

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1a. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

LCCC strives to be a regional “employer of choice;” its recruiting and hiring processes attract and select individuals who possess the required qualifications, skills and values to support the

College's strategic vision and mission. The Institution clearly defines recruiting and hiring processes through policies and procedures, primarily [Hiring and Recruitment Procedure 6.1.2P](#) (pg. 2). The hiring process begins with a review of the position description to ensure that it effectively articulates a summary of key responsibilities, essential duties, required and preferred education and experience, knowledge, skills, abilities, and physical requirements. The completed position description forms the basis of the job announcement.

The College utilizes various sources, including [its own website](#), for recruiting and advertising. Frequently used sources include Indeed.com, higheredjobs.com, the Wyoming Department of Workforce Services, LinkedIn, Higher Education Jobs, Glassdoor, and local, state, and regional newspaper ads, as well as industry-specific resources relevant to the position being recruited. Recruitment is conducted outside regionally or nationally as determined by the position being filled. To gain access to large numbers of candidates, the College participates in various job fairs and networking events. For critical fill positions, the College works with academic search consulting companies to recruit prospective candidates.

The screening phase of the hiring process begins with applicants submitting an [online application](#) and supporting materials. Applications meeting minimum standards outlined in the job announcement are then reviewed by screening committee members who use position-specific rubrics to evaluate applicants. Screening committees are cross-functional members selected to provide a broad lens on every position and applicant; employees must complete a comprehensive screening committee member training before serving in this capacity. After reviewing application materials, screening committees select candidates for initial and then final on-campus interviews. Candidates are again evaluated using position-specific rubrics to ensure consistent, objective selection of finalists. For higher profile positions, the screening process includes open forums so that all interested campus community members may provide input. The screening process also includes reference checks and criminal background checks to reaffirm that all candidates under consideration possess the required qualifications and values (3.C.6).

LCCC's employee orientation processes have several components. First, all new fulltime employees meet with the HR Benefits Specialist for a one-on-one orientation of benefits within the first few days of employment. Subsequent meetings ensure employees have a thorough understanding of benefits offered and choices available. Second, all new employees attend formal orientation modules that provide crucial tools for early success in their employment tenure, present opportunities to meet key personnel across campus, and establish new employee cohorts, which encourage broad engagement across campus. Specific orientation topics include key HR processes and policies, Title IX reporting requirements, campus safety and emergency preparedness, travel procedures, contracting and purchasing, LCCC's organizational structure and history, guidelines for working with students, information about key institutional contacts and available resources and other pertinent topics (3.C.6).

3P1b. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

The College's process for developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs is established in [Minimum](#)

[Faculty Qualifications Policy 2.7](#) and [Procedure 2.7P](#) (pg. 4). All faculty (full-time and adjunct) must provide official transcripts demonstrating their highest degree earned before being hired (3.C.1).

Faculty credentials are established by faculty members within their respective disciplines in conjunction with their respective deans. These credentials are then reviewed by the Academic Leadership Team (ALT). Once the credentials are agreed upon, a faculty credential manual is created. The faculty role in the development of these guidelines is critical to assure the credentials meet expectations and to consider any alternative credentials and/or experiences.

High school faculty teaching concurrent enrollment (CE) courses are evaluated as adjunct faculty and must meet LCCC's requirements for minimum faculty qualifications as outlined in Procedure 2.7P (3.C.2). LCCC provides new CE instructors with discipline-specific training that includes pedagogy, course philosophy, assessment criteria, and administrative responsibilities. Annual discipline-specific professional development activities and ongoing collegial interactions ensure CE instructors stay current in their discipline.

3P1c. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

To ensure the College has sufficient numbers of classroom faculty, academic deans regularly review enrollment reports determining demand for specific courses and hire adjunct faculty accordingly. Adjunct faculty have access to training and resources to ensure they are prepared to teach. The College regularly conducts comparative analyses on its faculty numbers with its peer institutions for benchmarking and assurance purposes. When new programs and courses are developed, the initiators identify needs for new full-time faculty positions. The recruiting and hiring process described above is used to meet the identified need (3.C.1).

LCCC uses program chairs, directors, and coordinators to ensure non-classroom faculty responsibilities are met. These key personnel are released from some of their teaching obligations. Other non-classroom responsibilities are met through service on committees, such as Academic Standards. There is also a provision to release faculty, other than those referenced already, so that they may meet non-classroom needs. The VPAA has a discretionary number of release hours to be allocated per institutional initiative. Faculty generally serve on committees for a limited time. This service to the College enables LCCC to meet the essential non-classroom needs without having to hire additional faculty (3.C.1).

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

The College utilizes two processes to ensure the acquisition of sufficient numbers of staff to provide student support services: requests to fill vacancies and new position requests. When vacancies occur, the hiring manager submits a [Request to Fill Vacancy](#) and position description to the President's Cabinet. Hiring Managers use the form to justify on-going needs or request reallocation of the position if the need has changed. Cabinet will either approve or disapprove the

request, based on institutional need and the availability of resources. Upon approval, the recruiting and hiring processes described above can begin.

The new position request process also ensures sufficient numbers of support staff to meet student needs. As part of the annual budget development process, supervisors who have identified new needed positions submit a [New Position Request Form](#) documenting that need and demonstrating how the position supports college priorities. New position requests are prioritized through HR with input from College Council, the College's shared governance body, to ensure consistent approval practices. When a new position is approved, the supervisor then follows the recruiting and hiring processes.

3P1e. Tracking outcomes/measures utilizing appropriate tools

LCCC's recruitment and hiring processes have recently been revised; outcomes, measures and appropriate tools were implemented through this revision process. Measures to determine recruitment and hiring process effectiveness that are currently tracked include candidate quality, hiring costs, time to fill vacancies, and return on advertising. Additionally, several outcomes are tracked to measure the effectiveness of new employee orientation. Tools used to measure attainment of these outcomes include pre- and post-tests, participant questionnaires, and follow-up three months after hire date.

The College monitors outcomes related to adequacy of instructional and non-instructional staffing by using National Community College Benchmarking Project and IPEDS data.

3R1a. Summary results of measures (include tables and figures when possible)

[Applicant Pool Tracker](#) data show that 90% of applicants met minimum qualifications for the relevant position for 2015-2017. FY 2018 average [time-to-fill in weeks](#) shows an average of 11 weeks. The majority of new employees indicate satisfaction with new employee orientation on both the [end-of-orientation satisfaction survey](#) and the [three-month follow-up survey](#).

The College monitors human resources using comparisons with other Wyoming institutions for [faculty](#), [student support staffing](#), and [non-instructional staff](#).

3R1b. Comparison of results with internal targets and external benchmarks

LCCC is in the process of developing internal targets for the measures used to ensure recruiting and hiring processes remain robust and provide the College with the talent needed to progress toward becoming an "employer of choice." External benchmarks are not available for internally developed measures.

The College utilizes the NCCBP and IPEDS data for the seven Wyoming community colleges as our benchmarks for adequacy of instructional and non-instructional staffing. Internal targets, for example, faculty-to-student ratios are established as part of the [KPI system](#).

3R1c. Interpretation of results and insights gained

Survey results show LCCC is effectively attracting qualified job applicants. New employees are generally satisfied with the new hire orientation and find the information presented useful; they are able to apply the information received after three months of employment. This indicates the orientation is achieving the desired results.

For staffing, the College performs at the middle range of the seven Wyoming colleges, with instructional staff located at the higher end and non-instructional staff at the middle.

3I1. Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Recent improvements include:

- Completed redesign of the recruitment and hiring process.
- Screening committee training to ensure that LCCC operates in a non-discriminatory, confidential, and fair recruiting and hiring environment. Beginning in January 2015, employees must complete the training to serve on a screening committee.
- Developed and implemented screening committee tools to ensure consistency in that process.
- Developed robust, competency-based screening questions to ensure job-relevant content during interviews to select the best qualified candidates in terms of performance and fit.
- Revised HR Policies and Procedures to consistently define processes and practices.
- Implemented new employee orientation program for all full-time employees and revised materials based on participant feedback.

Planned improvements for the next one to three years include expansion of the new employee orientation to include part-time employees and the identification of more robust outcomes and tools, including internal targets, to measure the effectiveness of the recruitment and hiring process.