works with the USAC Communications Vice-Chair to promote diversity and inclusion workshops, conferences, and other activities that are open to staff through the social media and the newsletter.

**Next Steps**
The IE Subcommittee is currently partnering with Dr. Tayo Clyburn and Nina Brooks to develop a Leadership Development Institute for underrepresented staff. The subcommittee will continue to invite guest speakers to USAC business meetings to help facilitate conversations around diversity, equity, and social justice issues.

**Key Partners**
- Dr. Tayo Clyburn, Executive Director, Mission and Strategic Partnerships, from the Office of Diversity and Inclusion
- Nina Brooks, Learning and Development Consultant, from the Office of Human Resources
- The Women’s Place Advocates and Allies
The Outreach and Engagement Subcommittee (O&E) coordinates the efforts for USAC involvement with Local & Regional SAC’s, Staff Appreciation Week, Conversations Events featuring University leadership, Staff Benefits and Wellness Expo, USAC Recognition Breakfast, new member engagement, and other USAC events.

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EVENTS
A large part of our members’ time on USAC is spent on outreach and engagement opportunities to serve not only the University but also the greater Columbus community. Twenty-eight (28) members of USAC hold 293 years of collective University service demonstrating our dedication and accumulated knowledge in order to provide the best experience for staff, faculty, students, and others on a daily basis.

In July, one of our very first opportunities to interact with the staff community is at the annual Ice Cream Social, held during Staff Appreciation Week. In conjunction with OHR, USAC passed out over 1700 frozen treats. Additionally, 600 cards stating ‘You’re a Lifesaver’ along with lifesaver candy were handed out to staff during the stadium tours that week. We look forward to enhancing the programming for staff on the Columbus and regional campuses during the appreciation week.

During the month of August, we hosted our annual Stuff the Backpack school supply drive in conjunction with the NBC4i city-wide drive. We received great media coverage of our efforts, highlighting our very own Tom Gessells and Andrew Jordan on the morning news, as well as follow-up coverage during the day that supplies were sorted.

We stuffed over fifty (50) backpacks, as well as donated an additional fifteen (15) boxes of assorted supplies including 200 lunch boxes.

When the supplies were picked up, the drivers were overjoyed when they saw how much was donated for the school children. It was a very rewarding experience for all involved.
Another major outreach event for USAC is the **Staff Appreciation Tailgate**, also held in conjunction with OHR. We were delighted to provide an additional opportunity to win football tickets to the Ohio State vs. Tulane game for employees who donated during the Stuff the Backpack school supply drive. We were able to provide fifty (50) additional pairs of tickets to the game this year. USAC and OHR celebrated with over 1,400 staff and their guests at this special tailgate.

In early November, USAC hosted members of college and unit level staff advisory councils (SAC) for a half-day retreat. This **Local SAC Retreat** included more than 70 staff members from twelve (12) different SACs across the University and Medical Center. Participants were also engaged in table breakout sessions to better engage in conversation around challenges, areas of enhancement for staff, as well as sharing highlights and accomplishments from their colleges and units. In addition, Susan Basso spent two-hours with the group providing updates on HR Transformation, Enterprise Project, and Career Roadmap. The conversation was robust and full leaving attendees feeling energized and well informed. Survey feedback from the event indicate this will become a more frequent USAC outreach event: “**Thank you for taking the time to put this event together. It was extremely valuable and validating to hear others are experiencing similar barriers and issues**”.

The annual **Conversations with President Drake** event hosted by USAC was held in early December with over 100 staff members attending the event in-person, as well as being live streamed by over 122 off-site locations. Online viewers were located in six (6) states across the country! Prior to the event, staff submitted questions for Dr. Drake, as well as had an open mic opportunity during the event. Other senior leaders in attendance included Susan Basso, Gail Marsh and Mike Papadakis. Staff were given updates regarding the Strategic Plan, Enterprise Project, as well as answers to questions taken from the audience.
On March 19, 2019, we hosted our signature Outreach and Engagement event, the **Staff Benefits and Wellness Expo**, held at the Ohio Union. This year we hosted our largest expo to date with over 1,000 attendees and 87 vendors from the University and surrounding Columbus area. In conjunction with OHR, Your Plan for Health and OSU Health Plan, twelve (12) wellness focused breakout sessions were offered, as well as biometric screenings and professional headshots, all free of charge to university staff.

USAC also looks forward to continuing our **leadership conversation series** with Susan Basso later this spring. Last year was the first time USAC hosted a conversation event with Susan, and we look forward to the event again this year. Staff are eager to hear updates on Career Roadmap, HR Transformation, and the Enterprise Project.
Partnerships with University Constituents

Faculty Leadership

Ben Givens
Senate Secretary

Mike Hogan
Faculty Council Chair

Meg Daly
Steering Committee Chair

Sharon Schweikhart
Faculty Council Chair-Elect

Engagement
Continuous
Top Discussion Points:
University Senate and USAC’s Shared Governance Proposal

President and Provost's Council on Women (PPCW)

Amy Lahmers
Chair

Theresa Delgadillo
Chair-elect

Christine O’Malley
Chair of Task Force

Engagement
Continuous
Top Discussion Points:
Flex Work Policy, Staff Experience

Young Professionals Network (ERG)

Tracey Walterbusch
Chair

Lauren Luffy
Immediate Past Chair

Ankit Shah
Professional Development Events Chair

Engagement
Continuous
Top Discussion Points:
YPN Committee Structure, Staff Experience
Partnerships with University Initiatives

The Enterprise Project

Engagement Continuous
Top Discussion Points Rollout of new HR Delivery processes and Workday implementation

Mike Anderson
Enterprise Project Director

Natalie Sisto Means
Enterprise Project Director (Consultant)

Karen Durano
Change Manager

William Ashley
Communications/Engagement Director

HR Transformation

Engagement Continuous
Top Discussion Points HR Transformation, HR Service Delivery

Marty Smith
HR Strategic Initiatives Consultant

Rob Prisbrey
Compensation Projects Senior Director

OHR Learning and Development

Engagement Continuous
Top Discussion Points Staff Career Development Grants, Staff Experience, Implicit Bias

Molly Driscoll
Manager, Learning and Development

Nina Brooks
Learning & Development

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## USAC Membership Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Unit</th>
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<tbody>
<tr>
<td><strong>Executive Committee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom Gessells, Chair</td>
<td>Dir, Information Technology</td>
<td>OSU Health Plan</td>
</tr>
<tr>
<td>Andrew Joran, Chair Elect</td>
<td>ARC Coordinator</td>
<td>Student Life – Rec Sports</td>
</tr>
<tr>
<td>Chrissy Sprouse, Vice Chair Secretary/Treasurer</td>
<td>Lead Human Resource Specialist</td>
<td>Office of Academic Affairs</td>
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<tr>
<td>Shea Ryan, Vice Chair Communications</td>
<td>Coord – Recreational Sports</td>
<td>Student Life – Rec Sports</td>
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<td><strong>Governance Subcommittee</strong></td>
<td></td>
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<tr>
<td>Lisa Mayhugh, Chair</td>
<td>Assoc Director, ElectroScience Lab</td>
<td>College of Engineering</td>
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<tr>
<td><strong>Staff Compensation &amp; Benefits Subcommittee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Hasting, Chair</td>
<td>Assistant Director, CLAS</td>
<td>Office of International Affairs</td>
</tr>
<tr>
<td>Courtney Sanders, Co-Chair</td>
<td>Grad Program &amp; Chair Coord</td>
<td>Political Science</td>
</tr>
<tr>
<td>Kate Blevins</td>
<td>IT Business Operations Manager</td>
<td>Med Ctr/IT Administration</td>
</tr>
<tr>
<td>Morgan Buckner</td>
<td>Executive Assistant</td>
<td>James Cancer Hospital</td>
</tr>
<tr>
<td>Kaitlin Hohenberger</td>
<td>Career Counselor</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>Tim Lombardo</td>
<td>Instructional Designer</td>
<td>Distance Education &amp; eLearning</td>
</tr>
<tr>
<td>Sandy Otis</td>
<td>Asset Business Analyst</td>
<td>Office of Business &amp; Finance</td>
</tr>
<tr>
<td>Katie Watkins</td>
<td>Prgm Director, UGrad Studies</td>
<td>College of Pharmacy</td>
</tr>
<tr>
<td><strong>Ex-Officio</strong></td>
<td></td>
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</tr>
<tr>
<td>Tracey Pawlowski</td>
<td>Project Manager</td>
<td>Office of Human Resources</td>
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</tbody>
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Appendices

Appendix A: USAC’s University Senate Shared Governance Proposal
Appendix B: PPCW Flexible Work Policy Task Force Final Report
Appendix C: Floating Holiday Benchmarking
Appendix D: College of Veterinary Medicine Proposal
Appendix E: Rewards & Recognition Infographic
Appendix F: Flexible Work Arrangements Toolkit Resources
Appendix G: 2017-18 USAC Annual Report, Appendix C
Appendix H: Staff Career Development Grant Analysis
Appendix I: Employee Emergency Fund Data
Executive Summary

Since President Michael V. Drake’s arrival in 2014, The Ohio State University has set out to be a global leader in Access, Affordability, and Excellence; Community Engagement; and Diversity and Inclusion. Each year, Ohio State welcomes the most talented and diverse class in its history and continues to see academic success with underrepresented minorities and graduation rates. Success for these students comes from the best facilities, well-organized support services, talented faculty & staff and a university governance system that is diverse in its thinking.

In order to achieve this goal, President Drake outlined his 2020 Vision as well as the University’s Time and Change strategic plan. Ohio State strives to be a global leader and a model for inclusive excellence. As such, Ohio State must look broadly at diversity issues on campus including the decision-making process. Since the majority of Ohio State employees are staff, their input in the decision-making process is critical to achieve the strategic goals of the University. With these changes, a more inclusive governance model could further enhance Ohio State as an employer of choice.

Ohio State plays a highly visible and influential role nationally among peer institutions. Its administrators, faculty, and staff, are regularly a part of national-level dialogues and decision-making related to the contemporary issues in higher education. Ohio State has the opportunity to be amongst leaders regarding diversity in university governance, with views from faculty, students, administrators and staff.

To further align with the strategic plan, The University Staff Advisory Committee (USAC) is proposing to increase the role of staff on University Senate and a select number of University Senate Committees. This would enhance the voice of staff in the operation of and the decision-making processes at The Ohio State University.

USAC’s proposal of increasing staff presence on University Senate has been socialized with various university leaders and constituency groups. On November 15, 2018, USAC leadership presented this recommendation to the Senate Steering Committee whom have which formed a special sub-committee to evaluate this recommendation. The details of USAC’s proposal are found on the following pages.

1 - According to the Office of Human Resource’s website, 57 percent of total employees are designated as “staff.”
Proposal Purpose

Our proposal centers around enhancing Ohio State’s shared governance process to have a more balanced staff presence. Staff play a critical role in student success and the success of the university. Examples include:

- Staff serve as Academic Advisors to students serving as the main point of contact between students and the university. Staff assist students with successfully planning and integrating required curriculum and co-curricular opportunities into their college career, developing and reaching educational and career goals, addressing scheduling and class concerns, connecting students with academic resources on campus, instructing survey classes to teach students about university policies and procedures and encourage self-advocacy, and discussing concerns and developing strategies for academic success.

- The Office of Student Life is home to roughly 1,000 staff members dedicated to creating an extraordinary student experience. Student Life provides many of the programs and services that influence the daily lives of students, including dining, housing, health and wellness, diversity and inclusivity, counseling and many more.

- Staff serve in career services roles across campus and work with students to prepare them for life after college. Examples include career exploration and coaching, resume development, job search strategies and resources, interview preparation, internships, job offer evaluation, networking with prospective employers and salary negotiation.

- In addition to their staff role, some serve as instructors and teach classes across campus. They go above and beyond their designated staff positions to teach in their area of expertise.

- With an academic medical center as part of Ohio State, staff serve as health care providers to students, staff and the community.

- Many staff members serve in professional and business operations roles in the registrar’s office, human resources, finance, information technology, financial aid, admissions and other business oriented support functions.

- Staff play a critical role in supporting faculty and the academic mission. Some staff also serve in research roles, supporting the university’s research mission.

- Staff also play a key role in the implementation of important campus initiatives. Current initiatives include the Enterprise Project, capital planning and development, resource generation and stewardship, Health and Wellness strategic planning, and many more.

These are just a few examples of how staff positively impact students’ academic success, retention, graduation rates and employer placement rates. Not only do they have a direct impact on the overall student experience, staff help foster the creation of an overall positive campus environment.
Current Shared Governance Landscape

USAC researched Ohio State’s current landscape of shared governance and found minimal staff presence. University Senate currently consists of 137 voting senators, none of which are voting staff senators. There is one staff member on University Senate (the USAC Chair), however, that seat is a non-voting senator.

According to the University Senate website, “The University Senate is the shared governance body that helps the university function as a unified institution. Faculty, students and staff come together with university administrators to develop and advise on policies, processes, programs and solutions for issues facing the university. The senate helps to align priorities and give voice to the key university constituents.”

The graph below reflects the current University Senate voting distribution.

![Graph showing Senate Voting Membership (137)]

Senate is also comprised of nineteen (19) separate senate committees. USAC’s research has found minimal staff presence on these 19 committees as well. In aggregate, there are 319 members on these 19 committees. Of the 319 members, 17 of them (5%) are staff.

According to the University Senate website, “The 19 senate committees connect to all administrative offices, and are broadly concerned with supporting the university’s mission. The Senate not only addresses the needs of the university, but aims to set a national example of shared governance in higher education.”

The graph below reflects the aggregate number of current members on the 19 senate committees.

![Graph showing Senate Committees Total Membership (319)]
USAC also researched the current Ohio State employee landscape. As of Autumn 2018, staff represented the majority (57%) of the more than 47,000 employees. The graph below reflects the employee distribution based on staff, student and faculty designations.

![Graph of Total Number of OSU Employees (47,686)]

The ratio of employee staff members (57%) to the senate staff members (5% based on the aggregate of the 19 senate committees and 0% based on number of voting senators in University Senate) is not balanced. USAC’s recommendation is not intended to completely balance this ratio, but to provide an enhanced staff presence within senate.

Student presence in University Senate and the 19 senate committees is unparalleled across peer institutions. Ohio State is a model for student involvement in senate. This topic was recently highlighted and praised in the October 25, 2018 University Senate meeting.

**Peer Institution Comparisons**

USAC also researched peer institutions. We first evaluated all other Big Ten institutions and found there are five (5) Big Ten institutions that have staff representation in their governance structures. These include Illinois, Minnesota, Maryland, Rutgers and Indiana. Of these five institutions, staff are eligible to vote at four of them and staff can hold elected positions (lead committees) on three.

The graph below reflects others in the Big Ten with staff representation in their governance structure. You’ll notice Ohio State on the far right with no staff voting presence.

![Graph of Big Ten Staff Representation](image-url)
USAC also researched a number of other research peer institutions (R-1) and found all of them with only a faculty senate. The institutions USAC contacted included University of Florida, University of Central Florida, University of Arizona, University of California at Los Angeles, and Texas A&M. Only one of them, Central Florida, expressed interested in evaluating whether staff should be part of their governance structure in the future.

As a result of this research, Ohio State has an opportunity, not only in the Big Ten, but across a number of peer research institutions to be a true leader in “shared governance”.

**Recommendations**

The next step is to complete the shared governance equation at Ohio State by increasing staff in key governance groups. USAC’s intent is not to disrupt any power or control, but to enhance staff presence in key committees. You’ll notice our recommendations keep staff presence less than that of students and faculty. USAC’s recommendations would result in an increase in the number of committee members (no current seats would be eliminated).

The first recommendation relates to University Senate by adding five (5) staff members as voting senators. The presence of the USAC Chair as a non-voting senator would remain. This would provide staff senators the opportunity to vote on issues impacting the staff community. These five new staff senators could also serve on senate committees. The five new voting staff senators would be appointed through USAC’s appointment process (see section below for the details of that process). Staff senator terms would be two years, aligning with Ohio State’s fiscal and academic year.

The graphical representation below shows University Senate membership current state (on the left) and recommended state (on the right).

The next set of recommendations include increased staff presence in specific senate committees. You’ll notice it’s not a wholesale add of staff in every senate committee, but a more focused addition of staff to select senate committees.

Senate Steering to change from one (1) voting staff member to two (2) voting staff members. The current voting member of this committee is the USAC Chair. This recommendation is to add the USAC Chair-elect as the second voting member of this committee. This would allow for increased engagement and voice of staff in the committee leading the senate.
The graphical representation below shows Senate Steering Committee membership current state (on the left) and recommended state (on the right).

Distance Education, Libraries, and Information Technology (DELIT) to change from one 1 voting staff member to two 2 voting staff members. This would provide an increase staff voice in matters impacting staff work with technology and libraries. The new staff member would be appointed through USAC’s appointment process (see section below for the details of that process).

The graphical representation below shows DELIT committee membership current state (on the left) and recommended state (on the right).

Council on Academic Affairs (CAA) to change from one 1 non-voting staff member to one 1 voting staff member. This would provide for an increase staff voice in matters impacting how staff support Ohio State’s academic mission. The new staff member would be appointed through USAC’s appointment process (see section below for the details of that process).

The graphical representation below shows CAA’s committee membership current state (on the left) and recommended state (on the right).
University Research Committee (URC) to change from one (1) voting staff members to two (2) voting staff members. This would allow for an increase staff voice in matters impacting staff work in research. The new staff member would be appointed through USAC’s appointment process (see section below for the details of that process).

The graphical representation below shows URC’s committee membership current state (on the left) and recommended state (on the right).

Rules Committee to change from zero (0) staff members to one (1) voting staff member. This committee has direct impact on staff with rules potentially impacting units/colleges structures and impact staff who work directly with students. This would allow for staff voice in university rules impacting staff. The new staff member would be appointed through USAC’s appointment process (see section below for the details of that process).

The graphical representation below shows Rules committee membership current state (on the left) and recommended state (on the right).

Council on Enrollment and Student Progress (CESP) to change from zero (0) staff members to one (1) voting staff member. This would establish staff voice in matters impacting staff advising, admissions and student life. The new staff member would be appointed through USAC’s appointment process (see section below for the details of that process).

The graphical representation below shows CESP’s committee membership current state (on the left) and recommended state (on the right).
Although USAC has been deliberate in our recommendations regarding the 19 senate committees, we would ask each senate committee chair to consider the need for staff presence within their committee.

**USAC Senate Appointment Process**

USAC currently utilizes an appointment process for staff appointees to senate and other external committees. This appointment process will be enhanced to include the five new appointments to University Senate.

The major components of the appointment process for senate and external committee seats are detailed below:

1. A call for applicants and information about committees with open seats is sent to all non-bargaining unit staff members, including current USAC members and alumni. This process typically occurs during Spring Semester.
2. Applications, which include short-essay question responses, and resumes are collected for each applicant.
3. USAC’s Governance sub-committee leadership team reviews applications and scores them using a standardized rubric. Interviews will be conducted for the top applicants who applied for the open staff senator seats.
   a. Preference will be given to staff members who currently or previously have served in Ohio State staff advocacy roles. This may include USAC, Local Staff Advisory Committees, Regional Staff Advisory Committees, President and Provost’s Council on Women, Employee Resource Groups across campus, etc.
   b. The selection process will be considerate of staff diversity across colleges, units and campuses.
   c. The five staff senators appointed by USAC are also eligible to serve on one open staff seat on any of the senate committees. Additionally, USAC will not appoint multiple staff members from any one unit to senate.
   d. Using rubric scores, interview scores (for staff senator seats) and other necessary strategy given the open seats and applicant pool (i.e. if someone applied to two committees, they may be placed into the one that needs representation based on other applicants), applicants are chosen for external committee appointments and the staff senator positions.
4. USAC’s Governance sub-committee chair notifies both the applicant and the senate committee contact/chair of the appointment. This process typically occurs prior to the end of Spring Semester.
Recommended Next Steps

The University Staff Advisory Committee (USAC) recommends this proposal be shared with various senate constituency groups and university leaders for consideration and approval. This may include Faculty Council, Rules Committee, a detailed review with President Drake and Provost McPheron, Senate approval and finally The Ohio State University Board of Trustees approval.

USAC’s recommended timeline for these discussions and approvals to occur would be before the close of the 2018 – 2019 academic year (May 2019).
Appendix: Current Overview of each of the 19 Senate Committees (according to the University Senate web-site)

**Council on Academic Affairs (CAA)** is at the heart of the university’s mission. It approves all curriculum, and brings all program changes to the full senate for approval. The committee and its subcommittees meet weekly to keep pace with academic changes across the academy. The university meets the changing needs of our students and society through these programmatic changes.

**Committee on Academic Freedom and Responsibility (CAFR)** works to ensure that role of the faculty is kept independent and free from undue influence or restriction. This committee considers faculty grievances about the conditions of faculty employment, and serves as a recourse for other faculty concerns.

**Committee on Academic Misconduct (COAM)** is a pool of faculty and students from which small panels are drawn to hear cases of alleged academic misconduct. When a panel determines that academic misconduct has occurred, they decide on the appropriate sanction. The committee as a whole considers the broader issues of academic misconduct and provides feedback to instructors and departments about best practices and policies.

**Athletic Council** maintains policies and programs that are designed to improve the academic progress and well-being of athletes. The committee also advises the Department of Athletics on decisions about finances and facilities. The committee membership includes faculty, students, alumni, athletes, administrators, and staff.
Appendix: Current Overview of each of the 19 Senate Committees (according to the University Senate web-site)

**Diversity Committee** assesses how well the university promotes and achieves a broad representation of people and ideas in the life of the institution. The committee recognizes, rewards, and supports efforts by individuals or groups that enhance diversity, and also looks for ways the university can improve diversity. The committee recommends solutions to the problems that the university must face in order to best represent society as a whole.

**Council on Enrollment and Student Progress (CESP)** monitors the recruitment, admission, retention, degree completion, and graduation of all students. The council advises on policies that affect the characteristics of the student body and that impact timely completion of degrees.

**Committee for Evaluation of Central Administrators (EOCA)** compiles information about two central administrators through research and interviews. It is an upward evaluation by faculty of key administrators. The evaluation is designed to provide feedback to the President and Executive Vice President and Provost on the effectiveness and role of both the office and the individual.

**Council on Distance Education, Libraries, and Information Technology (DELIT)** has the broad charge of understanding and overseeing our digital resources for education, communication, and information storage and exchange. The work of DELIT helps define what it means to have a smart campus, and provides an important voice in key technological initiatives.
Appendix: Current Overview of each of the 19 Senate Committees (according to the University Senate web-site)

Faculty Compensation and Benefits Committee (FCBC) publishes a report that compares the salary data of Ohio State’s faculty to that of faculty at peer institutions in the B1G and AAU. In addition, the committee studies data within the university, looking broadly at diversity across initiatives and colleges. FCBC also monitors any university hiring or budgetary decisions that impact faculty lines. The committee's annual report contains recommendations for addressing concerns.

Faculty Hearing Committee is a pool of faculty from which small panels are drawn to make recommendations concerning faculty appeals to administrative decisions that affect conditions of faculty employment including those resulting from allegations of misconduct, or complaints regarding promotion, tenure, or renewal. The work of the helps both to protect the integrity of the institution and to preserve academic freedom and responsibility.

Fiscal Committee and its subcommittees make recommendations concerning financial matters facing the university. This large and intensive committee reviews all the sources of funding for the university. They regularly review the distribution of funds to colleges and other units, and assess how the budget model is working. The committee makes recommendations to the Chief Financial Officer, the President, and the Executive Vice President and Provost concerning budgetary concerns.

Graduate Associate Compensation & Benefits Committee (GCBC) is chaired by a graduate student and assesses the support of graduate associates at the university. Each year, GCBC comes out with recommendations concerning the funding of graduate and professional students.
Appendix: Current Overview of each of the 19 Senate Committees (according to the University Senate web-site)

**Council on the Physical Environment (COPE)** oversees the application of the architectural framework plan for capital development and improvement at the university. The committee advises on policies and programs that affect how people use and move through the campus.

**University Research Committee (URC)** evaluates policies and programs affecting scholarly and creative activities at the university. They encourage and facilitate cooperation between all sectors of the university, including centers, to promote disciplinary and transdisciplinary research, and to reduce any barriers to the free and open pursuit of research and creative expression for all faculty, students, and staff.

**Rules Committee** is the guardian of the faculty rules. The rules are a part of the Ohio Administrative Code, and proposals to change the rules must be vetted by the rules committee, in collaboration with other committees, including faculty council. The specific rule language must be finalized by the committee before any rule change is proposed to the University Senate for approval.

**Honorary Degrees Committee** solicits nominations from the university community for distinguished individuals that merit consideration for receiving an honorary degree. The committee reviews internal and external letters of support, applies a standard of distinction, and then make recommendations to the University Senate for the awarding of honorary degrees.
Appendix: Current Overview of each of the 19 Senate Committees (according to the University Senate web-site)

**Committee on Intellectual Property, Patents, and Copyrights (IPPC)** considers issues relating to the development, dissemination, and commercialization of intellectual property of faculty, students and staff. The committee recently completed a four-year process of rewriting and getting approval for the Intellectual Property Policy, and is now monitoring its implementation.

**Council on Student Affairs (CSA)** takes up issues which affect all aspects of the life of a student at the university, including policies, practices, and the organization of the office of student life. The committee also administers the use of the student activities fee and is responsible for revisions to the code of student conduct. The committee is chaired by one of the student members.

**Steering Committee** is the committee on committees'. It sets the agenda for all University Senate meetings, and steers proposals to other relevant senate committees. Its membership consists of the elected leaders of the faculty, students, and staff as well as key administrative leaders of the university.
Appendix B

THE OHIO STATE UNIVERSITY

President and Provost’s Council on Women

Subject: President and Provost’s Council on Women (PPCW) 2019 Report
Date: February 5, 2019
From: Amy Lahmers, Chair
Theresa Delgadillo, Incoming Chair
Jacquelyn Meshelemiah, Past Chair
To: Dr. Michael Drake, President
Dr. Bruce McPherson, Executive Vice President and Provost
Susan Basso, Senior Vice President Talent, Culture and Human Resources

The PPCW’s mission is to advocate to the President and Provost for the advancement of all women at The Ohio State University and to provide leadership for the development of policies and practices that positively affect the working environment for women employed at The Ohio State University. Each year, the Council examines issues that affect women and makes recommendations in an End of Year Report.

For the period of February 2018 to January 2019, the focus of work included:

1. Move forward the recommendations on Flexible Work by increasing education and awareness of the policy, guidelines, and opportunities.
2. Review and promote equity in internal and external awards.
3. Disaggregate and analyze by gender, data from the University Culture Survey and Wexner Medical Center Employee Engagement Survey.
4. Expand on mentoring with the broad goal to institutionalize mentorship at the University.

We have included a summary of overall recommendations from these four work groups as well as the Closing the Loop Report, a standing report annually submitted at the end of each year.

We look forward to discussing these reports and recommendations and receiving your feedback at our February 15th meeting. After our meeting, we will bring forward potential charges for your consideration as we transition to our next set of Chairs for 2019-2020.
2018-2019 RECOMMENDATIONS FROM THE PRESIDENT AND PROVOST’S COUNCIL ON WOMEN

Expand Family Friendly Benefits

- Extend new benefits at Wexner Medical Center, such as new **back-up and emergency childcare offerings**, to non-medical center staff and faculty.

- Ask senior leaders at the dean /vice president level and above to help raise awareness of the **Flexible Work policy**.
  
  - Assign a permanent team from the Office of Human Resources to provide annual assessment and report on number of employees using flexible work.

Promote Equality in Promotion and Awards/Recognition

- **Monitor/advise HR Career Roadmap Project** to promote equality in advancement opportunities for women.

- **Ensure that qualified women are consistently nominated for appropriate internal and external awards** by continuing to refine materials, practices, and processes at both the University and College level in all places where awards are given across the University.
  
  - Pay careful attention to the composition of nominating and selection committees to ensure equitable consideration based on gender and ethnicity.
  
  - Create more opportunities for early and mid-level career awards for staff.
  
  - Distribute Academic Analytics data to Deans and department chairs annually, with a request to review the data and return to the provost with a one-page memo summarizing the status of women in their College or department and a preliminary plan to address any challenges identified in the data.

Expand Mentorship and Training Programs

- **Adopt and implement the attached policy for faculty mentoring** by autumn semester 2019.
  
  - Create a centralized mentoring initiative for faculty of color.

- **Designate financial resources for staff mentoring programs**, and make them available via proposal/application process.
  
  - Create a centralized mechanism for recognizing, amplifying and disseminating mentoring best practices.
  
  - Examine existing supervisor/leader training programs and metrics available to measure their effectiveness.

Initiate and Assess Workplace Culture Data

- **Implement a new Culture Survey for non-medical center staff.**
  
  - More closely analyze gender comparisons in college- and department-level survey responses compiled by Institutional Research and Planning to identify trends and themes that may provide additional insights.
1. **Task Force Members**  
Christine O’Malley (Chair)  
Sara Childers  
Sam Craighead  
Rachel Kaschner  
Shelly Martin  
Ansel Oakleaf  
Binaya Subedi  
Communications Consultant  
Assistant Director  
Systems Manager  
Assistant Director  
Assistant Director  
Resource Planning Analyst  
Associate Professor  
Office of Human Resources  
The Women’s Place  
Office of Distance Education and E-Learning  
Career Services, College of Engineering and  
President, Association of Staff and Faculty Women  
Patient Transportation  
Office of Institutional Research & Planning  
Education, Newark Campus

2. **Charge**  
Using the data gathered last year, continue to move forward the recommendations on Flexible Work by increasing education and awareness of the policy, guidelines, and opportunities.

3. **Process/Activities**  
Worked with Office of Human Resources Communications in spring 2018 to promote the Flexible Work Policy through campus channels. HR created a new Flexible Work Policy web page to make it easier for employees and managers to find information about the policy. The quarterly HR Connections e-newsletter, sent on May 23 to 42,000 employees, included a news item about the new flexible work policy web page. It had the highest click-through rate in the email.

Identified possible opportunities and channels for an awareness campaign – Wexner Medical Center, regional campuses, YP4H wellness team, “road show” presentation, recognition of managers supportive of flex work arrangements, an infographic that illustrates the benefits of flexible work.

Collaborated with USAC on initial partnership meeting in October 2018 to address awareness and increase use of the Flexible Work Policy. Developed plans for a spring 2019 awareness campaign and toolkit to include:

- Power point “road show” that unit HR professionals and supervisors can share at staff meetings.
- A one-page fact sheet that can be displayed on employee bulletin boards and used as handouts
- Highlights of managers who successfully implement flexible work in their unit
- Sample scenarios showing the variety of flexible work arrangements
- Link to the policy

The toolkit will be housed on the USAC website.

4. **Findings**  
We researched available statistics about the use of flexible work by employers nationally. We found:

- 95% of companies say employee productivity increased or stayed the same after implementing flexible work arrangements. (Society of Human Resource Management, 2016)
- 95% of workers say flexible work arrangements said communication with their colleagues improved or stayed the same. (Flex Strategy Group, 2018)
- 60% of workers say they’re more productive with flexible work arrangements. (Flex Strategy Group, 2018)

The 2014 staff culture survey did not ask questions explicitly using the terms “flexible work,” but staff were asked to rate the extent to which their unit “Provides support to balance work/personal responsibilities.” Results show that 70% of staff agree or strongly agree that their unit provides work-life balance. However, rates by unit vary from 0% to 100%. Among departments
with at least five staff members who responded, the median percentage of positive (agree or strongly agree) responses was 55%. Additionally, 25% of these departments had positive response rates of 42% or less, whereas 75% had positive response rates of 67% or less.

While there is a great deal of interest in flexible work as a university benefit, there are also questions about how consistently it is implemented, who is eligible and how to shift the culture toward more openness about flexible work arrangements. Both USAC and PPCW have fielded these questions.

Anecdotally, we found some barriers to increasing awareness:

- There are barriers to communicating about the policy in the medical center, including a lack of clarity on who “owns” this policy in the medical center enterprise and who can grant permission to post about it on internal websites.
- At least one regional campus reportedly does not allow any staff to use formal flexible work arrangements.

There is no institution-wide unit tracking use of the policy – requests submitted, requests approved, requests denied, ongoing flexible work arrangements.

The policy encourages managers to be transparent, but neither the policy nor the Flexible Work Arrangement Proposal form requires managers to document a reason for denying a flexible work arrangement. Not every position lends itself to flexible work, and other solutions (e.g. FML or disability accommodation) may be more appropriate. However, applicants deserve to know the reason a request is denied. In addition, the Flexible Work Arrangement Proposal form does not require an employee ID number, so it is difficult to determine at a population level who is requesting and receiving these arrangements.

5. Next Steps
- Complete review of Power Point presentation and develop one-page fact sheet.
- Collaborate with USAC on spring 2019 awareness campaign.

6. Recommendations
Ask senior leaders at the dean/vice president level and above to help raise awareness of the policy in the following ways:
- Model flexible work arrangements in their offices.
- Talk about the Flexible Work Policy in public forums.
- Remove barriers to promoting it at the Wexner Medical Center.
- Remove barriers to promoting it across regional campuses and across departments/colleges on Columbus campus.

Ask President Drake and Provost McPherson to take the following actions:
- Assign an ad hoc team to review the policy and the Flexible Work Arrangement Proposal form and consider updating it to provide greater clarity to employees and managers considering Flexible Work Arrangements. This review team could include members of PPCW and USAC, senior HR professionals from campus (regional and main) and Medical Center, Lynn Carter (HR policy coordinator and employee relations consultant) and Lin Hillis (HR associate vice president of talent, diversity and leadership).
- Assign a permanent team from the Office of Human Resources to track use of flexible work arrangements university-wide and share that data annually. The data reporting could be accomplished by requiring units to annually inform the policy owner of the following:
  - number of formal requests for flexible work arrangements received by unit in each calendar year
  - number approved
  - number denied and reason
  - number of ongoing flexible work arrangements

The report should also include demographics of employees requesting flexible work arrangements. This information could be collected using employee ID numbers, but the current Flexible Work Arrangement Proposal forms do not collect employee ID numbers.

Appendix C

Floating Holiday Benchmarking

As noted in the USAC Annual Report,

USAC’s recommendation is for the university to adopt three (3) paid *floating holidays* for staff members. Below is a chart based on benchmarking conducted within Big Ten Universities in regards to *Holiday Shutdown* vs. *Floating Holidays*. Policies vary amongst each university.

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<td>Wisconsin, University of</td>
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1 – University closes between Christmas and New Year’s
2 – Personal Day as outlined by University policy
3 – Gift Days to be used as requested by University leadership. Does not appear to be yearly program

**Ohio State Holiday Shutdown**

As part of USAC’s recommendation to adopt three (3) floating holidays, USAC partnered with the Office of Human Resources’ Data Analytics team in order to obtain data in regards to the number of staff who took vacation days during the holiday season (Dec 26th – Dec 31st). Of this data, it was defined that 26,778 staff across the university, medical center and regional campuses were eligible for vacation during this time period. The number of staff reflects any FTE that were eligible to take vacation. Of this population, 7.1% of staff took vacation from Dec 26th – 31st. Since this reflects a minimal percentage of our staff community, USAC determined that recommending a holiday shutdown was not the appropriate recommendation for two reasons: 1) this does not accommodate employees that have cultural religious, non-Christian celebrations outside of the designated University holidays 2) the university has many staff who are required to be a work including the medical center.

**Ohio State Sick Time Balances**

As part of USAC’s recommendation to adopt three (3) floating holidays, USAC partnered with the Office of Human Resources’ Data Analytics team in order to obtain data in regards to the average sick time balance for staff members. Of this data, it was determined the average number of sick days for staff members of 75-100% with at least one (1) year of state service across the University and Medical Center is 61 days (with the median being 36 days). This data supports the recommendation to explore the use of sick days rather than an additional three (3) more paid days off. The use of sick days will help offset the cost to the university.

[Type here]
Recommendations for Workplace Culture Improvement

Prepared For:
University Staff Advisory Council

Prepared By:
College of Veterinary Medicine
College Staff Advisory Council

November 2018
PURPOSE STATEMENT
The purpose of this document is to identify areas of concern and recommend solutions the University could implement to better the work environment and wellbeing of its staff.

BACKGROUND
The Ohio State University College of Veterinary Medicine’s College Staff Advisory Council (CSAC) underwent a structural revision in the spring of 2017 that led to a newly identified purpose of the entity. The revised mission of the new CSAC is, “To improve the culture, work-life, and learning environment within the College of Veterinary Medicine by ensuring that all staff have a voice, are engaged in, and influence decisions made by the college.” As a step toward ensuring the council is delivering on the mission of making sure the staff’s voice has influence upon decisions made by the college, CSAC conducted an informal survey in early October of 2017 to gather feedback from staff of The Ohio State University (OSU) College of Veterinary Medicine (CVM) on the areas where they believed the council should focus their efforts.

The broad topic areas for the October 2017 survey were selected based on results from the most recent Associate Satisfaction survey conducted at the college. Respondents included 77 staff members, 13 faculty members, and 47 students. The results from each of the demographics signified that there was strong support for the group to focus on the area of culture and work-life in the college (57% work environment/morale; 34% professional development; 33% employee health and wellness, 27% employee recognition; and 12% safety).

As CSAC members convened to discuss the results of the survey and next steps, the group recognized the topics of culture and work-life meant different things to different people, and that further clarification and definition of these areas was essential. The council then decided to conduct another, more detailed survey for staff to gain better clarity on the perceived issues and to offer a forum for improvement suggestions.

CSAC emailed a follow-up survey link to every staff member in the college with an explanation of why their input is important. The intent of the survey was two-fold: 1) to fulfill the objectives outlined in CSAC’s mission and 2) to align CSAC’s mission with the Culture and the Sustainability of Our People pillar of the college’s Strategic Plan. The result was substantive recommendations to both the Culture and Sustainability workgroup, college leadership, and the University Staff Advisory Council (USAC).

IDENTIFIED ISSUES
According to the survey results, out of a total of 90 staff respondents, 95% report feeling that Career Advancement, Compensation, and Benefits were Important or Important Very Important to staff; 87% report that Faculty and Staff Relations were Important or Very Important; and 81% report that Interdepartmental Relations are Important or Very Important; and 85% report that Leadership and Management Relations were Important or Very Important.

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<thead>
<tr>
<th>Area</th>
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Since each of these four areas were deemed to be of high importance to the staff, CSAC delegated working groups to each area. Working groups consisted of current CSAC members and also members from the larger staff community in efforts to more comprehensively represent OSU CVM staff. Each working group then met several times to analyze the survey results and create recommendations that would address the issues the staff voiced.

Once each group had identified their recommendations, all the groups met to present their suggestions to the larger committee for discussion. Then, a smaller sub-group met to further evaluate each recommendation and ensure it was feasible and actionable.

After an extensive analysis and vetting process, CSAC brought forth four college-specific recommendations to the Dean and his Cabinet, and two university-specific recommendations to USAC.

UNIVERSITY-SPECIFIC RECOMMENDATIONS

The purpose of this section is to identify the key recommendations that have been identified as important to the staff at the College of Veterinary Medicine and potentially the staff at-large.

Recommendation 1 – Increase the amount of paid personal leave for staff

Point of Concern

The amount of paid time off (excluding sick leave) awarded to staff is significantly lower than the amount awarded to faculty and senior administration, particularly for employees in their first 10 years of service. The amount of vacation for employees in their first three years is also lower than many other veterinary institutions (Appendix B), of which the average is about 15 annual vacation days for new employees.

Limited time off contributes to increased stress and burnout and the disparity between staff and faculty vacation accrual leads to the perception that faculty well-being and work-life balance is more highly valued than that of staff. Vacation deprivation can also increase mistakes and resentment towards co-workers. We recognize that paid leave accrual varies for different classifications of staff, so we suggest pursuing a change that could benefit all staff.

Proposed Solution(s)

1. Increase the vacation accrual rate for staff, starting at 15 annual days for new employees (then increasing commensurately with years of service).
   OR
2. Award all full-time staff three (3) personal days each year. These days must be used within the same calendar year and do not accrue. Part-time and part-year employees receive prorated personal days. (Hours could potentially be added to existing Comp Time category.)

Explanation

Vacation time provides benefits both to employees and their employers. It can reduce work-related stress, which in turn improves health, increases happiness, and improves focus. It also improves work-life balance and can increase productivity on the job. Recognizing that the college may be constrained by University policies and procedures, we recommend two possible solutions to achieve the same goal – increased paid personal time off for staff. The additional of personal days would allow staff the opportunity to tend to personal matters and business that take place during their normal workday and allow staff to use their vacation time as an actual vacation, instead of needing to save it for emergencies and other matters. Alternatively, increasing regular vacation accrual to start at 15 days annually would accomplish the same goal, as staff would have three additional days to use however they choose.

Recommendation 2 – Implement a graduated fee structure for employee parking permits

Point of Concern

There are two main issues for staff that surface in regards to the current parking situation: availability and cost.
(Please refer to Appendix A – Parking, for specific comments.) While neither of these issues are able to be resolved easily, it should be recognized that they have the ability to significantly impact one’s wellbeing and overall perception of satisfaction with one’s employer. Since availability of parking could have a higher financial investment tied to improving it, our recommendation focuses on the cost.

Currently, all permits within the same category (A, B, WA, etc.) cost the same, regardless whether an employee makes $200,000 or $20,000 a year. An annual price of $1042.56/year for an A permit constitutes 5.2% of the person making the $20,000 salary, while it comprises only .52% of the person making $200,000.

**Proposed Solution**
To implement a graduated scale, or tiered structure for parking permits that is equitable among all employees, based on a certain percentage of one’s salary.

**Explanation**
Parking is a common source of frustration among staff, however most employees accept that it is simply part of the job at Ohio State. When parking grievances are aired, employees are told that nothing can be done to remedy the situation since our parking is outsourced. However, while there is an understanding that there are certain limitations associated with the outsourced relationship, it does not change the fact that parking issues have a negative impact upon employees’ wellbeing. Furthermore, the response that nothing can be done to improve the situation further exacerbates the problem and leaves employees feeling helpless. It seems feasible that the university would be able to negotiate a situation where CampusParc would still generate a similar amount of revenue, while resulting in employees’ salaries being impacted fairly and proportionately.

**CONCLUSION**
CSAC’s main function is to be the voice of the staff. By conducting two surveys, the first a broad, informal survey and the second a more focused, traditional survey, we have provided the outlet for concerns to be heard. Then, by engaging a larger group of staff to analyze the results and propose solutions, we are confident that what is represented here in the form of recommendations would serve to improve the workplace culture of OSU CVM staff, and the larger OSU staff community.
Appendix A

Career Advancement, Compensation, and Benefits

90 total survey responses.

Select all of the attributes of a work environment that you feel are important (under the category of Career Advancement, Compensation, and Benefits).

<table>
<thead>
<tr>
<th>Attributes</th>
<th># of Responses</th>
<th>%</th>
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<tbody>
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<tr>
<td>Parking availability and costs</td>
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<tr>
<td>Work/life balance and wellness</td>
<td>71</td>
<td>79%</td>
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</table>

Additional Attributes (not listed above)

- Childcare and parental leave
- Compensation - Salary and the cost of living
- Flexibility with scheduling for continuing education/professional development
- I pay over $40 a month for parking and yet I have to park in the street every single day.
- Opportunity for career advancement at all.
- The quality of the offices.

30 respondents provided comments for the “Career Advancement, Compensation, and Benefits” section of the survey. Below is a summary of themes, with the number of comments about each theme listed in parentheses:

- Compensation (9)
- Vacation/Leave (6)
  - Difficulty for CVM staff to take time off (3)
  - Disparity between leave accrual for faculty, staff, and senior admin (2)
  - Parental leave (1)
- Work/Life Balance (6)
- Professional Development (5)
- Career Advancement (4)
- Office Space/Physical Work Environment (2)
- Respect (1)
- Parking (23)
  - Parking availability (7)
  - Suggested sliding scale cost (5)
  - General high cost (4)
  - Part of cost should be covered by CVM (3)
  - Pay for new employees first day of parking (2)
  - CABS needs a closer bus stop (2)

Compensation

- Perform market study of like positions - are we where we should be with salaries?
- The people that make it possible for all of the upper management to make so much money have to live paycheck to paycheck and make sure that they always have a smile on their face no matter what.
- Salary wages that compensate for all duties performed and also reflect the cost of living should be a priority for any conscionable business. No full-time employee should be expected to work for a wage that does not reflect the basic cost of living for a single person. When an employee's full-time salary falls short of the cost of living, it requires employees to work extra hours on top of a regular forty hour work week in
order to have food, shelter, and transportation. **Wages paid should also account for the cost of the required parking passes.** While salary earned does not change an employee’s work ethic, the hardship of exhausting one’s self to simply live in society can and does impact the employee's mental ability and therefore their quality of work. Improving this area of culture can only be done by **increasing base salary,** no matter the role, to a wage that reflects the cost of living.

- The College of Veterinary Medicine seems understaffed and underpaid compared to other colleges around the University. Idea for improvement: **Evaluate staffing and pay for all positions.**
- Benefits aren't bad, they could be better. Compensation is a joke. When most extraordinarily skilled techs are making less money that a private GP tech is laughable. There is no incentive to want to work here.
- There should be **standardization of the merit based pay increases between departments.** Colleagues with the same performance score in the same job classification received a greater increase from VBS vs. VCS. This practice makes people feel less valued.
- Compensation is improving for some of the lower paid staff, but it is stagnant for those with more experience and years on the job. The only way to earn more is to leave.
- It would be great if our **raises reflected our work load,** or we could go somewhere with our jobs.
- Our insurance is also getting worse every year, more expensive and less inclusive. It used to offset our low pay, but it no longer does.

**Vacation/Leave**

- **Disparity between leave accrual for faculty, staff, and senior admin**
  - Give staff the same vacation accrual as faculty and senior admin. Staff start with way less vacation time, takes 10 years to catch up
  - Time off accruals based on time worked at the University rather than on title/rank only.
- **Parental Leave**
  - Increase the length of paid maternity leave (currently 6 weeks), match the amount of parental leave for fathers, adoptive parents, etc. – **Offer onsite childcare**
- **Difficulty for CVM staff to take time off**
  - Our hospital is supposed to be a 24/7 hospital and is heavily advertised as such. However, the people that make it possible to be 24/7 are the same people that work during the day as well. The on call sections make this possible yet we are penalized when we are here overnight or all weekend and need to take time off because of exhaustion or burnout. We have to take comp time or vacation time instead of sick time and we are making it possible for this place to make more money and keep up the facade of 24/7.
  - If you work any shift that isn't Mon-Fri 8-5, your sick time and vacation time are severely limited and entirely dependent on you (not your manager) finding someone to cover your shifts.
  - **Resource pool for technicians to provide coverage during absences.** Even lunch breaks are hard to take due to limited technicians.

**Work/Life Balance**

- For my particular service, our ridiculously busy schedule and personality conflicts create a terrible environment for a sustainable work/life balance and wellness. I have been placed on 2 mood altering medications since working at the CVM.
- With today's technology look more into the possibility of **working from home or outside of the workplace.** Think realistically about a 8-5 schedule and is that what we want today, because it seems as of lots of managers waste time by watching the time clock of their employees. **Can that time be used more productively when people have some flexibility?**
- There is no work/life balance and if you say anything you are viewed as a complainer
- For work/life balance **offering self-scheduling where applicable; offering wellness activities here at the college** (classes, group activities ie: walking for 30 minutes over lunch or at the end of the day, weight watchers groups, etc.)
• In the ECC department there is no availability to have a work life balance thanks to the way the scheduling is done in the department. It changes from week to week with no rhyme or reason, when techs ask for time off they are scheduled less hours because it doesn't fit in with how you are supposed to be scheduled. You are then shorted hours and your teammates are then left hanging with shorten staff because you weren't given a full 40 hours for the week.

• Sadly, there is little availability for work/ life balance in ECC. Those who have the best balance are in leadership roles, and DO NOT pick up open shifts, yet ask this of everyone else. Often times, those without children are made to feel less important when this is brought up. My choice to not have children and their choice to have children should not influence how supervisors allocate shifts or ask for coverage. Supervisors should LEAD BY EXAMPLE.

Professional Development
• The college should have an interest and investment in the professional development for their employees, instead of asking employees to donate to a fund to support their own professional development. Idea for improvement: College and VMC (Veterinary Medical Center) designate money for staff professional development.
• There are not many available resources for technical advancement for research focused staff.
• Hosting professional development opportunities would make it easier when balancing the demands of students and work responsibilities, as it would cut down on travel time and time out of the office.
• Funding for professional development seems to be an oversight for the college. I was surprised to learn that the "Staff Development Fund" was just created, and not something that has been in place for some time. Further, when asking about funding opportunities to attend professional development event people seemed really hesitant about the idea of approving funds for a staff member. I really got the impression that this type of training is not something that has been valued for staff in the college, and that as a staff member, my professional growth/development isn't something that is valued. It would be great to see increased financial resources provided specifically for staff development, as well as clear communication to staff about how these funds can be accessed.
• Parking, benefits, and compensation (to a certain extent) are somewhat out of the CVM's control. Professional development opportunities and work/life balance opportunities should be much easier to implement and I would rather see more time and effort spent by CSAC on these items.

Career Advancement
• Currently, there is no room for advancement in the veterinary technician career path. Other Colleges will have a tiered system, where others have room for shift leaders, etc. Some people are complacent with where they are, others strive for growth.
• Very little room for advancement in just about any department. The only advancement is to get to be a supervisor then that's it, there is nothing.
• There isn't career advancement, there are tiny raises and massive workload increases. It would be great if our raises reflected our work load, or we could go somewhere with our jobs.
• The college is limited in its opportunity for non-DVM staff. That should not be surprising, but we need to understand that there are many ways for people to feel recognized and valued. I am also quite concerned that there is a glass ceiling here comprising particular characteristics and relationships that are NOT related to qualifications or disciplinary requirements at all. In addition, few of the college's top leaders really understand what most of us do and often do not see the value of our expertise. In fact, often key offices and staff are absent from discussions that affect their and their ability to do good work most. This leaves us with no career path evident unless it is to leave the college.

Office Space/Physical Work Environment
• Space at the college - meeting and office space is tight enough. For everyone. We don't need administration telling us we're not fit to use certain spaces simply because we're lowly staff. Understand
that space is important to everyone and is linked to respect - we're all just trying to do our jobs here and assuming a staff member's purpose of requesting a meeting room is less important is elitist.

- Employees must have physically comfortable offices in order to excel in their positions. It is extremely distracting and negatively affects our quality of work when our offices are 50 degrees in the winter. I shouldn't have to wear gloves at my desk. I know that the facilities staff work very hard but there is only so much they can do. Our buildings have to be improved structurally. What good is a big fancy clinical skills lab if you can't retain valued faculty and staff because of the quality of their offices? The financial priorities are skewed and it's manifesting itself in the high turnover rate.

Respect
- There is definitely a lot of hierarchy here and the veterinary technicians are definitely treated as lower class in every aspect, although we are the ones that make this place work as well as it does. The doctors and upper management are treated with so much respect yet the people that are here working on the floor everyday are treated with disrespect. We are supposed to act grateful that we have a ward to keep our dogs in if needed, yet upper management and Dr's can bring their animals in anytime with no questions asked.

Parking
- **General Cost**
  - It is difficult that the parking pass is nearly $1000 per year, if one's salary is around $30-32 K. However, I appreciate that our other benefits are very good.
  - Parking at CVM is crazy. Why are we charged the same amount as main campus with no garage access.
  - Parking costs are outrageous.
  - Parking costs seem high, especially when in a position earning less than 25000/yr
- **Suggested Sliding Scale Cost**
  - Sliding scale parking costs - have everyone pay as a % of income
  - Parking costs should be on a graduated scale. How can we expect someone who is barely making a salary above the poverty line to pay the same amount for parking as an employee making over $100,000. For all employees, it should be a standard percentage of your pay, like 1 or 1.5%.
  - Advocate for wage based charges for parking. It doesn't seem fair that someone earning $15 per hour pays the same as someone earning $40 per hour.
  - Parking and costs -- a tiered cost structure. Someone who cares $30,000 annually should not have to pay the same amount as someone making $150,000 annually. The cost is a hardship. If it cannot be a tiered cost structure then it should be made up for in the compensation packages.
  - Parking amounts calculated by rank/salary instead of including faculty and administrative staff as one cost category
- **Part of Cost covered by CVM**
  - Parking for employees should be covered as a benefit, as a veterinary technician in the VMC we are essential to the hospitals function, as such we should not be penalized for working for the college and made to pay hundreds of dollars to possibly have a parking spot.
  - While I think parking is an issue, I think that is a larger university problem that I am not sure we can fix here at CVM specifically. I do, however, think that because of the disparity between faculty and staff salaries, that we should consider funds to pay for staff parking passes. It could be part of staff salaries. I enjoy the social events HR puts on, but I think that money could be better used in other ways that are more meaningful.
  - The fact that employees pay for parking is ridiculous (especially almost $500/year). I feel that it at least part of it should be covered by the hospital.
- **Availability**
  - Parking is far too expensive to not be guaranteed a parking spot everyday! It is not even possible
to leave in the middle of the day for lunch or a dr. appointment and expect to return and find a parking spot within a reasonable time frame.

- Please create more B spaces! If I have to park in the street everyday, I don't think I should be required to pay for a B pass.
- Parking is a huge issue. Any possibility of building parking garages on this side of campus?
- I don't typically have issues with parking, as I have an "A" pass. I do feel, terribly, about those with a "B" or "C" pass. I also know we don't really have control over parking issues. While it would be an inconvenience for a while, I wonder if having a parking garage would add more space?
- Parking is a definite issue. There is a serious lack of availability, the parking lots are frequently littered with trash and/or broken glass, not cleared well when there is snow & ice, and in generally poor repair. I feel that for the price employees pay for parking (which is absurd), the parking situation should be much better than it is. Also, it would be nice if there could be a few designated parking spaces for pregnant staff so that they do not have to walk for extended lengths when they are nearing their due date.
- There is not enough parking when everyone is here. Considering how much employees pay, there should be enough parking spaces for us. Extremely frustrating if you have a morning meeting that you arrive after 9 a.m. Idea for improvement: Evaluate number of A and B spaces available vs. number of passes sold at college.
- We pay a lot for parking and then do not even get to park by the building. There needs to be an area that is for workers only no students.

- **Onboarding – Pay for First Day Parking**
  - How we recruit and on board employees could be improved by making a commitment to pay for employees first day of parking.
  - Making employees pay for parking on their first day starts their tenure off negatively and does not encourage a welcoming environment from day one, which sets the stage for the culture. We cannot improve culture unless we treat our people better.

- **CABS/Bus Stop**
  - I might consider a west parking pass if there was a bus stop closer to the the veterinary hospital.
  - Cabs need to provide a more convenient stop for the vet campus. Bring back and create a better stop at the vmab. People are not wanting to use our service due to the walk.

### Overall Survey Results

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<td>0</td>
<td>12%</td>
<td>28%</td>
<td>57%</td>
</tr>
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</table>

### Overall Comments:
- Culture of respect—everyone should have to step in the other person's shoes for a while.
- Culture stems from leadership and until leadership recognizes there are some significant issues with our current culture, it's hard to be hopeful that anything will change. Streamlining processes and workflow to make it easier for employees, training for customer service roles, encouraging a team work environment with some of our main departments (HR, VIS, and Shared Business Center) is a great place to start.
I have worked at the university and at other places of employment. The university is a more positive environment than most places I have worked, but I say that with caution, because I have seen times at OSU when an area is negative. It is difficult to stay when it begins at the top. I feel my current department is more positive and is turned when negativity begins.

I would like clear guidelines on the differences between civil and A&P regarding attendance, write ups, and everything affecting your job; things you can be fired for.

It is sad to see that staff are often given additional responsibilities without proper recognition and/or compensation increases that are commensurate with the work they are now doing. Scope creep is somewhat inevitable, and jobs morph for a variety of reasons; however, it is especially concerning when staff end up taking over the responsibilities of supervisors who have left, or faculty who step down from their positions, and no real recognition is made. It was certainly not lost on me that Dr. Coble was an Interim Dean, but Caroline El-Khoury is still just the Director of Professional Programs. Too often I hear from colleagues how staff aren't taken seriously because they aren't DVMs, and this is a perfect example. The college needs to embrace the skills, knowledge, and abilities of staff, or I honestly question why I would want to stay with the college long term.

My job is not easy, that's why I get paid to do it. However, it has gotten progressively harder, both because work culture has gotten so much worse over time; particularly once we got our newest manager, and because our workload has drastically increased. Our compensation has not increased even slightly proportionally, in fact, as the quality of our medical coverage declines, the reasons to continue to put up with a toxic work environment and poor pay decline as well.

Over the past year there has been an increasing rate of turnover and it has become increasingly hard to find replacements. It is evident that hospital and college leadership is looking into reasons for this and ways to improve. That said, in the departments with continual deficits you MUST start to look at the direct supervisors.

In ECC alone, there is a lot of drama that has gone on since my hire date and most of it is in between shifts. Sadly, third shift is constantly blamed but has no support. This has caused them to be bitter. (I am a second shift employee who hears comments from all 3 shifts) The second shift supervisor will often spend busiest times of the day working on paperwork, and the first shift supervisor if scheduled for an office day has had literal fits when asked for help on the floor. I do understand that both supervisors have work that must be done, however, they need to LEAD BY EXAMPLE and support their team. There are also underperforming employees that have continued to do the bare minimum, and expect everyone else to pick up the slack. Many of them are on second and third shifts. The general statements of "shift responsibilities" brought up in email and in meetings clearly is not effective at this point and those who are known for doing the minimum should have formal documentation and corrective action plans in place.

All of this said, in general, I am happy with my career at the VMC. I do want what is best for my patients, my coworkers, and myself. I feel that there is a lot of room to grow, but there are far worse places we could be.

The categories are all VERY important if we are to truly operate as one unit (be it a department, college, university) sharing the same goals.

The culture of a teaching environment is directly reflected by the success of staff and students. To improve our culture, we must invest in our most valuable resources; faculty/staff. Without proper compensation/benefits, communication, training, and respect, the quality of faculty/staff professionalism is reduced and therefore the quality of education which students receive is consequently reduced. OSU VMC can afford to do better and must make this a priority for success.

The culture of the VMC is in need of an overhaul.

The hierarchy has gotten really bad over the last few years. The upper management needs to change their philosophy about people or they are going to continue to lose really good technicians. And let me say the tech pool is not that great!!

The survey should be orientated on the areas of improvement, not on the attributes. There is no sense in
this survey. The first step for a good work environment is making the things simple. To much bureaucracy makes the environment uncomfortable and makes people frustrated.
## Appendix B

### Comparison with other Veterinary Schools

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<tr>
<th>School</th>
<th>Years of Service</th>
<th>0 to 3 yrs</th>
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<td>19.5</td>
</tr>
<tr>
<td>UPenn Staff</td>
<td>Years of Service</td>
<td>0 to 2 yrs</td>
<td>2 to 3 yrs</td>
<td>3 to 4 yrs</td>
<td>4 to 5 yrs</td>
<td>5+ yrs</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Tufts Staff</td>
<td>Years of Service</td>
<td>0 to 10 yrs</td>
<td>10+ yrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>15</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Georgia Staff</td>
<td>Years of Service</td>
<td>0 to 5 yrs</td>
<td>6 to 10 yrs</td>
<td>10+ yrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>15</td>
<td>18</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State Staff</td>
<td>Years of Service</td>
<td>6 mos to 5 yrs</td>
<td>5 to 10 yrs</td>
<td>10+ yrs</td>
<td>Given 48 vacation hrs after 6 months. Everyone gets 3 days Personal Leave.</td>
<td></td>
</tr>
<tr>
<td>(Unorganized)</td>
<td>Annual Vacation Days</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue Staff</td>
<td>Years of Service</td>
<td>0 to 1 yrs</td>
<td>1+ yrs</td>
<td></td>
<td>3 paid personal days per year</td>
<td></td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>15</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Tenn Staff</td>
<td>Years of Service</td>
<td>All Exempt</td>
<td></td>
<td></td>
<td></td>
<td>1 paid personal day per year</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
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</table>

### Comparison with other Ohio Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Years of Service</th>
<th>0 to 3 yrs</th>
<th>3+ to 10 yrs</th>
<th>10+ to 24 yrs</th>
<th>24+ yrs</th>
<th>Annual Vacation Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State Staff</td>
<td></td>
<td>12</td>
<td>15</td>
<td>22</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Ohio State Senior Staff &amp; Faculty</td>
<td></td>
<td>0 to 25 yrs</td>
<td>25+ yrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Cinci</td>
<td>Years of Service</td>
<td>Immediate</td>
<td></td>
<td></td>
<td></td>
<td>Whole university closed Dec 25 - Jan 1</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ohio University</td>
<td>Years of Service</td>
<td>Immediate</td>
<td></td>
<td></td>
<td></td>
<td>Whole university closed Dec 25 - Jan 1</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling Green Staff</td>
<td>Years of Service</td>
<td>Immediate</td>
<td></td>
<td></td>
<td></td>
<td>Whole university closed Dec 25 - Jan 1</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland State Staff</td>
<td>Years of Service</td>
<td>Immediate</td>
<td></td>
<td></td>
<td></td>
<td>Whole university closed Dec 25 - Jan 1</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kent State Staff</td>
<td>Years of Service</td>
<td>0 to 20 yrs</td>
<td>21 yrs</td>
<td>22 yrs</td>
<td>23 yrs</td>
<td>24 yrs</td>
</tr>
<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>Years of Service</td>
<td>0 to 1 yrs</td>
<td>1 to 7 yrs</td>
<td>7 to 14 yrs</td>
<td>14 to 24 yrs</td>
<td>24+ yrs</td>
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<tr>
<td>Annual Vacation Days</td>
<td></td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
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The Case for Vacation


Staff Matter
6 Easy Ways to Appreciate Your Team

Research shows that praise and commendation from managers was rated the top motivator for performance, beating out other noncash and financial incentives, by 67% of workers.* The University Staff Advisory Committee (USAC) compiled high impact, low to no cost ways that YOU can incorporate rewards and recognition into your unit!

Send a Recognition Email
to your staff or team members, especially if it is a busy time of year, during challenging projects, or after successful work outcomes.

Integrate Recognition Activities
into existing meetings by encouraging staff to acknowledge each other and share achievements.

Nominate StaĂ for unit, college, or university level awards.
• Check out this link of Ohio State award opportunities.
• Commit to nominating at least one worthy employee per award competition.
• If your unit does not have an award program, create one with your HR team.

Create a Committee
with leadership support to organize unit-based activities focusing on wellness, culture, professional development, and to promote good work.

Schedule Recognition Luncheon(s)
No available budget? Organize a potluck instead and encourage your employees to bring their favorite dish.

Encourage Staff Growt
by engaging in professional development activities, such as coursework, conferences, and certificate programs
• Tell your staff about Staff Career Development Grants that support these initiatives or create your own!

*McKinsey Motivating People, Getting Beyond Money, 2009

Do you have other ideas to share? Contact usac@osu.edu.
The University Staff Advisory Committee (USAC) Staff Compensation and Benefits Subcommittee (SCBS) is charged to evaluate and make recommendations on policies and issues affecting staff compensation and benefits, health and wellness, and the staff experience as a whole. In summer 2018, SCBS identified four key goals that would drive much of the subcommittee work throughout 2018-19, one of which was to collaborate with the President and Provost’s Council on Women (PPCW) to create a campaign to raise awareness regarding the Flexible Work Policy (a charge given to PPCW by the President and Provost).

Institutional Challenges

The current Flexible Work Policy (6.12) has been in place at Ohio State since 2011. While the policy is clear about the possibility of and benefits to a flexible working arrangement, the execution of this policy is applied unevenly within various units and colleges of the university. Through SCBS’s work this year, we identified five key challenges to the effective utilization of the Flexible Work Policy:

- While university leadership recognizes and supports the existence of the policy, support from individual unit leadership varies. Some employees have indicated that unit leaders have noted that the Flexible Work Policy is not utilized at all within the unit.

- Not all roles at Ohio State are conducive to a flexible work arrangement and not every position lends itself to flexible work. However, there seems to be a significant disparity within units regarding the application of flexible work arrangements for similar roles (some employees are able to use flexible work, while other employees in similar roles are not allowed).

- The policy encourages managers to be transparent, but there is no current requirement on the Flexible Work Arrangement Proposal for managers to justify why a flexible work request is denied. Such a lack of transparency may lead to miscommunications about the policy itself, poor supervisor/employee relations, and negatively impacts the employee’s ability to use the policy in the future.

- There is a general lack of awareness about the policy by both employees and managers, indicating a need for greater value placed on openness and flexible work arrangements in the workplace. A lack of resources about how to implement, monitor, and evaluate flexible work arrangements is also a challenge for managers and employees.

- There is currently no mechanism to collect data on flexible work arrangements at Ohio State (requests submitted, requests approved or denied, ongoing arrangements). No data is being collected and aggregated at the college or university level that provides insight into the current use of the policy.
SCBS Response to Challenges

To address these challenges, USAC has partnered with PPCW to create a “Flexible Work Tool Kit,” to provide valuable resources that managers and employees across campus and the Medical Center can utilize when discussing flexible work arrangements. To develop the tool kit, members of SCBS conducted interviews of employees and managers to gain a better understanding of the benefits and challenges around flexible work arrangements.

The Flexible Work Toolkit

The tool kit, which will be housed on the USAC website, will include the following resources:

- *Flex Work “Road Show” PowerPoint,* that unit HR professionals and supervisors can share at staff meetings;
- *Flex Work Flyer,* to distribute to employees and widely raise awareness about the policy;
- *Flex Work Scenarios,* showing the variety of flexible work arrangements to help employees better understand the possible application of the policy to their specific situation;
- *Conversation Guide with your Manager about Flex Work,* to provide communication strategies, performance tools, and negotiation tips to help set up a flexible work arrangement; and
- *Flex Work Spotlight video,* to highlight the successes of individuals and units who have successfully implemented flexible work arrangements.

Work Remaining

SCBS is currently making final edits to the Flex Work Toolkit, and once finalized, the committee will socialize these resources with the policy owner in the Office of Human Resources to ensure that there is consistent messaging about the policy. SCBS will continue to collaborate with PPCW to widely publicize the Flex Work Toolkit across campus and the Wexner Medical Center throughout Spring 2019.

Recommendations and Next Steps

SCBS recognizes the lack of data available on the use of flexible work arrangements at Ohio State, which leads to potential issues of inequities and disparities around how flexible work is made available to employees. In addition, a lack of data prevents university leadership from clearly understanding the impact that flexible work has on the employee community.

To continue promoting The Ohio State University as a workplace of choice, SCBS believes that data collection and reporting regarding the Flex Work Policy is imperative. SCBS echoes the recommendation of PPCW to track the use of flexible work arrangements university-wide and share that data annually. Data collection may include:

- Number of formal requests for flexible work arrangements received by the unit each year;
- Number of requests approved;
- Number denied and justification for denial;
- Number of current, ongoing flexible work arrangements
- Demographics of employees requesting flexible work arrangements

SCBS believes that the university is at an optimal stage to consider the creation of a process and workflow for Flexible Work data collection as the Enterprise Project and overall business transformation continues to
be built out. To this end, SCBS will engage with key partners over the next 6 months to recommend that a data collection mechanism be integrated into the new business processes being established.

SCBS echoes PPCW’s recommendation to update the Flexible Work Arrangement proposal form to include a justification on the form, requiring managers to provide a business reason for denying a flex work request. This simple, but effective, addition to the form will provide enhanced clarity around flex work decisions, reduce inconsistencies in the approval of flex work requests within units, and ensure proper communication between employees and their supervisors.

From this work, SCBS recognizes the incredible potential front-line and mid-level managers have on the ability to promote flexible work arrangements and enhance the employee experience. To this end, SCBS plans to explore the possibility of creating a USAC Manager Award to recognize the efforts that managers make to create a productive and flexible work environment within their units.
CONVERSATION GUIDE WITH YOUR MANAGER ABOUT FLEXIBLE WORK ARRANGEMENTS

Ways to Prepare

- Familiarize yourself with the Ohio State University Flexible Work Policy (HR policy #6.12).
- If anyone in your unit or college has a flexible work arrangement, ask if they would be willing to speak with you about it. Get ideas from colleagues who have a similar position in another unit. Having an idea of what already works may be helpful as you frame your request.
- Set a meeting with your manager, leaving plenty of time to have a conversation without being rushed. Notify your manager ahead of time that you want to talk about a flexible work schedule.

Meet with your Manager

- Bring a completed copy of the Flexible work arrangement proposal and read it in advance.
- Write and discuss a proposal with your manager.
  - Set a clear plan before the meeting about what your ideal flexible work schedule will look like. Present details to your manager about what your optimal schedule will be and how you will adjust your responsibilities to continue to be successful in your role.
  - Come to the meeting with suggestions for frequency and terms for evaluation of your flex work schedule. Outline how your performance objectives will continue to be met.
  - Share any needs you may have from your employer such as technology or equipment.
  - Anticipate questions that may come up and make sure you have an answer for them.
- Explain why a flexible schedule will benefit your unit/team, using data to make your case. (Example)
- If your manager does not like your proposal, ask questions about other options that may be available to you. You may also consider offering a trial period; remember, this is a negotiation. You may need to be open to collaborating with your manager to find a solution that works for both of you.

If your Proposal is Accepted

- Create a communication plan to share your new arrangement with your colleagues. Identify potential challenges (like office coverage or meeting times) that may need further discussed.
- Continually touch base with your manager. Ensure they are comfortable with the arrangement, and if not, identify solutions to these challenges.
- Communication is key. Remember, you are proposing this arrangement, so it is important to be responsible for making it work with your manager and your office colleagues. Consider proposing a check-in one month after the flexible work arrangement begins.

If your Proposal is Denied

- Ask why your request was denied. Was it your proposal? Position? Current job performance?
- If possible, work with your manager to identify steps to take that would get you to the goal of a flexible work arrangement. Remember, this conversation does not have to be a one-time shot. It may take ongoing conversations with your manager to come to an acceptable solution for both of you.
EXAMPLES OF FLEX WORK SCENARIOS

This document is intended to provide staff with examples of how flexible work arrangements might be used, based on specific employee needs.

Sarah is a non-exempt staff member who serves as an Executive Assistant in the medical center. She recently gave birth to her first child and it is important to her to be able to spend time with her baby. By reducing her appointment to 80% she is able to work with her supervisor create a schedule that allows her to spend more time at home with her child and still meet the expectations of her job.

Fred is an exempt Program Coordinator on the academic campus, and a large part of his workday involves meetings with faculty members and planning programs. He and his partner recently adopted a child, and he requested some flexibility with work in order to meet the needs of his family. His partner is able to stay home with their child Monday-Thursday, but it is necessary for Fred to be home with his child on Fridays. Fred arranged a schedule where he works 10 hours a day Monday-Thursday so that he can be home one day a week. Faculty in his department are aware of his schedule, and they arrange meetings and special events to occur Monday-Thursday when Fred is in the office.

Jessica, a non-exempt employee in the medical center, has two middle-school aged children who ride the bus to and from school each day. She has established a flexible schedule with her manager that allows her to work Monday-Friday from 7:30am-3:00pm in order to get her kids on and off the bus each day. Jessica takes a 30-minute lunch break instead of an hour to accommodate for the extra 30 minutes per day and is able to meet the needs of her family and employer.

Paul is an exempt Academic Advisor who is excited to take advantage of the Ohio State tuition benefit and pursue his MBA. This semester, Paul has a required course that meets during the school day, so he requested a flexible work schedule from his supervisor. Paul’s supervisor has allowed him to use a flexible schedule and work late two nights a week to make up the hours he missed due to class. Paul uses his Ohio State issued iPad at home to take academic advising appointments via Skype or phone, which has been a popular option for students who have trouble coming in to see an advisor during the typical 8am-5pm hours. This has been so successful, that Paul’s manager plans to implement for other employees in the office as well.

Stephanie is an exempt Program Manager in the Medical Center. Her mother suffers from ongoing health issues that require regular appointments for treatments and check-ups 1-2 times a week for 2-3 hours at a time. Stephanie is her mother’s primary care-giver, and is responsible for taking her mother to and from the doctor’s office. Stephanie’s manager noticed that she had depleted a large amount of sick time by taking her mother to and from appointments, so she brought up the idea of a flexible work schedule during their most recent meeting. Stephanie’s manager suggested that she organize her schedule and notify clients so that she may take meetings while in the office and save any appropriate projects or email follow-up for the
waiting room during her mother’s appointments or at home later in evening. Stephanie tracks her hours and takes advantage of downtime during her mother’s appointments and in the evenings. She and her supervisor check-in bi-weekly to make sure the arrangement is still working for everyone involved and make any necessary adjustments. This flexible schedule has allowed Stephanie to save sick-time for the future, and allows her a better work-life balance while still meeting the expectations of her job and the care-giving needs of her mother.

Bobby is an exempt employee who does data analysis for the medical center. A large part of his day-to-day work involves him pulling/analyzing data and writing reports for his supervisor. Bobby lives an hour away from Ohio State, and spends over 2 hours driving to and from work each day. He began to express stress around the commute to his manager, and because Bobby has reliably demonstrated his ability to get his work done his manager suggested that he work from home 3 days a week on his university issued computer to support his work-life balance. Bobby is able to join any necessary meetings via Skype for business, but most of his meetings are planned during the time he physically in the office on Mondays and Thursdays. This arrangement has allowed the university to retain a talented staff member like Bobby, while allowing him the ability to better balance his life.

Physical space is an issue in the IT department that Marcus manages. Many employees are required to share office spaces, and this can cause problems with productivity and when private meetings need to occur. In order to provide employees with a more conducive work environment, Marcus requests that all employees (exempt and non-exempt) work from home two times a week utilizing technology like Skype for Business and university issued iPads/laptops. Due to the nature of their work, all staff are required to be available during the “core hours” of 10am-3pm, but are given the flexibility to work their additional hours in the morning, afternoon, evening or some combination. These hours are established at the beginning of each semester and revisited prior to the start of the next semester so that any necessary adjustments can be made, and changes can be communicated to clients.
<table>
<thead>
<tr>
<th><strong>What is flexible work?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A work arrangement that falls outside of a unit’s usual work schedule and lasts longer than two months. Ohio State supports flexible work arrangements to achieve a reliable and productive work environment that enables staff to balance work and personal needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who can use a flexible work arrangement?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Ohio State staff members are eligible to request flexible work arrangements. However, not all positions lend themselves to flexible work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How do I know if I am eligible?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Ohio State’s Policy 6.12 Flexible Work with your supervisor or your unit’s human resources professional.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where can I get more information?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For employees: Office of Human Resources website at go.osu.edu/flex-work</td>
</tr>
</tbody>
</table>

For managers and units: See go.osu.edu/flex-work-manager

Prepared by President & Provost’s Council on Women (PPCW) and University Staff Advisory Council (USAC)
Flexible Work Awareness

An overview prepared jointly by the University Staff Advisory Committee and President and Provost’s Council on Women
Both USAC and PPCW advocate for awareness of Ohio State’s Flexible Work Policy.

This presentation can be used by unit staff advisory committees and leaders of department staff meetings.
What is Flexible Work?

• A flexible work arrangement falls outside of a unit’s usual work schedule and lasts longer than two months.
• Examples of flexible work arrangements include a compressed workweek, telecommuting or starting/ending times that change periodically.
• Flexible work arrangements are fully described in Policy 6.12 Flexible Work.
Why Flexible Work?

Workplace flexibility provides a way to successfully manage people, time, space and workload.
Who can use a flexible work arrangement?

All Ohio State staff members are eligible to request flexible work arrangements. However, not all positions lend themselves to flexible work.
How do I know if I am eligible?

To determine eligibility and feasibility of a flexible work arrangement for your position, please discuss the policy and specific process information with your supervisor or your unit’s human resources professional.
What is the supervisor’s role in flexible work arrangements?

- Per Policy 6.12 Flexible Work, supervisors should look for ways to implement flexible work in their units.
- Flexible work arrangements must be considered regardless of the reason for the request.
- Decision-making processes regarding flexible work arrangements must be transparent.
Other considerations in Policy 6.12

• Family and medical leave or a reasonable accommodation for a disability may be more appropriate than flexible work.
• Supervisors cannot take adverse action against staff for asking for a flexible work arrangement.
What are benefits of flexible work policies?

- 95% of companies said employee productivity increased or stayed the same after implementing flexible work arrangements \(^1\)
- 95% of workers with flexible work arrangements said communication with their colleagues improved or stayed the same \(^2\)
- 60% of workers say they’re more productive with flexible work arrangements \(^2\)
- 71% of Ohio State staff overall say their unit provides work-life balance. Rates at the college/VP unit level vary from 50% to 95%. \(^3\)

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1 Society of Human Resource Management, 2016  
2 Flex Strategy Group, 2018  
3 Culture Survey, 2014
Where can I get more information?

For employees:

- Your supervisor or human resources professional
- Office of Human Resources website at go.osu.edu/flex-work
- USAC/PPCW flexible work toolkit at usac.osu.edu

For managers and units:

- See go.osu.edu/flex-work-managers
- Policy consultation with Employee and Labor Relations in the Office of Human Resources, 614-292-2800, email: hr-elr@osu.edu, web: hr.osu.edu/services/elr
Staff Development Grant Proposal

Updated March 2018

History

The Staff Career Development Grant provides staff with an opportunity to further their growth and development. Eligible staff can apply for a Staff Career Development Grant of up to $1,000 for individuals and $1,500 for groups. Grants are used for professional development, education or training costs related to job and/or career goals.

In 2013, USAC worked with university leadership at The Ohio State University to increase the funding for the Staff Career Development Grant and to create a Staff Manager Development Grant. This additional funding was allocated from the revenue obtained as part of the parking operations agreement entered into with CampusParc the prior year.

The Staff Career and Staff Manager Development Grant program was funded as follows:

- $75,000 annually which was an increase from $11,000 annually in previous years
- Additional $75,000 annually for the Staff Manager Grant
- Disbursements of up to $1,000 for individuals submitting grant proposals
- Disbursements of up to $1,500 for groups submitting grant proposals
- Up to 150 grants could be awarded annually

Eligibility (as of 2013)

An applicant must meet one of the following conditions:

- Must be employed as a regular full or part-time Classified Civil Service or Administrative and Professional staff member with at least two continuous years of service with Ohio State. Though previously pro-rated, USAC proposed that grants be funded equally for both part and full-time staff members.
- Be a former Ohio State University staff member with at least two continuous years of university service and currently unemployed due to the elimination of job position. USAC proposes that his benefit extend to no more than 12 months termination of employment.

Faculty, student employees and staff on temporary appointments are not eligible for this grant.

Between October 2013 and January 2018, we received 2079 grant applications. Since October 2013, 524 grants have been awarded, totaling almost $499,610.95.

With increased funding, we would be able to increase the number of qualified applicants funded and we would be able to fund individuals at a higher rate, up to $1500.

Recommendations

As part of the FY 2016 end of year report USAC asked for an additional $150,000 in funding for the staff career development grant. An additional $50,000 was asked for as part of the FY 2017 end of year report. At this point, there has
been no increase in funding. Due to the overwhelming success of the grants and the interest in continuing to fund them at a high level, we would like to propose an additional $50,000 for the career and manager grants. This money would replace the two previous requests (FY 2016 and FY 2017) and would help us maintain the success of the grant program and identify additional opportunities to fund professional and manager development. Once approved, the grant program and the amount would be evaluated again in three years.

The additional funds would be used to:

- Increase disbursement for individual application from $1000 to $1500
- Incentivize group applications using tiered funding model (this is illustrative):
  - 2-10 applicants ($2000)
  - 11-50 employees ($2500)
  - 51+ ($3000)

- Provide additional manager development opportunities by permitting managers to use the manager grant funds to attend conference, events, workshops, etc that are offered outside of the university
- Identify new and innovative ways to fund staff/manager professional development at Ohio State

![How the grants were used](image)

**Grant recipients used the knowledge** gained through their professional development opportunity to enhance skill sets, grow leadership skills, improve processes and programs, and increase networks across campus and with experts in their fields.

**Funding helped recipients improve their ability to do their job** because they were able to get new ideas, find new tools, reinforce improvement behaviors and reframe their work. This helped them feel more successful, add greater value to their work and educate others on their teams.
Staff Career Development Grant Analysis

2018

Background

The Staff Career Development Grant provides staff with an opportunity to further their growth and development. Prior to July 2018 (JUL19 grant season) eligible staff could apply for a Staff Career Development Grant of up to $1,000 for individuals and $1,500 for groups. Grants can be used for professional development, education or training costs related to job and/or career goals.

Amounts available for individuals and groups increased in July 2018 (JUL19 grant season) to provide greater development opportunity. Eligible staff can apply for a Staff Career development Grant of up to $1,250 for individuals, $1,750 for groups of 2-10 and $2,000 for groups of 11 or more. During the July 2019 grant season, we awarded eight grants for groups of 2-10 and three grants for groups of 11 or more. Increasing the funding for the group grants provides a greater opportunity for units and departments to provide professional development to more of their team members.

Since October 2013 (FY 2014), 2,289 applications have been received for the staff career development grants. 602 staff career development grants have been awarded, totaling $499,610.95.
2018 Survey Results

Survey results demonstrated that there is great value and impact in the Staff Career Development Grant. Grant recipients were asked to complete a survey and results showed that the overwhelming majority of grant recipients valued their professional development opportunity and that it had an impact on their career at Ohio State.

**Total Survey Responses**: 72 staff members

96% feel the professional development opportunity was valuable to them personally, to their college/unit, and to the university as a whole.

97% say this development opportunity helped them improve their job effectiveness.

97% applied what they learned through their professional development opportunity.

66% would not have been able to participate in the opportunity without the funding.

**89% or more Strongly Agree or Agree that they:**

- Have developed/learned/gained new skills and/or knowledge
- Are more engaged in/with their work
- Have more confidence in their ability to perform
- Are more satisfied with the results of their work
- Work more efficiently
- Are able to teach others the skills and/or knowledge learned
- Are eager to apply what they learned
- Feel their department has an increased skill set and/or works more efficiently

**The most valuable aspects** of this experience they identified were increased confidence, enhanced skill sets, innovative ideas and processes, benchmarking, networking and a way to advance their careers.

Grant recipients were able to pursue professional development opportunities that were inaccessible due to tighter budgets and decreased funding. Through the Staff Career Development Grant, the university provided access to invaluable learning opportunities beyond what the college/unit could provide. The additional funding enhanced the learning culture and made the employees feel that the university was supportive of their professional growth and development.
Employee Emergency Fund (EEF) Data

As noted in the USAC Annual Report,

USAC partnered with the Office of Human Resources’ Data Analytics team in order to obtain data with regards to employees at or below the poverty level of $12,140. Details regarding this data is outlined below:

Of our 27,158 staff members, seventeen (17) employees of 50% FTE or greater are at or below poverty level. Of these employees, three (3) have eight (8) depends in total. Note that the child and sibling could be any age.

<table>
<thead>
<tr>
<th>Child</th>
<th>Sibling</th>
<th>Spouse</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

As of the 4th quarter of CY2018:

Number granted and reasons for requesting the Employee Emergency Fund

<table>
<thead>
<tr>
<th>Death</th>
<th>Fire/Disaster</th>
<th>Medical</th>
<th>Domestic Violence</th>
<th>Number Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>

22 Grants were awarded at $500 each with the exception of one grant at $465.73. The total amount of the grants were $10,465.73 for calendar year 2018.

Number of Emergency Fund Requests Declined and Reasons for the Decline

<table>
<thead>
<tr>
<th>No Qualifying Event</th>
<th>Long Term Debt</th>
<th>Doesn’t Meet Criteria</th>
<th>Number of Requests Declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

Additional information to consider is there were 86 referrals to the Employee Assistance Program in the first three quarters of 2018 to be screened for application for the Employee Emergency Fund. This means that employees asked for consideration to apply for the Employee Emergency Fund. After being screened these individuals did not apply or did not meet criteria. In some instances employees do still want to apply even though it may not be approved. EAP allows employees the opportunity to apply.

According to the data from the fourth quarter of 2018, applications received for screening in order to determine eligibility and criteria for the EEF increased from 113 applications in 2017 to 122 applications in 2018. Based on data captured from these applications, financial issues are one of the top 5 reasons that employees seek EAP services. This is alongside mental health, legal, stress and marital/relationship issues.