

# UNIVERSITY STAFF ADVISORY COMMITTEE

## Business Meeting Minutes

January 22, 2020 RPAC,

Meeting Room #3

8:30 - 10:30 a.m.

**In Attendance:** Annie Bingman, Sherri Hall, Stacey Houser, Emily Kelley, Randall McKenzie, Drew Miller, Laurel Van Dromme, Steven Blalock, Kate Blevins, Brittany Crall, Steven Loborec, Sandy Otis, Brittany Savko, Katie Watkins, Morgan Buckner, Jill Hampshire, Paul Hogan, Twihla Holley, Tim Lombardo, Jennifer Marinello, Aaron Moore, Courtney Sanders, Chrissy Sprouse, Sunny Zong, Andrew Jordan

### Call to Order

### Adoption of the Agenda – Corrections needed

### Approval of the Previous Meeting Minutes

### Executive Committee Reports

**Chair:** NA

**Chair Elect:** NA

**Communications:** Update provided via email to be added to the agenda for communication to members due to absence of Communications Vice Chair

- **Compass a resource tool for faculty/staff – Live now**
  - A navigation tool that streamlines your path to various university systems, including Workday starting June 2020.
  - A holistic summary of your employee information and easy access to related systems to make requests or updates.
  - A smarter search to find what you need, including IT and HR support.
  - Not a replacement for Wexner Medical Center's OneSource, but still provides helpful information and another way to access OneSource.
  - Social media communication:
  - "Ohio State employees: If you're not sure where to go, start your search with Compass. From checking your leave balance and IT help tickets to searching for buildings and people, Compass makes it easy for you to manage business at Ohio State. Explore Compass today! <http://compass.osu.edu>"

**Secretary/Treasurer:** NA

### Subcommittee Reports

**Inclusive Excellence (IE):** NA

### Governance:

- Staff Career Development Grant (9:15-9:45)
  - Review of examples of what the grant can be used for such as registration fees for conferences and seminars, books and materials for courses, online workshops and webinars, and travel expenses
  - Focus is on how the professional development can help not only the

- individual but the unit and University as a whole
- We are not comparing professional development opportunities or individuals against each other; rather, we are evaluating their proposals and the case made for professional development.
  - Review of the rubric
    - Section 1 is more of an administrative section providing points for providing application material in an organized way and providing supportive documentation
    - Section 2 contains the majority of the points and reviews the proposal, benefits and budget information
      - Professional Development Proposal is the “what, why, and how”
      - Benefits to Career, Unit and University should have a clear explanation of all three areas
      - Budget Information should be fully completed and an explanation of the expenses
    - Section 3 is discretionary points with rationale
      - This section is optional and is added to the final score
      - There should be a clear and compelling rationale for awarding the points and must get team consensus
    - Maximum points a person could possibly have is 105
  - Tentative timeline is for USAC team to review February 7-23
  - Funding period will be March – December 2020 which is a larger window due to Workday implementation
  - Please do not change the spreadsheet formatting of the scorecard as this makes compilation of scores difficult.
  - Tips and Suggestions
    - Please do not wait until the last minute
    - If something comes up and you cannot review the grants, let Steven Blalock know
    - If you have a personal conflict of interest or know the applicants, please let someone from the Governance committee know so the application can be reassigned
    - Try to be consistent in your scoring
  - Teams can be found on Box in the powerpoint presentation including links to tips for Robert’s Rules of Order

**Outreach & Engagement (O&E):**

- Health and Wellness Expo update (5 minutes)
  - Financial support from Bernadette Melnyk is expected to be received
  - Registration deadline is February 28, 2020 for vendors

**Staff Compensation & Benefits (SCBS): NA**

**Task Forces**

**OHR Liaison Report**

**Items for Informational Purposes**

**Items for Group Discussion**

- Tamar Chute - History of the University (8:30-9:15)
  - Founding the Ohio Agricultural and Mechanical College
  - There were four county contenders of where the college would be built: Champaign, Clark, Franklin, and Montgomery
  - Why Franklin county?

- Seat of the government, central location, and had railroad access
- There were 30 colleges in Ohio that were already established. These colleges wanted to add the new program. However, the state chose to create a new college.
- The exhibit opening in February will contain the first registrars book containing the first students who attended and their grades
- When did the University open?
  - September 17, 1873 with seven professors and 24 students who passed the entrance exam
- The current University Hall is a replica of the original which was torn down in 1971
- Males were required to take two years of military science until the 1960s
- How big was the first graduating class?
  - The first graduating class contained six people in 1878 and the first woman graduated the next year
- Question: What was the average age of students?
  - From information found in the first registrars book, it looks like a range of 13-27
  - Most students did not graduate
- How many Ohio Unions have there been?
  - There have been three student unions and Hale Hall was the first student union in the country
- When did the first woman come to campus?
  - 1873
- The very first University sport was baseball and it is more comparable to intramural sports today.
- The first women's varsity sport was basketball
- First ever fundraising campaign started in 1920 to raise money for the stadium with the idea that the stadium would be for the entire community and for a variety of activities
- Ohio Stadium was the first double decker stadium in the country
- Stadium dorms were created in barracks style living with students doing communal chores to help keep students in school during the Great Depression
- Why do we wear scarlet and gray?
  - Three of the first students who received diplomas were tasked with finding ribbon colors to tie around the diplomas.
- Sesquicentennial celebration
  - March 21 there will be a University open house at Thompson library with birthday cake and family friendly environment from noon to four open to the entire community
- The archives website contains quite a bit of digital content for further reading [go.osu.edu/archives](http://go.osu.edu/archives)
  - The majority of questions that are received for reference content is genealogy related
- Amy Major, Kathy Braidic Digital Accessibility Services (DAS) (9:45-10:30)
  - ADA office manages “physical” disability and DAS manages “digital” accessibility
  - The goal is to provide ability for people with disabilities to effectively and efficiently access information resources with substantially equivalent ease of use and timeliness
  - Products created by vendors are most likely not accessible
  - Why is this important?
    - It is the law
    - Office of Civil Rights Agreement
    - Revised Interim Digital Accessibility Policy
    - It's the right thing to do
  - How is this being addressed at Ohio State?

- There are about 75 digital accessibility coordinators across campus
- DAS is offered by the OCIO
  - Communicate the policy requirements
  - Provide learning opportunities and toolkits
  - Go.osu.edu/dac
- 5 Key Elements of focus with the initial focus being on the first four elements in Phase One and in autumn phase two will include audits of current systems
  - Training
    - Ensure staff who acquire, develop, or deliver digital information and/or services are assigned and complete required accessibility training.
    - Assigned training due 12/31/2020
  - Implement/Upgrade Process
    - Ensure an accessibility assessment is conducted before acquiring or implementing new digital information and/or services
    - Taking a risk management approach to prioritizing assessments
  - Requests & Complaints
    - Ensuring websites and digital applications contain contact information so users with disabilities know who to contact if they have trouble accessing digital information or services
    - Making sure requests for access and complaints are handled within the policy's required timeframes
  - Reporting
    - Provide annual picture of unit progress on policy and implementation with an annual scorecard
  - Audits
    - Ensure "legacy" digital information and services are assessed and a Corrective Action Strategy created.
      - The Corrective Action Strategy may take multiple years
  - Question: How is this mandate being funded?
    - It is an unfunded mandate, so the units are funding the implementation

## Adjournments