Linn-Benton Community College

Responses to Questions Regarding Year Six Policies, Regulation, and Financial Evaluation Report

October 2022

Northwest Commission on Colleges and Universities

Linn-Benton
Community College

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Instructions to the Reviewer

Links in this document will take the reviewer to one of two places:

1) The Linn-Benton Community College website. All public-facing pages will display when the reader clicks the link. These are designated as hyperlinks with blue, underlined text.

2) A document linked in the appendix. These are designated as blue text with no underline. Links to evidence referenced more than once within a standard appear only with the first reference.

Introduction

The following documents are provided to reviewers to answer questions regarding the Linn-Benton Community College Year Six Policies, Regulation, and Financial Evaluation Report.

Standard 2.A.4 Can we get access to the Guide to Planning, Decision-Making and Assuring Institutional Effectiveness?

This document is not accessible on the public-facing LBCC website, and is included in its entirety in the Year Six Report Appendix, from page 62-78 of the document. Internal to LBCC, this document is called the Guide to Governance.

Standard 2.C.4 Student Records: What is the Policy and Procedure stating who has access to the student records, and is there an approval process?

LBCC has three Administrative Rules under the overall Board Policy for Student Records.
They are:
Student Records and Disclosure of Student Records
Directory Information
Collection and use of SSN's

In the Student Records and Disclosure of Student Records Administrative Rule, the college defines "School Official" in section D. LBCC's data governance structure is based off of and follows this rule. At LBCC, access to student data is controlled and approved by the administrative offices considered the data owners of the area. The areas and the approvers are:

- Student Academic Records, approved by the Registrar/Associate Dean of Academic Foundations
- Financial Aid data, approved by the Director of Financial Aid
- Student Accounts data, approved by the Director of the Business Office
- Student Employee data, approved by the Director of Human Resources

A centralized form is completed by the manager/supervisor of employees which requests and outlines the access to student data the employee will need for their position. It is then routed to the corresponding area for approval. If approved, the staff are assigned to user groups for each area.

There are similar processes in place for campus systems connected to a specific role. Some of those roles include Faculty, Advisor, and Dean. In these instances, training is provided to the employee as a role is entered regarding access of student data.

Standard 2.G.1 We recognize that the institution's response to equity gaps is still being developed, but can you provide examples of equity work or use of disaggregated data within units on campus? Is there more information available beyond a listing of the offices available on campus?

Critical to the introduction and expansion of equity practices throughout the campus, LBCC has worked to incorporate efforts systemically with staff and faculty as well as students. Efforts engaging staff and faculty include:

- LBCC employs a search advocacy program and Implicit Bias Video Training Series for search teams to actively monitor and bolster cultural competency for anyone serving on a recruitment/search team. Search advocates are trained in cultural competency as it applies to the hiring process in particular. Every full-time recruitment team must have a search advocate on the team to assure the team's work is assessed through an equity "lens".
- LBCC employs a Comprehensive Hiring Guide which illustrates the mandates of the recruitment and hiring process and focuses on both theory and value of hiring, on-boarding and retaining difference in our employee base.
- Bilingual Pay Incentive program which is codified in Administrative Rule 6025-06, provides for a monthly stipend for employees with conversational bilingual aptitude, in exchange for translation /communication assistance to help ESL students/families better access information about the college's various offerings.
- Mandatory EDI training in both Classified Strategies Institute (Classified onboarding series) and Instructional Strategies Institute (Faculty onboarding series), intended to bolster cultural competency for all student facing employees.
- Hiring of a FT Executive Director of Equity Diversity and Inclusion. This position serves on the senior executive leadership team and brings an 'equity lens" to senior leadership decision making.
- Hiring of a FT Latino Outreach Coordinator to bolster Latino/a/x enrollment and retention.
- LBCC promotes and encourages the inclusion of equity statements in all course syllabi.

Several prominent student projects include:

- Cognizant of the impact that poverty has across all populations in college success, LBCC has focused on target projects to benefit students. One such project that has seen years of steady growth is the adoption of Open Education Resources options for students.
- Similarly, LBCC has a standing workgroup focused on affordability, which uses funds to support students in need through many of the challenges that occur outside the classroom, including offers such as gas cards or connecting with other basic needs providers and navigating these often complex bureaucracies.
- The Diversity Achievement Center (DAC) provides ongoing events that promote and explore diversity topics to the campus community. This includes the Annual Unity Celebration, celebrations focused on Black History Month, Dia de los Muertos, and Women's History month.
- Other affinity spaces (clubs, co-curriculars, etc.), including the Gay-Straight Alliance (GSA), Estudiantes del Sol Club, Veteran's Club, and Active Minds (focusing on mental health issues).

- Created 2 paid student work study positions to provide student facing dialogue opportunities (Student Critical Dialogue Educator) and spanish-english translation services (External Outreach Communicator).
    - **The Student Critical Dialogue Educator**: This student worker position collaborates with the Student Leadership Council and the Civil Discourse Program to promote dialogue to enhance understanding among individuals with diverse backgrounds, viewpoints, and worldviews. These critical conversations might include but are not limited to topics of inequity, racism, discriminations, socio-economic status, nationality, religion, and gender to name a few.
    - **The External Outreach Communicator**: This student worker position supports our English/Spanish translation and support services. This position directly supports the Latino Outreach & Retention Specialist in outreach events at local high schools, college fairs, community organizations and other venues/events to specifically promote LBCC's Latino outreach efforts.
- ISI and CSI (mandatory on-boarding efforts for Faculty and Classified staff) contain modules on cultural competence, engaging in difference, etc
- LBCC posts a Comprehensive Statement of Nondiscrimination on the footer of every college webpage which directs students or staff to a Reporting Link in the event that they encounter discrimination in any LBCC venue or program.

Standard 2.G.5 Was the cohort default rate updated as of October 1, 2022? If so, can you provide the updated value?

Our current default rate is 3.6%, this information is accessible on our Cohort Default Rate webpage.

Official Cohort Default Rate Information

Official Cohort Default Rate Search for Schools > Official Cohort Default Rate Search Results > Official Cohort Default Rate Information

School 3-Year Default Rate FY 2019, 2018, and 2017

OPEID: 006938 **Type:** Associate's Degree

Name: Linn-Benton Community College **Control:** Public

Address: 6500 PACIFIC BOULEVARD SOUTHWEST ALBANY, OR 973213774 **Program:** NONE

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	3.6	37	1018	10,347	9.84%
2018	11	111	1004	11,238	8.93%
2017	13.8	138	995	11,107	8.96%

ENROLLMENT NOTE: To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or few borrowers.

Current Date Oct 17, 2022

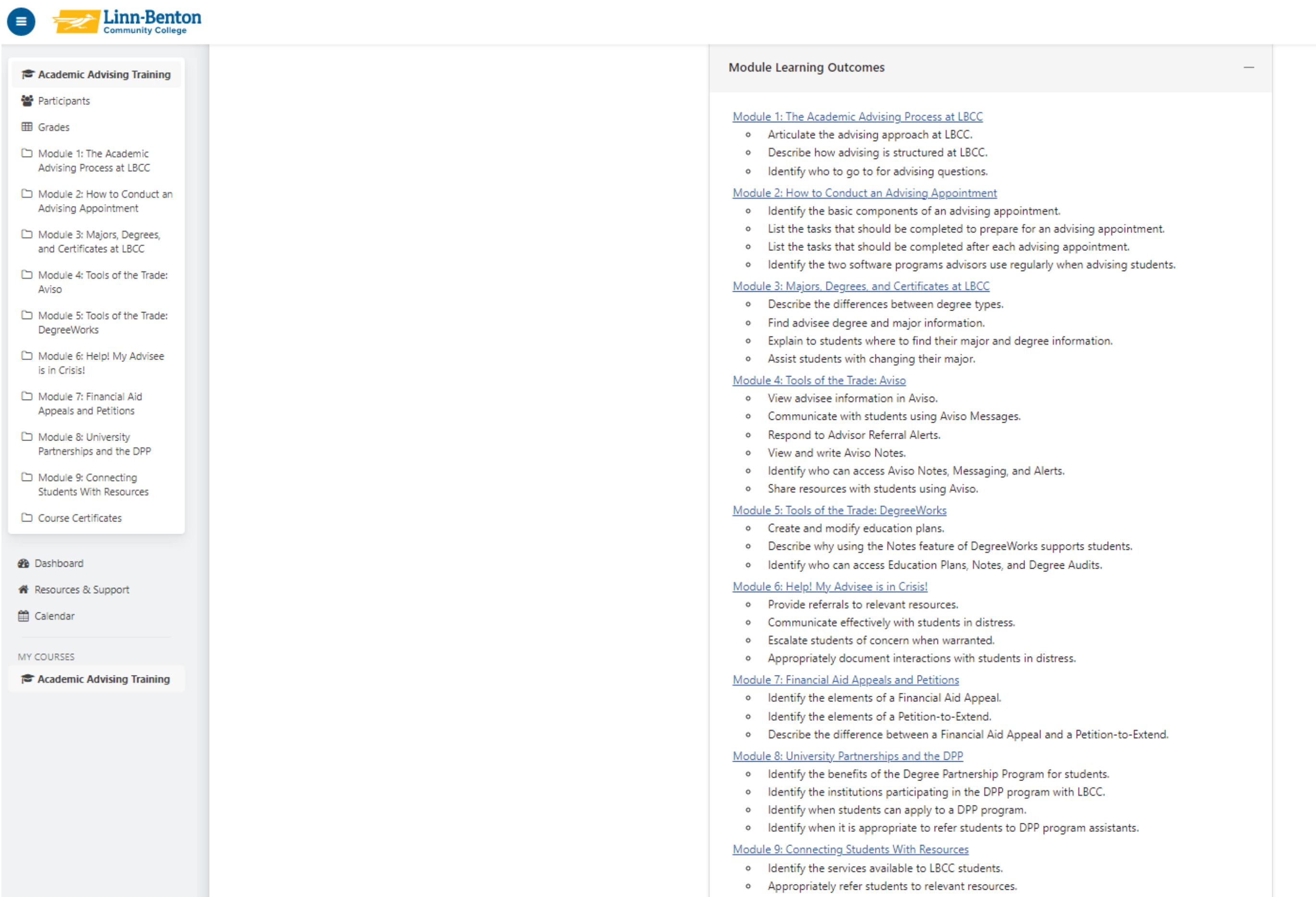
Standard 2.G.6

- **The self-report states "The Advising Center undergoes a program review every two years." Can you provide a copy of the most recent review?**
- **The self-report mentions an Advisor Training Module. Can you provide a copy of that document?**
- **Also, is there an end-of-year survey related to advising? If so, can the results of that survey be made available?**

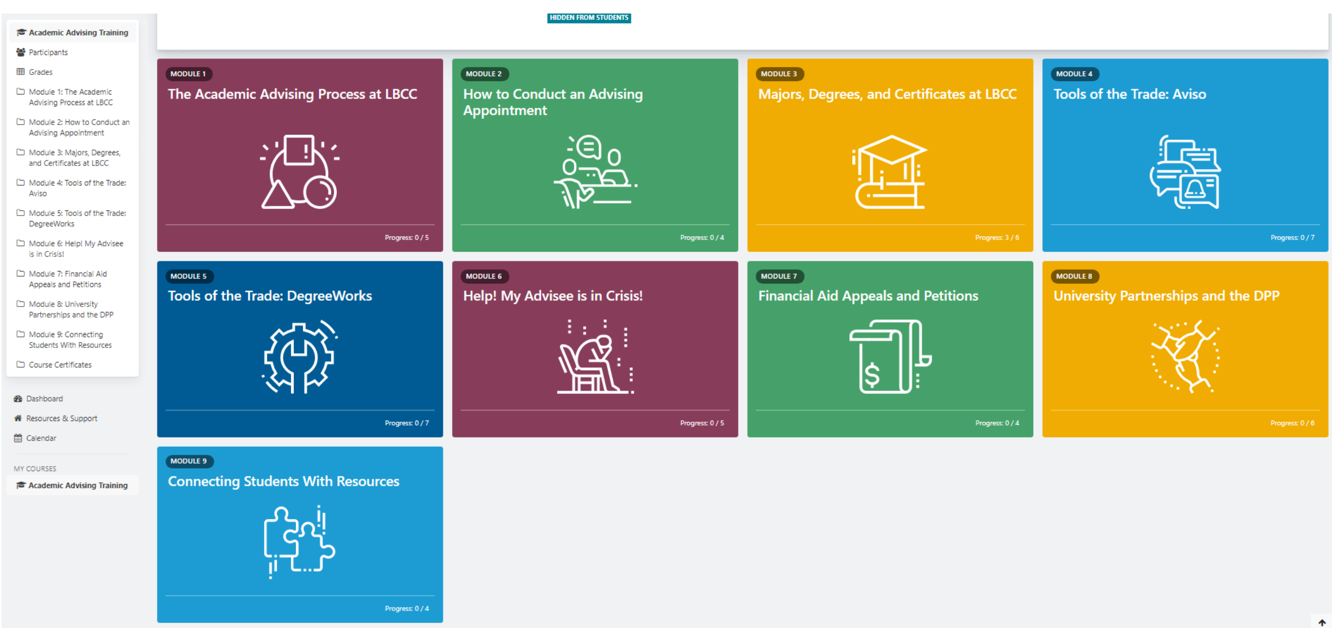
The Advising Center went through Program Review in 2021. LBCC doesn't have a regular end of year survey for advising, but a survey was conducted as part of the last program review.

The Advisor Training Module is located in our Learning Management System (LMS), and therefore inaccessible to the public. A general overview video was created to give more information regarding this module, as well as the following screenshots and information. The first page of the course includes a succinct video explaining the path students take from registration to graduation/transfer, and how the advising work fits into this path.

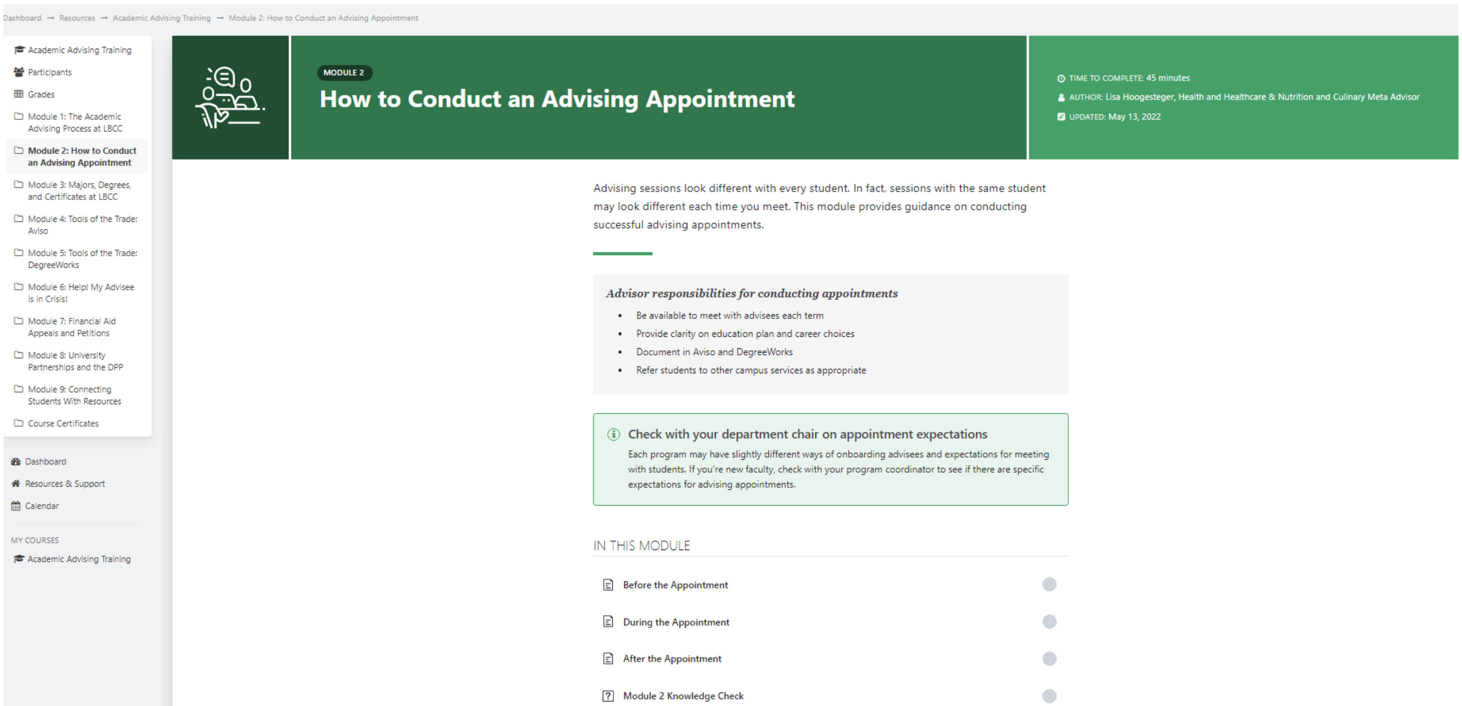
The course includes learning outcomes for each module, which can be viewed on the main page. The knowledge check at the end of each module helps the faculty advisor assess if they have met the learning outcomes for the module.



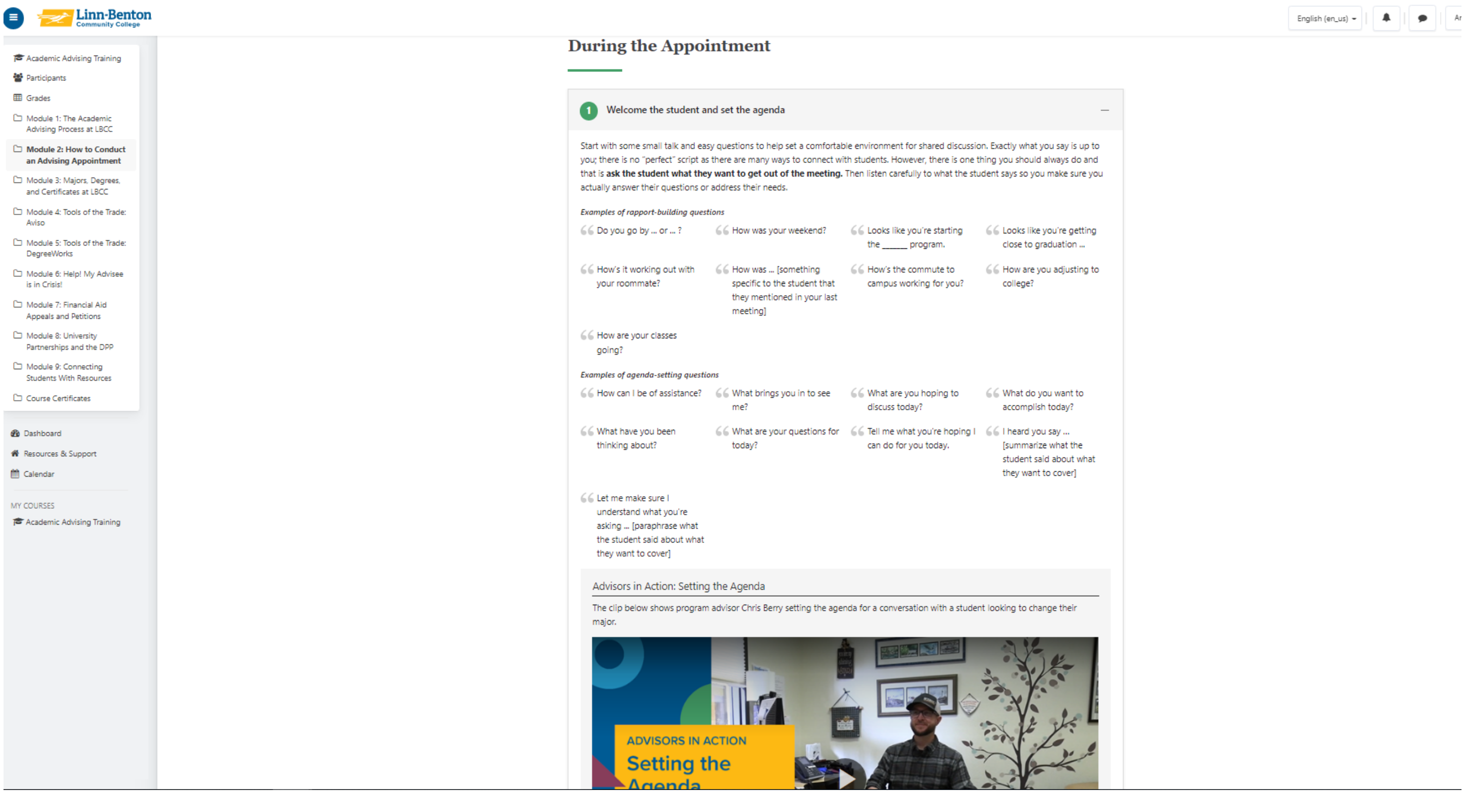
The course contains nine modules, and faculty can choose to take all of the modules in order, or take the modules with the specific information they need. This also allows faculty to take a "refresher" on areas they feel less confident about.



Each module has a gray box on the opening page with the advisor responsibilities. This information is different than the learning outcomes, and is to address the concern often heard from faculty that they are not sure what is required of them as advisors.



Modules include videos of faculty advisors demonstrating the information, as well as relevant information and conversation helps.



One module addresses the majors, degrees, and certificates available at LBCC, as well as information such as the differences between degree types and terminology that may be new to the faculty advisors, such as emphasis and Meta Major. There is also an overview video from the registrar that describes how to find this information in the online catalog. Recognizing that some of our students do not go through Orientation, for example, students applying directly to a healthcare program and students attending OSU or WOU and taking courses at LBCC as part of the Degree Partnership Program, this module includes information on how to guide students who didn't do New Student Orientation and need to change their major and/or degree.

Linn-Benton Community College

English (en_us)

Dashboard → Resources → Academic Advising Training → Module 3: Majors, Degrees, and Certificates at LBCC

- Academic Advising Training
- Participants
- Grades
- Module 1: The Academic Advising Process at LBCC
- Module 2: How to Conduct an Advising Appointment
- **Module 3: Majors, Degrees, and Certificates at LBCC**
- Module 4: Tools of the Trade: Aviso
- Module 5: Tools of the Trade: DegreeWorks
- Module 6: Help! My Advisee is in Crisis!
- Module 7: Financial Aid Appeals and Petitions
- Module 8: University Partnerships and the DPP
- Module 9: Connecting Students With Resources
- Course Certificates

- Dashboard
- Resources & Support
- Calendar

MY COURSES

- Academic Advising Training

MODULE 3

Majors, Degrees, and Certificates at LBCC

TIME TO COMPLETE: 30 minutes
AUTHOR: Diana Boro-Boswell, First-Year Experience Coordinator
UPDATED: April 21, 2022

LBCC has over 70 majors, four degree types, and several certificates. This module provides an overview of what we offer.

Advisor responsibilities for understanding majors and degrees

- Be able to describe the differences between degree types.
- Be able to find advisee degree and major information and explain to students how they can see this same information about themselves.
- Assist students with changing their major.

IN THIS MODULE

- Majors and Programs
- Types of Degrees and Certificates
- The Major and Degree Selection Process
- Finding the Student's Selected Major and Degree
- Module 3 Resources
- Module 3 Knowledge Check

‹ Module 2: How to Conduct an Advising Appointment | Module 4: Tools of the Trade: Aviso ›

Linn-Benton Community College

- Academic Advising Training
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MY COURSES

- Academic Advising Training

Types of Degrees and Certificates

LBCC offers four types of Associate degrees and various major-specific certificates. All of the Associate degrees include at least 90 credits of classes, including classes in writing, math, and general education.

Associate of Science (AS)
Prepares students to transfer to Oregon State University.

Associate of Arts Oregon Transfer (AAOT)
Prepares students to transfer to a 4-year university other than Oregon State University. You might also see this degree called a "Transfer to Any Oregon University" or "OUS Transfer" degree.

Associate of Applied Science (AAS) and Certificates
Prepares students to enter the workforce immediately in a specific skilled career. Most of our healthcare programs lead to an AAS or certificate.

Associate of General Studies (AGS)
A very broad degree often used as a "placeholder" degree type for those with undecided majors or those who plan on entering a healthcare program but haven't yet applied.

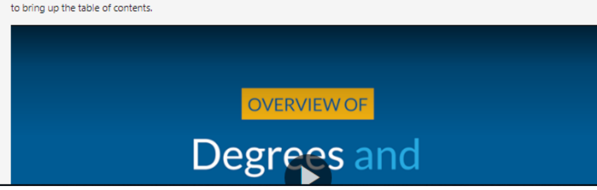
You might be wondering... *"Why is there an entire degree devoted to transferring to Oregon State University?"* It's not that OSU is the *only* school students can transfer to with the AS degree, just that the AS degree is the best choice for students who know they want to go to OSU. This is because we have agreements with OSU that say students who complete the AS degree at LBCC can transfer to OSU as third-year students in their major. If students earn an AS degree and transfer to somewhere other than OSU, it's possible that not all their LBCC courses will count towards their major.

What if a student wants to transfer to a private or out-of-state university?

In this situation, the best thing for the student to do is talk an advisor at the school they want to transfer to and ask what courses to take at LBCC. We can't promise the transferability of credits to private universities or those outside of Oregon.

Overview of degrees and certificates

In this video, Danny Aynes, the Associate Dean of Academic Foundations explains more about the different degree options and what they prepare students to do after LBCC. To skip to a particular degree explanation in the video, click the ^ (up icon) at the bottom of the video to bring up the table of contents.



Standard 2I.1 Can you provide a statement of where the institution is at in the process of developing a Facilities Plan or Information Services Strategic Plan? Can you provide minutes from their committeee or advisory board related to discussions of these plans?

Linn-Benton Community College hired a new Facilities Director in July 2022 and a new Chief Information Officer (CIO) in October 2022. As they learn about LBCC, part of their charge is to assess their systems, surroundings, and utilization, and compare it to industry standards and new trends. They will be compiling their findings into reports; these reports we will determine the next steps in updating our Facility Plan and Information Services Strategic Plan. This will also allow us to analyze the post pandemic changes LBCC is facing and how we should adapt to meet the new needs of our students, staff, and community.

Informational Services Response:

Technology has changed the way we interact with each other, the power dynamics of our global culture (i.e. the democratization of knowledge), and the way entire industries survive. Changing demographics, declining enrollment and completion, shrinking budgets, and new and changing demands from businesses all present new opportunities for higher education to innovate and be relevant for our students' future. This is the lens our new CIO brings to Linn-Benton Community College; to meet the mission and vision of LBCC, we need to create a solid foundation for growth. By taking a holistic view of the organization, we can create a plan that proposes not only a stable and scalable infrastructure for innovation but also a cultural and workforce shift, responding to external drivers, thereby enabling the organization to innovate and create a new possibility for the students and their success.

The revised Technology Plan will be the result of holistic discussions, evaluation and determining technology needs for the entire college, not just Information Services. The purpose of the updated plan is to create both a strategic plan tied to college goals, as well as a hardware replacement and fiscally responsible innovation plan, built off of industry standards and conventions. This plan should be completed by Fall 2023.

Facilities Response:

LBCC continues to maintain, upgrade, and expand physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure that healthful learning and working environments support and sustain the colleges' mission, academic programs, and services. The growth and development of LBCC's physical resources and assets across its diverse portfolio of buildings on numerous campuses and several off-site leased facilities reflect the organization's enduring dedication to the betterment of the community and higher education.

It is the responsibility of the Facilities Department to maintain the highest quality environment for the three core themes of LBCC - Educational Attainment, Cultural Richness, and Economic Vitality - to succeed and thrive. LBCC facilities are expected to operate in a highly efficient and effective manner in providing safe and secure building and system infrastructures to ensure the success of our core mission. LBCC operates and manages 16 buildings and structures on the college's Albany campus, Corvallis Campus, the Advanced

Transportation Technology and Heavy Equipment Centers, the Healthcare Occupations Center, the Lebanon Center, and the Sweet Home Center.

A new Facilities Director was hired in July 2022 and is in the process of assessing all of the college facilities. The director is not only becoming acquainted with the particular condition of each building and associated equipment, but they are also ascertaining how current spaces are being utilized and what potential upgrades and changes are needed and being requested. The college is in the process of implementing several public works projects; this includes boiler, chiller (HVAC), and water heater replacements throughout campus.

In the last few months, a new computerized maintenance management system (CMMS) has been implemented. This is a centralized web and mobile software which holds all of our maintenance information such as work orders, preventive maintenance schedules, assets, logs, work histories, vendors, purchase orders, and maintenance reports. This system allows LBCC to better assess the physical condition of equipment and properly plan for its replacement based on historical use and repairs.

The Facilities Department closely coordinates with the Safety & Loss Prevention/Public Safety Office to ensure the safe use, storage, and disposal of hazardous waste. The policies and procedures for handling hazardous materials, as well as safety and emergency plans, are outlined in and accessible from the LBCC Employee Interim-Net.

Financial Report: Can you provide a discussion of financial statement and cash flow position? How are you dealing with declining enrollments, the impact of COVID on finances, and the use of stimulus funds?

With greater uncertainty on funding and enrollment the College has developed a five year projection model to demonstrate the impact of major variables on the overall financial health of the institution.

	2021-23 Biennium		2023-25 Biennium		2025-27 Biennium	
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
State Aid	24,862,703	24,767,790	26,006,180	26,006,180	27,306,488	27,306,488
Property Tax	9,660,067	10,094,770	10,549,035	11,023,741	11,519,810	12,038,201
Tuition	17,783,624	17,641,252	17,923,134	18,656,516	19,402,777	20,178,888
Other Revenue	640,911	612,468	578,647	560,386	553,575	554,281
HEERF/ERC	1,200,000	-	1,500,000	1,500,000	-	-
Revenue	$ 54,147,305	$ 53,116,280	$ 56,556,996	$ 57,746,823	$ 58,782,650	$ 60,077,859
Personnel Costs	46,433,869	47,992,558	50,265,331	50,090,556	51,123,998	51,222,645
Materials/Services	5,718,440	5,832,809	5,949,465	6,068,454	6,189,823	6,313,620
Transfers Out	2,191,316	2,161,968	2,263,718	2,259,418	2,259,418	2,259,418
Budget Enhancements	-	300,000	300,000	300,000	300,000	300,000
Strategic Investments	-	400,000	400,000	400,000	400,000	400,000
Operational Efficiencies	-	(250,000)	(1,750,000)	(2,000,000)	(1,500,000)	(250,000)
Expenses	$ 54,343,625	$ 56,437,335	$ 57,428,514	$ 57,118,428	$ 58,773,240	$ 60,245,683
Net	$ (196,320)	$ (3,321,054)	$ (871,519)	$ 628,395	$ 9,410	$ (167,824)

Figure 1 - Budget Projection Model

The projection model (Figure 1) is constructed using variables for all major revenue and expense categories. The variables can be adjusted according to the latest projections and shifts in expectations, making the model dynamic and flexible. New investments are built into the model, as well as assumptions for inflation-based growth, needed cost reductions, or other elements that make the model a picture of sustainable operations.

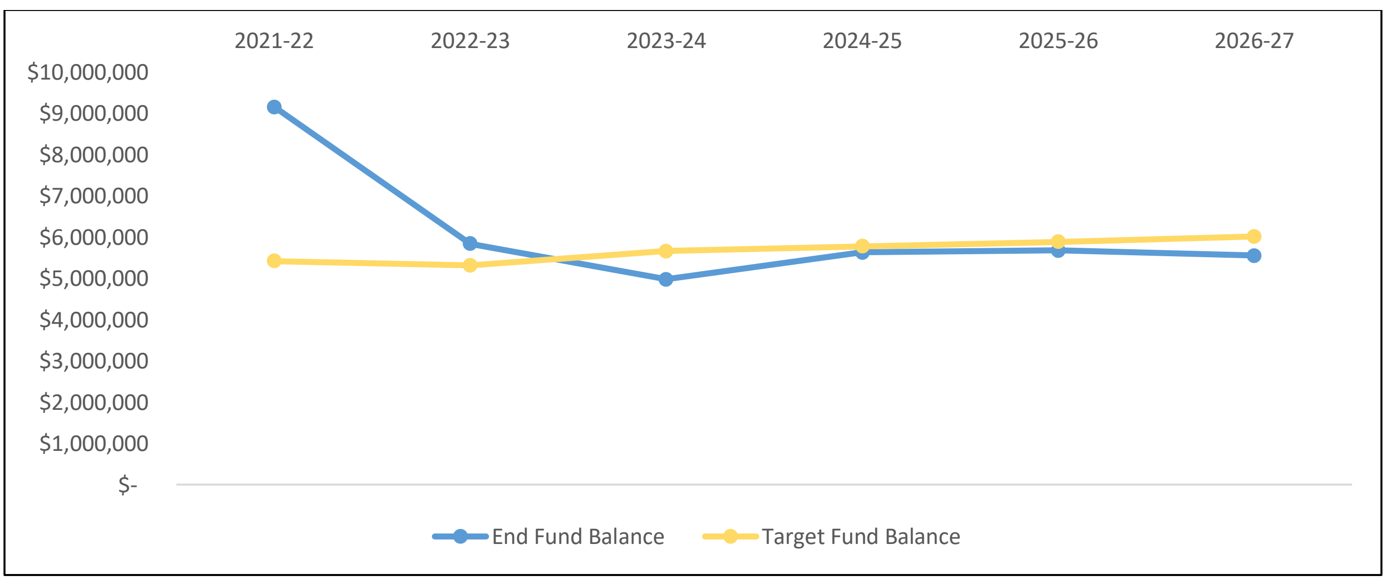


Figure 2 - Fund balance vs. Target

This model provides Board-level financial oversight on spending and long-range planning. The model is accompanied by an illustration of the college's reserve levels (fund balance) which approximate minimum cash flow levels for the fiscal year (Figure 2). The College Board of Education has set a 10% minimum fund balance level. The net increase/decrease from the budget projection model is shown graphically as a change in fund balance so it can be determined if the proposed model meets minimum fund balance goals.

The college relies on numerous financial reports, but these two models serve as primary financial planning tools. As illustrated in the budget projection model, HEERF (COVID relief funds) are input as revenue sources and illustrate the college's planned strategic use.

The college has received substantial COVID relief funds and has used them for both direct pandemic-related expenses as well as an offset to lost tuition revenue. These offsetting revenues have allowed the college to maintain reserve levels well above the 10% target and bought time to determine what enrollment levels will look like post-COVID. The college has also obtained additional HEERF funding in the form of ERC (Employee Retention Credits). These funds are being set aside and used to supplement the General Fund over the coming years as enrollment stabilizes. They are also being used for program reinvestment and for efforts being made to promote and encourage renewed enrollment.

The college seeks to apply conservative assumptions of financial variables (including enrollment) when using the budget projection model. When the cost and revenue variables are applied, the model indicates the level of deficit spending and helps determine the appropriate amount of cost reductions to be enacted. The one-time relief funds are being used to right-size the college's spending in a responsible, strategic manner that has the least possible amount of impact on students.

Basing decisions on the multi-year outlook and using the model for actual financial decisions ensures the college will maintain adequate reserves, make cost reductions when needed, and leverage one-time relief funds to ensure adjustments made in response to depressed enrollment are done responsibly.

APPENDIX

Recruitment and Hiring – Why They Are So Important

It is LBCC's collective mission "to engage in an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities." To live up to this lofty mission, our greatest resource … our people … must be intentionally chosen and employed with our mission and our future squarely in mind. Recruitment and hiring of new staff and faculty provides an immediate, tangible opportunity to align candidates' personal skill sets with the college's mission, values, and strategic goals. With each of these standards in mind, thoughtful evaluation of needs and planning combined with sound recruitment and hiring processes will help us to consistently on-board the best possible hires. Providing this thoughtful guidance is the intent and purpose of this hiring guide.

Equal Opportunity, Affirmative Action, Diversity and Inclusion

Meeting the needs of our students, we must assure them opportunity to engage with and benefit from the full breadth of a qualified, dynamic, and talented workforce. Aligning our recruitment practices with our mission, values and goals, LBCC is committed to creating and maintaining a learning environment that is culturally rich, inclusive and free of discrimination. Before planning a recruitment, every manager must consider these concepts and their importance within our hiring processes. "Equal employment opportunity" means that all individuals must be treated equally in all employment decisions, including hiring, and evaluated on their ability to perform the duties of the position without regard to race, color, religion, sex, national origin, age, exceptional abilities, veteran status, sexual orientation or gender identity.Our communities reflect many dimensions of diversity and are clearly growing in terms of racial and ethnic difference. When we recruit to hire new faculty and staff members, or seek to promote current employees, affirmative action requires us to engage in additional, organized, and intentional efforts intended to increase opportunity individuals of underrepresented groups. This may include expanded efforts toward outreach and retention of veterans, disabled veterans, and people of color. However, if we truly listen to the voices and concerns of our changing communities, there is much more work to do. We must rise to a greater challenge.

Diversity and inclusion are much broader concepts that welcome, value, and engage people from all backgrounds, experiences and perspectives. Equal employment opportunity and deliberate hiring for all dimensions of diversity are not separate actions, nor are they loosely connected to our recruitment and selection processes. They are central elements, purposely woven into the structure of our recruitment and hiring processes, so that we may achieve LBCC's Mission, Value and Strategic Goals.

Ensuring our Future

To ensure our best future, all recruitment for classified, faculty, confidential, and management positions at LBCC must be met with intentional focus toward reaching out to attract and include not only the most qualified, but also the most diverse candidates. Our hiring practices not only determine whether we successfully recruit the best talent but also signal whether our commitment to equity, diversity, and inclusion is alive and well. These commitments are not in tension with merit. To the contrary, they are essential to achieving our goals and fulfilling our mission to engage in an education that contributes to the cultural richness and economic vitality of our communities.

Although hiring practices may vary across LBCC's departments, programs, and disciplines, most searches follow a similar course, beginning with the occurrence of a vacancy, through creation of the search committee, screening, interviewing, and ultimately hiring a candidate. With that course in mind, this guide is designed to outline and track key stages in our hiring process. Specifically, the guide is organized into five sections, which necessarily occur in sequence, but due to time constraints and institutional needs may shift to support the progression of each unique hiring scenario. Following these steps, we believe, enables us to hire the best talent while continually enhancing and developing a culturally rich and diverse workforce.

Contractual Consideration

Various aspects of our hiring processes may be influenced or governed by our negotiated collective bargaining agreements (CBAs). Human Resources must confirm whether a CBA's obligation may impact upon hiring decisions prior to the initiation of a recruitment for positions within those bargaining units. This occurs when there are former faculty or classified employees who are currently eligible for recall or preferred hiring. In those instances, HR must first determine whether an offer of employment, pursuant to the provisions of their prospective CBA, is appropriate before any recruitment, transfer, or promotion activity takes place.

Please contact the Employment Services Manager before beginning your recruitment planning to confirm whether your vacancy is subject to faculty recall or classified preferred hiring.

Stage 1- First Steps

When a Vacancy Occurs…

When a vacancy occurs, whether due to an existing staff departure or due to the addition of a new position, hiring supervisors should begin as soon as possible to develop and plan their recruitment and search plan. In nearly all circumstances, contracted (benefit-eligible) positions are subject to a full, open-to-the-public search. If special requirements of grants or outside contracts are relevant, please consult the Employment Services Manager to discuss options or appropriate measures to fulfill unique recruitment needs.

Organize the Recruitment Plan and Secure Budget Approval

Prior to any recruitment to fill a contracted position, hiring supervisors must secure budget approval. To get this approval, hiring managers must work with their vice president to evaluate the position's contributions to the department and articulate the role it serves toward supporting and fulfilling the college's mission, values and strategic goals. The Vice Presidents of Student Services, Academic Affairs, and Business and Financial Operations, along with other college leadership, will collaborate to reach a decision whether to approve funding to fill a new position or refill a vacancy of an existing contracted position.

Select the Search Team

Department chairs, hiring supervisors, or their proxies must make an effort to mindfully select a search team that is comprised of a diverse cross section of individuals, which may include members from faculty, classified or management staff, as well as external parties or stake holders. Members should be familiar with the position and its role and contributions to the college. However, it is not required that all members be subject matter experts in the full content of the job.

To avoid inadvertent systemic bias, search teams must be comprised of members from the home department (up to a maximum of 50% search team composition), and individuals from outside areas (the remainder of the team).

Ideally, search team members should have a solid understanding of and commitment to the college's mission, values and institutional goals. As such, search teams should include members who are aware of and will monitor recruitment efforts for compliance with legal requirements as well as LBCC's commitment to nondiscrimination. All members of any search team are responsible for ensuring that equity, diversity and inclusiveness are ever-present values.

Members of the search team should be well informed in elements of structural and implicit bias, and understand methods to recognize, discuss and eliminate the influence of those biases in applicant screening and hiring decisions.

In addition, we recommend all search teams include at least one member who is specifically trained and prepared to serve as a Diversity Advocate during the search. Such training may be obtained through a variety of resources. A Diversity Advocate must have demonstrated ability to both recognize elements of bias and the courage to address and discuss it openly, without blame, with other search team members during the applicant screening and interview processes. At a minimum, it is mandatory that all search team members complete an Implicit Bias Training presentation provided through Human Resources in order to serve as a search team member.

Search committee members should revolve. If the exact same team always scouts for talent, do not be surprised if you get the exact same kind of candidates invited back, time after time. The required expertise, seniority, and availability of staff to serve can surely limit your options. Nevertheless, be mindful to avoid falling into a pattern that assumes that certain faculty or staff members must (or must not) serve on a search committee. Special efforts should be taken to ensure that minorities and people of color have opportunity to serve on search teams. However, it is important to note that individuals from marginalized groups and people of color are frequently asked to serve on more than their share of hiring committees. Be mindful of their time, and do not rely on them to be the primary representative for their race, ethnicity or gender.

Members of the search team must be able to commit the time required to participate in the entire recruitment process, beginning from development of the position and hiring criteria through all interviews and deliberations, concluding with the choice of the top candidate. Recruitments, when done well, can be time and energy consuming. Before selecting your search team members, carefully consider whether the individual will be able to meet the following requirements:

Commitment

The ability to set aside the time needed to prepare for and attend each meeting, arrive on time and fully participate in all discussions, interviews, and forums. Bear in mind that some members may need approval from their supervisors. Be sensitive to the needs of the department and consult with the affected supervisor prior to asking the member to serve.

Communication

The ability to listen actively and seek to understand the opinions and perspectives of others. Speak up and be brave enough to share their own opinions, especially when they differ from others. Discuss disagreements respectfully and accept the search team's collective decisions. Remain engaged in constructive dialogue and not withdraw when opinions are not in concert with their own.

Subject Matter Expertise

Content or "subject matter" experts are valuable resources for evaluation of an applicant's education and skill sets in specific areas. Additionally, they can provide important insights to faculty positions affecting course planning, student engagement, and to the technical aspects of any position. Be mindful of how you determine who has expertise and credibility regarding the position you're recruiting, and why. All that we know about implicit biases, stereotyping, and in-group favoritism, applies here as well.

Recognize Bias

Accepting of the preface that everyone has the potential for unconscious and unintentional bias. The ability to commit to working together to recognize and counteract all forms of bias and challenge unnecessary barriers to equal opportunity in our employment practices wherever they become apparent.

Foster Diversity

Be receptive and discuss how all dimensions of diversity are relevant and essential functions of the specific job. Ensure the aspects of diversity and inclusion are elements included in job descriptions, interview questions and all hiring criteria.

Confidentiality

Abide by LBCC's confidentiality agreement for search team members. Keep all information regarding applicants, as well as discussions of the search team, candidate rankings, etc., in strict confidence.

Create or Revise the Position Description

Position descriptions are at the core of a successful recruitment. The most effective search and screening teams participate in the review and refinement of the position description and development of screening criteria prior to opening a recruitment. To prepare, hiring supervisors should obtain the most current version of the position description from Human Resources early in the planning stages of all recruitments.

Close, careful review of the scope and purpose of the job, who it serves and what contributions it makes is required to ensure the duties of the position are current and relevant to the department, program, discipline, as well as the institution as a whole. Frequently, position descriptions need to be updated to support new initiatives, redistribution of duties, or department and institutional goals. Documenting, evaluating, and enacting those changes is a critical step that must be completed prior to any recruitment.

Ideally, search team members should have the opportunity to review the position description together, prior to posting, and review it not only for content, but also for speech that could be problematic for marginalized or minority groups. Hiring managers should lean on diversity advocates or human resources staff to review for such potentially problematic language in position descriptions.

Classification, Compensation and Position Control

Prior to developing or revising a job description, each hiring manager should examine and consider carefully the many elements involved. Many aspects of established staff positions are predetermined and not subject to change without the appropriate review and authority. Often a hiring supervisor may consider changing specific elements of a position, such as the title, qualifications or required experience, possibly some of the essential duties. Human Resources will work with hiring supervisors and search teams to review all requests for changes, evaluate the appropriateness of all revisions, and ensure the elements of all position descriptions are in alignment with established internal position control standards.

Summary or Purpose Statement

Regardless of the classification of the job, all position descriptions should be approached as an informative document and marketing opportunity highlighting LBCC's commitment to our mission, values, and strategic goals. It should focus on aspects of the job that will appeal to people of identity groups that have been underrepresented in the past, as well as those from the dominant culture. It should be developed in a manner that clearly confirms our intentional efforts to build and sustain a diverse and inclusive work force and contribute to the educational enrichment of our increasingly diverse student population and community.

It should attract the best-qualified candidates, and at the same time, avoid narrowing the applicant pool by prioritization or weighting selection criteria that may unintentionally create barriers to marginalized groups. It should clearly state the minimum qualifications, education and skills attainment, that assure academic credibility yet wherever appropriate, also allow opportunity for equivalent measures that recognize and award value to training, research, and other relevant skills and experiences obtained by non-traditional means.

Qualifications for Faculty Positions

Subject to the classification of the position, some hiring criteria or qualifications are very prescriptive and must be clearly defined. Such is the case with faculty positions teaching transfer courses. In those recruitments, position descriptions may contain very stringent qualifications intended to assure applicants have achieved the requisite education and acquired experience that will meet the college's accreditation standards. Hiring supervisors, working with Academic Affairs and Human Resources, must verify that minimum qualifications for all faculty positions are confirmed prior to beginning any recruitment. In general, to be qualified for a teaching position at LBCC, the following is required.

Transfer Degree Programs

Master's degree in the subject area to be taught, and/or twenty-seven graduate quarter hours in the primary subject area, or twenty-four graduate quarter hours in the secondary subject area.

Career Technical Education

A degree (Associate Degree is acceptable within applicable subject area) and a minimum of four years' successful work experience within appropriate occupational area. Or…

Experience: Seven years' experience in an appropriate occupational area may be used as the standard of approval for CTE faculty.

Non-credit Courses

Expertise in the subject matter to be taught is required.

Qualifications for Non-Teaching Positions

Qualifications for all other jobs at LBCC must be written with consideration of our strategic goals of equity and inclusion to intentionally seek out qualified job seekers from all races, ethnicities, cultures and perspectives. Our minimum qualifications should be written to attract and assure that opportunity for consideration of all job seekers, from all walks of life is a mainstay of our hiring philosophy.

As a rule, to attract a robust and diverse applicant pool, hiring managers must consistently state only the minimum required qualifications, given the position's actual requirements, and make every effort to offer alternative means of meeting those qualifications, beyond the defaults of education and direct experience in the position. Alternative means may include evidence of experience gained through employment or volunteer work, education gained by specialized course work, or a combination of training and experience relevant to the essential duties and required outcomes of the position.

Minimum requirements should support the accomplishment of the essential functions of the job, but should not unjustly bar applicants with qualifications obtained by non-traditional means. Minimum qualifications should establish only what is required to perform the job within required legal perimeters (licensing or certificates for non-teaching roles). Requiring qualifications, over and above what is minimally required to teach or to ensure a quality skill level narrows your applicant pool and creates disparate impact on diverse and minority job seekers within our communities. With that in mind, whenever possible, hiring supervisors should explore means of opening the minimum qualifications to allow for the most diverse applicant pool.

Avoid the risk of unintentional bias from…

- Writing the position description in a bland or too formal way that ignores the context of the job, opportunities, challenges, and future initiatives
- Establishing minimum qualifications that are unnecessarily rigid and exclusive, potentially creating disparate impact to minorities, people of color, and other underrepresented groups
- Basing preferred qualifications on unexamined assumptions about merit and excellence
- Holding a narrow view of the position based on past expectations or incumbents
- Thinking and writing from the privileged or dominant perspective only
- Focusing too closely on tasks and qualifications, expecting the qualifications to screen the pool rather than the search team

Prior to posting a position for recruitment, Human Resources will assure position descriptions are written to include equivalent means of meeting minimum qualifications, alternative to formal education, which allow all applicants who are minimally qualified the opportunity to be considered for employment. This effectively means that most applicant pools will be of larger size and require more time to review, assess and select candidates to interview. However, this method will help to assure the hiring supervisor and search team have the most diverse group of qualified candidates from which to choose. Knowing this, hiring supervisors and search teams must allow sufficient time in which to review and score a potentially large pool of applicants.

Essential Duties and Responsibilities

Essential job functions describe the specific duties and responsibilities of any position and determine the classification and compensation of the job. A job function is considered essential when the performance of the function directly supports the purpose of the position. Typically, an essential function occupies a significant amount of the employee's time and may require specialized skills to perform. By accurately describing the essential functions of the job, job seekers will have a clear understanding of the role, contributions, and expectations of the person performing them.

When developing or revising essential duties of a position for recruitment, supervisors should carefully consider the validity of each duty and its relevance to the position. Has the position changed? Does the task require the same level of education and experience that is noted in the minimum qualifications? Does the language describe the duties and responsibilities accurately in a manner that is easily understood?

When revising essential duties of any position, hiring supervisors must be aware of the potential to alter the classification or position type, and/or the positions' salary grade. Bear in mind that while most faculty positions are compensated based upon their credit load per term, LBCC's management/exempt, confidential and classified position types are compensated based upon specific skill sets and level of accountability within the institution. Consulting with Human Resources early is important to discuss the purpose and intention of changes and how they may affect the classification and compensation of the job. When developing essential functions for the position the following should be noted:

Critical Functions

Duties of the position should be described in a straight-forward, not unnecessarily embellished manner. They should be arranged by importance to their academic or institutional purpose and impact.

Authority Level

Duties should reflect the authority for the role, whether the position has supervisory functions, or other leadership responsibilities. Definitive language should be described to attract the appropriate level of qualified candidates.

Complexity Level

Specific technical, professional, or academic content information for the role must be described to accurately define the positions classification, evaluate and factor the compensation level.

All Essential Duties

Must be directly related to the purpose of the job, and should be inter-related to the accomplishments of the department, and the mission and strategic goals of the institution.

Articulate the Screening/Hiring Criteria

Development of relevant search criteria is a critical component of all recruitments. Screening criteria must always be in place prior to the first screening of applicants. Hiring supervisors and search teams should work together to develop screening and hiring criteria that support the mission and values of the institution but are also in direct alignment with the purpose and essential duties of the position.

Early in the search, hiring supervisors and search team members should begin discussing what it means for a candidate to be a good fit for both the college and the position. There are various methods of measuring a candidate's fitness. The bulk of research indicates that without a pre-commitment to a process that identifies and assigns value to certain attributes, we often simply pick the candidate that we "like" best, and then rationalize the prioritization or weighting of selection criteria after the fact. That said, we are not suggesting that hiring authorities and search teams follow a robot-like process, but rather, use their discretion to thoughtfully and transparently develop meaningful criteria that are relevant to the position. We emphasize the value in utilizing the approved position description to identify and prioritize the criteria that matters and helps to gage a candidate's potential for success in that role.

In the event a position vacancy occurs, and the position description is already developed and approved, development of hiring criteria or screening matrices is of critical importance to hiring supervisors and search teams. Before screening applicants, search team members must have a shared understanding of the qualifications and nuance of each position. It is vital to understand each criterion developed to fairly and knowledgeably assess prospective applicants.

Hiring and/or screening criteria should:

- First and foremost, be directly related to the essential duties of the position.
- Answer the question, "If we are making this a screening criteria, why is it key to success, and why would a person without this knowledge/skill/ability struggle or fail in the job?"
- Indicate if alternate means can meet qualifications, and if so, the evidence, experience or other competencies that will fulfill the requirement.
- Discuss how potentially exceeding qualifications can affect the evaluation of the candidate and how we assess them against others, i.e. are they over-qualified, and if so, does it matter?
- Identify each essential duty and why it is needed. Describe how a candidate can demonstrate their skill or experience in each area.
- Explore alternate means that an applicant can meet each criterion. Look for legitimate and equitable methods to screen in rather than screen out qualified applicants.
- Factor in diversity considerations and affirm they will not distract from the goal of finding an exceptional candidate.
- Identify minority and underrepresented applicants as clear and relevant individuals who will help support the colleges' mission and contribute to our strategic goals of equity and inclusion.
- Avoid job criteria that may unduly narrow the applicant pool, thereby limiting the diversity of potential candidates. Examine and eliminate criteria that may lead a search team to dismiss otherwise talented and competitive candidates. For each job criterion, discuss what effect it may have on the applicant pool, and whether that effect is justified.

- Look for what is missing. Is the position description and/or hiring criteria missing skill sets or critical attributes that sustain the purpose of the job, initiatives of the department, or strategic goals of the college?
- Examine and assure the hiring criteria is free from unconscious or structural bias that influence our decision.
- Identify the process in which the search team will proactively question and/or confront implicit bias and/or structural bias and eliminate it prior to making any hiring decision. Where such bias exists and cannot be eliminated, discuss thoroughly and document the reasons why.
- Include means of adding merit for special applicants with affirmative action entitlements, such as veterans and disabled veterans.

Utilizing the essential duties on the position description as the screening/hiring criteria, the hiring supervisor must develop a screening matrix, which will be utilized uniformly by the search team for screening everyone within the applicant pool. The matrix must provide opportunity for team members to share quantitative rating and/or qualitative feedback on each criterion, and should endeavor to include criterion relevant to the mission, values and strategic goals of the college.

Avoid unintentional bias risks that may come from…

- Inconsistent weighting or failure to agree on importance of criteria
- Poorly defined or undefined expectations
- Narrow or rigid view of how qualifications can be met
- Overly restrictive views of scholarly merit
- Unsubstantiated favoritism toward prestigious institutional credentials
- Reviewing and screening of applicants before hiring criteria is established

A plethora of matrix and rubric styles and formats are available for developing your hiring criteria. Human Resources can provide sample matrices that have been successfully used in prior recruitments, and/or assist the hiring supervisor to develop their own matrix if needed. All hiring criteria must be reviewed and approved by Human Resources prior to use for applicant screening activity. All hiring criteria, notes, and comments used for screening applicants must be kept confidential, retained and submitted to HR at the close of the recruitment.

Advertisement and Marketing The Position

LBCC is an Equal Opportunity employer with a strong institutional commitment to the achievement of equity, inclusiveness and excellence among its faculty and staff. The energy, creativity and resources we devote to developing our search teams, perfecting our position descriptions and hiring criteria, can only take us as far as we are willing to reach out. Though we may believe there is a sufficient pipeline of qualified applicants just “out there” waiting at our door. Such an approach may passively lead to a failure to reach a more robust and diverse pool of applicants.

The range of candidates who apply for a given position may often be a function of the job criteria, specific content, and placement of advertising and marketing. In support of LBCC's mission, values and goals, advertisements for recruitments should clearly state the colleges, and each department's commitment to an equitable and inclusive recruitment and hiring process. Marketing and advertising should be inviting and intentionally directed to employment listservs, websites, publications, organizations and job boards that reach out to minorities and people of color as well as the dominant culture.

Human Resources utilizes national recruitment sites such as Latinos in Higher Ed, Chronicle of Higher Ed, Indeed.com, and others upon request. Many other online recruitment resources sweep these sites regularly, posting our jobs on their websites at no additional cost. The college's employment opportunities are advertised in local and statewide newspapers each week, and listed through the Oregon Employment Department database. Every effort should be made to build a robust pool of qualified and diverse applicants by advertising widely before filling a position. Hiring supervisors and search teams can expand the reach of advertising by:

- Networking with faculty or peers from other educational institutions and businesses
- Reaching out to relevant professional organizations, agencies, and focus groups
- Sharing information about the college, its mission, value and strategic goals with family, friends and neighbors
- Sharing the position posting on social media sites
- Utilizing LBCC's media and marketing department for distribution materials
- Attending job fairs, career fairs, and other campus or community events

Human Resources will assist to facilitate additional advertising for recruitments as needed. Typically, additional advertising and marketing costs are paid from the budget of the applicable department. Contact the Employment Services Manager for additional information if needed.

Avoid bias risks that may come from…

- Relying primarily on the posting and standard local advertising to market the recruitment
- Using only personal informal networking that may be influenced by unconscious bias
- Passive or insufficient outreach to targeted diverse populations
- Holding false assumptions that minorities and people of color won't want to move to the area
- Assuming the college salaries aren't competitive in the workplace
- Failing to invest in sufficient posting time, marketing and outreach efforts

Strategic Outreach to Specific Identity Groups

To support the college's strategic goal of equity, and our values of inclusiveness, excellence, and learning, it is imperative that we intentionally recruit a workforce that is representative of our increasingly diverse student base. To this end, the Human Resources department employs a full-time Employment Outreach and Retention Specialist whose role is to work closely with diverse community organizations and populations to aid the recruitment and retention of a representative workforce. Managers must be cognizant of the demographic mix of their direct reports and seek to intentionally recruit underrepresented populations. Please contact Human Resources for assistance in reaching underrepresented applicants. The Employment Outreach and Retention specialist is available to work with your search teams on items such as:

- Providing training on implicit bias in hiring
- Creating advertising and outreach plans

- Tailoring on-boarding processes for diverse employees
- Working to install and grow employee retention programs with a focus on underrepresented populations

Please do not hesitate to call and utilize these important services in support of our college wide values.

Submit Search Team Membership, Position Description, and Screening Criteria for Review and Approval

As mentioned earlier in this guide, the recommendations listed above may require significant, advance preparation time. Human Resources is committed to assisting hiring supervisor's and search teams to meet these expectations wherever possible. Early planning is imperative. Please contact the Employment Services Manager for questions or assistance as soon as you become aware that a vacancy has occurred, and/or a recruitment may be pending.

Stop and Check In with HR: Confirm the search team, job description, and hiring criteria are approved before the position is posted and advertised.

Stage 2- Posting and Screening

Posting the Job in the ATS

Once you have developed your search team and have received approval by Human Resources on team membership, the position description and the screening/hiring criteria, you may instruct your administrative support staff to draft a posting in the college's online Applicant Tracking System. Human Resources will assist hiring supervisors who do not have sufficient administrative support to initiate and post positions whenever needed. Please utilize the Contracted Recruitment and Search Checklist to verify that you have all the information you need to complete the posting draft.

LBCC utilizes the online applicant tracking system, known as People Admin, to post, recruit and fill all contracted, as well as part-time, non-contracted positions for all LBCC locations. The applicant tracking system (ATS), is a relational database system which allows multiple designees to initiate postings for vacancies, access and screen qualified applicants, and facilitate hiring decisions within their area.

The ATS uses a hierarchical progression of key users that may begin with administrative support staff, who input the actual job information into the system, progressing to the hiring supervisor who reviews the posting and then forwards it to their Vice President for final approval. Human Resources monitors each step, assists departments through the process, and confirms all relevant position control data is complete. Once all the steps are complete, the position will then appear, published live, on the college's Employment Opportunities webpage, and is open to receive applications from job seekers within our communities and across the nation.

Initiating a Draft Posting

Whether it's the hiring supervisor, administrative support staff, or Human Resources that initiates the draft posting in the ATS, the position description and other vital information (including any special applicant instructions), must be input and approved by HR before the posting is initiated. In addition to the pre-approved position description and search criteria, all position types will require the following position control data and recruitment planning information in place in order to initiate your posting.

ATS User Competence

Guest user access and training for the hiring supervisor, administrative staff and search teams

FOAPAL

Fund, Organization, Account, Program, etc. (budget and payroll identifiers) must be confirmed

Posting Period

Length of time the posting is open to receive applications, may vary significantly based upon the classification of the job

Search Team

Names, email addresses or other contact information for all search team members

Placement Goals

Projected hire and start dates, allow time for salary placement, offer letters and notice to prior employers if applicable

Ancillary Requirements

Supplemental questions, philosophy of teaching statements, samples of relevant work, or additional tests required from applicants if pre-approved and applicable

Stop and Check: Confirm the job description, search team, and hiring criteria are approved by HR before requesting posting in the ATS.

Preliminary Screening of Applicants

Now that your vacant position is posted in the Applicant Tracking System (ATS), Human Resources will monitor and review each application that is complete and has identified as legally authorized to work in the United States.

Preliminary evaluations conducted by HR are for the purpose of confirming that individuals who have submitted applications have fully completed all required elements as listed in the job posting. If an applicant has not submitted complete information, Human Resources will respond through email to notify the applicant of the status of their application. When an application is complete, HR will evaluate the application to determine whether the applicant has listed knowledge, skills and experience sufficient to meet or exceed the minimum qualifications for the position. In addition, HR will verify that all other requirements, such as special licenses, certifications, supplemental documentation or tests, are included with the application.

HR will confirm all required documents are uploaded and acceptable according to the stated criteria in the position posting and/or special notes to the applicant and will review all academic transcripts required for faculty positions. When questions arise regarding an applicant's academic credentials, HR will consult with

Academic Affairs to examine and confirm whether those credentials meet the requirements to obtain Teaching Approval for the specific course or discipline.

All minimally qualified applicants will be forwarded to the search team for review and secondary screening based on the pre-established screening/hiring criteria that was discussed on page 13 of this guide.

Identifying and Evaluating Special Applicants

Veterans and Disabled Veterans

Per statute, applicants who provide proof of their veteran status by attaching a qualifying DD-214 form to their application are entitled to extra merit or 'preference points' that must be added during each stage of the recruitment process. Human Resources will identify these applicants and notify the hiring supervisor when there are veteran applicants within the pool who are subject to affirmative actions.

LBCC Contracted Classified Staff

Qualified applicants who are currently employed by LBCC in a contracted Classified position, are entitled under their collective bargaining agreement under Article 14 C, 3 in the Classified Agreement, to an "in person" interview for open Classified positions. Human Resources will notify the hiring supervisor whenever this occurs.

Adults with Disabilities

When an otherwise qualified applicant requests assistance in the recruitment/hiring process due to a disability or a perceived disability, Human Resources will work with the applicant and the hiring manager to provide reasonable accommodations. Employers are responsible to provide such accommodations throughout the interview and selection process. If a candidate notifies a hiring manager directly of a need for accommodations in the hiring process, the manager should immediately contact HR for assistance in providing the accommodation.

Releasing applicants for Secondary Screening

When an active posting closes, Human Resources will complete the preliminary screening of all applicants. Depending on the position and the size of the applicant pool, this process may take some additional time to complete. Once all candidates' qualifications have been determined to meet the required minimum qualifications for the position, Human Resources will update the status of each applicant and move their application into the qualified pool, where the hiring manager may access them. At this time, HR will send the hiring supervisor an email report indicating the size of the applicant pool, and a brief summary of the diversity of applicants. The report will also identify how many applicants have special entitlements or affirmative actions that are required. From here, the search team can utilize their established screening/hiring criteria to engage in secondary screening to choose a "short list" of final candidates. If the applicant pool seems limited or unrepresentative, the hiring supervisor and/or HR may consider reposting the position and/or taking other additional steps that may yield a broader pool.

Constructing the Short List

At the hiring supervisor's discretion, Human Resources will contact the search team and provide them with a Guest User ID and login instructions to access qualified applicants in the ATS. By this time, the search team must use their uniform set of screening/hiring criteria to evaluate the applicant pool. Prior to screening, it is key that the group review and recommit to those criteria, and remind each other to hold one another accountable to the criteria that matter. Every member of the search committee should be familiar with the relevant criteria before review and ranking applicants begins.

The search committee will have to review the application for each candidate, looking at CVs and resumes to research statements, scholarship, and project portfolios. At the discretion of the search team, there may be one or multiple stages of review. While the search team is free to design a screening process to suit the unique nature of the position, the end product must be a documented equitable rationale for choosing the shortlist of candidates that will be invited to campus and interviewed.

The timing in which the hiring supervisor releases the applications to the search team may vary based upon time constraints and many other factors. Careful planning is required so that search teams have ample time to apply a thorough and consistent screening process. Screening applicants for large pools may take days or even weeks. Intentionally budget enough time to discuss the candidates as needed and commit to stopping or taking a break if the search team hits fatigue. If screening occurs in separate locations, plan how the team will meet to discuss their findings and evaluations and be sure that all members get the chance to ask questions and get them answered before landing on final candidates.

To assure the most consistent and equitable screening process search teams should:

- Utilize the pre-established search and screening criteria, understand how each criterion relates to the essential duties of the position
- Use a screening matrix or rubric to assess merit, capture notes and expand on questions where needed
- Look for transferrable skills and ways to broaden academic or scholarly merit wherever possible.
- Expand the criteria where possible, use a broader perspective to assess qualifications and how they can be met
- Be flexible and include diverse perspectives at every stage of the screening, focus on principles of equity, rather than simply equal consideration
- Pay attention and listen open-mindedly to everyone's perspective, especially to those that differ from your own
- Revisit underrepresented minority candidates in the pool to see if evaluation bias played a part in their exclusion from the shortlist

The screening process can be exhausting, even when you are evaluating only a few applicants. Stress and fatigue can significantly affect judgment and cognitive reasoning, which may cause the team to break in favor of the familiar, our own in-groups, and sabotage all efforts toward our strategic goals. Plan and allow enough time for search team members to discuss the applicants thoroughly, especially to reconcile disagreements when they occur. When questions arise that warrant group discussion, remember to utilize the job criteria you collectively agreed-upon and articulated before the applications came in. Renew the team's commitment to the mission and goals of the college and each other. In particular, every member of the search team should be reminded that the hiring criteria includes recognition and merit for applicants with contributions to equity, diversity, and inclusion.

Avoid implicit bias risks that may come from…

- Poorly developed, unclear or too rigid hiring criteria
- Too early access and review of applicants, allowing unconscious, biased assessment without regard to consistent, agreed upon hiring criteria
- Conflicts of interest by search team members with unexamined personal or professional relationships with applicants
- Unexamined assumptions of merit based on unstated criteria or elite academic credentials
- Inconsistent weighting by search team members, failing to discuss different perspectives
- Evaluation based on "sameness" or perceived "fit", failing to examine unconscious bias
- Failing to keep the college's value of equity and inclusion in the forefront of the hiring criteria, ignoring the tendency to favor those who are similar or "just like us"

Approval of the Short List

After all applications have been reviewed and a short list has been established, it is required that the hiring supervisor must consult with their Dean, Director or Vice President to review the applicant ranking and short list. If the applicant pool seems oddly limited or unrepresentative, the hiring supervisor and their leadership may consider whether taking additional steps to broaden the applicant pool is warranted. If not, leadership may approve the shortlist so that the hiring supervisor and search team may begin interviewing their top candidates in any capacity, which may include Skype or Zoom online interviews, phone or conference call interviews, or other "first round" screening-level interviews.

Stop and Check in with HR: Submit the rationale for finalists chosen to HR before candidates are invited to campus.

Stage 3 - Interviews and Selecting Our Candidate

Interview Strategies

Subject to the position type and the recruitment design, hiring supervisors may choose to develop their interview strategies utilizing one or a variety of different interview styles. Hiring supervisors should work with their search team to plan an interview schedule, questions, and campus visit that ensures an equitable experience for all candidates and provides opportunity for discovery for both the search team and the candidate. In considering the following types of interviews, the search team should seek to mitigate unconscious bias by planning interview questions and an agenda that is drawn directly from the established hiring criteria for the position, the mission, strategic goals and values of the college. Following are a few options to consider when designing your interview experience, and some of the opportunities and risks associated with each:

Unstructured Interviews

Questions asked and topics covered vary considerably from interview to interview, and candidate to candidate. Interviews tend to be more like conversations that meander and are more of a getting to know you journey, rather than matching a candidate's skills against a pre-established set of job criteria.

Opportunities

- Allows the search team to ask questions based on the individual applicant's perceived strengths and weaknesses rather than a rigid series of pre-determined queries
- Can disarm the tension frequently associated with interviews and provide a clearer picture of the candidates affect and personality

Risks

- Can lead to wholly dissimilar experiences for candidates, making equitable comparison and defensible choices a challenge
- Interviewers assess candidates based upon their own personal instincts, rather than objective job/college related criteria
- Can unduly favor candidates with verbal communication skills that may be unrelated to the needs of the position (cult of personality)
- Allowing a false sense of their own interviewing skills to prevent the search team from examining unconscious or implicit bias

Structured Interviews

Agenda and topics covered are pre-planned by analyzing the job in advance and establishing relevant hiring criteria. Questions are formulated that relate directly to the specific duties and demands of the position. Typically, rating scales or point factors are used to evaluate responses against established job criteria. Research favors the use of structure to increase the predictive validity of the interview as a valid selection tool.

Opportunities

- Ensures a relatively equitable experience for all candidates
- Makes documentation of choices more equitable and straight forward and documentation of rationale for choices more easily defensible

Risks

- May also inhibit or intimidate candidates and provide a less engaging, interactive and revealing conversation
- Rating scales or strict point factor systems can have the effect of influencing the search team's objectivity during deliberations if members are influenced by other's opinions
- Unconscious bias and desire to be agreeable with peers may cause search members to rate too high or too low based on non-job related factors

Behavior Based Interviews

A technique that involves asking all candidates the same, standardized questions about how they handled past situations that were similar to situations they may encounter on the job. The interviewer may also ask discretionary questions, probing for details of the situations. Relevant follow-up discussion can help clarify the candidate's behavior in the situation and outcome. Responses are typically scored with behaviorally anchored rating scales relevant to established hiring criteria. Research generally supports this method over others because of the belief that past behavior is an indicator of future behavior.

Opportunities

- Can lead to rich insights related to candidates actual on-the job behavior and actual experiences… or lack of them
- Can provide insight into how candidates dealt with actual successes and failures

Risks

- May be problematic in a fast-moving world where yesterday's approaches quickly become irrelevant
- May give undue advantage to candidates with richer experience as opposed to those with great aptitude who may lack experience, which can lead to disparate impact for diverse populations
- Answers are largely anecdotal, giving advantage to the best storyteller, rather than the best contributor

Recommended Best Practice

Considering interview strategies, many hiring supervisors choose a combination of both structured and behavior based interviews. In today's world, most evidence suggests the best interview results come from a structured approach that keeps questions focused on the essential duties of the job, the institutional mission and strategic goals. Questions can be behavioral based, but should also include situational or hypothetical questions which allow candidates to demonstrate past experiences, and also project potential strategic or leadership qualities. Structured interviewing can produce more accurate hiring decisions, in part, because it limits the extent in which subjective or unconscious impressions of the candidates, which are prone to bias, may influence hiring outcomes.

Although the flow of conversation during the structured interview may seem rigid, due to posing the same set of questions in the same order to all candidates, this method does not rule out the use of follow up questions. Questions should be seen as a jumping off point for richer discussion and search team members should be encouraged to ask individualized follow-up questions while bearing in mind the need to design equitable experiences for all. Structured interview questions tied to the essential duties of the job can also help candidates obtain a more realistic view of the job, which can enhance the dialogue that should occur between the candidate and search team during interviews. Search team members should be prepared to probe for additional, job specific information that will provide deeper understanding of the candidate's qualifications and bring to light the comparisons between candidates.

Develop Interview Questions

One of the core components of the structured approach is designing effective interview questions and asking those questions to all candidates for a given position or role. While many hiring supervisors are already on board with this concept, there are still challenges to execute it in practice. Hiring supervisors, working with their search team, should begin work early in the recruitment to identify the key components of the position and develop interview questions that foster open discussion, while also being mindful to potential unconscious or implicit bias that can occur. All interview questions should:

- Be directly related to the role and hiring criteria of the position
- Be clearly defined and measurable, probing for the knowledge, skills and abilities needed to successfully carry out essential duties of the job
- Address basic workplace competencies such as workplace ethics, problem solving and interpersonal skills
- Include behavior based questions that focus on job-related experience, but also encourage the candidate to offer hypothetical responses when they lack direct experience in a particular area
- Include diversity related questions that represent real-world experiences and situations, and allow candidates to demonstrate their potential contribution to the college's commitment to equity and inclusion.
- Be open-ended to allow the candidate to elaborate on their experiences and ideas
- Be considerate of perceptions and potential bias that may occur toward candidates of color, minorities and other underrepresented groups
- Have alternative means to ask questions and engage with candidates whose first language is not English. Focus on equity, rather than an exact equal experience for each candidate.
- Have more than one appropriate answer or acceptable means of answering questions
- Be delivered consistently to all candidates, including those candidates who are internal or known to us. Note that candidates who are known to search team members may present many special challenges and should be disclosed and discussed with the hiring supervisor prior to interviews.

Avoid bias risks that may come from…

- Insufficient planning resulting in poorly developed questions. Questions that are unrelated to the purpose and essential duties of the job. No clear understanding of what appropriate responses for each question will look like.
- Posing all questions from the dominant culture perspective, failing to consider how questions are perceived by candidates from different cultures, perspectives and experiences
- Evaluating answers based on your first impressions of the candidate. Neglecting to anticipate and engage in follow-up questions from candidates who are initially less favorable
- Just ‘going through the motions' when discussing diversity and values related questions. Relying solely on the Diversity Advocate rather than the entire search team to engage in diversity and values related discussions.
- Asking any illegal or inappropriate questions. You know what they are, and if not, click here for a list of what NOT to ask.
- Failing to examine our unconscious bias toward or against known candidates equally with external candidates.
- Neglecting to prepare for and discuss equitable versus equal evaluations for minorities, people of color, and people from underrepresented groups in the workforce.

Stop and Check in with HR: Confirm the interview questions and feedback matrix are approved before candidates are interviewed.

The Campus Visit

Based upon the position, elements of the recruitment process may differ widely, especially in the method and manner in which we conduct on-campus interviews. Naturally, a campus visit and interview process for an English faculty position will look different from a Heavy Equipment Diesel faculty? and rightly so. While there are many valid reasons and purposes for the difference in interview types, schedules and agenda's, one over-arching goal should remain the same. All candidates should leave LBCC feeling unequivocally welcomed and valued.

If a candidate leaves feeling less than appreciated, that impression will surely be shared with others, whether with friends, family or colleagues, or posted publically to job search websites such as Glassdoor, Indeed, and LinkedIn. A bad review or comment from an unhappy candidate will reach a global audience within minutes, potentially damaging our reputation as a quality employer and educator, and undermining our ability to recruit all other job seekers who learn of that negative experience. Consistent with the earlier steps in this guideline, hiring supervisors should purposely implement strategies to meet our candidates that center on our mission, values and strategic goals.

As you prepare for the campus interviews and forums, keep in mind that a candidate's visit constitutes a two-way courtship. In today's technological world, most candidates will have researched our college and our communities. They are deciding whether LBCC's professional landscape will support their occupational needs and endeavors, as well as provide them with a fair and respectful environment in which they and their families can flourish. It is important to remember that while LBCC is both interviewing and evaluating the candidate, each candidate in turn is also evaluating LBCC. The campus visit and interview is our opportunity to show them, in very real terms, how we live up to the values we expound.

Scheduling Campus Interviews and Candidate Forums

As you develop the campus visit and interview schedule, consider our values of equity and inclusion as you plan and coordinate the schedule and agenda. Whenever possible, plan to:

- Confirm the schedule and agenda provides ample time for the candidate to arrive and find the campus location or conference room. Provide a welcome packet, including a campus map, or arrange to meet them at a central location if needed.
- If the candidate is from out of the area, offer information and assistance with area lodging and accommodations. For any potential reimbursement, please see the “Interview Expense Reimbursement Procedure” document.
- Confirm whether the candidate needs any special assistance. If food or drink is provided during interviews, confirm whether the candidate has any special considerations.
- Where appropriate, arrange meetings with key staff members who are not a part of the recruitment or search teams. If the Dean or Director is not the hiring supervisor, plan a brief meeting or drop in so the candidate can meet them.
- Offer a brief tour of campus, be mindful of the weather and make sure the candidate is dressed warmly in winter months.
- Allow appropriate breaks between meetings or long interviews. Let the candidate rest and regroup when needed. Prepare greeters, facilities and all parties involved for any special needs, both known and unforeseen, to ensure a smooth and welcoming experience for each candidate.
- Plan a final check-in the last working day prior to the interview day to confirm the candidate has everything they need.

Be aware of and avoid potential for bias that may occur from…

- Neglecting to reach out to candidates in advance to provide them with needed information as a means of testing their cleverness.
- Treating candidates differently based on first interactions over the phone and pre-established rapport, providing more assistance to one candidate over the others.
- Making assumptions based upon the candidates appearance, whether dressed to formal or too casual, facial piercings or tattoos, reacting to differences in appearance and attire based on non-work related criteria.
- Being non-forgiving when candidates experience unexpected difficulty, such as arriving late for justified reasons.
- Offering some candidates opportunities, such as campus tours and meeting additional staff members, but skipping that step on others.
- Not preparing in advance for candidates with special needs, such as access to elevators and ramps for tours, or any other accommodation required.

Engage in Final Deliberations

So now, you are almost there. Campus visits, interviews and forums are complete and it's time to gather the search team to deliberate and select the one, or perhaps two candidates who stood above the others and to whom you will check references and consider for an offer of employment. As with every stage of the search process, we need to be mindful of potential pitfalls and proactively engage countermeasures to prevent unconscious bias from influencing our hiring decisions.

The pitfalls are all still there. The hiring supervisor and search teams have already received training, reviewed and discussed the potential for biases, such as in-group favoritism and conflict avoidance. They have developed and agreed upon hiring criteria and determined a means of preventing uncritical or unarticulated departures from it. They have developed relevant interview questions that helped to align the candidates knowledge, skills and abilities with those established in the position description and the previously agreed upon hiring criteria.

Here's the bottom line: this is not the time for the search committee to go rogue. All of the good work put in by the hiring supervisor and search team can go up in smoke if the team does not hold true to our Mission, Values and Strategic Goals.

Remember what we said at the outset of this document: Equity, diversity, and inclusion are not obstacles to merit. To the contrary, they are essential ingredients that help ensure that our hiring processes live up to our values of equity and excellence.

In addition to the bias preventions we have already covered, we've included a few additional tips and tools to store in your cache. Because you know your recruitment and search needs better than anyone, we invite you to consider how best to utilize the following countermeasures during your final deliberations.

Remember and practice what you have learned:

You've taken notes, filled out rubrics, and questioned your initial judgments. Now, individually and collectively, recall your objectives and the articulated job criteria, review the ground rules for deliberation, refer back to your notes, and keep an open mind.

Assign each finalist a champion and a devil's advocate:

The goal is not to advocate for any particular candidate, but rather to make sure that no one falls through the cracks by lack of a champion, and that no one gets a free pass due to support from an influential search member or hiring authority.

Take the time you need to engage in full, open debate:

By slowing down and canvassing more opinions and perspectives, we are less likely to fall victim to in-group favoritism, confirmation bias, or implicit biases that undermine our assessments of merit.

Embrace the friction that is often generated by meaningful diversity:

Ideally, differing perspectives will arise during final deliberations. Do not shy away from the conflicting viewpoints. Instead, embrace it as a virtue that should foster meaningful discussion and support better hiring decisions.

Follow up with all search team members:

Take the time to check back with all of the search team members to assure they were able to speak freely about their thoughts and observations for each candidate. Convey your appreciation and offer any tips or tools for future recruitments or search activities of which they may be involved. Remind search team member of their vow of confidentiality, which continues after the hiring process has completed.

Personally notify the candidates who will not receive an offer:

How we say no to a candidate is a direct reflection of our values. We must leave each candidate with a positive and respectful view, which a timely and personal notice will achieve. This positive impression may affect our ability to draw future candidates as an employer of choice.

Record and retain the rational for your hiring decision:

All recruitment and hiring documentation is retained pursuant to public records retention statutes and serves to support our hiring decisions. If your hiring decision is challenged, your explicit rationale will be examined and scrutinized for both lawful and equitable hiring practice.

Reference Checking

References are an invaluable component to the interview process, allowing hiring supervisors and search team members to gain further understanding of candidates' professional accomplishments and approach. A consistent method of obtaining and reviewing references will contribute to a more thorough and fair assessment of candidates. In many recruitment scenarios, reference calls are made after the individual has been interviewed and before the negotiation of an offer, but the exact timing of reference checks may vary and possibly occur prior to and after the top candidates(s) are identified.

By now, search teams have gathered broad, well-balanced information about each candidate through application screening, phone, skype or in-person-interviews. Conducting thorough reference checks provides opportunity to research questions and concerns that arose during screening and/or interviews. When planning and conducting reference conversations, it is equally important to maintain the same careful considerations of bias as have been considered through each of the previous sections of the search process. Reference questions and topics for discussion must be related to the candidate's ability to perform the responsibilities of the job. Remember that questions that are not suitable to ask candidates during interviews are also not appropriate to ask of their references.

Phone calls to candidates' references should never come as a surprise. LBCC's online employment application form includes authorization for the college to conduct reference calls as part of the screening process. However, as a courtesy, the hiring supervisor and/or search team should notify the candidate, during interviews or another time, but prior to making reference calls. In addition, the candidate's should be asked if there is anyone whom should not be contacted, for example, the candidates' current employer. If that is the case, the request should be respected and not necessarily be interpreted as a candidates attempt to evade or elude providing solid references.

Reference checks should be respectful, professional, engaging and consistent for each candidate. To obtain a thorough reference checks, be certain the candidate has provided adequate references, which includes professional and personal contacts. Best results can be achieved by:

- Being equitable in seeking background information on all candidates, including internal or "known" candidates when appropriate
- Deciding in advance, who will conduct the reference checks, taking into account the time, availability, training, and consistency throughout the entire process; and having more than one committee member listen to, correspond with, or evaluate references
- Being prepared to tell each reference the role and key responsibilities of the job you are filling and the essential duties the candidate will be performing
- Including open-ended questions that help to learn about the candidates specific experiences, abilities, and transferrable skills relevant to the job; and evidence crucial to the candidates accomplishments and performance record of working with supervisors, peers, subordinates, students and/or customers
- Designing questions intentionally focused on the candidate's role in supporting the college's mission, values and dedication to diversity, equity, and cultural competency; asking questions about the candidate's experiences and contributions to diversity and culturally inclusive endeavors.
- Allowing the reference to ask you clarifying questions and to offer additional performance, skills or transferrable skills related to the candidates fitness for this specific job
- If relevant, asking the reference if they would rehire the candidate. Then asking why, or why not?

Mitigate potential bias that may occur from…

- Failing to obtain permission to contact references, and/or failing to notify the candidate before you contact references which can jeopardize the candidates standing with their current employer, and may impact the accuracy of the reference information received

- Relying only on reference contacts provided by the candidate, failing to investigate additional references from former employers or colleagues, assuming former employers won't provide reference information related to performance
- Poorly constructed reference checks not focusing on relevant job criteria, allowing conversations to lead into inappropriate areas of inquiry
- Inconsistencies in questions that unfairly advantage an already preferred candidate and limit discovery of strengths of unrepresented or less favored candidates
- Biased references against a candidate for reasons not related to performance or ability to do the job, or subtle references in language choices that may indicate an unconscious bias against the candidate that may not be obvious to you or to them
- Reading between the lines or inaccurately forming conclusions about what the reference may be implying but not actually saying, failing to ask for clarification
- Relying only on one person to conduct or hear reference information potentially misunderstanding or misconstruing references statements or opinions, and possibly missing important information

Stop and Check in with HR: VP approval must be obtained prior to advancing to Stage 4 and making the offer.

Stage 4 - Making the Offer

Making the Job Offer

Now, you're ready to make the job offer. And now, to some extent, the tables are turned and the candidate will be interviewing us. While no recruitment process can give candidates everything they want, all candidates should leave feeling like they were treated fairly and equitably. If we have done our job well, the candidate will want to come to work for LBCC, and believe they will be welcomed, included, and that the college will invest in them and their future.

Every interaction matters, particularly for minorities and underrepresented groups who often have genuine concerns about whether they will feel at home at LBCC. Candidates may not openly express these concerns, but they will have been taking mental notes, during their campus visit, interviews, and subsequent communications, one interaction at a time. They will notice actions and omissions, what's been said and what's left unsaid, and they will surely be comparing our performance to other colleges, universities, and employers who are also trying to recruit them.

During this stage, significant pitfalls can occur when hiring supervisors fail to invest equally in recruiting all candidates. Meaning, if certain candidates receive more enthusiasm from the search committee and hiring supervisor than others, this can send subtle, but often negative signals to those candidates who landed in second or third place. Remember, we are being recruited too, and at this point in time, we do not have a guarantee our favorite candidate will accept the position. When a second choice or less popular candidate is ultimately hired, the failure to extend the same level of enthusiasm when offering the job, and preparing to welcome a new employee, can send poignant signals that can invalidate the college's true commitment to equity and inclusiveness.

Typically, a hiring supervisor will notify Human Resources either of their intent to hire a candidate, verbally or electronically through the colleges Applicant Tracking System. Often, a hiring supervisor may have already extended a tentative, verbal offer. It is important to note that all offers of employment are contingent upon acceptance of the terms and conditions stated in the official offer letter.

Drafting the Official Offer Letter

Human Resources will work with the hiring supervisor to draft the appropriate offer letter as quickly as possible. Offers letters may differ based upon several factors, but the most apparent is the positions' classification. Salary ranges, including starting salaries, and all terms and conditions are subject to Board Policies and Collective Bargaining Agreements and will be governed by those respective policies and agreements. Remembering all that we have learned, worked and prepared for, and all that is at stake, when extending an offer of employment, hiring supervisors should:

- Confirm initial compensation and benefit information as quickly as possible. If salary placement is pending, notify them when they will receive the official offer letter and whom they will receive it from (i.e. the hiring supervisor or directly from Human Resources).
- Demonstrate enthusiasm and genuinely welcome the candidate. Offer them additional information about the new job and what they can expect in their first days and weeks on the job.
- Offer assistance were possible and provide information and/or access to resources for transition and relocation, if appropriate.
- Provide key contact phone numbers and emails, such as Human Resources, Family Connections, and department administrative assistants for questions that may arise before they begin work.
- Remember to thank them for their interest in our college, our mission and goals, and the time and energy they brought to the recruitment and search process.
- Keep in touch. If the process for salary placement or drafting the official offer letter takes longer than anticipated, keep in contact with the candidate and reassure them, don't assume they will simply wait.

Avoid potential bias that can derail your offer by…

- Taking too long to deliver the official offer letter, and/or not providing complete or accurate terms and conditions.
- Inconsistent terms and conditions, such as requiring background checks for some candidates, but not all candidates.
- Providing too short, or too long of time period for the candidates acceptance, or again, being inconsistent in the response time for all candidates.
- Failing to address potential challenges that may be faced by minority or underrepresented identity candidates as they transition to a new job, company and community .
- Not anticipating and/or not quelling the rumor mill; for example, gossipy statements indicating the candidate was an “affirmative action hire” or “hired only because they are a person of color”.
- Failure to plan for the new hires integration into the department, program or discipline. Not informing your existing staff of the new persons start date and assuring they are supportive and ready to welcome the new hire.

Evaluating the Search Process and Selecting Our Candidate

With the invaluable time and assistance of the search team and all other stakeholders involved throughout the search process, you have evaluated, interviewed, deliberated over, and confirmed references for your top candidates. The time has now come to make your decision. The search team does not select the appointee, but their role is still not complete. In every department and program, our search teams do LBCC a great service when they reflect upon the search they just led. By documenting, debriefing and sharing the lessons learned throughout the search process, we assure we have taken appropriate steps to mitigate bias and provided equity and inclusive consideration of all applicants. In addition, this helps ensure our future searches will follow consistent practices that will continue to recruit high quality and diverse faculty and staff for the college and the students we serve.

Hiring supervisors and search teams should ask themselves the following questions to evaluate the search process. Although this may seem a repetitive exercise, the stakes are high and the outcome of our hiring decisions a crucial component in the pursuit of our collective Mission. The team should feel free to include any other questions it feels are pertinent to evaluating and assuring an equitable and inclusive search is accomplished.

- Was the position description and search criteria constructed in a way that brought in a broad and diverse pool of candidates?
- Was the advertising and outreach to minorities, diverse and underrepresented job seekers sufficient? If minority applicants did not rise to top ranking order, did we discuss thoroughly and document the reasons? Did we assure the reasons were directly relevant to the essential duties of the job?
- Did the search process honor and value candidates with demonstrated commitment to enhancement of diversity, equity and inclusive practices in teaching and learning?
- Were all members of the search team able to openly express their opinion and concern about all candidates? Was anyone silenced or overwhelmed by majority opinion?
- Were qualified Veteran candidates given the full measure and consideration required under Veterans Preference laws? Has the hiring supervisor and/or search team clearly documented that process?
- Is the hiring supervisor and/or search team prepared to articulate the reasons non-selected candidates did not rise to the top and/or were not selected?
- In the event the appointee does not accept the job offer, is there a clear second choice? Have you developed a strategy if that happens?
- Have you informed the Dean, Director, or Vice President of your division the results of the search process and the choice of candidate? Have you received their approval?

Stop and Check in with HR: Confirm New Employee Orientation and other misc. onboarding plans. Confirm recruitment and search documents are all submitted.

Stage 5 - Hiring Success!

Document Hiring Rationale and Summary

Our search process has ended, the candidate has accepted the job, and has arrived on campus. The search is over, but the search team's job is not complete. By this time, the search team has spent hours, days, and weeks getting to know the candidate and are a valuable and integral asset to help integrate them into the their position and the broader LBCC community. Welcoming our newest faculty or staff and assuring they receive the full support of a new hire demonstrates our genuine commitment, not just to diversity on campus, but to the our greater goals of creating opportunity and prosperity for our communities and the world.

Search team members are well positioned to anticipate the potential challenges faced by newly hired staff and serve as campus leaders in shaping the post-hire climate for all new hires, and especially those from underrepresented identity groups. It is vitally important for hiring supervisors and search teams to think about retention as we continue the work toward achieving our Mission, Values and Strategic Goals of building a richer, more inclusive, and excellent learning community.

In Closing

We are proud of and grateful for the dedication of our hiring supervisors and search teams and know their hard work today will impact the landscape of LBCC's faculty, leadership, and staff for years to come. Without a doubt, the stakes are high. With this in mind, we created this guide to equip search teams with strategies and tools that, if thoughtfully and diligently employed, will promote a more equitable search process. We realize, however, that everything can and should be improved. We welcome your feedback, questions, critique, or anything else you would like to share concerning this document. Above all, thank you for reading all the way through and demonstrating your personal commitment to LBCC's collective mission to build equity, diversity, and inclusion for all.

Advising Center Program Review

Executive Summary:

Mission

The LBCC Advising Center provides advising, well-being and career services to improve student retention and support student achievement of goals

From our last review cycle (2018-2019) we indicated we were completing an assessment of the "Advising Experience" for two identified groups - student in first year at LBCC who had completed DG in fall 2018 and students graduating in 2019.

- We completed a phone survey with students who attended DG in Fall 2018, to evaluate and describe student experiences with Advising.
- We completed a written survey of students graduating from LBCC in Spring 2019; to evaluate and describe student experiences with Advising.

The full report written by OSU intern Angela Turpen is attached. This data and summary of information helped guide planning for improved student experiences with advising.

Observed weaknesses/gaps in completing the mission:

1. Data Collection
   a. Due to the loss of Rob Camp's position which supported evaluation processes, we were not able to use the same systems for data collection this year.
2. Communication
   a. We have been working on messaging across student service units to target specific information for identified students (work in progress begun spring 2021)
3. Career Services:
   a. Connecting student certainty around careers
      i. Tracking and linking of different checkpoints (NSC, Final Step) to student journey
4. Need to identify standards/best practices around advising services/tools to support retention (CAS, NACADA standards)

Targets for improvement before next review –

1. Development and implementation of "student success team metrics"
   a. Data driven messaging for Advising Center assigned students (Example- We noticed you have not registered for next term yet).
2. Faculty Advising Survey (knowledge and utilization of advising tools)
3. Data Collection:
   a. DegreeWorks/AVISO "records check" to review checkpoints for student success
   b. Connect advising center data to campus wide data collection goals (retention, progression, etc.)

Advising Center Program Review

Mission Statement: The LBCC Advising Center provides advising, career services and well-being to improve student retention and support student achievement of goals.

Goals

I. ACADEMIC ADVISING

a. Provide quality, proactive advising through direct advisor/advisee contact.
b. Collaborate with other programs and departments to increase student retention.
c. Educate students to use advising tools and their value.
d. Help students problem-solve and overcome barriers.

II. CAREER DEVELOPMENT & SERVICES

a. Connect students to career goals.
b. Provide resources, support and skills for students to achieve goal.
c. Help students acquire job search skills and find employment or transfer options.

III. WELL-BEING

a. Provide crisis/personal counseling to alleviate immediate stressors.
b. Outreach – increase self-advocacy and awareness.
c. Model wellbeing to allow focus on goals.
d. Create an inclusive and welcoming environment for students to seek advising and support.

Note: The goals for the 20-21 program review were established pre-COVID. The framework of the Advising Center work remains the same, though the methodology changed.

Related to 2020-2021 Program Review

These changes impacted our work this year.

- Loss of position that created systems and assisted with data collection systems (Rob Camp)
- Shifting to all remote services, and concomitant methodologies; appointment check in and check out process, follow up surveys post-appointment, in person appt. tracking
- Upgrade to DegreeWorks system
- Integration of AVISO software
- Retirement of one faculty/counselor; leave of absence of one faculty/counselor (and dept. co-chair), training and integration of one new advisor.
- Technical struggles, both for our department and our students
- COVID continuous adjustments

PDSA plans for the upcoming year.

1. Development and implementation of communication plan for students (from 2018-2019 review):

i.Communication plan for students i.We believe that if a student is provided timely communication around advising checkpoints and other student services we will be able to better address student barriers/needs reducing last minute advising/problem solving. Additionally, specific messaging managed by a system reduces workload to produce individual messaging. i.Resources required: ● Agreement of timing and type of messages to provide; effort led by Katie Winder ● Schedule for messages to be sent	*Develop Messaging list: Done* *Coordinated messages with Learning Center, Well-Being and Student Success* *Done; Spring 2021*
Do Piloting Spring term 2021 Larger communications group will review and consider evaluation process for 2021-2022 academic year.	*TBD – Will review at end of Spring term 2021*
Study How do we measure effectiveness of messaging? (Opened messages; actions taken/participation in events; satisfaction survey?)	*TBD*
Act Based on what was learned from the test: ■ Adapt – modify the changes and repeat PDSA cycle.	*TBD*

2. Student Success Team (SST) metrics

Plan a. The pilot SST program (with Health Occupations/HOC) was planned in Fall 2020 with Lisa Hoogesteger, Rebecca Otto, Lorraine Lara and Dorothy Moran.	*Lisa Hoog is the meeting convener.* *Becca Otto compiled*

b. We identified key markers of student progression toward stated goal/major c. We convened regular meetings of SST to clarify process, review metrics and adjust process d. Currently completing data collection for Spring Term 2021 and then will plan for changes to use beginning Summer 2021. e. Data Required: ● Students assigned to Health Occupations major; with Lorraine Lara listed as advisor ● DegreeWorks audit by Lorraine and Lisa to determine if students scheduled appt. and later if registered for next term. ● Data from student survey completion	*information in excel spreadsheet, sends messages to students, and follows up with identified students.* *Lorraine Lara and Lsa Hoog updated spreadsheet as they meet with students.* *Becca Otto compiled completed survey data.*
Do Initial emails were sent to students during week 3 of the term with two actions steps; 1. Schedule advising appt., 2. Fill out survey. In addition, students had Becca's direct email to reply if they were in the wrong major or had specific questions that needed attention. Becca would refer questions to Lisa or Lorraine as needed. (timeline and process included below) Resources required ● Support from Dean of Academic Foundations and Health Occupations ● Employee Time to send surveys, compile results, complete tasks and follow up with individual students. .	*Becca Otto compiled student information in excel spreadsheet, sent messages to students, and followed up with identified students.* *Lorraine Lara and Lsa Hoog updated spreadsheet as they met with students.* *Becca Otto compiled completed survey data.* *Completed January-May 2021. Data review and planning ahead in*

	progress (June 2021)
● **Study** ■ Study and analyze the data. ■ Summarize what was learned. ■ Look for: unintended consequences, surprises, successes, failures.	*Continuing in spring and summer 2021.*
Act Based on what was learned from the pilot project ■ Adapt – modify the changes and repeat PDSA cycle. ■ Adopt – explore expanding the Success Team approach to other MetaMajor areas.	Continuing in spring nd summer 2021. Summer 2021, Student Success Team trials are being outlined for more metamajors.

ADDITIONAL INFORMATION:

<u>ADVISING</u>:

This year we shifted to:

- Appointment choices for students of phone or zoom. All appointments were remote
- Drop in appts daily. Previously, drop in appointments were only during expected busy weeks of each term to coincide with registration, DG assignments, special events or financial aid appeal deadlines.

Results:

Drop In appointments:

Summer 2020 - 219
Fall 2020 - 324
Winter 2021 - 274
Spring (through week 6) - 107

- The number of no-shows drastically reduced with all online appointments.
- The majority of appointments were phone appointments; as compared to zoom.
- Students seemed to appreciate the “distance” of phone advising, and were seemingly more likely to share information with advisors (this could be a COVID effect as well)
- We don’t have comparator information for 2018-2019.

Advising Outreach on campus:

- DegreeWorks/Advising support
- Training with ISI for advising process and tools
- Workshop on strengths of AAOT as a major

CAREER SUPPORT:

Career support specialists worked with

- individual students,
- the New Student Center/First Resort to help onboard students into appropriate majors, metamajors and identified next steps for undecided students
- support of metamajor programs for career services
- connection with community
- Online career fair; April 2021.

WELL-BEING

- A weekly Commuter column focused on wellness and stress management
- Guest lecture/presentations
- DG courses
- Nursing, OTA and Diagnostic Imaging orientations
- Co-curricular HDFS group
- Collaboration and support of Student Leadership in Mental Health Awareness week in May
- Coordination of Welcome Wagon tables for new students (Fall 2020)

Counseling services were all remote.

- Fall 2020 - 28 hours
- Winter 2021 - 29 hours
- Spring 2021 - 27 hours (through week 8)

Note that each hour of direct student contact (or faculty consult) has another 2-3 hours of follow up communication, resource connections and documentation.

Health Occupation Student Success Team:

Our overall goals are:

- to help students be prepared to apply (pre-requisites and bulletin information)
- to identify steps in onboarding of students to clarify goal, identify resources and think ahead of preparation for programs
    - developmental classes
    - sequencing classes
    - searching out 4 year options
- to "notice" or track students along the way (prevent fall out)
- to help facilitate a "pivot" when students are not progressing or did not reach goal
- to allow greater capacity to follow up with individual students early in the process
- to work with strengths of Health Occ Academic Planning, Advising Center and Student Navigators

Outreach Timeline and Tracking
Winter 2021

<u>Goal:</u>
100% of students will have completed survey and scheduled appt. (or communicated other to Becca)

<u>January 21</u>

Email sent to students who
- have gone through NSS,
- are registered for Winter term courses
- have Lorraine Lara listed as their advisor

Data Source: AVISO

Email directed students to
1. Fill out survey
2. Make an appt with Lorraine or Lisa Hoog
3. Or contact Becca with questions

Jan 28th - Survey completion requested by date.

Jan. 29th - Sent reminder to those we did not get survey from

Feb. 3-5 - Review Lorraine and Lisa Hoog calendars to see who has appointments

Feb. 10-12 -Email or phone call to students who have not made an appt.

Feb. 11-12 - Email/call students who ranked themselves a 1, 2, or 3 on preparedness level

Results: Winter Term
55 surveys sent out; 40 were returned.
45 students had an advising appt. (LL=43; LH=2)
7 students did not register for winter term after attending orientation
2 students met with Lisa Hoog and were added to list (unknown advisor)

- *Of the 15 who did not return survey, how many had appts.?*
- *How many of the 55 are registered for spring.*
    - *21 are NOT registered for spring*
    - *34 are registered for spring*
- *Did we group them according to what their Health Occ*

<u>Of the 40 surveys returned;</u>
Rating knowledge of what's needed to apply; Scale of 1-5.
    13 students said 1,2 or 3; 27 were a 4 or 5

Rate your level of experience/knowledge in your career of interest; scale of 1-5
    12 students said 1,2 or 3; 28 were a 4 or 5

Becca did outreach by phone, and if left a VM, sent an email. "I noticed that...uncertainty or knowledge…" Talked with 3 students of the 13 who were less knowledgable or certain about their major or next steps
    17 students were "contacted" (phone or email)
    2 students had talked with advisor and got questions answered.

Goals for 2021-2022 are to be determined.

Also see Targets for Improvement on Page 1

1. The completed Advising Center process map.