

# Recruitment Revolution!

November 28, 2023



# Today's Purpose

Engage

Educate

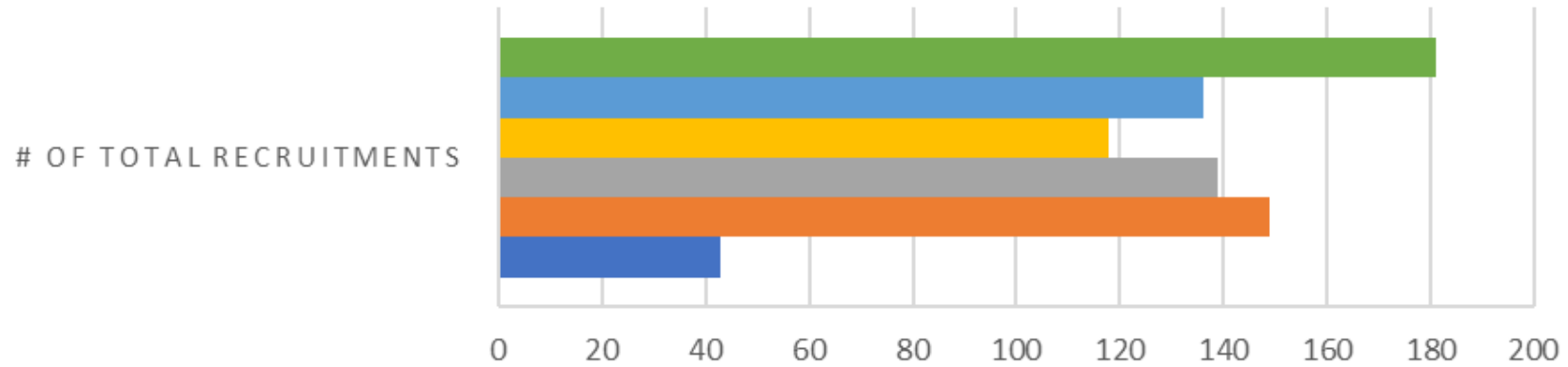
Reset

Innovate

# Recruitment Data

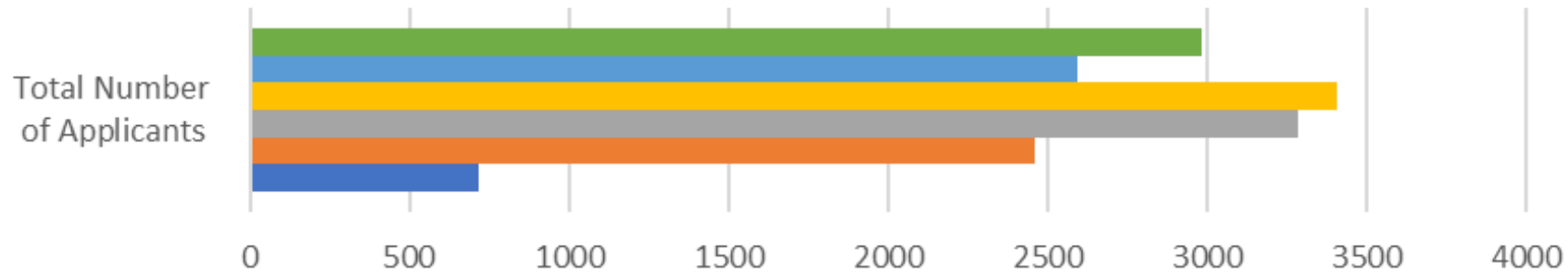
**Record Breaking Year!**

## MCCD TOTAL RECRUITMENTS BY FISCAL YEAR



	# of total recruitments
■ 2022-2023	181
■ 2021-2022	136
■ 2020-2021	118
■ 2019-2020	139
■ 2018-2019	149
■ 2017-2018	43

## MCCD TOTAL APPLICANTS BY FISCAL YEAR



	Total Number of Applicants
■ 2022-2023	2986
■ 2021-2022	2593
■ 2020-2021	3408
■ 2019-2020	3286
■ 2018-2019	2459
■ 2017-2018	719

### Take Away:

While Merced College had fewer jobs to offer during the pandemic, more people were looking for work.

**Question:** Are you a current Merced Community College District employee?

**Job Applications Received from 07/01/22 - 04/24/23**

No	2730	91%
Yes	256	9%

**Question:** Have you ever been employed by Merced Community College District?

**Job Applications Received from 07/01/22 - 04/24/23**

No	2531	85%
Yes	455	15%

**Total: 2986 applications**

**Take Away:**

In ten months' time, 455 **former** employees applied for work at MCCD.

# Disproportionate Impact

2019-2023: MCCD Applicants v MCCD Employee, Student, County, %	Classified		Faculty		Admin		2019F-2022F MCCD Employee Avg, %	19-20-22-23 MCCD Student, %	2022 Merced County, %
	Applicants, %	Hires, %	Applicants, %	Hires, %	Applicants, %	Hires, %			
Female	59.58%	63.69%	41.27%	48.59%	40.49%	57.89%	56.72%	61.12%	48.98%
Male	38.66%	35.03%	55.46%	45.77%	55.81%	39.47%	43.28%	37.65%	51.02%
Unknown Gender	1.76%	1.27%	3.27%	5.63%	3.70%	2.63%	0.00%	1.23%	0.00%
African-American	4.37%	5.10%	9.18%	4.23%	12.33%	7.89%	4.78%	3.26%	2.72%
American Indian/Alaskan Native	1.27%	2.55%	1.11%	1.06%	1.64%	7.89%	1.14%	0.48%	0.25%
Asian	5.45%	3.82%	9.36%	6.34%	7.71%	5.26%	8.28%	7.97%	5.70%
Filipino	1.85%	1.91%	1.82%	2.82%	2.16%	0.00%	0.00%	0.78%	1.08%
Hispanic	52.55%	53.50%	26.57%	25.00%	31.55%	26.32%	28.63%	60.32%	63.20%
Multi-Ethnic*	0.36%	0.64%	0.46%	0.00%	0.21%	0.00%	1.17%	3.07%	3.05%
Pacific Islander	1.56%	1.27%	0.68%	0.35%	1.23%	0.00%	0.57%	0.27%	0.31%
Unknown Race/Ethnicity	8.17%	6.37%	7.60%	9.51%	7.30%	7.89%	3.77%	5.32%	0.00%
White, Non-Hispanic	24.41%	24.84%	43.23%	50.70%	35.87%	44.74%	51.67%	18.53%	23.69%



# Rumors, Myths, Gripes

# Rumors, Myths, and Gripes

- Why do we have to score? It's time consuming.
- Why do we have to send more than one candidate forward to 2<sup>nd</sup> interviews.
- Afraid to talk
- I want to choose for "fit."
- "Stacked" Committees
- Pre-selected candidate(s)
  - Internals always get the job
  - "No matter what I do, they'll never choose me."/ "The manager hates me."
- Committees/disciplines are singled out
- Merced College always hires at the bottom of the salary scale.
- I'm not "diverse enough" to get hired.

# MC Reality

- 1) Hiring and recruitment follow an established process for the protection of all parties.
- 2) For better or worse, hiring processes must adhere to a number of regulatory processes, including Ed Code/Title 5 and Board Policies and Procedures.
- 3) HR remains actively engaged in updating/streamlining/clarifying hiring practices.
- 4) Your input and innovation are *vital* in the success of recruitment and hiring processes.

# The old ways...

No talking in committees

Letters of Recommendation

Diversity statement about the candidate's personnel history

## Letter of Recommendation: Adverse Impact

Equity Issue: Adverse impact on underrepresented groups

Ex. In mid-Spring 2019, one FT Fac Recruitment: 9 of 31 applicants failed to complete the application = all for failure to provide letters of recommendation. Of those, 4 self-reported as underrepresented.

*For approximately 9 months prior, HR attempted to contact candidates with incomplete applications.*

## Gender Bias in Letters of Recommendation

### Help That Hurts Women

Study finds recommendation letters for academic jobs signal doubt about female applicants more than they do for men, with real negative effects on their job chances.

By Colleen Flaherty | June 19, 2018

11 COMMENTS



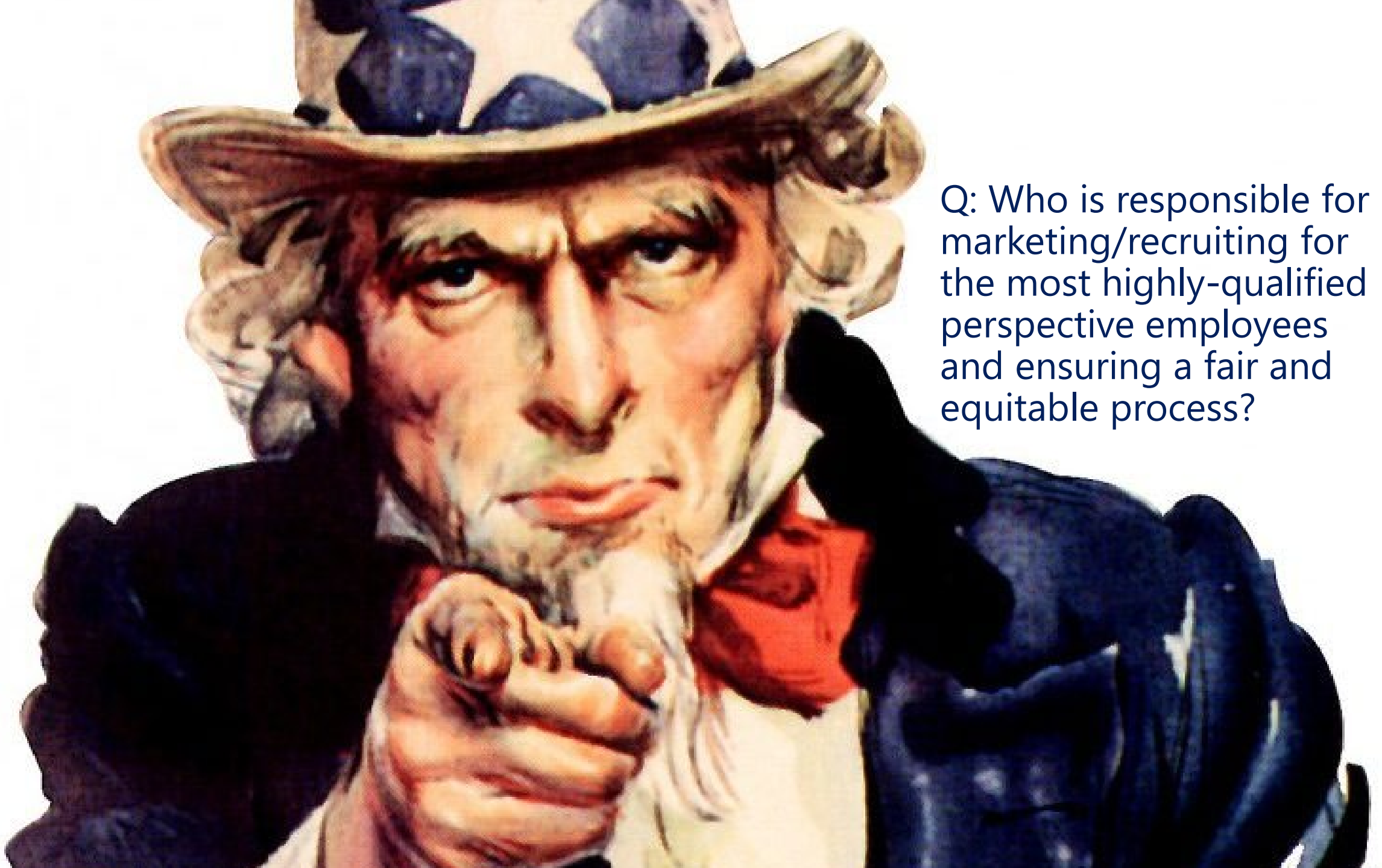
Some scholars have questioned academe's reliance on letters of recommendation, saying they're onerous for the professors writing them or speak more about connections to "big-name" scholars than substance, or both.



Female applicants are less likely to be described as "brilliant," "trailblazer," or "one of the best students I've ever had," according to a study of recommendation letters for highly selective geoscience postdoctoral fellowships. CREDIT: JOZEFMIDIC/ISTOCKPHOTO

### Recommendation letters reflect gender bias

By Maggie Kuo | Oct. 3, 2016, 12:00 PM



Q: Who is responsible for marketing/recruiting for the most highly-qualified perspective employees and ensuring a fair and equitable process?

# Hiring and Recruitment Laws, Regs, Policies, etc.

# BP/AP 7214 Faculty Hiring

- “District hiring procedures are based on recognition that responsibility for selecting these well qualified people is shared cooperatively by both faculty members and college administrators, participating effectively in all appropriate phases of the hiring process.”

# BP/AP 7214 Faculty Hiring

Hiring Committee Membership	Appointing Body
Four (4) discipline/subject area faculty members*	Academic Senate
Area dean or educational administrator	Superintendent/President or designee
Classified employee (optional)	Committee Chair
Student Representative (optional)	Academic Senate
EEO Monitor (non-voting)	Human Resources

Important: Existing policy already allows for a student representative. Let's do it!!



# Title 5 Section 53021

- Establishes requirements for posting, in-house, and positions that are not considered vacancies.

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-4-employees/subchapter-1-equal-employment-opportunity-programs/article-2-other-specific-responsibilities-of-community-college-districts/section-53021-recruitment>

# CCCCO Min Quals Handbook

- Establishes faculty and educational administrator minimum qualifications.

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2022-report-min-qualifications-a11y.pdf?la=en&hash=C250C473024B24162799C9E64C787EF7E50DC5C6>

# A note of Minimum Quals: All Academic Positions

*No single course equivalencies, ever!*

CCCCO Min Quals Handbook

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>

Academic Senate Guidance on Equivalency to Min Quals

[https://www.asccc.org/sites/default/files/equivalency\\_paper.pdf](https://www.asccc.org/sites/default/files/equivalency_paper.pdf)

# CCCCO EEO Best Practices 2022

CCCCO EEO/Diversity Best Practices	MCCD Implementation
Internship Program	☑
Mentorship Programs	☑
Diverse Hiring Committees	☑
Search Committee Training and EEO Representatives	☑
Onboarding	☑*
Campus Climate Surveys	☑
DEIA Professional Development	☑

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/cccco-eeoreport-062022-a11y.pdf?la=en&hash=9D7F34D11B52A45F4C689F4AB733347067E8BC3D>

# CCCCO EEO Best Practices 2022

<b>Promising Practices Being Explored by MCCD's EEO Committee</b>	<b>Already Implemented</b>
Student Participation in the Hiring Process	
Availability Analysis	<input checked="" type="checkbox"/> *
Cluster Hiring	
Pay Equity Analysis	<input checked="" type="checkbox"/>

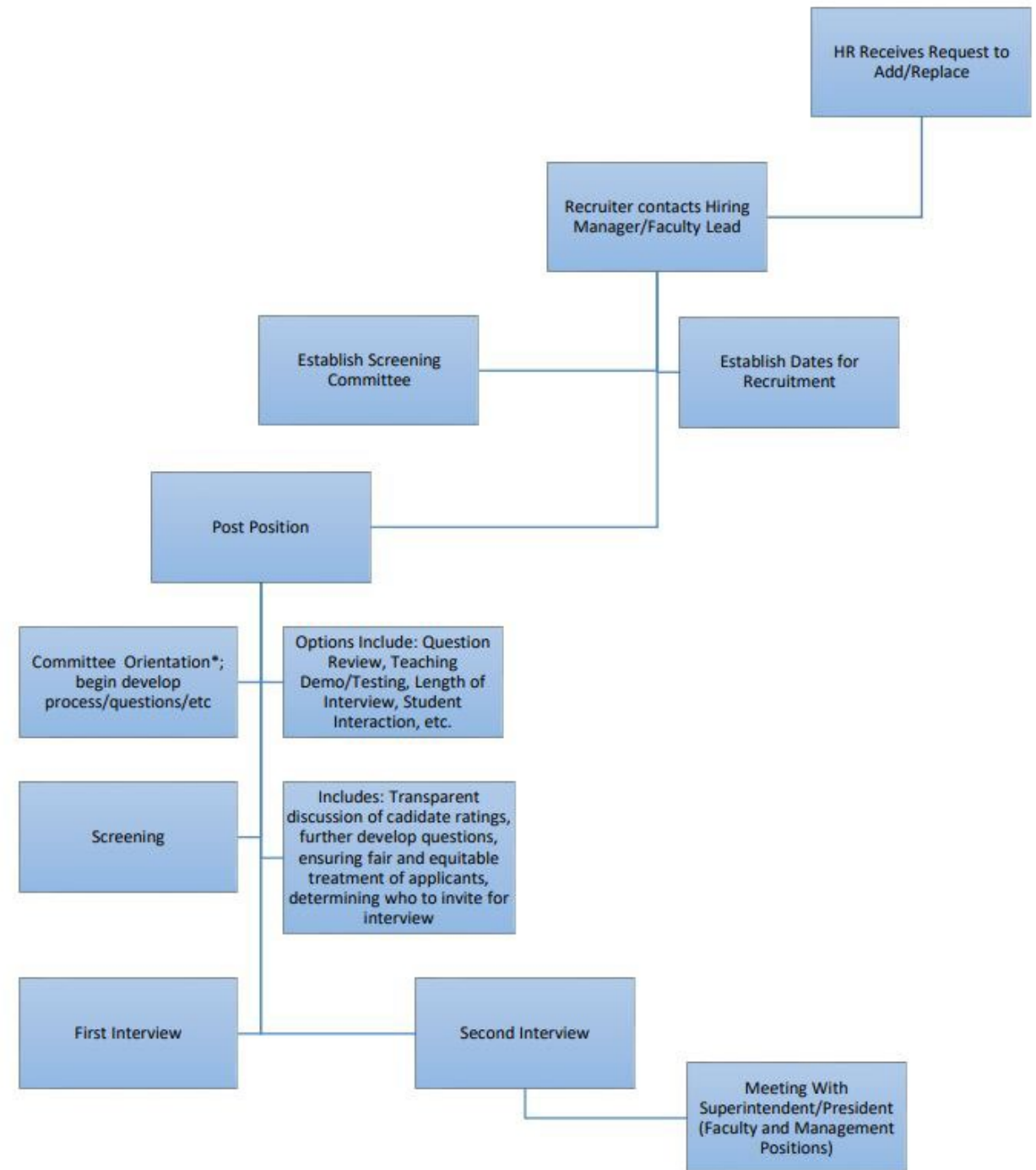
# Quiz

Q: Name the Title 5 section that regulates recruitment.

A: [Section 53021](#)

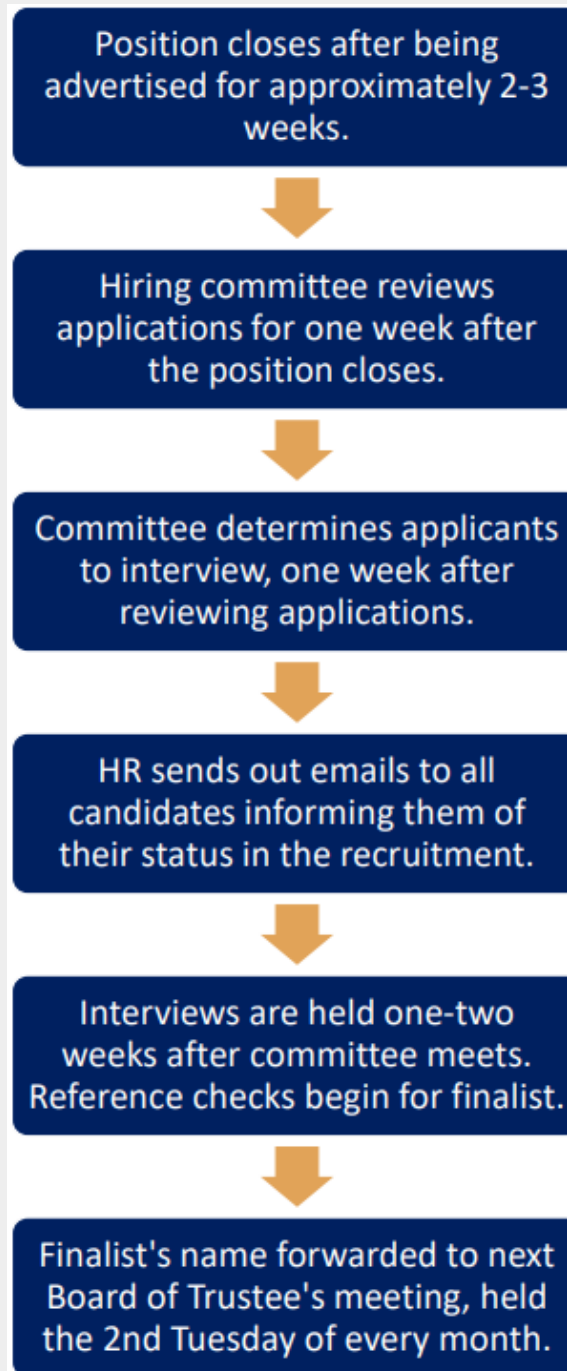
# Recruitment Practices and Processes: Current and Changes

# Recruitment Timeline (Internal)





# Recruitment Timeline (Applicant's Perspective)



= After hiring docs are fully executed, recruitment takes 5 weeks 8 weeks at minimum.

# Role of **Screening** Committee

Screening committees interview all qualified candidates and select most qualified to **recommend** for second interview.

Be welcoming to candidates and set the tone!

Screen and recommend candidates (not hire)

**Important note: Screening committee v. hiring committee**

Serving on a committee: professional growth/chance to refine skills when applying

When to call in VPHR

# Why screen and rank?

- The law

Title 5 Section 53003 et seq; the District is required to collect, maintain, review, and analyze (longitudinally) recruitment data

- Data-driven decision making
- Evidence of equitable treatment

# Screening Committee: Revolution!



Ask thoughtful follow-up questions as needed for clarity and to make the best decision

Innovate!

- Where are interviews held?
- Department coffee with candidates?
- Video for job posting?
- Teaching demos in front of students?
- Teaching demos in a lab?
- Innovate other assessments?
- Portfolios?
- Tours of campus

Reduce stress for the applicant

- Communicate expectations early and often
- Longer question review
- Front-load opportunity to review/do assessment
- Provide water and fidget objects
- Build-in time for the build up
- What can the candidate expect from us?

Smile, laugh, and have fun!

# When/why do recruitments fail?

- Too few applicants
- Applicant pool is not diverse
- Too few finalists: need 2-4 per position
- Violation(s) of process

## Quiz

Q: Why can't we just choose someone (ex. a current adjunct) who we know can do the job?

A: As a **public employer**, we must open the opportunity for permanent employment to all interested parties and provide a truly fair and equitable competitive process. As a public employer, we are responsible for maintaining the public's trust and provide employment opportunities to our community.

# HR (and Appointing Bodies): Revolution!

## Timing:

Post early, get committee established early

Doodle Poll appointed committee members for dates (which may mean new appointees)

Reference checks in 48-72 hours (\*hiring manager)

# Committee Members: Revolution!

## **Call for innovation!**

Create a candidate "experience"

Tours/lunches/etc.

Innovative assessments/teaching demos

Locale of recruitment

Student involvement!!!

What else?



# Questions?