

CAS Chairs and Directors meeting
Tuesday, September 10
Dolan 202/203
3:30-5:00 p.m.

Agenda

1. Welcome

- Goals for the year:
 - Continuation of initiatives Margaret led:
 - Course load reduction/compensation policy
 - Professional Development program
 - some discussion of clinical/professional faculty
- Additional goals:
 - work on CAS philanthropic priorities (update);
 - some of this, particularly attached to curriculum and programming may be tied to the development of the strategic plan
 - communicating out the achievements of CAS faculty, staff, and students
 - academic evaluation/strategic plan—more on that later

2. Policy updates from the Registrar's Office: Michelle Reynard and Gabriela Wanless

3. EEOC required training: Colleen Trembl and Erica Gray

4. Strategic Planning/Academic Evaluation process: updates and discussion

- **Team 2: “Academic Program Evaluation, Administrative Structures, and Community Partnerships”**—group led by Provost creating evaluation rubric (still in draft form) and refining the process
 - process:
 - (1) self-evaluation of programs, led by department chairs and program directors—work that will happen in the departments/programs;
 - (2) self-evaluations/reports will go to the Team 2 committee;
 - (3) the committee will review the reports and produce a white paper with recommendations;
 - (4) white papers/recommendations will be part of larger conversations (forums, surveys, etc.)
 - timeline:
 - the rubric/instructions for department/program (self) evaluations will go out by the end of September;
 - departments/programs will have October and November to complete;

- the team committee will work through December and January, so that early spring semester they will have produced the white paper;
 - whole process to wrap up by May (report due to Board of Directors);
 - the evaluation:
 - quantitative and qualitative measures;
 - data will be provided: student enrollment, degrees awarded (historically at JCU, nationwide), graduation rates, contributions to Core, student/faculty ratio, avg. section size, etc. [hope to provide 10 years of data]
 - chairs will be able review data, amend, add other data; discuss qualitative measures: academic quality, achievement of program SLOs, post-degree outcomes, faculty scholarship and service, curricular innovations, student engagement, contributions to mission, etc.
 - will be asked to give a rating and present a narrative explaining that rating, discussing quantitative and qualitative measures, and suggest program's vision for future
- Note on chair duties: we have informed Steve about how busy you are in October and November—so he is aware.
 - Steve is planning a meeting with all chairs and directors in late September or early October to talk through this process
 - He is open to comments
- **Vision Statement:**
 - lots of concern, thanks for letting us know—we are passing that along.
 - Steve's comment:
 - first—he is asking for feedback
 - wants to emphasize that President does see it as draft: can still modify the themes and bring out other themes (areas of focus)
 - but while it can be tweaked, he did say that it was not to be ditched and started completely over
 - arg: this came out of MJ's listening year; a vision statement needs to provide direction; and the university needs to consider "market appeal"—what students are looking for
 - part of the challenge here is to get them in the door—and once in the door, they will discover other fields and disciplines: so the student interested in health care may become the philosophy major—but we have to get them in the door.
 - focus on "Jesuit Catholic tradition": much implied here, and becomes a reason to celebrate the liberal arts; not hide them—elevate them; so shouldn't be just preserved but part of the growth strategy
- **Comments/Discussion**

5. Course load reduction policy for administrative work [continuation of discussion from last year]

Present: Medora Barnes, Matthew Berg, Richard Clark, Barbara D'Ambrosia, Rebecca Drenovsky, Jeff Dyck, Gwen Compton-Engle, Margaret Farrar, Peggy Finucane, Gerald Guest, Rodney Hessinger, Anne Kugler, Kathleen Lee, Kathleen Manning, Michael Martin, Sheila McGinn, Phil Metres, Keiko Nakano, Anne Kugler, Phil Metres, Mike Nichols, Tamba Nlandu, Mindy Peden, Dani Robbins, Debby Rosenthal, Cathy Rosemary, Mark Storz, John Yost
Absent: Richard Clark, Nathan Gehlert

1. **Peter Kvidera - Welcome**

P. Kvidera began the meeting by welcoming the chairs and thanking everyone in advance for the work they are doing.

Conversations about when the College of Arts and Sciences will be evaluated, and the timeline for when the new CAS Dean will be chosen, are ongoing and little is known at this time. He affirmed that it is important to continue with the initiatives that were started by Margaret Farrar in order to move ahead and prepare for the future, including the course load reduction and compensation policy, the Professional Development program, and discussion of the clinical and professional faculty. He stressed the need to reassess outdated philanthropic priorities for CAS

2. **Michelle Reynard, Gabriella Wanless – Office of the Registrar - Handouts**

M. Reynard began by announcing updates on policy and practice changes. She relayed that the petition to request an incomplete will be accessed through Onbase later in fall semester. Rodney Hessinger posed a question regarding changing a grade for additional work. M. Reynard responded that this will no longer be possible due to equity standards.

Bulletin policy – The University Bulletin that is currently online is considered the official form. The graduate bulletin is on the same cycle with offerings 3-4 years in advance.

Academic petition – The academic petition form is to follow the new bulletin policy rather than the bulletin that was published when the student arrived. M. Reynard also addressed the confusion about wait lists and force cards. One or the other should be used, not both. When the wait list cap is set it will stop at a certain point. The wait list will open on the first and second day after the start of the new semester. The student has 24 hrs. to enroll on the wait list.

Incomplete policy - G. Wanless stated that, as of yet, nothing has been advertised regarding the incomplete policy. It will be announced before or shortly after the withdrawal deadline. G. Wanless requested that the chairs let the registrar's office know if there are restrictions on courses, e.g. for seniors etc. G. Wanless also thanked the chairs for sending in the spring schedules and reported that changes will be sent out in a few weeks. She also expressed appreciation for feedback on scheduling software and announced that a one year schedule will be coming soon.

Course Dog – G. Wanless explained that information will be entered directly into the Course Dog platform. The software syncs well with Banner and allows reports to be pulled from the actual software. Timelines – There will be a Course Dog test and possible pilot project over the summer. Smart catalog offerings with bulletin and degree changes will be implemented at the end of 2019. Banner information will sync well with Course Dog. A yearly bulletin and schedule should be available by March 2020. Gabriella requested that information for the 2021 catalog be sent by December.

In response to a question regarding lab times, G. Wanless reported that Angela Krueger is looking into it. Please send information c/o Gabriella Wanless. In closing, they invited the chairs to contact or stop by the Registrar's office with further questions.

3. Colleen Trembl – General Counsel, Office of Legal Affairs – Power Point “The Hiring Process...”

Colleen Trembl began with the attached power point presentation on the hiring process. The slides were approved by the Equal Employment Opportunity Commission and include standard information and faculty procedures for hiring consideration and compliance. The same procedures are to be considered for adjunct faculty, especially the use of People Admin., and the retention of records.

- Mission: meeting the goal of inclusive excellence requires making sure that recruitment and retention procedures reflect all dimensions of a greater diversity of students, staff, and faculty.

- Demographics: it is unlawful to hire based solely on race or gender. Selection of candidates should be based on the review of their materials, the interview process, and references. Evaluate diversity and gender identity in all facets.

- Hiring/nondiscrimination: Federal law and university policy prohibits discrimination on race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, and veteran status.

- Retention of records: candidate records, including handwritten notes and emails should be retained for one year. The same procedures apply to adjunct candidates. C. Trembl suggested setting up a Google shared drive for the organization of candidate records.

- Reviewing applications: C. Trembl emphasized consistency in conducting interviews, writing and interactions with the candidates. She suggested an evaluation tool/matrix be used during the completion of the interview. She stressed that among other questions, it is impermissible to ask if a candidate is a citizen. However, it is permissible to ask if the candidate is authorized to work in the U.S. without university sponsorship. It is also permissible to ask if the candidate has ever been on a J visa.

4. Peter Kvidera – Strategic Planning/Academic Evaluation

P. Kvidera began the conversation by announcing that the Team 2 Academic Evaluation Process, led by the Provost, is charged to create an evaluation rubric. The process will involve the CAS Chairs directly. The self- evaluation will be led by the chairs/program directors in consultation with their department/program faculty. The evaluation reports will be reviewed by the committee who will then produce a white paper recommendation. This recommendation will be released to the university

community for discussion. It was further stated that all members have a voice in the process. All suggestions can be submitted to the Associate Deans who will pass them on to the President. The timeline is as follows:

- Self evaluations will go out by the end of September.
- Departments/programs will have October and November to complete.
- The team 2 committee will work through December and January.
- University wide discussion in spring semester.
- Process to wrap up in May. Report presented to the Board of Directors.

Meeting adjourned: 5:06 pm

Submitted by Ellen Valentine



College of Arts and Sciences

CHAIRS AND DIRECTORS MEETING

SEPTEMBER 10, 2019

Agenda

1. Welcome
2. Policy updates from the Registrar's Office: Michelle Reynard and Gabriela Wanless
3. EEOC required training: Colleen Trembl and Erica Gray
4. Strategic Planning/Academic Evaluation process: updates and discussion
5. Course load reduction policy for administrative work [continuation of discussion from last year]
6. Other business?

Strategic Planning/Academic Evaluation process: updates and discussion

Team 2: “Academic Program Evaluation, Administrative Structures, and Community Partnerships”—group led by Provost creating evaluation rubric (still in draft form) and refining the process

process:

- ▶ self-evaluation of programs, led by department chairs and program directors—work that will happen in the departments/programs;
- ▶ self-evaluations/reports will go to the Team 2 committee;
- ▶ the committee will review the reports and produce a white paper with recommendations;
- ▶ white papers/recommendations will be part of larger conversations (forums, surveys, etc.)

timeline:

- ▶ the rubric/instructions for department/program self-evaluations will go out by the end of September;
- ▶ departments/programs will have October and November to complete;
- ▶ the Team 2 committee will work through December and January; early spring semester will have produced white paper;
- ▶ university-wide discussion of white paper (and other team reports) in spring semester;
- ▶ whole process to wrap up by May (report due to Board of Directors)

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- ▶ Steve is planning a meeting with all chairs and directors in late September or early October to talk through this process

Course load reduction policy for administrative work: department chairs

[see proposal]

Updated Bulletin Timeline

OCTOBER 2019

- SmartCatalog Training
- Course review: additions, deletions, updates

NOVEMBER/DECEMBER 2019

- Department Chairs Revise Bulletin text and degree requirements
- Call for Fall course schedules goes out

JANUARY 2020

- Chairs complete revisions by January 2nd
- Fall schedules due January 2nd
- Associate Deans review Bulletin changes

FEBRUARY 2020

- Registrar and AVP review revisions
- Chairs review final versions

MARCH 2020

- Publish Bulletin and fall course schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Graduate, Post-Bacc	Graduate, Post-Bacc	Graduate, Post-Bacc	Graduate, Post-Bacc	Graduate, Post-Bacc, Honors
Week 2	Schedule changes by Registrar Noon start- Veterans, SAS, Borromeo, Arrupe	Preference to students with grad application on file Registration times in 1/2 hour increments from 9-4 Total population divided equally by day			Department schedule review / requests for schedule changes to Registrar
Week 3	Schedule changes by Registrar Noon start- Veterans, SAS, Borromeo	Registration times in 1/2 hour increments from 9-4 Total population divided equally by day			Department schedule review / requests for schedule changes to Registrar
Week 4	Schedule changes by Registrar Noon start - Veterans, SAS, Borromeo	Registration times in 1/2 hour increments from 9-4 Total population divided equally by day			

The Hiring Process: Interviewing, Selection & Retention of Records

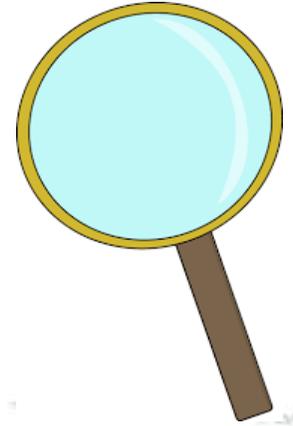
September 10, 2019

Colleen Treml, General Counsel

Erica Gray, Human Resources Associate

Overview of Discussion

- JCU Mission & Laws Related to Employment Process
- Retention of Records
- Review of Applications
- Conducting Interviews
- Deciding on Successful Candidates
- Hiring Issues
- Tools and Resources



Hiring for Mission and Strategic Plan for Inclusive Excellence



Strategic Plan for Inclusive Excellence:

Develop, implement, and evaluate concrete, measurable steps to recruit and retain a greater diversity of students, faculty, and staff

Diversity Statement:

In our recruitment efforts – seek to reflect all dimensions of diversity.

JCU's Mission: Candidates with ability to support and advance mission

Not Selecting Based on Demographics As A General Matter

- Law - not permit hiring based on race, color, national origin, gender, or other similar demographic.
- Generally cannot seek 1 race or national origin or gender, or prefer a subgroup or national origin within a group
- Selection should be based on evaluating the candidates' materials, interview, references, etc. vs. written job requirements.
- Key: Increase diverse applicant pool
- Can consider diversity in all facets

Federal/State Law

Federal



- Title VII: race, color, sex, national origin, religion
- ADEA: age
- ADA: disability
- Pregnancy Discrimination Act: pregnancy, sex
- Laws as federal contractors, i.e., affirmative action plan and underutilization vs. pool

State



- R.C. 4112.02: race, color, sex, national origin, religion, age, disability, ancestry, military status
- R.C. 4112.05: age in job opening or termination
- R.C. 4112.99: any of these

Examples in Hiring

Discrimination

The prejudicial treatment or consideration of a person, racial group, minority, etc. based on category rather than individual merit, excluding or restricting members of one or more categories on the grounds of race, sex, or age

- Discrimination:
 - Not hiring an employee based on ethnicity & English being a second language
- Failure to Accommodate:
 - Not providing reasonable accommodations for disability for applicants who request a sign language interpreter for an interview

Enforcement for Employment Issues

- Equal Employment Opportunity Commission (EEOC): Title VII, ADEA, ADA
- Ohio Civil Rights Commission: Ohio non-discrimination laws
- Federal and state courts: Civil lawsuits





Employment Process

- Important to have a standard, consistent employment process:
 - How review candidate applications/resumes
 - Generally, what questions ask candidates
 - How arrive at decision

KEY: How document entire hiring selection process

Allows others to determine no discrimination



Retention of Records – Legal Requirements

- Required to document selection process in some manner
- Must document why selected one over another
- Not required to take notes of those interviewed
- If taken, **decision-makers** MUST retain them.
- Includes: applications, emails, evaluations, handwritten notes, notes jotted on resumes/CVs

Retention of Records



Know The Rules!

- Chair/hiring supervisor: retain all documents, evaluations, notes
- Collect notes and documents from decision-makers in the search process
- Require all emails be retained
- Federal law (29 CFR 1627): Records **MUST** be retained for **one (1) year** from later of date the record is made or selection is made

Reviewing Applications



- Document process you will use to review applications
- Review in light of position qualifications/posting
- Document why select certain candidates for interview and not others
- Consistency in review – will they be reviewed by the same individuals? Judged by same standards?
- Will you vote on who comes for interviews?

Conducting Interviews



- Consistent interview schedule – in writing
- Consistent forms of interactions, i.e. lunch, lecture
- Consistent questions for candidates – in writing
- Planning out major topics/questions in advance
- Using evaluation tool/matrix that can be used and completed during or after interview



Impermissible Questions

Questions that could seek information on race, color, national origin, age, religion, sex, pregnancy, family status, or disability

- Can lead to an inference that selection was discriminatory

For example:

- “What year did you graduate from high school?”
- “Tell me about your family.”
- “Where are you from and how did you happen to come to the U.S.?”
- “Are you a U.S. citizen?” (Correct: “Are you authorized to work in the U.S. without JCU sponsorship and have you ever been on a J visa?”)

Deciding on Successful Candidate



- More documentation required of those interviewed
- Review vs. job posting, qualifications, field, specialty, department needs
- Use evaluation summary, matrix, documented group meeting to compare candidates
- Document selection – rationale for why chosen, communications to candidates
 - In addition to People Admin selections
 - i.e. “not as qualified as others - experience”
- Records & notes - consistent with decision; could be publicly reviewed.



Other Hiring Considerations

Tools and Resources: PeopleAdmin

<https://jcu.peopleadmin.com/login>

Tools and Resources: People Admin

- Documentation can be done in PeopleAdmin (in addition to evaluations, recommendations, emails).
- Applicants can view open positions and submit their CV and supporting materials in multiple formats.
- Search members can review and assess candidate information online.
- Can more effectively track and report on the make-up and disposition of all applicant pools
- Require all to utilize same application mechanism (PeopleAdmin vs. submitting only at a conference).



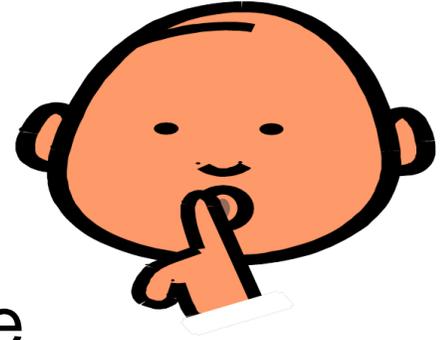


Communicating with Candidates

- If possible, communicate at the same time with interviewed candidates who are not selected about the outcome.
- Internal candidates may need to be advised earlier.
- Communication with candidates - Example “department is pursuing other candidates”, or “a number of qualified candidates exist, and you were not selected for the position.”
- Avoid discussing with a candidate information about other candidates.



Confidentiality of Process



- Candidate files, materials and interviews and committee documents/notes should be treated as private/confidential.
- Be clear with candidates if and for how long confidentiality can and cannot be maintained.
- Limit discussion to those involved in the process or as necessary to conduct the search, including comments and votes from decision-makers.

Thank you

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