AQIP Update
Tom Perin reported that a new weekly AQIP contest has been launched and will continue for five weeks, open to all staff (below the director level) and faculty. “Train the Trainer” will begin in the Spring 2008 semester, along with 3 new process management teams. At the same time, the College will be focusing on bringing previous process management teams to closure.

Tom reported that all process management team members would be given the opportunity through a survey to provide feedback on what went well and what didn’t go so well this semester, in order for the College to continually assess and improve the process management experience and tailor it to Owens.

Upcoming Meetings
Dr. Stan Jensen reminded the group that the next meeting will be on December 5th, beginning at 9:00 am for team report-outs, followed by a meeting on December 6th also at 9:00 am to make decisions on the teams’ recommendations and to plan for Spring 2008. Both meetings will be held in AVCC 125-128.

Implementation Reports

Search Committee Training (Fall 2006)
Dr. Marc Levy, Director, Organizational Development and Performance, presented a final implementation report on behalf of the Search Committee Training team. A copy of their final report is attached to these minutes as Appendix A. Dr. Levy demonstrated for the group the changes and upgrades made to the Human Resources’ Employment Intranet webpage. The team was approved to be disbanded.

New Employee Orientation
Dr. Levy reported that Human Resources, following up on the team’s work, now has an employee handbook available on-line and this has cut down on the processing time for new employee paperwork. New employees undergo an orientation session within their first month on the job. There are additional trainings available in OZONE, Groupwise, Telephone Systems, Excel, PowerPoint, Blackboard, Banner and Customer Service. The team was approved to be disbanded.

Performance Evaluation Process (non-bargaining unit employees)
Dr. Levy provided a progress report by previewing the Performance Management Intranet webpage, and reviewing the status of the teams’ recommendations. The team plans to continue its work as the new performance evaluation system is being used for the first time this fall and they want an opportunity to evaluate and analyze the process. Human Resources will follow up with
the bargaining units regarding evaluations for bargaining unit employees, which are handled separately.

A copy of Dr. Levy’s PowerPoint presentation, including reports on all three teams mentioned above is included as Appendix B.

Adjunct Faculty Communications
Dr. Jason Tetzloff, Team Leader, reported on behalf of the team. The first part-time faculty orientation was held in Fall 2007; there is now an e-handbook available on the Intranet for all employees, including adjuncts; there is additional material available on Blackboard sites and it is increasingly consistent. In addition, the College has invested more in information, training and development resources for faculty, including adjuncts. The Center for Teaching & Learning with Cheryl Krakow as Director and the addition of Dr. Levy’s position as in the HR office have contributed to the automation and centralization of information and resources for adjuncts as they now feel there are resources specifically to support part-time instructors. On-going measurement/assessment of the effectiveness of these resources will be provided through the Faculty Development Committee and the Center for Teaching & Learning.

The team’s report is attached as Appendix C. The Steering Committee accepted the report and agreed that the team should be disbanded.

Mr. Perin commented that the AQIP Action Project #2 led by Dr. Tetzloff and focused on Student Retention has received an outstanding review from the Higher Learning Commission, which wants to use Owens as a benchmark! Credit goes to Karen Reed, a member of the AQIP Steering Group, for the AQIP contest and to Marna Cousino, Special Events Manager, for obtaining the prizes for the contest at no cost to the College!

Student Recruitment
Team Leader Angie McGinnis and Team Member Jennifer Irelan presented the team’s final report. They reported that the team had solicited and received Perkins funding to assemble and print the “baby boomer” view book they had recommended be created. The view book, which includes photos of adult learners, is now being used as a recruitment tool at events such as education fairs and county fairs and is being distributed at community locations such as social service agencies and The Source. A registration event (Restart your Education) for older students enrolling for Summer and Fall 2008 classes is planned for May 2008. The number of credits that can be earned through the work experience waiver program has been increased from nine to twelve. The implemented changes have been embedded in Enrollment Services procedures and practices on both campuses.

The Steering Committee accepted the team’s report and approved their request to disband. A copy of their report is included as Appendix D.

Student Course Evaluation
Team Co-Champion Dr. Paul Unger provided a progress report. The goal for automation of course evaluations is to streamline the process, save money and return course evaluations to faculty in a more timely manner.
The team has been working to automate the student course evaluation process but has not had a high return rate. Initially, the faculty were not as excited about the new process as the students. The team reports that the normal return rate for summative evaluations is 45%; however, when they piloted the new online process in Fall 2006, the return rate was only 18% and in Summer 2007 it was 16%. Formative evaluations were returned at a 12.6% response rate.

The team believes that paper responses may not be as meaningful and it still brainstorming ways to increase these response rates. They are not prepared to say at this time that the process has not worked; on the contrary, with more organization and marketing, they believe it will work. Other institutions can and do achieve a response rate of 50% or more. The team will continue working and may re-form with some current members and some new members.

Dr. Jensen, on behalf of the Steering Committee, thanked the team for their update.

**Website**

Team Leader Michelle Dockins and Team Member Carla Striker presented the team’s final report, reviewing the status of each of the team’s recommendations. Currently, a committee comprised of representatives from each campus, ITS, Marketing & Communications, and Enrollment Services is looking at the redesign of the College’s existing web pages with the expectation of completing their work in Spring 2008. This process management team, on the other hand, aimed to ensure that the policies, procedures and guidelines for the website are communicated appropriately to the College community. Towards that end, the team has posted a flow chart online that outlines the procedure for posting information onto the website. A student co-op experience was created to assist ITS; however, as no applications for the position were received, ITS worked with HR to hire a supplemental staff member. Approximately 45 web content managers have been identified, and more will be identified in conjunction with the overall redesign of the website. Also in conjunction with the website redesign, a system of accountability to maintain the integrity of the website will be implemented and training on the web update process will be offered to employees.

The Steering Committee accepted the team’s report and approved their request to disband. A copy of their report is included as [Appendix E](#).

**Purchasing**

Brian Paskvan, Vice President for Administration, gave a progress report on behalf of the team. The team had recommended that comprehensive training be provided to employees who enter and approve requisitions. This is still necessary, and with additional resources now available through Human Resources, the team will work to develop a training plan and resource materials. Similarly, the team – and Mr. Paskvan – is looking at ways to better provide timely feedback on documents that are disapproved. The team is continuing to look at the possibility of eliminating budget pools, and will continue to explore this issue with Finance. Finally, Laurie Sabin, Associate Vice President, Finance, is reviewing the request to hire an additional Procurement Clerk. Team Leader Gail Swartz will reconvene the team, to be joined by Mr. Paskvan, so they can complete their work and retire.
Dr. Jensen, on behalf of the Steering Committee, thanked the team for their update.

**Documenting and Archiving the College’s History**

Team Leader Laurene Markis and Team Champion Gail McCain provided a progress report, a copy of which is attached as **Appendix F**.

An on-line digital archive system through OhioLINK as well as a physical Central Archive will be created within the Library on the Toledo-area Campus. College Archives is part of Library Services, reporting to the Library Dean. The team has developed a position description for a full-time Digital Archivist/Metadata Librarian to oversee the archives program. However, the position must still go through the President’s Cabinet approval process. There is space that can be utilized by the Central Archives. Creation of a separate cost center and budget process is underway. Library Dean Tom Sink is working with Foundation President Ann Savage and Grants Coordinator Heidi Altomare to pursue adequate funding for the College Archive operating budget. The team is developing instructions and training for departmental contacts (archive agents). Mr. Sink will be attending a metadata process training seminar at OhioNet in December.

Dr. Jensen, on behalf of the Steering Committee, thanked the team for their update.
Appendix A
Process Management Final Report
Search Committee Training
November 15, 2007

Co-Champion
Cynthia Eschenburg, Vice President, Human Resources
Co-Champion
Connie Buhr, Director, WCS Operations
Team Leader
Jenny Northrup, Employment Specialist, Human Resources
Scribe
Sandy Taylor, Secretary, Office of Financial Aid, Findlay
Team Members
Holly Barber, Audiovisual Technician
Erv Failor, Journeyman Maintenance Specialist
Rhonda Hogrefe, Account Representative, WCS
Stef Orians, Receptionist, Enrollment Services, Findlay
Susanne Schwark, Associate Director, Office of Financial Aid

Department responsible for on-going training
Performance Management & Training

People Designated responsible for monitoring on-going training:
Dr. Marc Levy and Liesel Darby
Process Management Report
Search Committee Training

Project Statement: To improve search committee training through consistent and comprehensive procedures as measured by legal compliance and awareness of roles and responsibilities.

Thank you to the Fall 2005 Process Management Team for HR Processes as they in turn recommended “search committee training” as a project. The Fall 2006 Search Committee Training group used a lot of their information as a foundation for the training.

Analysis of data reviewed by Jenny Northrup and Betty Valentine in Human Resources concluded that formal training for members of search committees had not occurred for the previous five to six years. Instead, abbreviated search committee training, focused solely on legal, ethical, and diversity issues, had been provided on an as-needed basis to individuals or groups by the Director of Employee Relations and Diversity.

With this and other information, the team analyzed the components that contribute to successful search committee training and determined the need for the consistent and comprehensive procedures to address the weaknesses previously identified.

Updated Gantt Chart:

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Responsible party</th>
<th>Q1 06</th>
<th>Q1 07</th>
<th>Q2 07</th>
<th>Q3 07</th>
<th>Q4 07</th>
<th>Q1 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Update manual content</td>
<td>Cynthia Schenkeng, Betty Valentine, Joseph Darby, and Marc Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructional design of workshop</td>
<td>Marc Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Training communication to participants</td>
<td>Marc Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bi-monthly follow-up training</td>
<td>Marc Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommendations and their Current Status

- **Recommendation 1:**
  - Enhance the existing content of the training manual to include more details.

- **Status:**

- **Recommendation 2:**
  - Provide training online using Blackboard.

- **Status:**
  - Initial phase - HR implementation team opted for comprehensive manual, face-to-face introductory training, and online backup support.
  - Rationale – Content (manual) is, in fact, intranet-based and can thus be accessed in this convenient manner. It is believed that a face-to-face (“f2f”) training component is necessary in order to ensure that individuals:
    - Are present to obtain critical legal information
    - Can discuss the integration of the hiring process with other important performance management system components (i.e., performance review, employee orientation, etc.)
    - Practice important skills and with important new tools (e.g., the Position Analysis Tool)
    - Blackboard is a useful foundational teaching tool primarily when participants are relatively self-motivated to engage the material. Due to the very busy demands of many of our employees, this condition is often not met. Online quizzes are an imperfect medium through which to assess actual engagement.
    - We do believe, however, that Blackboard may be a useful medium for meeting our “refresher course” needs at subsequent intervals.
    - We also plan to continuously increase supporting material in a web-based environment for employee reference.

- **Recommendation 3:**
  - Require individuals to repeat training every two years to maintain search committee eligibility status.

- **Status:**
  - Status: HR is working on tracking mechanism. Still to be decided: Actual time frame for renewal; mechanism for re-training – online only, or blended approach. Direct supervisors and/or committee chairs could play a role in identifying employees’ needs for additional training.

- **Recommendation 4:**
  - Consider implementation of Blackboard Community System for departmental use.

- **Status:**
  - The capability for community dialoguing or web logging (“blogging”) currently exists within the Blackboard LMS should individual departments choose to utilize this tool.
Implementation and Evaluation Plans:

1. The new “Hiring Process Training” has run its first cycle as a three-hour **face-to-face** training encompassing the following topics:
   - The Critical Role of the Hiring Process in Owens’s Organizational System
   - Planning Ahead: Workforce Planning, Position Analysis, Job Descriptions
   - Workforce planning discussion
   - Position Analysis Tool
   - Job Descriptions
   - Hands-on Practice – PAT
   - PeopleAdmin and the Hiring Process
   - Overview of selection committee
   - Legal/ethical considerations
   - Screening Applicants
   - Interviewing
   - Onboarding / New Employee Orientation

2. All primary supporting materials (*Manual*, worksheets, templates, checklists, etc.) are accessible through HR’s Employment intranet site.

3. Supplemental supporting materials (extra tip sheets on interviewing, web site resources, etc.) are being acquired and developed and will be continuously updated on the Employment site.

4. A tracking system for training completion, and a “refresher” training protocol, will be developed in the coming year.

5. Attempts will also be made to tie new hiring practices to HR benchmark data such as performance evaluation information, turnover rates, employee satisfaction studies, and more.

6. Also important will be the tracking of frequency data around legal challenges to hiring practices.

7. Continuous improvement in the logistical design work (submitting requests for new positions, formulating job descriptions, etc.) is already occurring as we increase the use of the PeopleAdmin system for much of this work.
Appendix B
Process Management: THREE Reports in One!

Ordered by their Experienced Chronology:

1. Hiring Process (Final)
2. New Employee Orientation (Final)
3. Performance Evaluation (Update)

November 15, 2007
First, The Context for All Three

Owens CC
Mission
Vision
Values
Strategic Obj’s

Organizational Design & Development
Communication
Employee Relations

Performance & Learning

Selection
External
Reward
Appraisal
Development

Enter
Internal
Exit
Search Committee Training: Final Report
Search Committee Training (“Hiring Process”)

- **Co-Champions:**
  - Cynthia Eschenburg, Vice President, HR
  - Connie Buhr, Director, WCS Operations

- **Team Leader**
  - Jenny Northrup, Employment Specialist, Human Resources

- **Scribe**
  - Sandy Taylor, Secretary, Office of Financial Aid, Findlay
Search Committee Training
(“Hiring Process”)

• Team Members
  – Holly Barber, Audiovisual Technician
  – Erv Failor, Journeyman Maintenance Specialist
  – Rhonda Hogrefe, Account Representative, WCS
  – Stef Orians, Receptionist, Enrollment Services, Findlay
  – Susanne Schwark, Associate Director, Office of Financial Aid
Search Committee Training
(“Hiring Process”)

• **Project Statement:**
  – To improve search committee training through consistent and comprehensive procedures as measured by legal compliance and awareness of roles and responsibilities.
Search Committee Training ("Hiring Process")

- **Recommendation 1:**
  - Enhance the existing content of the training manual to include more details.

- **Status:**
Search Committee Training ("Hiring Process")

- **Recommendation 2:**
  - Provide training online using Blackboard.

- **Status:**
  - Initial phase - HR implementation team opted for comprehensive manual, face-to-face introductory training, and online backup support. Rationale to be discussed.
Search Committee Training ("Hiring Process")

- **Recommendation 3:**
  - Require individuals to repeat training every two years to maintain search committee eligibility status.

- **Status:**
  - Status: HR is working on tracking mechanism. Still to be decided: Actual time frame for renewal; mechanism for re-training – online only, or blended approach. Direct supervisors and/or committee chairs could play a role in identifying employees’ needs for additional training.
Search Committee Training ("Hiring Process")

- **Recommendation 4:**
  - Consider implementation of Blackboard Community System for departmental use.

- **Status:**
  - The capability for community dialoguing or web logging ("blogging") currently exists within the Blackboard LMS should individual departments choose to utilize this tool.
The Hiring Process Team Therefore Respectfully Asks…

Let My People Go! (Please?)
New Employee Orientation: Final Report
New Employee Orientation

- **Team Champion**
  - Myrna Howells-DeAustria, former dean, School of Business & Information Technology

- **Team Leader**
  - Chuck Bohleke, Chair, Business Technologies

- **Scribe**
  - Amanda Dominique, Instructional Designer, E-Learning
New Employee Orientation

• Team Members
  – Louise Estep, Sr. Administrative Coord., Findlay
  – Teresa McGaharan, Faculty Mem., Health Info. Mgmt.
  – Tom Passero, Faculty Mem., Marketing/Mgmt.
New Employee Orientation

• Project Statement
  – To improve the new employee orientation process at all levels as measured by employee satisfaction, supervisor satisfaction, and employee retention.
New Employee Orientation

- **Recommendation 1:**
  - Record Dr. Adams’ presentation on the Mission & Vision of OCC during the Opening Week All-Campus Meeting, and incorporate it into the New Employee Orientation.

- **Status:**
  - Dr. Adams graciously offered her likeness (photo) and a personal welcome letter for us to incorporate into the orientation website. She also charged Dr. Unger or another PC member to attend the monthly face-to-face orientation to personally greet new employees. Have a look [here...](#)
New Employee Orientation

• **Recommendation 2:**
  – Institute the use of supervisor checklists to ensure that employees get oriented to all necessary aspects of their job and OCC

• **Status:**
  – In line with the systemic, continuous nature of the hiring process *and* employee orientation, all supervisor checklists are now part of the *Hiring Process Manual* and downloadable from the Employment intranet site displayed before.
New Employee Orientation

- **Recommendation 3:**
  - Each New Employee should be required to complete sexual harassment training.

- **Status:**
  - We’ve gone two better with implementation. In the single face-to-face orientation day, we cover sexual harassment, safety & security, AND FERPA training for all employees!
Recommendation 4:

- Institute a mentoring program for all new employees.

Status:

- This is an ideal practice for all supervisors to implement with their employees. While this has not been specifically addressed as part of the new orientation program per se, it will be promoted and discussed as part of the “Leadership Toolkit, Module IV: Performance Management.”
Although not in the formal recommendations we have complemented the online orientation and materials with a fabulous face-to-face orientation day coupled with THREE additional voluntary training days each month!
And so... the New Employee Orientation team also respectfully begs to...

Let My People Go! (Please?)
Performance Evaluation Process
Update Report
Performance Review Process

- **Team Champion**
  - Debra Rathke, Director, Institutional Research

- **Team Co-Leaders**
  - Betty Valentine, Director, Employee Relations & Diversity
  - Brent Wickham, Chair, School of Public Safety & Emergency Preparedness and School of Business & Information Systems, Finlay Campus

- **Scribe**
  - Patricia Smith, Sr. Accountant, Business Affairs
Performance Review Process

- **Team Members**
  - Douglas Bullimore, Representative, Enrollment Svcs.
  - Neal Carter, Webmaster, Information Technology
  - Betsy Johnson, Director, Financial Aid
Performance Review Process

• *Project Statement*
  - To improve the overall performance evaluation process for full-time non-union employees by creating a more effective performance evaluation form and adjusting the evaluation timeline as measured by a correlation between the evaluation and salary component as well as professional development.
Performance Review Process

Recommendations
(“Improvement Theory & Plan” - p. 21 of spring ’06 report)
Performance Review Process

• **Recommendation 1**
  
  – Develop a more effective, meaningful performance evaluation form with instructions so that employees & supervisors:
    
    • Understand what is expected of them by setting goals and objectives that they will be evaluated on.
    
    • Know what behaviors are important to their position and the College.
    
    • Establish a development or corrective action plan according to the employee’s needs, plans, or aspirations.
    
    • Arrive at a definitive numeric rating on their job performance that is clearly understood.
Performance Review Process

• **Recommendation 1 - Status**
  
  –Complete! **Let’s have a look...**
Performance Review Process

- **Recommendation 2**
  - Establish a 360-degree feedback process so that employees can both obtain feedback and provide input on other employees’ and their supervisors’ behaviors and performance in order to gain an awareness of how their performance is perceived and linked to the success of the organization.

- **Status**
  - The model, general practice, and value of 360 feedback has begun to be presented in the training. Intention is to phase in more formalized process in coming years.
• **Recommendation 3**
  - Provide training & support for supervisors so that they thoroughly understand the performance evaluation form and process, and consequently do more effective evaluations.

• **Status**
  - Face-to-face training has begun, and all supervisors are required to attend. These trainings will be offered once/semester.
  - Supplemental reference materials will continue to be acquired and posted on the Performance Management intranet site.
  - Related skills training (e.g., coaching for performance) will be offered as part of the Leadership Toolkit series.
  - HR’s Performance Mgmt team members have already begun private consultations with department leaders/supervisors, assisting them with this process.
Recommendation 4

- Establish a rebuttal procedure to document and resolve disagreements on performance evaluations between employees and supervisors.

Status

- Done, refer again to new form.
- HR’s Performance Mgmt team is also assisting with “conversations” between supervisors and employees, intended to prevent unintended escalations and resulting in improved relations.
Performance Review Process

• **Recommendation 5**
  – Tie-in the numeric performance rating to the actual merit or salary increase percentage so that employees are compensated in accordance with their performance level or rating.

• **Status**
  – Due to salary equity adjustment processes in place for the current ’07-’08 cycle, no formal merit-dependent salary changes are planned. HR and Employee Relations leaders, however, will be working toward a new performance-related merit system to be implemented in ’08-’09.
Performance Review Process
Should be part of a comprehensive Performance Management System
Performance Review Process

- **Beyond Recommendations**...

  - Entire process going completely digital by ’08-’09 cycle
  
  - Striving for consistency across the system

  - Non-teaching OFA members can be assessed with the new general form
  - Buildings & Grounds has adopted the new form
  - Support Staff Union has always used the form in place for general NBU employees
  - Regular part-time staff and student workers can be assessed by the general form
Performance Review Process

• **Beyond Recommendations…**
  – Striving for consistency across the system
    • General form is adaptable to specific positions through addition/deletion of irrelevant items while maintaining basic integrity of scoring system.
Performance Review Process

• Beyond Recommendations...
  – Striving for a comprehensive SYSTEMS PERSPECTIVE

• Training for this process, the hiring process, and much of the Leadership Toolkit series will continue to emphasize the criticality of a systems perspective.
Performance Review Process

- **Beyond Recommendations...**

  - Striving for a comprehensive SYSTEMS PERSPECTIVE

  - This is to underscore the importance of high quality selection and placement, as well as competitive, creative rewards systems, ongoing feedback mechanisms, and development opportunities as a means to maximize OCC’s long term vitality

  - Ideally, this will help move the performance review process from a primary focus on “correction” to a focus on “continuous quality improvement” of an already high quality, highly committed, high performing workforce.
Performance Review Process

- *In closing, THIS team wishes to HANG ON!*
The Context for All Three

Owens CC
Mission
Vision
Values
Strategic Obj’s

Performance & Learning
Organizational Design & Development
Communication
Employee Relations

External
Selection
Internal

Enter
Exit
Reward
Appraisal
Development
Appendix C
Action Team Project
Progress Report
Final Report

Project Title: Adjunct Communication November 15, 2007

The Adjunct Faculty Process Management group clearly identified the problem(s) that the many adjunct faculty face at Owens Community College, especially the lack of consistent information about College policies and practices. The committee also discussed the need for more and better information to get to the adjunct faculty, particularly the new adjunct faculty, about the resources for themselves but also about the many resources available for their students.

They made three recommendations:

1. Establish a web based faulty information site
2. Update the faculty handbook and place it on the internet
3. Hire a part-time faculty coordinator

The original Gantt Chart is attached at the back of this document. Essentially the timeline dictated that these three recommendations be completed by August 2006. The Steering Committee made the following recommendations of support.

Adjunct Faculty Communication

<table>
<thead>
<tr>
<th>Team Recommendation</th>
<th>Steering Committee Decision</th>
<th>Status, 8/9/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a web-based Faculty Information site.</td>
<td>Yes</td>
<td>HR will be bringing this online Summer 2007.</td>
</tr>
<tr>
<td>Update the Adjunct Faculty Handbook and place it on the intranet.</td>
<td>Yes</td>
<td>Refer to President’s Council.</td>
</tr>
<tr>
<td>Hire a Coordinator of Adjunct Faculty Services.</td>
<td>Refer to President’s Council.</td>
<td>Position not currently approved for hire.</td>
</tr>
</tbody>
</table>
Results and Implementation

While staffing additions (Marc Levy and Cheryl Krakow, for instance) and reorganization of Human Resources are more recent and in fact ongoing, much of the spirit of the committee’s recommendations have been picked up and applied.

- Human Resources has added a tremendous amount of information that is of concern to new faculty on their website. While there is not a web-based faculty handbook per se, we are as a College much closer to having up-to-date and complete information available for adjuncts on the web. (Several web-pages are attached at the end of this document)
- The first “new adjunct faculty” Orientations took place in Fall 2007
- Training and development opportunities for new adjuncts have increased, and are better publicized.
- Many departments have beefed up the information and resources for adjuncts on department web and blackboard sites.
- The new Center for Teaching and Learning has planned to offer additional sessions for faculty development and “Intro to _____” workshops and web-based tutorials and classes. The goal is to have a “bookshelf” of resource based tutorials and classes for faculty to use as they prepare to teach at Owens and to teach individual courses.

In addition to the practical knowledge shared, this commitment to the College’s largest sub-group of employees has and will benefit from the increased attention and information. Certainly this group, as other process management teams have and are discussing, sometimes feels undervalued, and this increased attention does address this. This additional information has and will increasingly help make this group more effective instructors and help make their transition to Owens Community College smoother. This may help address other issues facing adjuncts such as retention of this group.

The original group identified the problem, the problem was acknowledged, and many different groups, offices, and individuals have taken the lead on meeting these needs. More work needs to be and is being done, but enough work is in place or planned to justify closing this process management team.

Department Responsible for Continuing This Work: _______
Human Resources, Center for Teaching and Learning, All deans and department chairs

Person Responsible for Monitoring Ongoing Improvements
Marc Levy, Deans, and Chairs

Attachments:
Gantt Chart
On-line handbook
Orientation
Welcome to Owens Community College!

Every day, we focus on the success of our students. Providing a quality education that is accessible for all students is a proud tradition here at Owens. As you come to know the College, you will soon see in our vision of engaging students in superior learning experience and in strengthening our communities by offering your best in self-learning, innovation, collaboration and excellence.

Thank you for choosing to make a difference in our students' lives.

"We believe in serving our students and our communities. Your success is our mission."

Sincerely,

Christa Adams, Ph.D.
President

Human Resources Department
(567) 661-7292

https://www.owens.edu/direct/hr/ehandbook/index.html 11/15/2007
Welcome to Owens Community College!

Every day, we focus on the success of our students. Providing a quality education that is accessible for all students is a proud tradition here at Owens. As you come to know the College, you will soon share in our vision of engaging students in superior learning experiences and in strengthening our communities by offering your best in service, learning, innovation, collaboration and excellence.

Thank you for choosing to make a difference in our students' lives.

"We believe in serving our students and our communities. Your success is our mission!"

Sincerely,

Christa Adams, Ph.D.
President

Human Resources Department
(567) 661-7292

Welcome
Mission, Vision, Values
Parking & Fin Way Around
Employment Information
Required Trai
Payroll - FAQ
Benefits - FAQ
Forms Require
Employment

https://www.owens.edu/direct/hr/orientation/index.html 11/15/2007
Appendix D
Action Team Project  
Final Report

Project Title:  Student Recruitment  
Date:  11/15/07  
The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

✓ Updated Gantt Chart  
✓ Copy of Steering Committee Feedback Form  
✓ Status of approved recommendations  
✓ Copy of Adult View book

✓ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far:
  - Money saved – Perkins grant money was used to produce the adult view book.
  - Student satisfaction improvement – Many of our recommendations are just now happening so we have not been able to measure student satisfaction.
  - Employee satisfaction improvement – We have heard positive comments about the adult view book.
  - New processes created – We were able to get the number of credit hours available through work experience waiver credit increased from 9 to 12 by going through the Academic Standards committee.
  - Improved existing process – We have met with the chairs and clarified the process for students to petition for work experience waiver credit.
  - Teaching/learning improvement – The adult view book is a tool that Owens staff can use to help educate older adults about the college process and to show them that college is possible at any age.
  - Valuing of people improvement – Our initiatives are aimed at showing older students that they are important and valuable to the institution.
  - Cooperation and communication improvements are beginning as Enrollment Services and WCS/CCE share materials and ideas.
  - Other positive improvements – We have opened the door for older students to return to college. Also, our team recommended that a team look at military credit. This team was subsequently formed and acknowledged by Dr. Adams as being an example of the Owens core values.

Departments Responsible for Continuing This Work:  Enrollment Services and Workforce and Community Services/Community and Corporate Education  
Persons Responsible for Monitoring Ongoing Improvements:  Donna Gruber, Jennifer Irelan, and Angie McGinnis
<table>
<thead>
<tr>
<th>Improvement Ideas</th>
<th>Status</th>
<th>Who</th>
<th>Cost</th>
<th>Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce &amp; distribute a view book for older students</td>
<td>DONE</td>
<td></td>
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<tr>
<td><strong>View Book received 7/2007</strong></td>
<td></td>
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<tr>
<td>Adult Learner Registration Days now <strong>Restart Your Education!</strong></td>
<td></td>
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<tr>
<td>Information and registration Fair (Findlay and Toledo)</td>
<td></td>
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<tr>
<td>Brainstorming and planning meeting(s)</td>
<td>done</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>First planning meeting with departments involved: Aux. Services, IT, Security, Facility Services</td>
<td>done</td>
<td>Student Services staffs, PR &amp; Marketing, Bursar staffs</td>
<td>10/16</td>
<td></td>
</tr>
<tr>
<td>Second planning meeting with departments involved: Aux. Services, IT, Security, Facility Services</td>
<td>see description of meeting</td>
<td></td>
<td>2/1</td>
<td></td>
</tr>
<tr>
<td>Direct mailings</td>
<td>see description of meeting</td>
<td></td>
<td>3/21</td>
<td></td>
</tr>
<tr>
<td>Press release</td>
<td>Enrollment Services staffs</td>
<td>$400 for recruits</td>
<td>$185 for businesses</td>
<td>4/1</td>
</tr>
<tr>
<td>Solicit donations</td>
<td>PR &amp; Marketing</td>
<td>$300 additional for refreshments</td>
<td></td>
<td>4/24</td>
</tr>
<tr>
<td>Pick up donated items</td>
<td>Enrollment Services staffs</td>
<td>$100 folders, pens</td>
<td>$200 prizes</td>
<td>5/7</td>
</tr>
<tr>
<td>Related materials printed/gathered/organized</td>
<td>Enrollment Services staffs</td>
<td></td>
<td></td>
<td>5/7</td>
</tr>
<tr>
<td><strong>Restart Your Education!</strong> Held in Findlay, Toledo, possibly at The Source</td>
<td>Enrollment Services staffs</td>
<td></td>
<td></td>
<td>5/8</td>
</tr>
<tr>
<td><strong>Boomer Family Discount Program (Gift Certificate)</strong></td>
<td>not funded</td>
<td></td>
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<tr>
<td>Create form &amp; procedure for applying for certificate</td>
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<tr>
<td>Develop gift certificate</td>
<td></td>
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<tr>
<td>Print gift certificates (50/semester)</td>
<td></td>
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<tr>
<td>Issue press releases re certificates</td>
<td></td>
<td></td>
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<tr>
<td>Improvement Ideas</td>
<td>Status</td>
<td>Who</td>
<td>Cost</td>
<td>Start</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Accept applications &amp; documentation</td>
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<tr>
<td>Train staff on new program</td>
<td></td>
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<tr>
<td>Issue gift certificates (fall)</td>
<td></td>
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<tr>
<td>Issue gift certificates (spring)</td>
<td></td>
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<tr>
<td>Increase Number of Credits that may be Earned through Work Experience Waiver from Nine to Twelve</td>
<td>DONE*</td>
<td></td>
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</tr>
<tr>
<td><strong>Academic Standards Committee approval April 2007</strong></td>
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<tr>
<td>*new Board Policy of 6/12/07 references online catalog; online catalog specifies 9 hours available via work credit waiver</td>
<td></td>
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</tr>
<tr>
<td>Increase Utilization and Marketing of Work &amp; Educational Experience Waiver Programs</td>
<td>DONE</td>
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<tr>
<td>Train Enrollment Services Staff re waiver programs</td>
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<tr>
<td>Insert waiver forms/information in adult view book</td>
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<tr>
<td>Increase Collaboration &amp; Communication between Workforce/Community Services &amp; Enrollment Services</td>
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<tr>
<td>Enrollment Services staff members on each campus will focus on business &amp; industry recruiting for 20 hours/month</td>
<td>Enrollment Services staff member, Findlay and Toledo</td>
<td>12/1</td>
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<tr>
<td>Hold monthly meetings between WCS &amp; ES</td>
<td>Workforce/Community Educ. &amp; Enrollment Services staffs</td>
<td>12/1</td>
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<tr>
<td>Share ideas/materials between WCS &amp; ES</td>
<td>done</td>
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<tr>
<td>Begin using adult view book at business/industry locations</td>
<td>done</td>
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</table>
Steering Committee Feedback

Team: Student Recruitment

Date: April 21, 2006

Sponsor: Judy Ennis

Ideas for Improvement

1. Produce and distribute a view book for older students

2. Institute a family discount in the form of a one-time $50 gift certificate to the bookstore

3. Host and market a weekly registration event for older students

4. Increase the number of credits that can be earned through the work experience waiver program from nine to twelve

5. Market the work and educational experience waiver programs by inserting information and forms into the older student view book

6. Train Enrollment Services staff on each campus to guide students through the work and educational experience waiver process with Chairs still deciding on credit awarded

7. Enrollment Services staff members on each campus will focus on business and industry recruiting for 20 hours per month

8. Workforce and Community Services/Community and Corporate Education and Enrollment Services staff who recruit in business and industry will share materials and ideas
Status of Approved Recommendations

1. **Produce and distribute a view book for older students.** Perkins grant money was obtained for fiscal year 2007 to produce and print the view book. Part of the money was used to take photos of older students and the rest of the money went toward printing costs. The view book was printed in July 2007. A number of offices across campus including Enrollment Services, Workforce and Community Services, and Community and Corporate Education have begun using the view book as a recruitment tool. The view book is being used at events such as education fairs and county fairs. Also, copies of the view book are being left at community locations such as social service agencies and the Source.

2. **Institute a family discount in the form of a one-time $50 gift certificate to the Bookstore.** This recommendation was never implemented due to lack of funding.

3. **Host and market a weekly registration event for older students.** Those within Enrollment Services who would be responsible for this registration event determined that this event should be held once a semester. The resources required to plan such an event are substantial and currently there are not the staff, budget and time to host a weekly registration event. Enrollment Services on both campuses are collaborating to plan a registration event for older students in May 2008 for summer/fall registration. Our team recently learned of grant opportunities for programming for Baby Boomers.

4. **Increase the number of credits that can be earned through the work experience waiver program from nine to twelve.** Our team submitted a proposal to the Academic Standards Committee to make this change. The proposal was approved. The waiver application form has been updated to reflect the increase to 12 credits.

5. **Market the work and educational experience waiver programs by inserting information and forms into the older student view book.** The view book was printed in July 2007 and contains information about waiver credits. However, we decided not to include the actual waiver forms in the view book since these documents can become outdated.

6. **Train Enrollment Services staff on each campus to guide students through the work and educational waiver process with chairs still deciding on credit awarded.** Advising staff on both campuses receive training on the waiver process. Since the view book was just printed in July, not much marketing has been done yet of the waiver process, and therefore there has not been an increase in waiver applications.
7. **Enrollment Services staff members on each campus will focus on business and industry recruitment for 20 hours per month.** Currently, it is difficult for Enrollment Services staff to focus on business/industry recruitment due to competing demands including event planning, high school recruitment, and academic advising. On the Findlay Campus there is a search in process for a full-time Enrollment Services Representative who will be devoted to recruitment of both high school and adult students. On both campuses Enrollment Services staff regularly attend education and job fairs held at businesses.

8. **Workforce and Community Services/Community and Corporate Education and Enrollment Services staff who recruit in business and industry will share materials and ideas.** This has started to happen as the two areas are now sharing use of the adult view book. Also, some events are attended by both departments, such as job and education fairs. On the Findlay Campus a joint electronic newsletter written by Angie McGinnis and Steve Hillard is being sent out quarterly to all members of Greater Findlay Inc. When the new full-time recruiter for Findlay is hired, that person will communicate regularly with Steve Hillard.
Website Process Management Initiative  
Final Report - November 2007

Team members: Michelle (Marczak) Dockins – leader, Lynda Hoffman – scribe,  
Elisabeth Scheffert, Tom Sink, Carla Striker, Marty Stroud  
Champions: Brian Paskvan, Michele Johnson

Project Statement  
To improve web management by establishing rules, regulations and procedural guidelines as  
measured by improved understanding of the web management process, efficient implementation  
of changes and overall customer satisfaction (internal and external) with the Owens Internet  
website.

Current Status  
The purpose of our initiative was not to examine the design or layout of the Owens website, but  
instead to make sure that the policies, procedures and guidelines for the website are  
communicated to the College community. The objective was to get this information published to  
use a resource tool when an employee has an update or addition for the external website. We  
have posted the flowchart that determines the procedure for getting information onto the website  
on the Internet (located under About Owens under the NewsCenter link) and on the Intranet for  
employees to access. It explains, in detail, the steps to follow. Prior to our study, this was a  
procedure that was understood by Information Technology Services and Marketing and  
Communications but not published for the College community.

Currently, a small committee consisting of individuals from Information Technology Services,  
Marketing and Communications, Enrollment Services and Findlay has been formed to look at  
the redesign of our existing webpages. At the time of our report, a Marketing Director was not  
in place, which hindered our progress for a website redesign. A Director has been hired and we  
are able to move forward with a redesign and subsequently will be able to implement some of  
the other recommendations we have made, including:

- Establishing content managers from each department and train them on the process of  
making web updates. (We do have content managers for many areas on campus, but it  
would be ideal to have one from every department.)

- Implement system of accountability to maintain integrity of the website. (This will be  
done once content managers are established.) We recommend creating a “comment on  
this page” link on every webpage that will take users to an online form. Users will be  
able to submit comments or questions regarding that webpage that will go directly to the  
web content manager and department chair, if desired. This will let us know if  
information is out of date or incorrect and will allow us to address the issue quickly.

An updated Recommendations chart is included in this report.
Conclusion
The team believes its charge has been met. We’ve identified the issue, made our recommendations, published the necessary information and worked to create solutions for the future. It is now the responsibility of Information Technology Services and the Office of Marketing and Communications to carry out the remaining tasks since the focus of their job encompass these responsibilities. The tasks can be accomplished through the redesign of the Owens Internet webpages. The team is confident that the improvements that have been made will be helpful in educating the campus community on the process for getting information posted to the website and will continue to enhance the website and the overall image of the College.
### Ideas for Improvement

<p>| | |</p>
<table>
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</table>
| **1)** Create a flowchart to explain the web update procedure.  
- The intention of the flowchart is to educate the Owens community on the website update process. | Yes. |
| **2)** Create web guidelines and post on Internet. | Yes. |
| **3)** Partner with an instructor to create a co-op experience for a student to manage some of the daily ITS responsibilities. Student would receive credit hours toward degree, not payment.  
- The student would help as needed with both regular website updates and new website projects.  
- The student would be responsible for reviewing the College website for outdated pages and initiating webpage updates. | Yes. We contacted BGSU to create an internship for this position but received no applicants. With the approval of Human Resources, IT was able to hire a supplemental staff member. |
| **4)** Establish web content managers from each department and train them on the process of making web updates.  
- Will provide web content managers with a copy of the proposed web guidelines  
- Will provide web content managers with a checklist to serve as a reminder to review their web area on a periodic basis.  
- Will provide training seminars through in-service or department meetings | Will be completed in conjunction with the redesign of the website. |
| **5)** Once content managers are established, include in employee’s job description the web content manager responsibility. | This may take more work and may not be possible since it’s an HR issue. |
6) Implement system of accountability to maintain integrity of the website (once content managers are established for each department.)
   - Create a “comment on this page” link on every webpage that will take users to an online form. Users will be able to submit comments or questions regarding the webpage that will go directly to the web content manager and department chair if desired. This will help ensure accuracy of content.
   - Require that web content managers review their webpages every semester. Provide a sign-off sheet to hold them responsible for the content.

7) Conduct training seminars for employees on the web update process.
   - In-service week every semester (faculty)
   - Attend department meetings during the year (faculty & staff)

8) Create an oversight committee to determine who has final say over controversial web content. Would meet on an ad hoc basis.
   - Committee would be made up of members from various departments.

9) Conduct a follow-up study, six months to a year, after completion to see if results have improved after plan implementation. Report results to Steering Committee.

| Will be completed in conjunction with the redesign of the website. | Will be completed in conjunction with the redesign of the website. | So far there has not been a need for such a committee, if this proves to be an issue in the future, a committee will be established. |
Appendix F
Action Team Project

X Progress Report

Final Report

Project Title: Documenting and Archiving The College’s History

Date: November 15, 2007

The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

✓ Updated Gantt Chart
✓ Copy of Steering Committee Feedback Form i.e. all approved recommendations
✓ Status of approved recommendations

✓ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far: (so instance report on the following)
  ▪ Time saved –
  ▪ Money saved –
  ▪ Student Satisfaction improvement –
  ▪ Employee Satisfaction improvement –
  ▪ New processes created –
  ▪ Improved existing process, how, how much, etc..
  ▪ Teaching/Learning improvement –
  ▪ Valuing of people improvement –
  ▪ Cooperation improvement –
  ▪ Communication improvement –
  ▪ Other positive improvements –

Team Members: Tom Sink, Laurene Markis, Gail McCain, Matt Farthing, Kay Koevenig, Karen Koke, and Kathy Overmyer

1. Create a Central Archive to safely preserve, maintain, and assure access to artifacts.

   Both an on-line digital archive system through OhioLINK as well as a physical Central Archive will be created within the Library on the Toledo Campus.

2. College Archives will be part of Library Services, reporting to the Library Dean.

   Approved and implemented.
3. Hire a full-time Digital Archivist/Metadata Librarian to oversee the archives program.

A position description has been developed. We are waiting approval of the hiring process to begin advertising. We are going to hire a student worker to begin digitizing project using equipment in AV Services.

4. In consultation with college space planning, will support the necessary renovations needed to house the College Archives.

Tom has met with Tom Horrell and Maintenance regarding space planning. Space is available, but currently being used. When the space becomes available it will be utilized by the Central Archive.

5. Support the College Archive operation by creating a separate cost center and budget process.

In process.

6. Provide adequate funding for the College Archive operating budget.

Tom is working with Ann Savage through the Foundation and Heidi Altomare of Grants to find ways fund this process.

7. Assist the College Archive in obtaining material by encouraging faculty and staff to contribute items of historical significance to a permanent collection in a centralized, accessible collection.

Everyone is agreeable to this and eager to do so. We would also encourage retirees to return to help identify items and photographs.

8. Encourage schools and departments to designate an employee who would serve as an information contact and/or archive agent for collecting items relevant to their area.

We are developing instructions and training for the departmental contacts. This would usually be the secretary of the school or department. If there isn’t a secretary another person would be designated. It would not be a cumbersome task. Our intention is that the person would act mainly as a contact person, they would forward the information to the archive for preservation, and would help to clarify and questions we had concerning descriptions of the items.
9. Support the creation of a searchable online digital repository for archival information. This includes funding for travel and training purposes.

This is already available to us and ready for us to use. A metadata process training seminar is being held in December at OhioNet in Columbus. Tom Sink is scheduled to attend the training.

10. Support the College Archive efforts to coordinate and arrange exhibits of archival materials in various campus display areas or any off-campus museums, libraries, etc. that would ensure appropriate security precautions.

Once we have the items, our intention is also to be able to display to retrieve and display them for various functions both on and off campus. We would like the support of the College in these endeavors such as the upcoming 50th Anniversary Celebration.

Department Responsible for Continuing This Work: Library

Person Responsible for Monitoring Ongoing Improvements: Tom Sink

Copy: Tom Perin, Sarah Metzger, Stan Jensen and entire Steering Committee (approx. 30 copies)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Aug-Sep '07</th>
<th>Oct-Dec '07</th>
<th>Jan-Mar '08</th>
<th>Apr-Jun '08</th>
<th>Jul-Sep '08</th>
<th>Oct-Dec '08</th>
<th>Jan-Mar '09</th>
<th>Apr-Jun '09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create College Archive department</td>
<td>Dr. Adams/Pres. Council</td>
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<tr>
<td>Issue statement to faculty &amp; staff announcing the creation of a centralized College Archive and encourage items to be donated.</td>
<td>Dr. Adams</td>
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<tr>
<td>Designate departmental employees that will serve as contact for archiving</td>
<td>Various Department Supervisors</td>
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<tr>
<td>Begin hiring process</td>
<td>Library Dean and HR</td>
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<td>Develop cost center &amp; budget</td>
<td>Library Dean and Finance</td>
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<tr>
<td>Discuss potential renovations with facilities planning and maintenance.</td>
<td>Library Dean, Institutional Research, Maintenance</td>
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<tr>
<td>A full-time Archivist/Metadata Librarian is hired</td>
<td>Library Dean &amp; HR</td>
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<tr>
<td>Student worker hired to begin digitizing project using equipment in AV Services.</td>
<td>Library Dean &amp; AV Services</td>
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<tr>
<td>Develop Instructions and Training for Departmental Contacts</td>
<td>Library Dean</td>
<td></td>
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<tr>
<td>Steering Committee Report on Progress</td>
<td>Team Leader</td>
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<tr>
<td>Receive artifacts for store &amp; preservation</td>
<td>Library &amp; Archives</td>
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<tr>
<td>Begin training designated employees on Digital Archive &amp; Institutional Repository</td>
<td>OhioLINK</td>
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<tr>
<td>Order appropriate archival supplies for preservation</td>
<td>Archivist</td>
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<tr>
<td>Begin Preservation and Storage of physical items</td>
<td>Archivist</td>
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<tr>
<td>Begin uploading records to digital archive</td>
<td>Library Dean &amp; Archivist</td>
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<tr>
<td>Digital Archive available via Intranet</td>
<td>Library Dean &amp; Archivist</td>
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<tr>
<td>Final Steering Committee Report on Progress</td>
<td>Team Leader</td>
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Position Title: Archives Librarian

Location: Toledo Campus

Position Type: Professional Staff

Incumbent: PROPOSED – October, 2007

Reports To: Dean, Library

Basic Function: Position oversees the college archives, resolves archives inquiries, engages in active outreach to promote collections, prepares exhibitions, and guides use of archived materials. Primarily responsible for describing, classifying, arranging and preserving materials such as books, other printed materials, recorded audio or video, art, antiques, and other archival content. Other duties include library reference work, bibliographic instruction, and assisting with special projects. Responsible for implementing an online digital archive collection by contributing data to the institutional repository. The institutional repository is a searchable online database of digital images containing detailed descriptive data.

Primary Responsibilities/Activities:

1. Budget authority for Archives Department.
2. Supervises archives student worker(s).
3. Oversees the transfer of historical items from various locations to the College Archives and/or inventories historical items maintained in departmental collections.
4. Arranges and describes the permanent records in the College Archives.
5. Uploads data to, and maintains records in, an online digital archive
6. Interacts with faculty, staff, and students to support requests for records in the Archives.
7. Offers assistance in resolving problems related to digital records management.
8. Performs various library services such as reference assistance, cataloging, and other information management tasks.
9. Participates in public speaking programs, creating exhibitions, and related events promoting the Archives.
10. Other related duties as assigned.
Minimum Qualifications

- Minimum of one year relevant experience in archival management and processing (print and electronic) in an academic (preferred) or archival setting.
- A masters degree in Library Science from an American Library Association accredited institution with emphasis on archival studies; or a graduate degree in Archival Science; or a masters degree in History, or related discipline, with a concentration in archival management.

Preferred Qualifications

- Demonstrated operational knowledge in the major facets of archival work (acquisition, descriptive cataloging, preservation, storage and access)
- Knowledge of a wide variety of metadata standards and emerging digital library standards and best practices.
- Knowledge of the organization and operation of institutions of higher education and their functions.
- Experience working with one or more digital library asset management systems, such as LUNA, DLXS, CONTENTdm, DSpace, Fedora, etc.
- Strong organizational skills and attentiveness to details.
- Ability to enter data accurately and speedily.
- Ability to communicate in a clear and concise manner with staff and users at all levels, in both verbal and written communications.
- Ability to perform repetitive finger/hand/wrist tasks, neatly.
- Has neat handwriting.
- Ability to lift boxes weighing up to 50 pounds.
- Advanced computer literacy including experience with the Microsoft Office suite and Windows based software applications.
- Ability to work as a team member without close supervision.
- Strong customer service experience and commitment to a culture of assessment.
- Able to set and meet deadlines and goals and follow through with tasks.
- Good interpersonal skills for developing and maintaining positive relationships throughout campus with faculty, staff, and students; and off-campus with researchers.

Salary

- Suggested min. salary is approx. $37,080, depending upon qualifications. (Based upon starting Librarian salary as stated in the OFA contract)
Tom stated that the Owens Community College account has been created on the OhioLINK Digital Commons, but the public cannot view any information submitted at this time. Scanning of artifacts has not begun yet, in part because Tom still needs to determine just how clear the artifacts need to be for OhioLINK. The more clear the artifact appears, the more memory will be required.

For the Digital Archive itself, OhioLINK will provide generic screens/backgrounds. These will be customizable, to some extent.

There hasn’t been any information submitted into the digital archives—Tom is scheduled to attend metadata processing training at OhioNET (Columbus) in December.

Tom also stated that he will be speaking with Ann Savage to see about what requesting money from the Foundation and working with Heidi (from grants) to see about getting grants to start the archiving.

Tom submitted a request for a full time archivist. The position would have an approximate ratio of 80/20 archives/library. The job description and background is complete, but it is not yet in the public viewer because it needs approval of Dr. Unger, President’s Council, etc.

Karen asked what else needs to be done. Tom said that we should determine what needs to be finished first. Kaye suggested getting older items processed first. Someone also suggested that we should locate faculty/staff retiring or who have recently retired and ask them to assist in identifying people/buildings in the artifacts, particularly those that are a bit more aged.