Present: Medora Barnes, Mary Beadle (for Peggy Finucane,) Matt Berg, Barb D'Ambrosia, Rebecca Drenovsky, Jeff Dyck, Margaret Farrar, Rich Clark, Gwen Compton-Engle, Brian Ferguson, Nathan Gehlert, Gerald Guest, Rodney Hessinger, Anne Kugler, Graciela Lacueva, Kathy Lee, Kathleen Manning, Sheila McGinn, Phil Metres, Keiko Nakano, Mike Nichols, Tamba Nlandu, Mindy Peden, Dani Robinson, Debby Rosenthal, Mark Storz, John Yost
Speakers: Patrick Mullane, Colleen Treml, Jennifer Rick, Ryan Armsworthy

 M. Farrar – Welcome and Introduction of Patrick Mullane, Executive Director Center for Career Services. See attached Power Point.

1. Patrick Mullane – Began by presenting the College of Arts and Sciences Professional Development Program Update.
   - Eleven departments took part in the pilot program in the first year.
   - CCS conducted eleven fall workshops and 26 spring workshops with 790 students participating. Seventy-six students completed the program.
   - The departments that are confirmed for participation in the program for AY 2018-19 include: EN, BL, CH, CLMC, CO, CG, EDSP, ESSS, HS, Non-Profit, PJHR, PH, PO, Pre-Health.
   - Changes include: Competency based, requirements customized by academic department, PDP built into the curriculum (varies by department).
   - Changes in Canvas include: Department specific for participating majors, a general program as an option for undecided and non-participating majors.
   Several departments are looking into how to connect the PDP to their courses in order to promote student engagement. For example, Chemistry may have the PDP account for 2% of the grade, History has it attached to two different courses, and Physics may connect through labs. Departments interested in hosting a career event, please contact the Center for Career Services.

2. **Margaret Farrar – Chair's Retreat Follow-up|Strategic Planning, See Attached Power Point.**
   M. Farrar presented a power point overview of the strategic planning exercise. Compiled warning signs include: declining scholarly indicators, weak promotion and tenure practices, (many assoc. professors) and ad hoc practices. Ideas for addressing these concerns include: working with the associate deans to promote more robust conversation on what it takes to be a full professor, increased faculty development and mentoring, and developing policy and procedure. Key deficits for further discussion and troubleshooting include: idiosyncratic and personalized decision making, curricular stagnation, having individual priorities without a shared purpose, and poor communication. Take away – preparing the ground work now for the hard conversations that determine what is done in the future is needed. What can we do to accomplish all the things we are doing and set up for the future? Data is needed. Todd Bruce will be sharing new information that will help with the data deficits. Please contact Todd with questions about the data his office will provide. In answer to a question about the University Strategic Plan, M. Farrar noted that President Johnson wants to work on a 2020-25 plan starting this year.

3. **Hiring Process: Selection & Retention of Records**
Colleen Treml, General Counsel, Jennifer Rick, AVP for Human Resources, Ryan Armsworthy, Associate Director for Human Resources – See attached Power Point.

C. Treml began the discussion by asking Chairs to forward Power Point slides to all tenured faculty members in their departments. The overview of the discussion included the JCU mission, records retention, review of applicants, process for selection of candidates, hiring issues. The standard process is to welcome all with inclusiveness and compassion. Goals include seeking to reflect all aspects of diversity and recruit more heavily for a larger diverse applicant pool. It is important to develop a standard and consistent hiring process and to compile similar questions to ask each candidate. Colleen Treml also stated that it is essential to document the entire selection process in order to avoid the any form of discrimination. She emphasized the need to develop a determined rational for hiring adjunct faculty and stressed that records, including handwritten evaluation documents and emails compiled throughout the search, must be retained for 1 year. In addition, the reasoning for choosing one candidate over another must be documented. If a claim is raised, all notes are considered discovery.
Jennifer Rick commented that the goal in hiring is to look for a qualified and diverse candidate pool with the bottom line question being "does this particular person have the expertise in this particular field"?

4. **People Admin. – Ryan Armsworthy**
R. Armsworthy opened with an overview of the People Admin. Database which included access, employment, and general information. Ryan underscored the fact that the application itself is a legally required document. After discussion with the CAS Dean, all approved position requirements should be sent to HR in order to tailor the job posting as accurately as possible. A question was asked regarding researching potential adjunct candidates through the internet. Colleen Treml replied that consistency is the key and search only after a short list of candidates is compiled. Jennifer Rick added that qualifications should be kept in line and that there is a difference between inquiry and application. Offers are contingent on the completion of a criminal background check.

Meeting Adjourned: 5:24 pm

2017-18

- First Year – 11 departments/programs participated

- Conducted 11 fall workshops, 26 spring with 790 student engagements, 315 unique

- 76 students completed the program

2018-19 Participants

- English
- Biology
- Chemistry
- Classical & Modern Languages & Cultures
- Communication & Theatre Arts
- Counseling
- Education & School Psychology

- Exercise Science & Sports Studies
- History
- Non-Profit Administration
- Peace Justice & Human Rights
- Physics
- Political Science
- Pre-Health

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Changes to program

- Competency based
- Requirements customized by academic department
- Program built into curriculum – varies by department

Changes to Program

- In Canvas
  - Department specific for participating majors
  - General program as option for undecided and non-participating majors

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REQUIRED

Topic	Workshop	Video	Handout	CS Appt.	Evaluation	Incentive
Career Related Event					Attendance of event	
Interviewing	☒	☒	☐	☒	Big Interview or In-person interview at CS approval	
LinkedIn Profile	☒	☒	☒	☒	LinkedIn approved by CS or Post Test	
Networking	☒	☒	☐	☒	Post Test	
Resume Writing	☒	☒	☒	☒	Approved resume	

ELECTIVE

Topic	Workshop	Video	Handout	CS Appt.	Evaluation	Incentive
Cover Letter	☒	☒	☒	☒	Approved cover letter	
The Elevator Pitch	☐	☒	☒	☒	Big Interview or In-person interview at CS approval	
Finding the Right Internship	☒	☒	☐	☒	Post Test	
How to Handle Criticism, Feedback and Praise	☒	☐	☐	☒	Post Test	
Professional Impressions/Conduct	☒	☒	☐	☒	Post Test	
Working a Job Fair	☒	☒	☐	☒	Post Test	
Your Online Presence	☒	☒	☐	☒	Post Test	

Launching of CAS PDP for Fall 2018

- By participating department when ready
- Undecided students - TBD

Questions?

CAS
Chairs and directors meeting

SEPTEMBER 4, 2018

Agenda

1. Approval of minutes

2. Update from Career Services on CASPD pilot

3. Chairs retreat follow-up
   a. Strategic planning, 2018-20 and 2020-2025
   b. Data and efficiencies, course scheduling
   c. Hiring

4. EEOC required training (Colleen Treml and HR)

The Anna Karenina principle:

"Happy families are all alike; every unhappy family is unhappy in its own way."

WARNING SIGNS

✓ Declining scholarly indicators

✓ Weak p+t practices, many associate profs

✓ Ad hoc practices: forum shopping

CHALLENGED UNITS

✓ Curricular stagnation

✓ **Individuals** without a shared purpose

How we'll address…

|	
Declining scholarly indicators	T+P inventory, transparency. College/uni-wide T+P committee?
Weak p+t practices, many associate profs	Faculty development for associates; mentoring?
Ad hoc practices: forum shopping	Standard, transparent policies
Curricular stagnation	Faculty development, strategic planning
Many individual priorities without a shared purpose	Strategic planning: department, college, university

Planning

Embrace **experiential education** in our curricula

Expand our capacity to serve students **outside of our traditional undergraduate population**;

Deepen our shared commitment to our students' **professional success**

Ensure that our **incentive structures, means of recognition, and stewardship of CAS resources** promote our strategic priorities.

STRATEGIC PLAN:

Ⓐ→Ⓑ→Ⓒ→ IMMENSE PROFIT
- OR -
FEDERAL PRISON

CARTOONSTOCK.com

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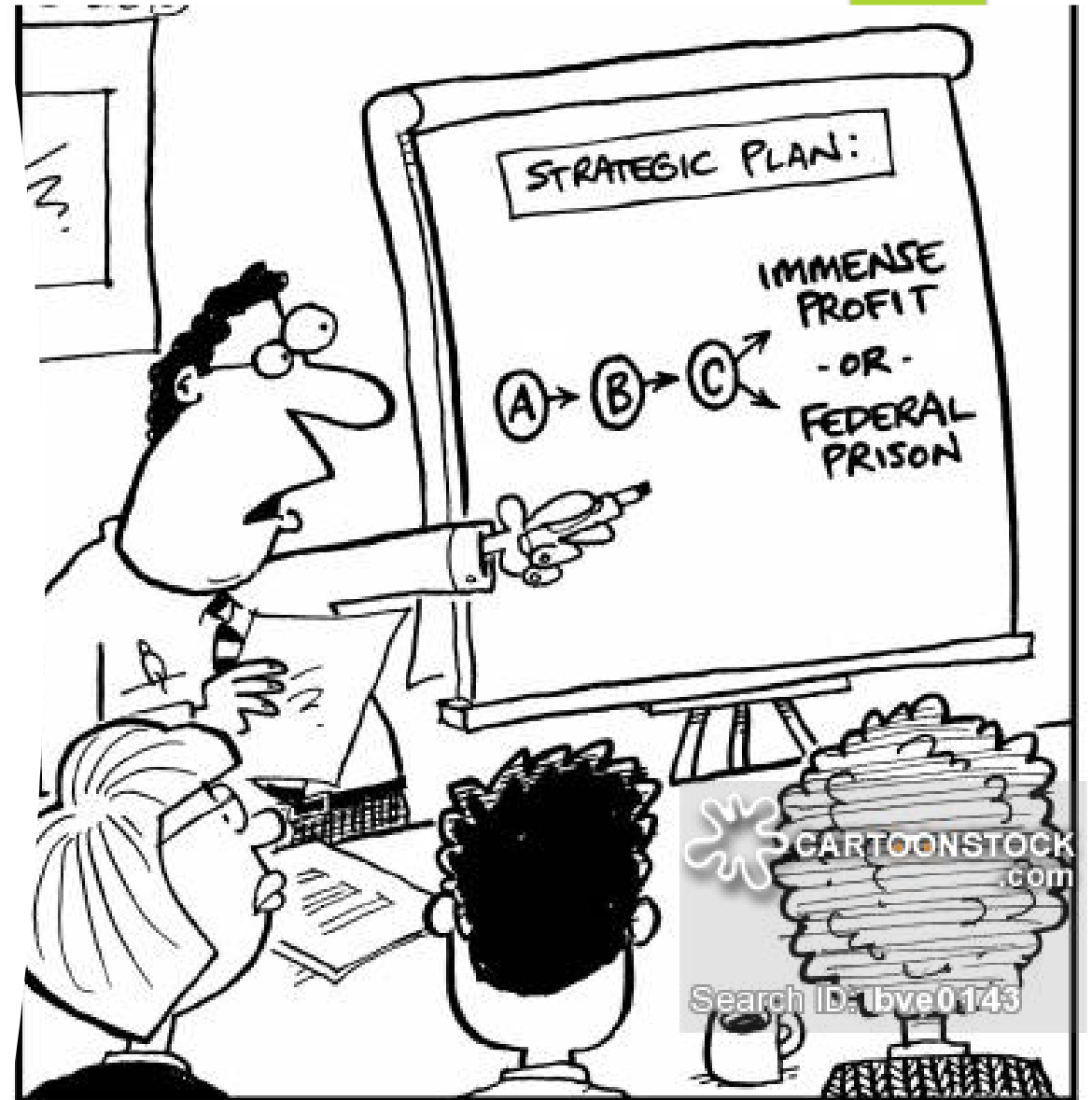
"Stay with me now, people, because in Step C, things get a bit delicate."

Big Conversations

- ✅ What should our structure be? College(s), school(s), center(s)?

- ✅ Where are we putting our resources?

- ✅ Where are we not putting resources where we should be?

- ✅ How do we decide to start programs and end programs?

Data.

Departmental credit trends
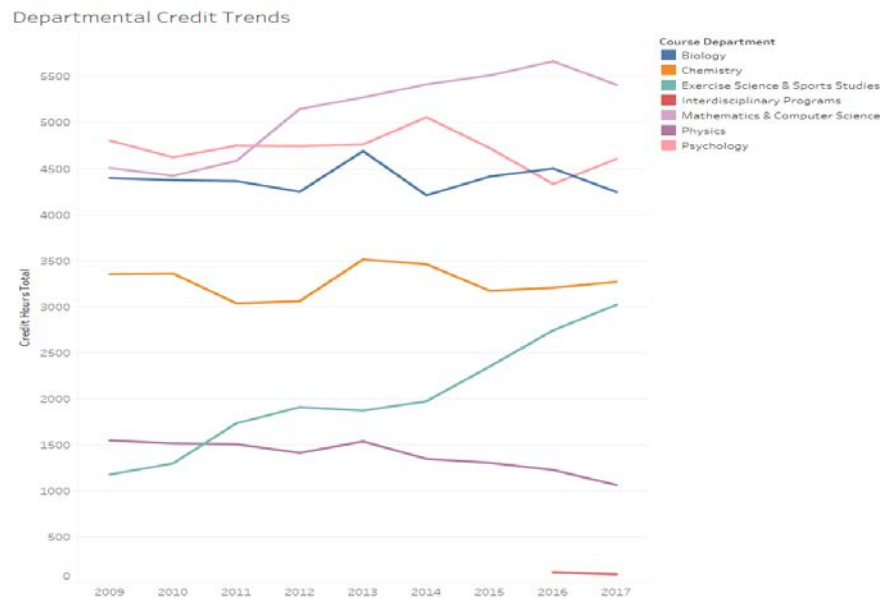
Class size by level
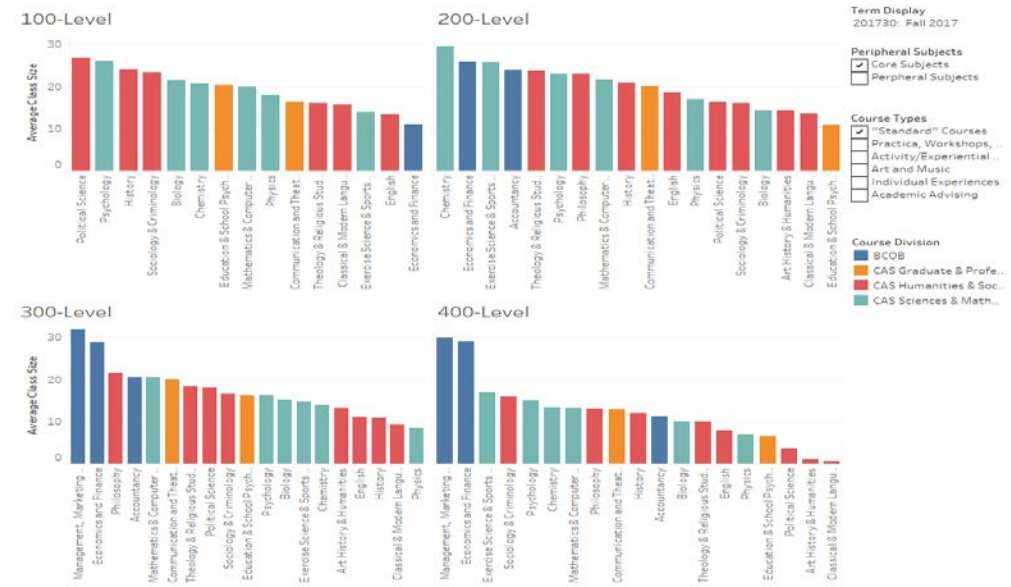
The Hiring Process: Interviewing, Selection & Retention of Records

September 4, 2018

Colleen Treml, General Counsel
Jen Rick, Assistant Vice President, Human Resources
Ryan Armsworthy, Associate Director of Human Resources

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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

Strategic Plan: To welcome all expressions of diversity
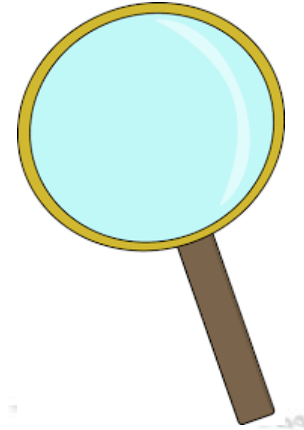
Fostering an inclusive, compassionate, and respectful environment
Goal #2: Faith That Does Justice: social challenges facing our local and global communities
Goal #3: Engaged Campus Community: dynamic and collaborative workplace by embracing the Ignatian ideal of Magis, the greater good.

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

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

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Laws Related to Hiring/Non-Discrimination

- Federal law and Ohio law: prohibits discrimination based on
  - race, color
  - national origin, religion
  - sex, pregnancy
  - disability
  - age
  - veteran status
  - genetic information
- University policy prohibits discrimination on race, color, national origin, sex, sexual orientation, disability, religion, age, veteran status

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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 consider of a person, racial group, minority, e based on category rather than indivi excluding or restricting members of 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

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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

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7

Employment Process

➢ Important to have a standard, consistent employment process:

- How review candidate applications/resumes

- What questions ask candidates

- How arrive at decision

KEY: How document entire hiring selection process

Allows others to determine no discrimination

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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

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Retention of Records

- 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

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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 or matrix that can be used and completed during or after interview

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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.

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Other Hiring Considerations

Tools and Resources: PeopleAdmin

www.jcu.edu/hr

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).

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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 this candidate was not selected for the position."

- Avoid discussing with a candidate information about other candidates.

Confidentiality of Process
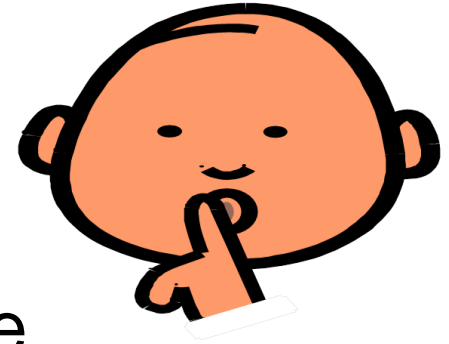
- Candidate files, materials and interviews and committee documents/notes should be treated as private/confidential.

- 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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